



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: P226M

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

PRINCIPAL: RACHELLE KLAINBERG

EMAIL: RKLAINB@SCHOOLS.NYC.GOV

SUPERINTENDENT: GARY HECHT

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Rachelle Klainberg	*Principal or Designee	
Adriana Garcia	*UFT Chapter Leader or Designee	
Angela Donadelle	*PA/PTA President or Designated Co-President	
Trina Wright	DC 37 Representative, if applicable	
Vitalia Rivera	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Scott Callahan	Member/UFT	
Jessica Santiago	Member/UFT	
Tiffany Tate	Member/UFT	
Magdalena Cruz	Member/UFT	
Aracelis Pimentel	Member/ CSA – Financial Liaison	
Gaku Takanashi	Member/Parent	
Morahina Rodriguez	Member/Parent	
Jazmin Alvarado	Member/Parent	
Stephanie Evans	Member/Parent	

Joanne Sanchez	Member/Parent	
Rosa Abysalh	Member/Parent	
Maritza Roche	Member/Parent	

* 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, P226M students across all grades will demonstrate mastery towards individual goals across academic areas as evidenced by successfully completing CCLS-aligned tasks documented in student portfolios.

Comprehensive needs assessment

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

During the 2011-12 school year P226M met and surpassed our school goals in ELA and Math. 89.1% of students attaining at least two new skills from baseline to endpoint using the school-adapted Developmental Writing Continuum, with the most significant skill increase in the areas of intent, voice, vocabulary, and sentence fluency. In addition, 98% of assessed students made gains of at least two new skills on the ECAM mathematics assessment. As we move towards full implementation of the Common Core Learning Standards, our School Leadership Team and the P226M Community agree that it is important to continue to build instructional expertise and rigor across the ELA and Math curriculum. In order to continue to promote skill attainment across Reading, Writing, and Math competency areas, we have made the school-wide decision to redesign our student portfolios through focus groups across P226M sites and an invested team of teachers representing grades and class ratios on the elementary, middle school, and high school level. In accordance with the 2012-13 Citywide Instructional Expectations, this portfolios project brings teacher teams together twice each week to review student work on tasks linked to the Common Core Learning Standards, to meet individualized IEP goals in Reading, Writing, and Math through an analysis of students' present abilities, needed skills, and related instructional decision-making to drive performance.

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.

Strategies	Target Population	Key Personnel	Implementation Timeline
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Revision of P226M Curriculum Maps in ELA, Math, Social Studies and Science to embed the Common Core Learning Standards and related assessment tasks	Administration Teachers	Teachers Assistant Principals Principal	August-September 2012
Roll-out and training in protocols, content, and checkpoints for completion of revised P226M student portfolios (developed by a P226M teacher team with focus group feedback from across sites)	Teachers Paraprofessionals	Teachers School-based Coach Assistant Principals Principal	September 2012
After participation in trainings on the Developmental Writing Continuum , DRA, ECAM, Sandi, Everyday Math, Brigance Inventory, E-CLAS, and/or ABLLS-R, classroom teams assess all students to establish baseline data in Reading, Writing, and Math proficiency	Teachers Paraprofessionals Students	Teachers School-based Coach Assistant Principals Principal	September 2012
Based upon assessment results, students' IEP goals in Reading, Writing, and Math are reviewed and updated	Teachers Paraprofessionals Related Service Providers Students	Teachers Paraprofessionals Related Service Providers Assistant Principals Principal	September – October 2012
Site-based Teacher Teams are established and scheduled to meet at least twice per week during collaborative planning time to review student data and complete portfolio documents	Teachers Students	Teachers School-based Coach Assistant Principals Principal	September 2012
Site-based Teacher teams meet bi-weekly to review student work tasks in ELA and Math identifying strengths, gaps in learning, and next instructional steps to continuously monitor and revise instructional strategies to support learning and goal attainment	Teachers Students	Teachers Assistant Principals Principal	September 2012-June 2013

