



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME:** DR. HORAN/079M

D79M05M079DBN

**PRINCIPAL:** GREER PHILLIPS

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**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
Greer Phillips	*Principal or Designee	
Esther Moreno	*UFT Chapter Leader or Designee	
Alpha Savane	*PA/PTA President or Designated Co-President	
Sheila Harris	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	
Danielle Varrichio	Member/Teacher	
Frances Delgado	Member/ Paraprofessional	
	Member/	

\*\* Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

### **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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

## ANNUAL GOAL #1 AND ACTION PLAN

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

### **Annual Goal #1**

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

**By June 2013, there will be an increased alignment of IEP transition goals to targeted post-secondary outcomes as evidenced by a 10% increase in the number of appropriate work-study and job placement referrals.**

### **Comprehensive needs assessment**

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

The successful development of IEPs in SESIS to address students' academic, communicative, and socio-emotional needs requires the gathering of data from a variety of sources and the collaboration among all members of the school community: students, parents, teachers, related service providers, and administrators, for a reasonably calculated educational benefit to promote postsecondary outcomes, communication, independence, choice making, and self-determination across environments and domains. The school community has seen regularly the need for this alignment in the data gathered from formative and summative assessment sources, including the Level One Preference and Interests Survey, which are administered to students every school year. Of primary importance is the transition planning process to help students and their families identify desired outcomes after graduation based on students' preferences, interests, and abilities, for the purpose of designing school and community experiences to ensure that students access the necessary concepts and skills in order to achieve those outcomes with supports and services.

### **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) key personnel 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.
- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

### **July 2012 to June 2013**

- Provide opportunities for the school community to participate in NYC DOE Central, District 75, and school-sponsored professional development and in-house coaching and mentoring on the topic of SESIS, IEP Educational Benefit (Reasonable Calculation), Writing Quality IEPs, etc. *(IEP Coordinator, Mentor/Instructional Coordinator)*
- Provide a variety of training opportunities on topics of professional development interest centered on NYS SPP 13 and NYS CR Part 154 compliance, State Standards (e.g., *2012-13 Citywide Instructional Expectations, Instructional Core, Common Core Learning Standards, CDOS, NLA and ESL, Blueprint for Teaching and Learning, Multiple Points of Access (Points of Entry), Curriculum Programs (e.g., Unique Learning System)*) and strategies (e.g., *Universal Design for Learning; Depths of Knowledge, ESL, TEACCH, Structured Teaching, Getting ready to Learn*), Formative and Summative Assessments (e.g., *Brigance, SANDI, NYSAA, NYSESLAT*), Teacher Effectiveness Program, Quality Review, School Rubric, Analysis of Student Work. *(School Administrators, IEP Coordinator, Mentor/Instructional Coordinator, Transition Coordinator, Job Developer, and Academy Team Leaders)*
- Increase the number of in-school work study and community-based vocational preparedness programs to accelerate student learning, increase the levels of communication, widen and secure the readiness, behavioral and social skill sets of students across staffing ratios. *(Transition Coordinator and Job Developer)*
- Disseminate among staff a Standard Operating Procedure (SOP) for writing quality IEPs (e.g. *SMART goals*) and a monthly calendar of upcoming IEP conferences (e.g., annual reviews, triennials, CSE reviews, etc.) aligned to SESIS compliance schedule. *(IEP Coordinator and mentor/Instructional Coordinator)*
- Facilitate the development of a data driven culture where staff will demonstrate the ability to gather and analyze data from multiple sources to inform instruction:

formative tracking tools and summative assessment tools to monitor progress and determine success (e.g., ARIS, IEP Progress Reports, NYSAA and NYSESLAT Scores, Report Cards, BRIGANCE® Diagnostics, Teacher Observation, SANDI, Student Portfolios, Level One Vocational Assessment, Learning Environment Survey Data, School Rubric; Work Study Referral Data, PBIS/SWIS Reports, Teacher Observations, Interviews, etc.). (Data Specialist/Instructional Coordinator/Mentor)

- Examine schools systems using the 2012-13 Quality Review Rubric - Instructional Core across Classrooms: Curriculum (1.1); Pedagogy (1.2); Assessment (2.2)

**Strategies to increase parental involvement**

- Establish a communication system between the home and school in relation to SESIS compliance schedule for IEP conferences (e.g., annual reviews, triennials, etc.)
- Provide an IEP parent support guide that assists parents of children with special needs in understanding the special education process, the reasonable calculation of IEPs to confer an educational benefit, and their role in supporting the IEP development and implementation to promote student achievement.
- Promote parental involvement in decisions that affect children and families in relation to 2012-13 Citywide Instructional Expectations, IEP development process and compliance, and Transition planning.
- Analyze qualitative and quantitative data gathered from needs assessment surveys regarding programmatic issues.
- Promoting parent discussion groups and informational sessions during PTA meetings on the topic of IEP development process (Due Process Rights).
- Develop parent-oriented newsletters, flyers, brochures, and communication activities centered on the IEP development process (Due Process Rights).

**Budget and resources alignment**

- Indicate your school’s Title I status: \*  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

\_\_\_\_\_ Tax Levy    \_\_\_\_\_ Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

- OTPs funds for copy supplies.
- OTPs funds for materials.
- IEP Coordinator Position - Full time.
- Transition Coordinator Position – Full time.
- Job Developer Position – Full time.

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

A Positive Behavior Support (PBIS) program has been implemented school wide for the purpose of establishing structures, systems, and processes for supporting academic performance, positive behaviors, communication, self-determination, and social skills needed for postsecondary outcomes, in-house and work-study programs, community based instruction, and to apply data driven decision making to all areas related to discipline, academics, and social/emotional learning in the school with the support of resources such as the School Wide Information System (SWIS), Functional Behavior Analysis (FBA) and Behavior Intervention Plan (BIP) materials, Crisis Intervention Strategies, and Self-Regulation Strategies. The social/emotional learning is also supported by the use of the Emotional Literacy Blueprint (based on the Feeling Words® Curriculum) to promote self-determination skills and independence for post-secondary (transition) success.

The Student Council promotes student activity and school spirit, develop good relations between staff and students, develop attitudes of good citizenship, promote the welfare of the school, provide a forum for student expression and input, develop student initiative and responsibility, and provide an opportunity to train student leaders.

- The School Nutrition Committee promotes good nutrition as an essential element for preparing students to learn and support educational and food service initiatives that foster a healthy relationship with food and empower learners to make food choices that promote health and well-being.

## **ANNUAL GOAL #2 AND ACTION PLAN**

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

### **Annual Goal #2**

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

**By June 2013, there will be a 20% increase in mastery of targeted skill sets in ELA and Math as evidenced by 75% on the appropriate formative assessments.**

### **Comprehensive needs assessment**

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

The need to promote the development of targeted skill sets in English Language Arts and Mathematics among students with disabilities for the purpose of meeting academic learning needs, support postsecondary outcomes, promote independence and self-determination, and facilitate the successful negotiation of all environments (e.g., independent living, community integration, vocational training, and employment) upon graduation with the support of strategies, accommodations and adaptations, and resources such as the school's Blueprints for Teaching and Learning and in-house and community based work study programs. The cohort specific Blueprints for Teaching and Learning are a content overview of units and a scope and sequence that provides a standard-based approach for teaching concepts and skills related to the State standards (Common Core Learning Standards), 2012-13 Citywide Instructional Expectation (Instructional Core) for students with special needs across ratios, and help the school community design and implement IEP driven learning experiences to support students' transition goals.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel 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.

### **July 2012 to June 2013**

- Align IEPs and academic content standards (Common Core Learning Standards) to improve student outcomes for post-secondary success. (*Instructional Coordinator, Academy Team Leaders*)
- Provide opportunities for staff to participate in NYC DOE Central, District 75, and school-sponsored professional development opportunities and in-house coaching and mentoring on topics such as the Blueprint for Teaching and Learning, Common Core Learning Standards (CCLS), CCLS aligned Units of Study, NYS SPP 13 and CR Part 154 compliance, Frameworks for Teaching (*Charlotte Danielson's*), Teacher Effectiveness Program (TEP), Conceptual Framework (*The Instructional Core, School Structures, and School Culture*), 2012-2013 Citywide Instructional Expectations, Instructional Core, Curriculum Programs (e.g., *Unique Learning System, News-2-You, PBIS/ Emotional Literacy*), Data Systems (e.g., *ARIS*), Formative and Summative assessments (e.g., *Brigance Diagnostics, SANDI, Student Portfolios, NYSAA, NYSESLAT, School Rubric*), Multiple Points of Entry (Access), Teaching Strategies (e.g., *TEACCH, Structured Teaching, Lesson Plan a la Carte, Getting Ready to Learn*), CFI Inquiry collaboration, Analysis of Student Work, Quality Review, etc.. (*Mentor/Instructional Coordinator, Academy/Cohort Team Leaders, Coordinators*)
- Monitor progress of Level 1 and 2 students as per School Rubric. (*Mentor/Instructional Coordinator, Academy Team Leaders*)
- *Design and implement intervention strategies for the lowest one-third and top one-third groups (Teachers)*
- Increase student centered activities and tiered instruction. (*Teachers*)
- Provide linguistic/language development support to students through ESL methodology to increase cognitive academic language proficiency (CALP).(*Teachers*)
- Develop monthly units of study based on the school's Blueprint for Teaching and Learning highlighting targeted skill sets. (*Mentor/Instructional Coordinator,*