School Staff participate in Common Core Learning Standards-based training to promote instructional strategies and high expectations for learning across content areas	Teachers Paraprofessionals Related Service Providers	Teachers School-based Coach Assistant Principals District 75 Facilitators Principal	September 2012-June 2013
P226M Common Core Task Force of teachers across grade levels meets weekly to develop Common Core-aligned tasks for each instructional unit of study across ELA, Math, Social Studies, and Science curriculum maps	Teachers	Teachers School-based Coach Assistant Principals Principal	November 2012- February 2013
At least 20% of teachers attend District 75 professional development trainings related to ELA and/or Math as per school-wide needs assessment and teacher request, in order to turn-key information gained at their home sites	Teachers	Teachers Assistant Principals	September 2012-June 2013
Students engage in ongoing IEP-driven instruction connected to the Common Core Learning Standards as per P226M Curriculum Maps across content areas, tracking progress through task completion, attainment of IEP objectives and goals, and portfolio progress notes	Students	Teachers Assistant Principals Principal	September 2012-June 2013
June portfolio review confirms student completion of Common Core-aligned tasks in Reading, Writing, and Math to document mastery IEP objectives and related progress towards goal attainment	Students	Teachers Assistant Principals Principals	June 2013

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.
- Parent involvement in the educational process through review of assessment data, development of students' IEP goals in Reading, Writing, and Mathematics, and ongoing portfolio review
- Daily homework assignments in ELA and Math to bridge the home-school connection
- Monthly Family Friday events across sites to provide parents with hands-on opportunities to experience classroom instruction across content areas alongside

their children

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

Budget and resources alignment

- Indicate your school's Title I status: 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:

- ARRA funding to meet the Citywide Instructional Expectations
- Per diem substitute teacher funding
- NYSTL technology, textbook and library funding
- Core Curriculum textbook and curricular resource allocation

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).

-Per Session funding to support the work of the P226M CCLS Task Force teams in updating curriculum maps and developing CCLS aligned tasks across cross-curricular units of study

-Per Diem substitute teacher funding to support attendance at workshops related to ELA, Math, the Common Core Learning Standards, Best Practices in Instruction, and the District 75 CFI.

-Personnel funding to secure the support of an F-status Math Coach and Instructional Support Coach

-OTPS Tax Levy and NYSTL funding for instructional materials and resources to support instruction in ELA and Math

- Common planning time scheduled five days per week to maximize availability for teacher team meetings and collaborations
- Programming in the Arts to enhance instruction through Arts Horizon, the Jewish Museum, MOMA, Inside Broadway, and participation in the Very Special Arts Festival

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, P226M students across grades will increase the frequency of appropriate and positive social behaviors as identified in individual IEP goals, as measured by ongoing assessment of target behaviors measured from baseline.

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.

Over the past school year, all P226M students demonstrated gains in social skill development through data collected on the frequency of pro-social behaviors identified in IEP goals, utilizing strategies including Emotional Literacy, Michelle Dunn’s Social Skills in Our Schools curriculum, and implementation of the P226M Positive Behavior Support Matrix (CHAMPs). In order to continue to build students’ social emotional learning during the 2012-13 academic year the Social Emotional Learning Standards are being utilized as a basis for IEP goal development to promote student growth in the areas of Self-awareness, Self-management, Social Awareness, and Social Management.

Instructional strategies/activities

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

Strategies	Target Population	Key Personnel	Implementation Timeline
Staff participate in professional development to review the Social Emotional Learning Standards and implementation of P226M CHAMPs universal positive behavior support protocols	Teachers Paraprofessional Related Service Providers	Assistant Principals Principal	September 2012
Students engage in instruction to review and practice CHAMPs (Caring, Hard-working, Appropriate, Motivated, and Positive) expectations across school and community-based settings	Students	Teachers Paraprofessionals	September 2012-June 2013
Social Emotional Learning Standards are used as a basis for the development of students’ social emotional IEP goals based upon staff observation and family input	Student	Teachers Paraprofessionals Related Service Providers Parents	November 2012

Baseline data is collected and analyzed to determine initial frequency of targeted positive social emotional behaviors as per IEP goals	Students	Teachers Paraprofessionals Assistant Principals Principal	November 2012
Behavior Support Plans, Functional Behavior Assessments, and/or Behavior Intervention Plans are generated for students with additional needs for behavior support	Students	Teachers Paraprofessionals Related Service Providers Parents	November 2012-June 2013
Social Emotional Learning Standards are embedded within P226M ELA curriculum maps	Teachers	District 75 Coach Assistant Principal	January – February 2013
Refresher training in Emotional Literacy confirms implementation of social emotional learning across targeted classrooms	Teachers Paraprofessionals Related Service Providers	District 75 Coach Assistant Principal	January – March 2013
Mid-point frequency data is collected and analyzed to determine efficacy of social emotional learning protocols in place for students and needs for revisions	Students	Teachers Paraprofessionals Assistant Principals Principal	February 2013
Summative data collection indicates that at least 80% of students have demonstrated an increase in the frequency of targeted positive social behaviors as per their IEP goals	Students	Teachers Paraprofessionals Assistant Principals Principal	June 2013

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.
- Parent involvement in the educational process through review of assessment data, development of students' IEP social emotional learning goals, and ongoing progress review
- Parent training opportunities within and outside of P226M related to positive behavior supports and social emotional development
- Monthly Family Friday events across sites to provide parents with hands-on opportunities to experience classroom instruction and related social skill strategies alongside their children

- Social emotional learning suggestions and strategies for the home in the P226M Times and monthly classroom newsletters

Budget and resources alignment

- Indicate your school's Title I status: Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

 X Tax Levy Title I Title IIA Title III Grants X Other

If other is selected describe here:

- Per diem substitute teacher funding
- NYSTL textbook and library funding

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).

- Per diem substitute teacher/paraprofessional allocations for professional development coverage
- Tax Levy General Supplies funding for purchasing of curricular resources
- Tax Levy General Equipment funding for needed sensory materials to support social emotional learning goals

- Common planning time for Behavior Plan meetings, instructional team meetings, and professional development workshops
- District 75 support by Coach David Adams in the continued implementation of Emotional Literacy and the Social Emotional Learning Standards
- Utilization of Dr. Michelle Dunn's Social Skills in Our Schools curriculum to support direct social skill instruction and peer support programming
- Therapeutic Crisis Intervention train-the-trainer model provides enhanced opportunities for TCI certification amongst P226M staff, to support students in their social emotional learning
- Emotional Literacy methodologies are used to chart moods and help students develop self-modulation strategies
- Best Buddies and Peer Mentoring programming allow students to learn from and interact with their same-age general education peers in a variety of social venues to enhance social emotional learning

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, P226M students ages 18-21 will achieve increased mastery of self-advocacy skills needed for transition to post-secondary experiences as evidenced by the development of an appropriate visual resume.

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.

Transition Planning at P226M begins the day students enter our school program. Students ages 14-21 have demonstrated growth in the self-advocacy skills necessary for post-secondary success in the past year through enhanced participation in their IEP meetings, expressing their strengths, needs, interests, and future aspirations through written scripts, spoken dialogues, and power point presentations. In order to continue to build self-advocacy skills and assure that students have an active voice in their transition planning, students ages 18-21 will utilize information from their student-directed IEPs, Level 1 Vocational Assessments, IEP Transition planning documents, the P226M Transition Curriculum, and job site skill inventories to develop a visual resume to share with adult service programs.