*Academy Team Leader, Teachers)*

- Implement curriculum programs and instructional technology resources to support instruction (e.g., Unique Learning System, News-2-You, iPads, computers, Smartboards, etc.). *(Teachers)*
- Promote Student Learning Portfolios (TEP) as an assessment tool to determine student progress and a measure for teacher effectiveness *(Teacher Effectiveness Program)*. *(Administrators)*
- Promote work-study placement to foster the application of various skills sets in real-world contexts. *(Coordinators, Administrators)*
- Promote literacy based instruction in all classes, community based instruction, and work-study programs. *(School based Coach, Academy Team Leaders, Administrators)*
- Foster student and family participation in Title III activities. *(Coordinators, Teachers, Administrators)*
- Use flexible grouping to address functional levels for content area key ideas (conceptual understanding) and skill sets (procedural knowledge). *(Teachers)*
- Increase the use of instructional technology in all classes (e.g., communication/AAC devices, iPads, Smartboards, Computers, Software, etc.). *(Teachers)*
- Schedule weekly Academy/Cohort Team Meetings for the purpose of analyzing student work to identify students learning trends and needs, set goals, monitor, and modify instruction, and promote student achievement, using research-based protocols (e.g., ATLAS). *(Coordinators)*
- Schedule opportunities for teacher intervisitation and peer review to foster collaboration and the exchange of ideas, teaching methods and best practices. *(Coordinators)*
- Conduct partial and full period observation to measure teacher effectiveness and growth as per Teacher Effectiveness Program (TEP). *(Administrators)*
- Provide meaningful, effective, and actionable feedback to teachers in the different teaching domains, competencies and elements of the Charlotte's Frameworks for Teaching (e.g., Planning and Preparation, Instruction, Classroom Management, etc.) to foster reflection and the establishing of next steps. *(Mentor/Instructional Coordinator, Academy Team Leaders, Administrators)*
- Continue to implement the NYCDOE/District 75 Homework Policy. *(Teachers)*
- Promote collaboration and CFI Inquiry among members of the school community to improve student outcomes (including lowest one third and top one thirds). *(Mentor/Instructional Coordinator, Academy Team leaders, Administrators)*
- Foster the use of ARIS to compile data for the purpose of identifying student needs, provide multiple points of access (entry), and to gain access to timely, effective feedback on classroom observations, register for on-demand, data-driven professional development aligned to the Common Core Standards and the Charlotte Danielson's Frameworks for Teaching, and follow a structure for developing educational leadership qualities through a self-assessment and learning plan creation. *(Mentor/Instructional Coordinator, Administrators)*

Examine schools systems using the 2012-13 Quality Review Rubric - Instructional Core across Classrooms: Curriculum (1.1); Pedagogy (1.2); Assessment (2.2)

**Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
  - *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.*
  - Establish a communication system between home and school in relation to IEP progress reports.
  - Help parents understand, through informational sessions, their role in supporting students' acquisition of (content area) key ideas and skills sets outlined in students' IEP for postsecondary success.
  - Promote parental involvement in the decision making process that affect children and families in relation to academics, IEP compliance, and Transition.
  - Obtain and analyze information gathered from needs assessment surveys regarding students' academic and environmental needs.
  - Promoting parent discussion groups during PTA meetings on the topic of IEPs, Standards, Blueprint for Teaching, Assessments, Work-study programs, etc.
- Develop parent-oriented newsletters and communication activities centered on promoting student outcomes.

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

\_\_\_\_\_ Tax Levy    \_\_\_\_\_ Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

- Per session funding for staff development.
- OTPS funds for necessary materials and resources.

FAMIS FY 12-13 funds for technology.

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

A Positive Behavior Support (PBIS) program has been implemented school wide for the purpose of establishing structures, systems, and processes for supporting academic performance, positive behaviors, communication, self-determination, and social skills needed for postsecondary outcomes, in-house and work-study programs, community based instruction, and to apply data driven decision making to all areas related to discipline, academics, and social/emotional learning in the school with the support of resources such as the School Wide Information System (SWIS), Functional Behavior Analysis (FBA) and Behavior Intervention Plan (BIP) materials, Crisis Intervention Strategies, and Self-Regulation Strategies. The social/emotional learning is also supported by the use of the Emotional Literacy Blueprint (based on the Feeling Words® Curriculum) to promote self-determination skills and independence for post-secondary (transition) success.

The Student Council promotes student activity and school spirit, develop good relations between staff and students, develop attitudes of good citizenship, promote the welfare of the school, provide a forum for student expression and input, develop student initiative and responsibility, and provide an opportunity to train student leaders.

The School Nutrition Committee promotes good nutrition as an essential element for preparing students to learn and support educational and food service initiatives that foster a healthy relationship with food and empower learners to make food choices that promote health and wellbeing.

### **ANNUAL GOAL #3 AND ACTION PLAN**

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

#### **Annual Goal #3**

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

**By June 2013, there will be improved mastery by of teachers and educational assistants of targeted instructional strategies aligned to individual ARIS Learn Plans evidenced by improved student engagement measured by low-inference TEP observations.**

#### **Comprehensive needs assessment**

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

The need to promote student outcomes through attainment of IEP goals including independence, self-determination, communication, and post-secondary success in the different areas of transition (e.g., community integration, independent living, employment, etc.).

#### **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) key personnel 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.

#### **July 2012 to June 2013**

- Roll-out the Teacher Effectiveness Program for the 2012-13 school year. (*Mentor/Instructional Coordinator, Academy Team Leaders, Administrators*)
- Provide professional development on the topic of the Frameworks for Teaching (Charlotte Danielson's) which highlights the skills, knowledge and behaviors that have been proven to improve student learning. (*Mentor/Instructional Coordinator, Administrators*)
- Promote the use of the LEARN feature in ARIS. (*Data Specialist/Mentor/Instructional Coordinator, Academy Team Leaders, Administrators*)
- Provide coaching/mentoring sessions to assist teachers and educational assistants (1) adopt the Charlotte Danielson's Frameworks for Teaching (domains, competencies, and elements), (2) assess their pedagogical skills against the continuum of development using the self-assessment survey, (3) develop growth goals, (4) write learning plans to achieve these goals, and (5) search for learning opportunities in the professional development library that align and support these plans (6) Examine the 2012-13 Citywide Instructional Expectations and the school's Instructional Core. (*Mentor/Instructional Coordinator, Administrators*).
- Set peer review and inter-visitation programs that evidence best practices for the purpose of accelerating student growth and support teacher effectiveness. (*Academy Team Leaders*)
- Conduct a total of six observations per teacher during the 2012-13 school year (partial/informal and full/formal period observations). (*Administrators*)
- Provide meaningful, actionable, and effective feedback aligned to the Teacher Effectiveness Program (TEP) rubric in order to promote teacher reflection and the formulation of next steps. (*Administrators*)

Examine schools systems using the 2012-13 Quality Review Rubric [School Culture: Positive Learning Environment (1.4); High Expectations (3.4)] [Structures for Improvement: Leveraging resources (1.3)\*; Teacher support and supervision (4.1)\*; Goals and action plans (3.1); Teacher teams and leadership development (4.2); Monitoring and revising systems (5.1)]

#### **Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- Establish a communication system between home and school in relation to IEP progress reports.

- Help parents understand, through informational sessions, their role in supporting students' acquisition of (content area) key ideas and skills sets outlined in students' IEP for postsecondary success.
- Promote parental involvement in the decision making process that affect children and families in relation to academics, IEP compliance, and Transition.
- Obtain and analyze information gathered from needs assessment surveys regarding students' academic and environmental needs.
- Promoting parent discussion groups during PTA meetings on the topic of IEPs, Standards, Blueprint for Teaching, Assessments, Work-study programs, etc.
- Develop parent-oriented newsletters and communication activities centered on promoting student outcomes.
- Promoting parent discussion groups centered round the Frameworks for Teaching and the Talent Management Pilot program.

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.  
 \_\_\_\_\_ Tax Levy    \_\_\_\_\_ Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

- Inquiry Team funding will provide per session monies for the Inquiry Teams to meet before and after school.
- OTPs funds to purchase materials (i.e. binders, PTS booklets).
- Per session and training funding for professional development.
- Budget teacher coverage's for in house professional development sessions.

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

A Positive Behavior Support (PBIS) program has been implemented school wide for the purpose of establishing structures, systems, and processes for supporting academic performance, positive behaviors, communication, self-determination, and social skills needed for postsecondary outcomes, in-house and work-study programs, community based instruction, and to apply data driven decision making to all areas related to discipline, academics, and social/emotional learning in the school with the support of resources such as the School Wide Information System (SWIS), Functional Behavior Analysis (FBA) and Behavior Intervention Plan (BIP) materials, Crisis Intervention Strategies, and Self-Regulation Strategies. The social/emotional learning is also supported by the use of the Emotional Literacy Blueprint (based on the Feeling Words® Curriculum) to promote self-determination skills and independence for post-secondary (transition) success.

The Student Council promotes student activity and school spirit, develop good relations between staff and students, develop attitudes of good citizenship, promote the welfare of the school, provide a forum for student expression and input, develop student initiative and responsibility, and provide an opportunity to train student leaders.

The School Nutrition Committee promotes good nutrition as an essential element for preparing students to learn and support educational and food service initiatives that foster a healthy relationship with food and empower learners to make food choices that promote health and wellbeing.

## ANNUAL GOAL #4 AND ACTION PLAN

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

### **Annual Goal #4**

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

**By June 2013, there will be a 30% increase in the number of parents participating in school activities and events to increase student achievement across content areas and environments, as measured by data gathered from attendance logs, Learning Environment Survey, Title III program participation, and ARIS parent link access.**

### **Comprehensive needs assessment**

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

The need to increase parental involvement in children's education and school activities and events, frequently arises from the need to improve students' academic achievement in classes and state tests; promote student self-esteem, self-advocacy, and independence; increase student attendance and level of engagement in lessons; foster parent-child relationships; help parents develop positive attitudes towards the school and a better understanding of the schooling process; and also allow them to become more aware of the resources and supports available in their communities.

### **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) key personnel 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.

### **July 2012 to June 2013**

Target population: Entire student body and families

- Promote parent/guardian participation in IEP conferences. *(Teachers, Coordinators, and Administrators)*
- Issue quarterly report cards and progress report letters. *(Teachers and Administrators)*
- Send letters (brochures, flyers, etc.) home introducing special programs to parents *(Monthly calendars and bi-monthly newsletters with information on new initiatives and programs will be sent home via backpacking. (Teachers, Administrators, Coordinators)*
- School Messenger *(Monthly calendars, bi-monthly newsletters, and letters will be backed up by a message to parents sent through School Messenger). (Coordinators)*
- Monthly workshops for parents on new initiatives: IEPs/SEIS, Blueprint for Teaching, Community Resources, 2012-2013 Citywide Instructional Expectations, Common Core Learning Standards, Instructional Core, NYS CR Part 154, NYS SPP 13, Tiered Instruction, Lesson Plan a la Carte, Emotional Literacy/PBIS, Frameworks for Teaching (Charlotte Danielson's), Teacher Effectiveness Program (TEP), ARIS Parent Link, and Student Centered Transition Planning. *(Teachers, Coordinators, School based Coach)*
- Administrative and teacher representation at PTA meetings. *(Teachers, Coordinators, and Administrators)*
- School website.
- Learning Environment Survey for parents (School administrators will share the results of parent survey with PTA Executive Board and School Leadership Team). *(Administrators)*
- Interim survey for parents regarding satisfaction with the use of ARIS. *(Teachers, Coordinators, School based Coach)*

Examine schools systems using the 2012-13 Quality Review Rubric: School Culture - Positive Learning Environment (1.4); High Expectations (3.4)]

**Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- Update parent contact information.
- Establish a communication system between home and school that is regular, two-way, and meaningful.
- Help parents understand the educational process and their role in supporting student achievement.
- Have parents be full partners in the decisions that affect children and families by giving them a voice in decisions that affect their children's education and also allow them to have a role regarding programmatic decisions that are made. The intent is to give parents voice in decisions that affect their children's education.
- Promote and support the acquisition and development of parenting skills.
- Develop parent outreach training programs.
- Obtain and analyze information from the needs assessment surveys for parents.
- Establish open houses for community outreach.
- Promote parent discussion groups during PTA meetings.
- Develop parent-oriented newsletters and communication activities.

Facilitate access to community resources to strengthen school, families, and student learning.

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

\_\_\_\_\_ Tax Levy    \_\_\_\_\_ Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

- Tax Levy Funds will be used for supplies to print newsletters, flyers for special school events, and invitations to special school events.
- Title III Funds.
- OTPs funds for materials/refreshments for parent meetings/workshops
- Staffing.

Scheduling.

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

A Positive Behavior Support (PBIS) program has been implemented school wide for the purpose of establishing structures, systems, and processes for supporting academic performance, positive behaviors, communication, self-determination, and social skills needed for postsecondary outcomes, in-house and work-study programs, community based instruction, and to apply data driven decision making to all areas related to discipline, academics, and social/emotional learning in the school with the support of resources such as the School Wide Information System (SWIS), Functional Behavior Analysis (FBA) and Behavior Intervention Plan (BIP) materials, Crisis Intervention Strategies, and Self-Regulation Strategies. The social/emotional learning is also supported by the use of the Emotional Literacy Blueprint (based on the Feeling Words® Curriculum) to promote self-determination skills and independence for post-secondary (transition) success.

The Student Council promotes student activity and school spirit, develop good relations between staff and students, develop attitudes of good citizenship, promote the welfare of the school, provide a forum for student expression and input, develop student initiative and responsibility, and provide an opportunity to train student leaders.

The School Nutrition Committee promotes good nutrition as an essential element for preparing students to learn and support educational and food service initiatives

that foster a healthy relationship with food and empower learners to make food choices that promote health and wellbeing.

**ACADEMIC INTERVENTION SERVICES (AIS)**

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
<b>ELA</b>		<p>1. Use in house curriculum and other supplemental resources:</p> <p><b>BLUEPRINT FOR TEACHING AND LEARNING</b>            (12:1:4/6:1:1/8:1:1/12:1:1)– a content overview of all the units teachers need to teach in the area of vocational education throughout the 2011-2012 school year in each of the academies. This scope and sequence provides a standard-based approach for teaching concepts and skills related to the NYS Career Development and Occupational Studies standards for students with special needs. This blueprint is a road map that will help you design and implement IEP driven learning experiences to support students' transition goals in the areas of community integration, post-secondary placement, independent living, and employment. Included also are the Big Ideas, lesson plans, templates, activities and curriculum resources.</p> <p><b>NEWS-2-YOU</b> (12:1:4/6:1:1)–a Special Education's online weekly newspaper where each week, students connect with the world</p>	

		<p>through symbol-supported news articles and dozens of worksheets, games, and activities. These materials are included in the newspaper to keep students engaged in their studies all week The standard newspaper is published with four levels of difficulty, so there is something to challenge every student, from beginning readers to the high school level.</p> <p><b>UNIQUE LEARNING SYSTEM</b>  (12:1:4)-Unique Learning System is the ONLY online, dynamic, standards-based curriculum specifically designed for special learners. Subscribers download monthly instructional thematic units of study. Each unit contains 29 lesson plans and downloadable materials that teachers can readily implement into classroom learning activities. All materials are created using SymbolStix graphics. The unit lesson plans define three levels of differentiated tasks to accommodate the diversity of learners with significant disabilities. 50minx2 per week.</p> <p><b>GET READY TO LEARN</b>  (12:1:4/6:1:1)–Balanced therapeutic movements program to effectively enhance the students ability to deal with transitions, classroom demands, and memory, and learning. 50min x 2/3 per week.</p> <ol style="list-style-type: none"> <li>2. Strategies are implemented and adjustments are made to instruction to meet students' needs during the school day</li> <li>3. Use Differentiated Instruction and flexible grouping</li> <li>4. Increase the mandated units</li> </ol>	
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		<p>of ESL service</p> <ol style="list-style-type: none"> <li>5. Increased use of manipulatives and multisensory materials</li> <li>6. Increased technology support</li> <li>7. Align skill sets to transition needs</li> <li>8. Identify granular skills needed for strengthening student work</li> <li>9. Provide real world context for application of skill set</li> <li>10. Title III Activities (After School)</li> </ol> <p>Homework Policy</p>	
<p><b>Mathematics</b></p>		<p><b>BLUEPRINT FOR TEACHING AND LEARNING</b> (12:1:4/6:1:1/12:1:1)– a content overview of all the units teachers need to teach in the area of vocational education throughout the 2011-2012 school year in each of the academies. This scope and sequence provides a standard-based approach for teaching concepts and skills related to the NYS Career Development and Occupational Studies standards for students with special needs. This blueprint is a road map that will help you design and implement IEP driven learning experiences to support students' transition goals in the areas of community integration, post-secondary placement, independent living, and employment. Included also are the Big Ideas, lesson plans, templates, activities and curriculum resources.</p> <p><b>NEWS-2-YOU</b> (12:1:4/6:1:1)–a Special Education's online weekly newspaper where each week, students connect with the world through symbol-supported news</p>	

		<p>articles and dozens of worksheets, games, and activities. These materials are included in the newspaper to keep students engaged in their studies all week The standard newspaper is published with four levels of difficulty, so there is something to challenge every student, from beginning readers to the high school level.</p> <p><b>UNIQUE LEARNING SYSTEM</b>  (12:1:4)-Unique Learning System is the ONLY online, dynamic, standards-based curriculum specifically designed for special learners. Subscribers download monthly instructional thematic units of study. Each unit contains 29 lesson plans and downloadable materials that teachers can readily implement into classroom learning activities. All materials are created using SymbolStix graphics. The unit lesson plans define three levels of differentiated tasks to accommodate the diversity of learners with significant disabilities. 50minx2 per week.</p> <p><b>GET READY TO LEARN</b>  (12:1:4/6:1:1/8:1:1/12:1:1)–Balanced therapeutic movements program to effectively enhance the students ability to deal with transitions, classroom demands, and memory, and learning. 50min x 2/3 per week.</p> <ol style="list-style-type: none"> <li>1. Strategies are implemented and adjustments are made to instruction to meet students' needs during the school day</li> <li>2. Use Differentiated Instruction and flexible grouping</li> <li>3. Increase the mandated units</li> </ol>	
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		<p>of ESL service</p> <ol style="list-style-type: none"> <li>4. Increased use of manipulatives and multisensory materials</li> <li>5. Increased technology support</li> <li>6. Align skill sets to transition needs</li> <li>7. Promote the use of problem solving techniques and strategies</li> <li>8. Identify granular skills needed for strengthening student work</li> <li>9. Provide real world context for application of skill sets</li> <li>10. Title III Activities (After School)</li> </ol> <p>Homework Policy</p>	
<p><b>Science</b></p>		<ol style="list-style-type: none"> <li>1. Use of curriculum and supplemental resources:</li> </ol> <p><b>BLUEPRINT FOR TEACHING AND LEARNING</b> (12:1:4/6:1:1/12:1:1)– a content overview of all the units teachers need to teach in the area of vocational education throughout the 2011-2012 school year in each of the academies. This scope and sequence provides a standard-based approach for teaching concepts and skills related to the NYS Career Development and Occupational Studies standards for students with special needs. This blueprint is a road map that will help you design and implement IEP driven learning experiences to support students' transition goals in the areas of community integration, post-secondary placement, independent living, and employment. Included also are the Big Ideas, lesson plans, templates, activities and curriculum resources.</p>	