Instructional strategies/activities

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

Strategies	Target Population	Key Personnel	Implementation Timeline
Training and implementation of the P226M-developed Transition Curriculum Map and related classroom and jobsite-based content	Teachers Paraprofessionals Students	School-based Coach Assistant Principal Principal	September 2012-June 2013
Completion of Student, Parent, and Teacher Level 1 Vocational Assessments for students ages 14-21	Students Parents Teachers	School-based Coach Assistant Principal Principal	October – November 2012
Development of transition planning documents related to IEPs for students ages 14-21	Students	Teachers Parents Assistant Principal	November 2012-June 2013

		Principal	
Student-directed IEP component generated and presented during IEP meeting	Students Parents	Teachers Assistant Principals Principal School Psychologist	November 2012-June 2013
Development of visual resume template to combine information from all student-centered transition planning documents	Student	Technology Coordinator School-based Coach Assistant Principal Principal	December 2012-January 2013
Parent/staff training in self advocacy for individuals on the Autism Spectrum	Parents Teachers	GRASP D75 Office of Autism Principal Parent Coordinator	January 2013
Student support group meetings to encourage self advocacy for wants, needs, hopes, and future outcomes	Students	Teachers GRASP D75 Office of Autism Principal	January – February 2013
Compilation of Visual Resume by all students ages 18-21 including information from Transition Curriculum work products, Level 1 Vocational Assessments, student-directed IEP documents, and job skill checklists	Students	Technology Coordinator School-based Coach Teachers	January – June 2013

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.
- Parent involvement in the Transition process through participation in students' Level I Vocational Assessments, IEP meetings, and related goal-setting
- Monthly Family Friday events across sites to provide parents with hands-on opportunities to experience Transition-related classroom and community-based instruction alongside their children
- Parent training opportunities within and outside of P226M related to student self-advocacy, Medicaid service coordination, adult services, and agency affiliations

- Parent workshop hosted by Michael John Carley, Executive Director of the Global and Regional Asperger Syndrome Partnership
- Parent workshops in Medicaid Service Coordination, OPWDD, Adult Service Agencies, and Guardianship to support the transition process

Budget and resources alignment

- Indicate your school's Title I status: 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 diem substitute teacher and paraprofessional funding
- Professional Service funding through District 75 Office of Autism
- VTEA funding to support student work stipends and school-based vocational training experiences

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).

-Common planning time for Instructional and Teacher Team Meetings

-Per diem substitute teacher/paraprofessional allocations for professional development coverage for Transition-oriented workshops and trainings

-Tax Levy General Supplies funding for purchasing of curricular resources

- Student self-advocacy training through participation in support groups facilitated by GRASP, the Global and Regional Asperger Syndrome Partnership
- Students jobsite experience through local partnerships such as the New York City Public Library, Rec Center 54, NYU Glass Garden, Goodwill Industries, and Carl Schurz Park

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.).
ELA	<p>Standardized Assessment: DRA Assessment to establish reading groups, P226M Literacy Units of Study, (Reading and Writing), Words Their Way, Test-Taking Strategies (Acuity, Scantron Performance Series), Regents Prep Materials (practice tests, Teacher-Created Materials)</p> <p>Alternate Assessment: Alternate Grade Level Indicators, Authentic Texts, Acuity Item Bank, GED Prep , Teacher-Created Materials, JARS, Social Skills/Dr. Michelle Dunn Curriculum, Reading A-Z, Words Their Way</p>	<p>Standardized Assessment: Classroom-based weekly small group and one-to-one tutorials addressing literacy-based remediation</p> <p>Alternate Assessment: Skill-streamed instruction to address academic skills alongside peers with similar needs through full-class, small group, and one-to-one support</p>	During the school day
Mathematics	<p>Standardized Assessment: Acuity Item Bank, Scantron Performance Series, Regents prep materials, practice tests, Everyday Math, High School Math curriculum resources in computation/calculation, geometry, algebra, and measurement, teacher-created materials</p> <p>Alternate Assessment: Alternate Grade Level Indicators, JARS, GED prep exercises,</p>	<p>Standardized Assessment: Classroom-based weekly small group and one-to-one tutorials addressing math-based remediation and test-taking skills</p> <p>Alternate Assessment: Skill-streamed instruction to address academic skills alongside peers with</p>	During the school day