		<p><b>NEWS-2-YOU</b> (12:1:4/6:1:1)–a Special Education’s online weekly newspaper where each week, students connect with the world through symbol-supported news articles and dozens of worksheets, games, and activities. These materials are included in the newspaper to keep students engaged in their studies all week The standard newspaper is published with four levels of difficulty, so there is something to challenge every student, from beginning readers to the high school level.</p> <p><b>UNIQUE LEARNING SYSTEM</b> (12:1:4)-Unique Learning System is the ONLY online, dynamic, standards-based curriculum specifically designed for special learners. Subscribers download monthly instructional thematic units of study. Each unit contains 29 lesson plans and downloadable materials that teachers can readily implement into classroom learning activities. All materials are created using SymbolStix graphics. The unit lesson plans define three levels of differentiated tasks to accommodate the diversity of learners with significant disabilities. 50minx2 per week.</p> <p><b>GET READY TO LEARN</b> (12:1:4/6:1:1)–Balanced therapeutic movements program to effectively enhance the students ability to deal with transitions, classroom demands, and memory, and learning. 50min x 2/3 per week.</p> <p>2. Strategies are implemented and adjustments are made to</p>	
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		<p>instruction to meet students' needs during the school day</p> <ol style="list-style-type: none"> <li>3. Use Differentiated Instruction and flexible grouping</li> <li>4. Increase the mandated units of ESL service</li> <li>5. Increased use of manipulatives and multisensory materials</li> <li>6. Increased technology support</li> <li>7. Observation Method</li> <li>8. Align skill sets to transition needs</li> <li>9. Identify granular skills needed for strengthening student work</li> <li>10. Provide real world context for application of skill sets</li> <li>11. Title III Activities (After School)</li> </ol> <p>Homework Policy</p>	
<p><b>Social Studies</b></p>		<ol style="list-style-type: none"> <li>1. Use of curriculum and supplemental resources: BLUEPRINT FOR TEACHING AND LEARNING (12:1:4/6:1:1/12:1:1)– a content overview of all the units teachers need to teach in the area of vocational education throughout the 2011-2012 school year in each of the academies. This scope and sequence provides a standard-based approach for teaching concepts and skills related to the NYS Career Development and Occupational Studies standards for students with special needs. This blueprint is a road map that will help you design and implement IEP driven learning experiences to support students' transition goals in the areas of community integration, post-secondary placement, independent living, and employment. Included also are the Big Ideas, lesson plans,</li> </ol>	

		<p>templates, activities and curriculum resources.</p> <p>NEWS-2-YOU (12:1:4/6:1:1)–a Special Education’s online weekly newspaper where each week, students connect with the world through symbol-supported news articles and dozens of worksheets, games, and activities. These materials are included in the newspaper to keep students engaged in their studies all week The standard newspaper is published with four levels of difficulty, so there is something to challenge every student, from beginning readers to the high school level.</p> <p>UNIQUE LEARNING SYSTEM (12:1:4)-Unique Learning System is the ONLY online, dynamic, standards-based curriculum specifically designed for special learners. Subscribers download monthly instructional thematic units of study. Each unit contains 29 lesson plans and downloadable materials that teachers can readily implement into classroom learning activities. All materials are created using SymbolStix graphics. The unit lesson plans define three levels of differentiated tasks to accommodate the diversity of learners with significant disabilities. 50minx2 per week.</p> <p>GET READY TO LEARN (12:1:4/6:1:1)–Balanced therapeutic movements program to effectively enhance the students ability to deal with transitions, classroom demands, and memory, and learning. 50min x</p>	
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		<p>2/3 per week.</p> <ol style="list-style-type: none"> <li>2. Strategies are implemented and adjustments are made to instruction to meet students' needs during the school day</li> <li>3. Use Differentiated Instruction and flexible grouping</li> <li>4. Increase the mandated units of ESL service</li> <li>5. Increased use of manipulatives and multisensory materials</li> <li>6. Increased technology support</li> <li>7. Align skill sets to transition needs</li> <li>8. Identify granular skills needed for strengthening student work</li> <li>9. Increase community based instruction</li> <li>10. Provide real world context for application of skill sets</li> <li>11. Title III Activities (After School)</li> <li>12. Homework Policy</li> </ol>	
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>		<p>The Positive Behavior Support (PBIS) program is used to build skills and capacity of positive behaviors to develop structures for teaching expected behaviors and social skills, creating student behavioral and academic support systems (classroom management) and applying data-based decision making to discipline, academics, and social/emotional learning at the school with the support of resources such as the School Wide Information System (SWIS), Functional Behavior Analysis (FBA) and Behavior Intervention Plan (BIP) materials, Crisis Intervention strategies, and Self-Regulation strategies. The social/emotional learning is also</p>	

		supported by the use of the Emotional Literacy program (Feeling Words Curriculum) to promote self-advocacy skills and independence for post- secondary (transition) success.	
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## HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

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

The implementation of the Children First Network (CFN) Teacher Effectiveness Program for the purpose of identifying talent management challenges related to teacher recruitment and retention, assignment, evaluation, development and leadership cultivation with the goal of assessing teacher effectiveness fairly and accurately to help each teacher develop professionally. As part of the 2012-13 instructional expectations for all NYC schools, administrators and teachers will utilize the Danielson *Framework for Teaching*, or a research-based rubric already adopted by the school that articulates what effective teaching looks like, in order to provide feedback to teachers on their classroom practice.

- Support and evaluation of teachers through a research based framework (e.g., *Danielson Framework for Teaching*).
  - Design and implement targeted professional development, mentoring/coaching on the topic of IEP development, Federal and State compliance, and SESIS.
  - Provide frequent, meaningful, and actionable (effective) feedback to teachers to improve practice in the competency areas delineated in the Frameworks for Teaching (*Danielson's*).
  - Establish a culture of collaboration using the Inquiry approach through weekly cohort and team meetings.
  - Provide mentoring and coaching support on the topics of IEP development, SMART goals, Reasonable Calculation, Educational Benefit, etc.
- Allocate resources to promote collaboration, leadership, and to enhance instructional capacity.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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**  
**REQUIRED OF ALL SCHOOLS**  
**CAN BE LAST YEARS BUT MUST BE UPDATED**

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

**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 <b>Gary Hecht</b>	District <b>75</b>	Borough <b>Manhattan</b>	School Number <b>079</b>
School Name <b>Dr. Edmund Horan</b>			

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

Principal <b>Greer Phillips</b>	Assistant Principal <b>Mildred Rodriguez-Ortiz</b>
Coach <b>Jose Gonzalez</b>	Coach <b>type here</b>
ESL Teacher <b>Marie Kwan Yip</b>	Guidance Counselor <b>Esperanza Urena</b>
Teacher/Subject Area <b>type here</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Jaclyn Ortega</b>
Related Service Provider <b>Lilliana Ortiz, Speech</b>	Other <b>Cindy Valentin, SE Compliance</b>
Network Leader <b>Ketler Louissaint</b>	Other <b>type here</b>

### 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	<b>3</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>6</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>289</b>	Total Number of ELLs	<b>158</b>	ELLs as share of total student population (%)	<b>54.67%</b>
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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. 

For students in District 75, options for special education English Language Learners (ELLs) are determined and discussed with parents and/or guardians at the Committee of Special Education (CSE). As part of the identification process for English Language Learners (ELLs), parents and/or guardians need to complete a legally mandated document called the Home Language Identification Survey (HLIS) in their preferred language. This HLIS is presented and completed at CSE for the purpose of counting the students whose families speak a language other than English at home and also to help identify the students who need to be assessed for English language proficiency. Once the HLIS is given, the team at CSE makes the appropriate ELL determination. Parents are given an array of program choices or options from which to choose and a designation of English as a Second Language (ESL) and Bilingual services is typically determined at this time.

In the event that CSE has not followed procedural protocols for new ELLs, the following protocols have been established at P79M:

Our state certified English to Speakers of other Languages (ESL) teachers, Marie Kwan Yip, Rita DaSilva, and Tasia Anagnostopoulos; the Special Education Compliance Coordinator, Cindy Valentin; and our state certified bilingual special education teachers, Esther Moreno, Martha DeLeon, Ricardo Torres, Sonia Madison Kaslow, Karina Feliz, and Michelle Alvarez; will administer the HLIS to the parent or guardian with the Department of Education's HLIS in one of the fifteen (15) languages other than English available. Additional languages may be acquired from the NYC DOE Translation and Interpretation Department, if needed. Also, if during the interview, if it is noted that the student is a speaker of a language other than English, then interview will be conducted in the student's native language. The list of languages spoken by these pedagogues includes Spanish, Chinese, Greek, and Portuguese. Consequently, if HLIS survey determines that the student is an English Language Learner, the aforementioned certified English to Speakers of other Languages (ESL) teachers, Marie Kwan Yip, Rita DaSilva, and Tasia Anagnostopoulos will administer the Language Assessment Battery Revised (LAB-R), and if the ELL is Spanish language dominant and unsuccessful at passing the LAB-R, then the Spanish version of the LAB-R will be administered by Cindy Valentin or any of our certified bilingual teachers, Esther Moreno, Martha DeLeon, Ricardo Torres, Sonia Madison Kaslow, Karina Feliz, or Michelle Alvarez. Based on the assessment score, and if the student falls below the passing cut-score of the LAB-R, the ELL is then deemed eligible to receive services. The Department of ELLs passes this information on to our School Based Support Team (SBST) and the student is then recommended for in-need of English as a Second Language (ESL) services or bilingual education services according to his/her proficiency level and IEP classification or staffing ratio. This procedure is done within ten (10) school days following the established test administration procedures. Moreover, the school is also made aware of a student's status as an English Language Learner (ELL) after a review of his/her Individualized Education Plan (IEP) during the admission process. As previously stated, prior to admission, the Educational Planning Conference (EPC) at the CSE level identifies each ELL through the completion of the HLIS. The school also utilizes various ATS reports: RLER, RADP, etc., to identify students eligible for LAB-R testing both in English and in a language other than English. Although decisions about placement are made at the CSE level in regards to Transitional Bilingual Education (TBE) and Freestanding ESL programs, parents are provided with information regarding their child's program, and other pertinent information at the school level.

Based on the HLIS, LAB-R scores, IEP recommendations, new admits ELLs are identified and placed in a Freestanding English as a Second Language (ESL) or Transitional Bilingual Education (TBE) programs. Using the NYSESLAT proficiency results for the different language modalities (Listening; Speaking; Reading; and Writing), ESL teachers identify the ELL's overall proficiency level: Beginner (B), Intermediate (I), Advanced (A), and Proficiency (P). The tests indicate whether or not the student has made progress and if his/her overall proficiency level has advanced. These results assist ESL teachers with their instruction. Student's profile, IEP recommendations, academic performance and learning characteristics, social/emotional performance, related services recommendations, participation in assessments, etc. are all essential factors to keep in mind when determining a student's overall level of proficiency. Differentiated instruction and language support is used at every proficiency level to provide students with multiple point of entry to the concepts and skill sets needed for post secondary success, in relation to NYS SPP 13 . ESL and Bilingual teachers share with parents and/or guardians the Blueprints for Teaching and Learning being used in the various P79M programs to enhance English language acquisition and cognitive academic language proficiency (CALP). All this information is presented to parents in their preferred language and mode of communication.

Additionally, every Spring, P79M community administers the New York State English as a Second Language Achievement Test (NYSESLAT) to measure the overall English language proficiency of students who have been identified as English Language Learners (ELLs). Usually grade bands 7–8 and 9–12 are administered every year. Each band assesses four language modalities: Listening, Speaking, Reading, and Writing. Student performance on this test will be the basis for determining whether the student continues to be an English Language Learner. Based on the results of the test, the student's overall English language proficiency level is classified as Beginning, Intermediate, Advanced, or Proficient. Such classification must be used in order to provide the required amount of English language arts instruction and English as a Second Language services prescribed under the Regulations of the NYS CR Part 154. Our school takes the following steps to annually evaluate ELLs using the NYSESLAT:

1. Ordering test materials
2. Establishing the NYSESLAT administration schedule for TBE, ESL, and ELL students served as per their IEP considering the testing accommodations prescribed in the IEP.
3. Orientation of students: Informing students (ELLs) about the NYSESLAT a few days before its administration. The NYSESLAT test has been designed for ELLs to demonstrate how well they can listen, read, write, and speak in English.
4. Notification of parents: Informing parents and/or guardians about the NYSESLAT testing calendar/schedule, and the purpose of the test.
5. Identification and orientation of test administrators: The people responsible for administering (examiners) the NYSESLAT must be teachers or administrators, able to follow and carry-out standard examination procedures. They must also receive special training on how to administer the NYSESLAT. To ensure accurate, fair, and reliable results, the examiner should become thoroughly familiar with NYSESLAT guidelines and procedures before attempting to administer the test.
6. Preparing the answer sheets: Before the day(s) that the NYSESLAT is to be administered, examiners need to prepare the answer sheets for each of the students taking the test.
7. Examiners are to administer and subsequently score the test.

The following structures have been put in place at our school to ensure that parents of ELLs understand the program choices available at the school, Transitional Bilingual Education (TBE) and Freestanding English as a Second Language (ESL):

1. An orientation session is provided to parents about the school's bilingual and ESL programs and the Title III supplemental program (Fall 2011)
2. Parents will have an opportunity to utilize the computer lab and the Internet to explore sources with information, in English and/or in their preferred languages, about NYS CR Part 154, curriculum programs (e.g., Unique Learning System; Vizzle; TEACCH; Lesson Plan a la Carte, Emotional Literacy, etc.), after-school programs (e.g., Title III), SESIS, materials and resources, State standards, professional development opportunities, and parental involvement events, etc. Parents will also have an opportunity to meet with teachers and their children during Title III after-school activities. These activities has been designed to enhance students cognitive academic language proficiency (academic language) (Ongoing throughout the school year)
3. In addition, parents will attend an orientation meeting prior to the initiation of the Title III program. (Winter/Spring 2011-12)
4. Information regarding our school Bilingual/ESL programs, and Title III will be distributed to parents in English and in their preferred language of communication, and will be shared during after-school meetings, Parent-Teacher conferences, school events, and IEP annual reviews. Teachers and Educational Assistants who speak other languages than English will be available to translate at these meetings. (Winter/Spring 2011-12)

5. The Parent Coordinator will offer parents of ELLs ongoing information in their preferred language of communication and also provide training on different topics and aspects of educating ELLs, such as home activities to support learning, available community resources, and parent interest/needs surveys (Learning Environment Survey). (Ongoing throughout the school year)

6. Increase parent outreach and participation by offering parents ad/or guardians training through the NYSABE Parent Institute and District 75 parent conferences with the support of interpreters, if needed. Ongoing parent conferences provide families with agency resources, i.e., Young Adult Institute (YAI), Association for the Health of Retarded Children (AHRC), and parent yellow pages/directories. Parents also participate in the P79M School Leadership Team (SLT). In these meetings, members bring forth issues concerning the academic well-being of students. The focus of discussion is how to implement additional resources that will help and support both students and parents. The Parent Coordinator and a guidance counselor are present as additional resource to assist the Parent Representative understand the climate/culture of the school and propose possible recommendations that will help students attain academic and post secondary success. The Family Worker also assists by extending other courtesies to parents, such as, finding community services, answering parents' questions, explaining community resources, and providing translations. (Ongoing throughout the school year).

In terms of how the school ensures that Entitlement letters, Parent Surveys, and Program selection forms are returned, it is necessary to clarify that this procedure is conducted at the CSE level.

As previously mentioned, for students in District 75, options for special education ELLs are determined and discussed with parents and guardians at the Committee of Special Education (CSE). Based on our population, the trend that we have observed is that parents of incoming students (new admits) have consistently chosen Transitional Bilingual Education (TBE) programs. When a recommendation for bilingual services in a specific language could not be offered to a student, P79M provides an alternate placement option where students receive ESL services and native language support by an alternate placement Educational Assistant (Paraprofessional).

Programs offered at P79M are aligned with these parental requests. P79M is a specialized school with staffing ratios of 12:1:4, 12:1:1, 8:1:1 and 6:1:1. Within this structure, P79M offers six (6) TBE classes with certified Bilingual Teachers. Three (3) ESL teachers are also on staff to meet the linguistic and academic needs of students recommended for ESL services.

## Part III: ELL Demographics

### A. ELL Programs

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

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

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

Transitional bilingual education program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Freestanding ESL														
Self-Contained														0
Push-In														0
<b>Total</b>	<b>0</b>													

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	158	Newcomers (ELLs receiving service 0-3 years)	42	Special Education	158
SIFE	19	ELLs receiving service 4-6 years	43	Long-Term (completed 6 years)	73

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. [?](#)

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	7	2	7	18	8	18	39	4	39	64
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	35	1	35	25	3	25	34	1	34	94
<b>Total</b>	<b>42</b>	<b>3</b>	<b>42</b>	<b>43</b>	<b>11</b>	<b>43</b>	<b>73</b>	<b>5</b>	<b>73</b>	<b>158</b>

Number of ELLs in a TBE program who are in alternate placement: 4

**C. Home Language Breakdown and ELL Programs**

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish									1	4	9	8	42	64
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
<b>TOTAL</b>	<b>0</b>	<b>1</b>	<b>4</b>	<b>9</b>	<b>8</b>	<b>42</b>	<b>64</b>							

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

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	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
<b>TOTAL</b>	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: <u>    </u>	Asian: <u>    </u>
Native American: <u>    </u>	White (Non-Hispanic/Latino): <u>    </u>
	Hispanic/Latino: <u>    </u>
	Other: <u>    </u>

**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									3	9	8	11	40	71
Chinese													1	1
Russian														0
Bengali														0
Urdu														0
Arabic										1				1
Haitian											1	1	1	3
French											2		1	3

## Freestanding English as a Second Language

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other									1	2	2	2	8	15
<b>TOTAL</b>	<b>0</b>	<b>4</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>51</b>	<b>94</b>							

## 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?

Our NYS CR Part 154 program (TBE, ESL) follows an alternate assessment high school organizational model based on academies and cohorts. English Language Learners are grouped in self-contained, ungraded, and heterogenous classes, travelling together, for the most part (block model), to clusters, departments, and tiered instruction assignments according to their program schedule: Classes in the 12:1:4 Academy (students with multiple disabilities) are grouped in two (2) cohorts and follow a departmentalized high school model: ELA, Math, Science, and Social Studies are listed in student schedules as core subjects, with Getting Ready to Learn (GRTL), Adapted Physical Education (APE), and Art listed as clusters. In the 12:1:4 Academy, English Language Learners recommended for ESL-only and for those in alternate placement, mandated ESL services are being provided through Science. ELLs also follow the departmentalized high school (block) organizational model within the context of cohorts. Classes in the 6:1:1 Academy (students with autism) are assigned to two (2) cohorts and follow a tiered instructional model for ELA and Math. Social studies and Science are part of the homeroom instruction, with Gym, Computers, Health, Art, GRTL, and Music listed as clusters. In the 6:1:1 Academy, English Language Learners recommended for ESL-only and for those in alternate placement, mandated ESL services are being provided through Computers. Classes in the 12:1:1 Academy (students with intellectual and emotional disabilities) are assigned to two (2) cohorts, In-House and Work-Study. Classes in the In-House cohort are self-contained and follow a block schedule. ELA, Math, Social Studies are listed in