	Acuity Item Bank, and Teacher-Created Materials	similar needs through full-class, small group, and one-to-one support	
Science	<p>Standardized Assessment: Living Environment Regents prep materials, practice tests, Chemistry, Physics and Biology texts/ study materials, teacher-created materials</p> <p>Alternate Assessment: Core Curricular topics through the Alternate Grade Level Indicators, JARS, GED Prep Exercises, and Teacher-Created Materials</p>	<p>Standardized Assessment: Classroom-based weekly small group and one-to-one tutorials addressing Science grade level Core Curriculum skills and test-taking strategies</p> <p>Alternate Assessment: Departmentalized Science instruction to address academic skills and needs through full-class, small group, and one-to-one support</p>	During the school day
Social Studies	<p>Standardized Assessment: American and Global History Regents prep materials, practice tests, teacher-created materials, with links to the Literacy Units of Study (Reading and Writing)</p> <p>Alternate Assessment: Core Curricular topics through Alternate Grade Level Indicators, GED Prep, teacher-created materials, Words Their Way, JARS, Social Skills/Dr. Michelle Dunn Curriculum</p>	<p>Standardized Assessment: Classroom-based weekly small group and one-to-one tutorials addressing Social Studies Grade Level Core Curriculum skills and test-taking strategies</p> <p>Alternate Assessment: Classroom-based Social Studies instruction to address academic skills and needs through full-class, small group, and one-to-one support</p>	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	General counseling related to strategies for school success (social skills, study habits, time management), GED programs, post-secondary options, college and career readiness	Small group and individual counseling sessions	During the school day

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.

- New teachers are recruited through Teach NYC, the Open Market, hiring fairs, and extensive resume review
- New teachers are assigned a site-based Mentor to provide ongoing support in P226M policies, practices, and classroom expectations through meetings, modeling of strategies, and review of lesson planning and implementation
- Instructional assignments are determined for each academic year based upon teachers' areas of expertise, license areas, and preference sheets.
- District 75 Professional Development opportunities across all content areas for teachers and service providers are distributed, reviewed, and pinpointed for specific staff in September and throughout the school year. A PD calendar is maintained to track professional development workshops attended
- Teachers engage in Collaborative Inquiry Meetings and Professional Learning Communities on an ongoing basis to support their practices and provide multiple instructional perspectives
- Teachers meet with P226M administrators and F status coaches independently or in teams, for pinpointed professional development in assessed areas of need throughout the school year
- Professional opportunities such serving on the School Leadership Team or P226M CCLS Task Force enable

**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.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

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

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

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

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

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

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

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

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

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

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

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	2	7	4	1	2	5	7	5	5	3		4	14	59
Total	2	7	4	1	2	5	7	5	5	3	0	4	14	59