## A. Programming and Scheduling Information

student schedules as core subjects, with Gym, Computers, Health, Home Economics, and Science listed as clusters. Some students assigned to this cohort, including ELLs, participate also in work study experiences at various job sites. Students in classes assigned to the Work-Study cohort report to their respective job sites according to their schedule. For ELLs recommended for ESL-only and for those in alternate placement, ESL services are being provided through a self-contained organizational model. Our ELL population in the 12:1:1 and 6:1:1 academies also follow the tiered and self-contained organizational model within the context of cohorts. ELLs placed in 12:1:1 classes are provided with the opportunity to participate also in work-study programs. Classes across all service categories (staffing ratios) and academies are heterogeneous (mixed proficiency levels). Our ESL teachers follow a self-contained, collaborative organizational model. This model allows the ESL provider and classroom teacher to collaborate in the development of Individualized Education Programs (IEPs). As a result, the ELLs are given the opportunity to accelerate English language development across content areas and environments for communication, self-advocacy, independence, and post secondary success. As mentioned before, our program models consist of ungraded, heterogeneous, and block groupings. Because of this, ESL teachers adapt and differentiate curriculum, resources, and materials according to students' chronological age, proficiency levels (IEPs, BRIGANCE Diagnostics, Level 1 Vocational Assessment, SANDI, NYSESLAT, NYSAA, Unique Learning System, teacher made materials), IEP recommendation, etc. As stated in the District Comprehensive Educational Plan (DCEP), ESL instruction for ELLs must follow elements of the Blueprint for Teaching and Learning, the New York State Learning Standards in relation to the Curriculum Frameworks for Students with Severe Disabilities (AGLIs), ESL standards, CDOS standards, SPP 13, and Common Core Learning Standards (CCLS). The use of information technology resources enhances and supports the development of English language acquisition and literacy skills, including expressive and receptive communication skills for students with special needs across staffing ratios. Activities are extended throughout the curriculum and content areas by combining the interdisciplinary/thematic approach with ESL strategies (e.g., Language Experience approach, Whole Language, Cooperative Learning, Emotional Literacy, etc.), multi-sensory materials (manipulatives, realia), infusion of the Arts (music, painting), flexible grouping, and the use of technology (e.g., AAC devices, Smartboards, iPads, switches, etc.). School and classroom libraries are equipped with books in English and languages other than English (e.g., Spanish), including those adapted by teachers to address the academic needs of students with multiple, intellectual, and emotional disabilities. ELLs placed in bilingual classes and those recommended for ESL-only receive a minimum of three (3) units a week (540 minutes total) of ESL instruction, as per NYS CR Part 154 mandates for ELLs in grades 9 through 12, who are performing at the Beginning Level, according to the LAB-R and NYSESLAT scores. Three (3) units of ESL are provided for all levels because our classes are conformed based on age and the academic needs of students. All ELLs in bilingual classes also receive the minimum of one (1) unit a week (180 minutes total) of Native Language Arts instruction (NLA). The Transitional Bilingual Education (TBE) program at P79M is composed of six (6) bilingual-Spanish classes: Two (2) in the 12:1:4 Academy, one (1) in the 6:1:1 Academy, and three (3) in the 12:1:1 Academy. The main focus of the TBE program at P79M is to provide ELLs with the linguistic support needed in content area instruction (Cognitive Academic Language Proficiency/CALP) to accelerate English language development needed for communication, self-advocacy, independence, and post secondary success. Content areas are taught in the native language and also in English through the use of ESL methodologies. Content Area Instruction follows the Blueprint for Teaching and Learning, the NYSAA Curriculum Frameworks and Alternate Grade Level Indicators (AGLI's) for students with Severe Disabilities. Some of the curriculum programs used to support instruction and/or the Blueprint for Teaching and Learning are: Unique Learning System (12:1:4 and 6:1:1 Academies), and F.A.C.E.S. The bilingual teachers assigned to these classes are NYS certified and provide instruction in all content areas using the native language and ESL methodology. All ELLs placed in in TBE classes are at the "Beginning" level and receive a 60/40 ratio of Spanish to English instruction. By providing the recommended units of ESL instruction to ELLs in TBE classes performing at the Beginning Level (high school), we ensure that they meet the Standards and attain Levels 3 and 4 in the State Alternate Assessment (NYSAA). ESL instruction follows the NYS ESL Standards and incorporates ESL strategies (e.g., Total Physical Response (TPR), Language Experience Approach, Whole Language, Cooperative Learning), scaffolding techniques, differentiation of instruction, manipulatives, information technology resources, community based experience, Title II activities. The use of technology (AAC devices, adapted switches, Smartboards) paired with Mayer Johnson symbols (12:1:4), software programs, and manipulatives are incorporated to give ELLs additional instructional support. Multisensory and multicultural materials are also infused throughout all aspects of instruction. Literacy in English is also reinforced through the arts, including yearly theater productions and talent showcasing events. Students whose IEP indicates TBE services, but who are placed in alternate placement (monolingual classes with ESL support) are provided with the services of an Alternate Placement Educational Assistant proficient in the student's native language. ELLs entitled to receive ESL only services, receive ESL instruction according to the NYS CR Part 154 mandates for Freestanding ESL Programs at the high school level: Beginners - Three (3) instructional units (540 minutes a week total) of ESL; Intermediate - Two (2) instructional units (360 minutes a week total) of ESL; Advance - One (1) instructional unit (180 minutes a week total) of ESL and one (1) instructional unit (180 minutes a week total) of ELA.

## A. Programming and Scheduling Information

P79M uses a differentiated instructional plan for our ELL subgroups that has been developed according to the disability classification, student age, stages of language acquisition, and years of services: Newcomers (0-3 years) are assessed using a variety of tools to determine language dominance and proficiency. Formal and informal assessments are conducted to develop instructional, behavioral, linguistic, and post secondary transition goals. For this purpose, the BRIGANCE Diagnostics inventories (e.g., Inventory of Early Development II the Comprehensive Inventory of Basic Skills, and Transition Skills Inventory), The LAB-R in Spanish, teacher-made informal formative assessments in Spanish, the support of a bilingual Spanish School Psychologist for CSE reviews and triennials are used along with IEP records, report cards, LAB-R and NYSESLAT scores. The instructional design for this subgroup include the use of flexible grouping, concrete materials (e.g., manipulatives, realia, pictures), differentiation of instruction (content, process, product, environment, etc.), and technology support (Smartboards, iPads, computers, software) to promote conceptual understanding and procedural knowledge of key ideas across content areas (with the required adaptations and modifications). Also, included in the instructional design are the implementation of specially designed curriculum for alternate populations (e.g., Blueprint for Teaching and Learning, Unique Learning Systems, FACES, etc) with the use of graphic organizers (including charts and graphs) and ESL methodology (Total Physical Response, Language Experience Approach, Cooperative Learning, etc.). The same services available to Newcomers (0-3 years) are also afforded to our SIFE population and our ELLs who are receiving an extension of services, (4 - 6 years) and Long-Term ELLs (completed 6+ years). For ELLs who are receiving an extension of services (4 - 6 years) in house and community based instruction with technology support facilitate the acquisition of targeted skill sets across content areas and domains, for the successful negotiation of environments, communication, self-advocacy, independence, and post secondary outcomes. For Long-Term ELLs (6+ years) in house and community work study programs facilitate the acquisition of knowledge and skills required for postsecondary outcomes in all areas of transition (e.g., Community Integration, Independent Living, Post Secondary Placements, and Employment). Currently for the 2011-12 school year we do not have ELLs placed in inclusive programs or receiving flexible programming with nondisabled peers.

### 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

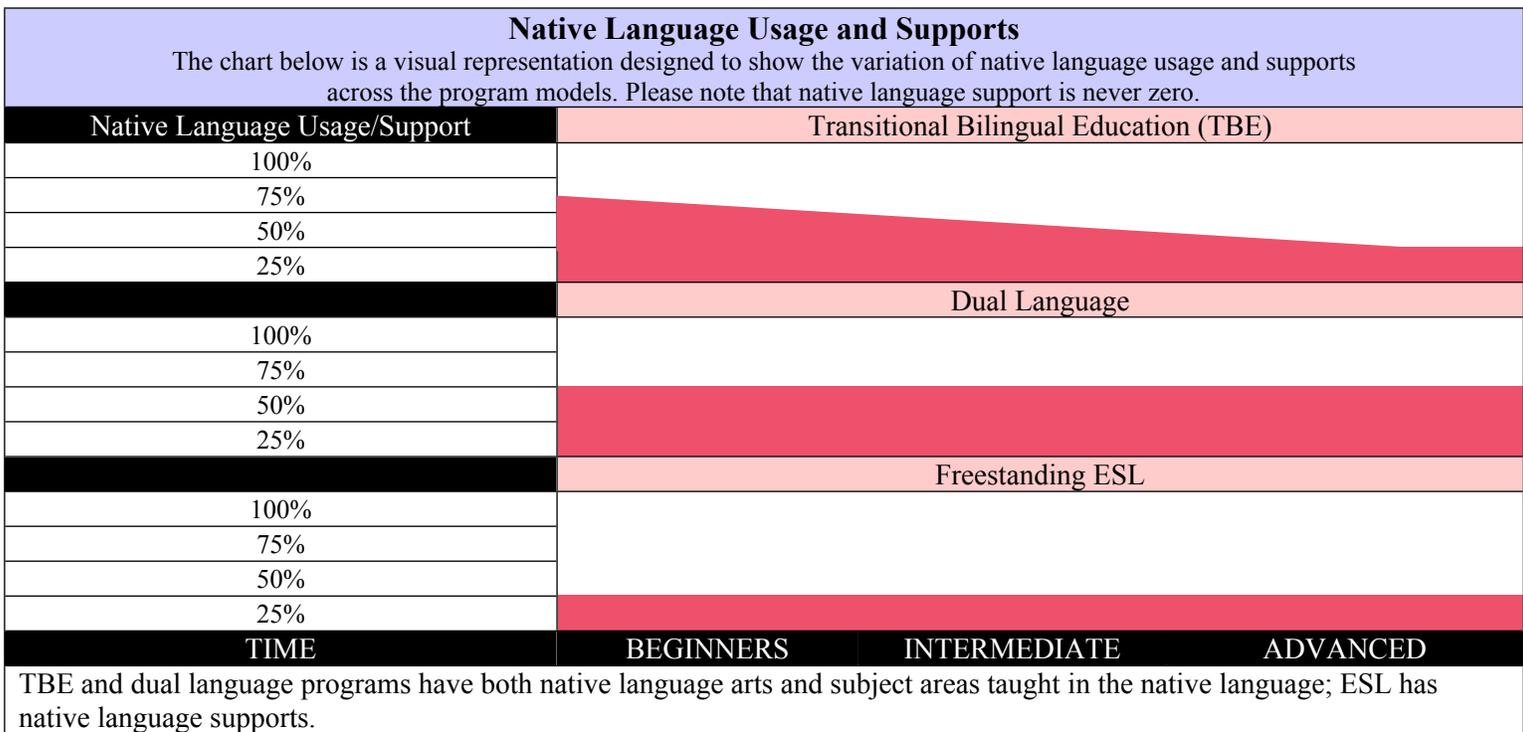
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	Spanish			
Social Studies:	English			
Math:	English			
Science:	English			

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

	Beginning	Intermediate	Advanced
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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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



## B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

P79M has revised its Blueprint for Teaching and Learning for each of the academies (12:1:4, 6:1:1, and 12:1:1) in order to address the academic needs of students with a focus on specific skills sets across content areas needed for post secondary success, communication, independence, self advocacy, work-readiness; ADL, and functional literacy through the use of age respectful materials and activities, differentiation of instruction, and scaffolding techniques. All students, including ELLs, are assessed using the BRIGANCE Diagnostic Inventories (Inventory of Early Development II and Transition Skills Inventory). The baseline data gathered from these assessments is used as a guide for tailoring instruction for our ELLs. ESL strategies, differentiation of instruction, scaffolding, community-based instruction, work-study programs, PBIS/Emotional Literacy, as well as using State learning standards such as the NYSAA Curriculum Frameworks, ESL standards, Common Core Learning Standards, CDOS standards are all an integral part of the instruction provided to our ELLs. We continue to provide technology resources (e.g., Smartboards, AAC devices, software, adapted switches, etc.) to accelerate English language development through content area instruction for developing communication, self advocacy, independence, and readiness skills, in relation to SPP13, to students across staffing ratios (using Native Language Arts and ESL methodology). Multisensory and multicultural materials are also infused throughout all aspects of the instructional day to support acquisition of identified skill sets for post secondary success. NLA instruction is parallel to the literacy instruction imparted in monolingual classes, and is provided by the bilingual teacher using Native Language Arts materials and resources. Native language arts instruction in the four modalities (reading, writing, listening, and speaking) emphasizes the development of expressive and receptive communication skills, reading comprehension skills through literature-based and age respectful materials/activities, work readiness skills, ADL skills, content area knowledge for post-secondary success. Native language support is also evident throughout the organization of bilingual classrooms, Alternate Placement Educational Assistants and in classroom libraries. The main school library, as well as the classroom libraries contain books in the native language as well as in English. There is a collection of books depicting the various cultures and backgrounds of the students. These books are available to the entire school population as well as videos and movies depicting aspects of different cultures that are made available to the teachers.

All ELLs in TBE and ESL-only programs, regardless of the subgroup, benefit from targeted Academic Intervention Services (AIS) that the school has set in place to supplement instruction provided for the purpose of and assisting students in meeting the State learning standards (NYSAA Frameworks). This additional support is provided using a variety of programs (News-2-You, Unique Learning System), materials, strategies, technology, and Title III after-school programs. These Intervention Services are made available to ELLs with severe disabilities on the same basis as non-disabled students, and shall be consistent with the ELL's Individualized Education Program (IEP) to address barriers to improved academic performance. As part of NCLB, all ELLs are afforded equal access to all school programs including but not limited to CHAMPS, and Title III supplementary afterschool program. Some of the test accommodations provided to former ELLs include: contrast/color coding, self-regulatory strategies (Lesson Plan a la Carte/Sensory Scan), paraphrasing/simplified language, time extension (additional time to process or respond to directions), size of pictures (symbols), separate location (quiet location free of traffic), positioning of materials for access, bilingual glossaries, oral translations for lower incidence languages, written response in the native language, etc.

In regards to the Title III program, instruction will be provided in English by three certified bilingual/ESL teachers using effective scaffolding techniques and ESL methodologies such as Total Physical Response (TPR), Whole Language, the use of graphic organizers, the natural approach, and utilizing tactile activities. These strategies will be used to facilitate and improve language acquisition and communication skills that are tied to our goals.

Our goals for this targeted group of English Language Learners will be to accelerate their learning in the following areas:

\* For the skill of Reading and sub-skill of reading comprehension, the learning targets will be: Summarizing, using context clues; and following multiple events in a text (12:1:1, 6:1:1).

\* For the skill of writing and sub-skills of development, organization and language use, the learning targets will be; choosing and explaining relevant information from a text, direction and coherence, effective use of words and sentence structure (12:1:1, 6:1:1).

\* For skills embedded in items E-4 and F-1, the learning target will be: answering yes/no questions related to visual information (E-4), following along in a reading and describing actions depicted in pictures (F-1) (12:1:4).

For the upcoming school year new programs that we continue to implement are Getting Ready To Learn (12:1:4; 6:1:1), Unique Learning System(12:1:4) , Vizzle. There are no programs or services for ELLs that will be discontinued.

At this time, P79M does not participate in "Project Jump Start." and also does not offer any language electives to ELLs.

### **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)?

No Dual Programs at this time

## 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.

During the 2011-12 school year, P79M professional development plan includes training on topics pertaining to the education of ELLs, such as: SESIS; ARIS Learn; Writing Quality IEPs; NYS SPP 13; Common Core Learning Standards; Emotional Literacy; PBIS; Lesson Plan a la Carte; Communication; Unique Learning System; Talent Management; Portfolios; Analyzing Student Work, Backward Design; Technology Integration; NYS CR Part 154; NLA and ESL Standards; ESL Methodology; Differentiation of Instruction; TEACCH; CFI Inquiry; Quality Review; etc. The calendar dates for these offerings are set from September 2011 through June 2012, including Chancellor's Days for Professional Development, monthly faculty meeting, Academy team meetings, etc. The Office of English Language Learners at District 75 Office hosts a series of professional development courses for teachers of ELLs and school staff (educational assistants, school aides, secretaries). They are encouraged to register for these courses using the online D75 Professional Development catalog. After teachers attend these trainings, the information is disseminated to all staff through faculty and academy team meetings. The purpose is for all staff (Teachers, Educational Assistants, Coordinators, Coaches, Psychologists, Guidance Counselors, Related Services Providers and Administrators) who are involved with ELLs, to be aware of curriculum programs, assessment tools, resources, materials and teaching strategies that will help the ELLs meet their IEP goals and achieve self advocacy, independence, increased communication, and achieve post secondary success. In addition, all new teachers are required to complete ten (10) hours of Jose P. mandated ESL training. Teachers and Educational Assistants serving ELLs will also be supported through professional development provided by coaches from the District 75 Office of ELLs. In addition, given the opportunity and availability of funds, P79M will promote and encourage attendance of staff to District, City, and Statewide conferences focusing on the education of ELLs. Classroom teachers, ESL and other related services (Speech, OT, and PT) provide support and quantitative and qualitative data as students transition from Middle School to High School (e.g., IEP; BRIGANCE Diagnostics; NYSESLAT scores; NYSAA scores; etc.). Currently at P79M there is one (1) self contained middle school class. This class is attached to the 6:1:1 Academy and follow the tiered instructional model prescribed in the Blueprint for Teaching and Learning. Teachers of ELLs, during IEP meetings, weekly team meetings, Parent-Teacher conferences; Staff meetings, and through collaboration with the school community, will discuss the academic needs of ELLs, their learning styles, BRIGANCE Diagnostic and SANDI results, NYSAA scores, and NYSESLAT proficiency levels for the purpose of developing SMART IEP goals and post secondary outcomes, plan instruction that addresses specific content, skill sets, and linguistic objectives that will support students' English language development, communication across environments, independence, self-advocacy, and facilitate community based experiences to support all areas of transition (e.g., community integration, post secondary placements, independent living, and employment). Additional support to ELLs will be provided by the Title III after school program. Records of the minimum 7.5 hours of ELL training (e.g., agendas, attendance sign-ins, evaluations, etc.) for all staff are to be maintained in the Main Office files.

## 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?

At P79M the Parent Coordinator focuses on: creating a welcoming school environment for parents; working with the principal to address parent issues and concerns at the school; conducting outreach to engage parents in their children's education; and strengthening parent involvement in their children's education. As a member of the school staff supervised by the school principal, the Parent Coordinator will accomplish these functions by partnering with, and supporting the work of, their Parent Association/Parent Teacher Association, School Leadership Team, community groups and parent advisory councils. During the intake process and throughout the school year, the Parent Coordinator, Family Worker and Guidance Counselors assist parents and guardians in understanding the culture of the school, with possible recommendations that will help students' academic and English language development, and with extending courtesies such as finding services, answering questions, explaining community resources, and making themselves available for translations and oral interpretations. Translation services are available for documents authored and requested by the school for the purpose of providing parent with critical information about their child's education. Oral interpretation services are also available for parents and/or guardians during meetings, parent-teacher conferences, IEP meetings, after-school activities and programs, where the rendering of information in the parents' native language is provided. We offer parents training through the NYSABE Parent Institute and District 75 Parent Conferences with the support of a translator, if needed. Parents also participate in the School's Leadership Team where issues are brought forth concerning the academic well-being of all students at P79M. Parents and students meet with teachers during scheduled IEP conferences, Parent-Teacher conferences, parent workshops, school events, and Title III after-school programs. Parents also learn how to use data reports (e.g., ARIS Parent Link) to monitor students' progress. An orientation session in the beginning of the school year during the intake process is provided to all parents to inform them about the school's programs for ELLs. In addition, parents also attend a Title III orientation meeting prior to the initiation of the program to receive information about the goals of the program and the curriculum materials being used. The School Messenger system allows for continuing communication between the school and parents. School staff is encouraged to maintain ongoing communication with parents to provide them with information about students and to get them involved in school activities and events. In order to evaluate the needs of parents, the following tools are currently being implemented: Environmental Learning Surveys, IEP conferences, Parent-Teacher conferences, informal surveys, orientation sessions, professional development, School Leadership Team meeting; school events, etc. The qualitative and quantitative data resulting from these assessment tools is analyzed to inform next steps for increasing parental involvement. The school community is constantly problem-solving solutions for increasing parental involvement through activities that will develop a sense of community and will provide parent with needed information, resources, technical assistance, and emotional support and guidance.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)									1	6	5	12	49	73
Intermediate(I)									1		1		6	8

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Advanced (A)													2	2
Total	0	0	0	0	0	0	0	0	2	6	6	12	57	83

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B											4	1	21
	I										3		5	21
	A									1	2	1	2	5
	P													1
READING/ WRITING	B									1	5	4	8	41
	I											1		6
	A													1
	P													0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed	0	1	1	8	10

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed			1		3		6		10

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

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

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	23		22	
NYSAA Mathematics	23		23	
NYSAA Social Studies	23		23	
NYSAA Science	24		22	

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									

**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.

English language learners are assessed using a variety of Brigance Diagnostic inventories (IED-11, CBS-R, and TSI). Specific sections, subsections, and instructional items in these inventories cross referenced to each of the skill sets highlighted in the Blueprints for Teaching and Learning correspond to a wide variety of literacy skills and behaviors (e.g., Speech and Language Skills; General Knowledge and Comprehension; Speaking and Listening; Readiness; Basic Reading Skills; Functional Writing; etc.) needed across environments. Developmental and grade level equivalents are determined following the establish criteria for conducting Brigance assessments (Methods of Assessment - Teacher; Observation, Parent; and Performance Levels - Not Engaged; Engaged; Supported; Independent). Teachers use the information (levels of engagement) gathered from this assessment to identify students' academic needs, develop SMART IEP goals and post secondary outcomes, plan instruction, select strategies, materials and resources (curriculum programs, technology, etc). Other quantitative (levels of accuracy and independence, FBAs, IEP updates, Report Cards, SWISS) and qualitative (interviews, anecdotal, referrals, Level 1 Vocational Assessments, etc.) data are also taken and continuously analyzed during academy meetings. Information discussed will determine the need to alter or modify students' current instructional program. The Spring 2011 NYSESLAT revealed that 88% of our ELLs participating in the assessment are at the Beginning Level, 10 % are at the Intermediate Level, and 2% at the Advanced Level. Scores for the 2010-11 NYSAA revealed that 94% of the ELLs participating in the assessment, attained Levels 3 and 4 in ELA (Standard 1 for Reading and Writing). Through Inquiry collaboration (following the Children First Intensive Inquiry protocol), our school community continues to explore options and find solutions for meeting the needs of ELLs by addressing the wide range of cognitive and communication delays, emotional needs, and behavioral challenges with the proper adaptations and modifications. Our goal is to move them forward to their next level of linguistic proficiency (accelerate their English language development) and enhance their expressive and receptive communication skills repertoire (for successful negotiation of all environments neede for post secondary success) by providing them with real-world community learning experiences and work-study programs. Emphasis is made in developing the four language modalities using technology, multisensory materials, resources, strategies, and curriculum support (adaptations and modifications).

P79M does not have a Dual Language program at this time. Success of the ELL program is evaluated in a variety of ways. The success of programs for ELLs is evaluated by the progress data made by ELLs towards linguistic proficiency on State assessments (NYSESLAT, NYSAA), ELLs' acquisition of functional literacy skills though educational programs (e.g., Unique Learning System) is indicated by the IEP report of progress (measured 4 times a year). In addition ELL progress is . Based on the LAB-R and NYSESLAT scores a data pattern for the 2010-11 school year has proven that speaking and listening skills are students' strong modalities. On the other hand, additional support is needed in the reading and writing modalities.

### 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.

## Part VI: LAP Assurances

School Name: <u>P79M</u>		School DBN: <u>75M079</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Greer Phillips	Principal		12/1/11
Mildred Rodriguez-Ortiz	Assistant Principal		12/1/11
Jaclyn Ortega	Parent Coordinator		12/1/11
Marie Kwan Yip	ESL Teacher		12/1/11
	Parent		
Lilliana Ortiz, Speech	Teacher/Subject Area		12/1/11
	Teacher/Subject Area		
Jose Gonzalez	Coach		12/1/11
	Coach		
Esperanza Urena	Guidance Counselor		12/1/11
Ketler Louissaint	Network Leader		12/1/11
Cindy Valentin	Other <u>Compliance Coord.</u>		12/1/11
	Other		
	Other		
	Other		

## LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

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

DBN: 75M079 School Name: P79M/Dr. Horan School

Cluster: Gary Hecht Network: 5

**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**

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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.

The primary language spoken and/or the language needs of the parents at P79M are identified using a variety of methods. ATS is utilized for initial identification of home languages other-than-English spoken by parents. In addition, if the language spoken by parents is not English, then the school determines whether the parent requires language assistance (translations and interpretations) to communicate effectively or any other information in regards to parent language needs, through the following data sources:

- Evaluation and Surveys completed by parents during parent meetings, parent conferences and other parent activities.
- Home Language Identification Survey
- Language needs identified by parents to the Parent Coordinator during individual and group meetings.
- Language needs as determined by language of written communication to teachers and other staff received from parents.
- Review of translated written correspondence sent home to parents
- ATS reports
- Emergency Cards
- Student Intake Process
- Informal Interviews

During the initial student admission/intake, the parent is asked to complete the Home Language Identification Survey (HLIS) in their native language, if this is the child's first time entering a New York City Department of Education School. On the HLIS document a parent is requested to indicate their preferred language in receiving oral communication and written information from the school.

Consequently, the Parent Coordinator makes certain that there is communication with the families and guardians of ELLs by providing

translated school documents and any other information that needs to be sent home. In addition, interpretation services will be provided, as it is needed in the fifteen (15) foreign languages that the Department of Education offers. Translators will be available to come to the school, or be accessible by phone, with any of the translation or interpretation needs of the ELL parents.

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 aforementioned data sources and methods identified 135 Spanish, 3 French, 3 Haitian, 1 Chinese, 1 Arabic and 15 Other primary home languages other than English of students who attend P79M. These findings are shared with the school leadership team, the Parent Coordinator, during Title III planning and orientation meetings. Our school community is also informed about these needs through the Language Allocation Policy (LAP) and Parent Teacher Conferences.

The population at the Dr. Horan School consists of ELLs who are mostly of Hispanic origin. The school's written and oral translation needs for the Spanish language are met by the use of staff members such as teachers, counselor and educational assistants. Materials translated need to be checked prior to being sent home to parents. In addition, the New York City Department of Education provides a Translation and Interpretation Unit for written and oral translation needs for our ELL students, whose native language is that other than English.

## **Part B: Strategies and Activities**

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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.

To ensure that all parents at P79M are provided with appropriate and timely information in their native language, all written communication to parents will be translated into Spanish, Chinese, Arabic, and Haitian Creole by bilingual staff (i.e., bilingual teacher, bilingual paraprofessional, bilingual Parent Coordinator, bilingual administration, bilingual counselor or bilingual therapists) and/or by the New York City Department of Education Translation and Interpretation Unit. In addition, some community based organizations (CBOs) (i.e. Sinergia, Esperanza) supply parent materials in the native language. The Parent Coordinator will maintain a supply of written resource materials in the native languages for

parents to be available for distribution to parents at all times. These materials will include needs assessments and evaluation forms in the native languages (i.e., Spanish, Chinese, and Haitian-Creole). Agendas, handouts and other written materials will be sent to the Translation and Interpretation Unit or given to staff members to translate well in advance of scheduled parent meetings, conferences and workshops to ensure that materials are available in the parents' native languages when needed.

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.

During parent activities such as individual meetings with parents, PTA meetings, conferences, workshops, school leadership team meetings and IEP meetings, Spanish, Chinese, Arabic and Haitian-Creole language interpreters will be available to interpret for parents who need to participate in their native language. Interpreters may be staff members, members of the NYCDOE Translation and Interpretation unit, and/or interpreters provided by Community Based Organizations.

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>.

The Bill of Parental Rights and Responsibilities is available at P79M-Dr. Horan School. Notification of parents' rights regarding translation and interpretation services in the appropriate covered languages and how they may obtain these services will be posted in various places in the school (i.e., at the security desk at the primary entrance of the school, in the general office, in the Parent Coordinator's/parent room. In addition, notification is sent home to parents with other initial materials at the beginning of the school year, and provided in written form during Title III parent orientation meetings and IEP meetings. The P79M School Safety Plan contains procedures for ensuring that parents in need of language assistance services have access to administration and are not impeded from reaching administrative offices solely due to a language barrier. No language other than Spanish is spoken by more than 10% of students at P79M and Chinese, Haitian-Creole, and Arabic are covered languages. Therefore, P79M is not required to post and provide forms in esoteric languages pursuant to Section D of the Chancellor's Regulations.