B. ELL Years of Service and Programs

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

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

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

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

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

C. Home Language Breakdown and ELL Programs

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

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

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

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

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

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

A. Programming and Scheduling Information

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

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

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

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

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

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

Courses Taught in Languages Other than English ⓘ

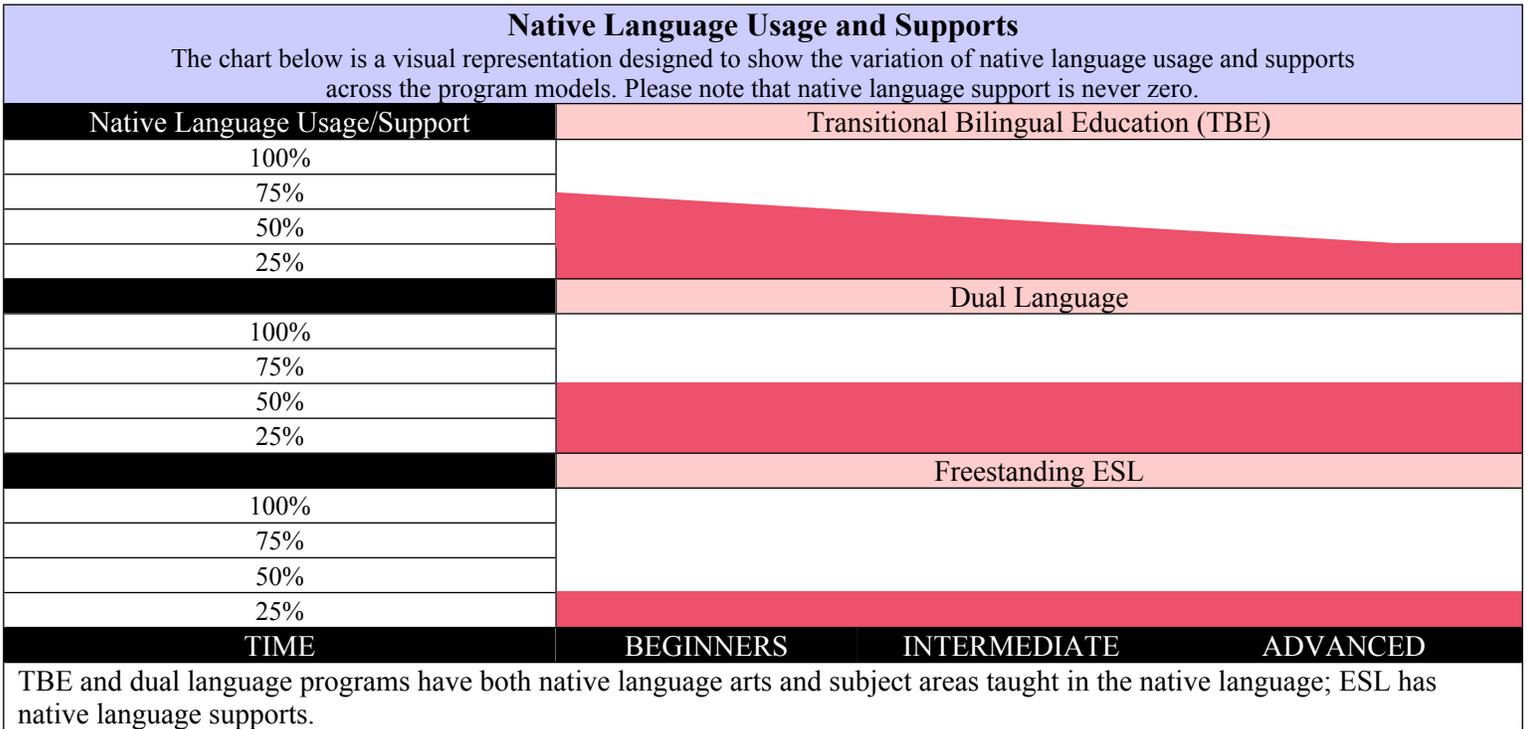
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

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

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

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

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



B. Programming and Scheduling Information--Continued

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?

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

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

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

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

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

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

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

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

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

E. Parental Involvement

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

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

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				

New York State Regents Exam

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

Native Language Tests

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

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

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

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

The ELL population at P226M is not eligible to take standardized assessments. Instead they participate in the NYS Alternate Assessment. In the 2010-11 school year, we had a total of 38 ELL students participate in the NYSA.

Students in alternate assessment do not take standardized tests due to the severity of their language and/or cognitive impairments, therefore the data collected would not be meaningful. Nonetheless, these students are required to take the NYSESLAT, including those who are served as per their IEPs. Consequently, the results of NYSESLAT do not reflect the true abilities or progress of our students. All students scored at the beginning level. In the modality of Listening and Speaking, 33 students scored at the beginning level, 9 at the intermediate level and 0 in the advanced level. In the modality of Reading and Writing all students scored at the beginning level. This data shows higher scoring in the area of Speaking and Listening; however, the scores in both modalities are low due to language and processing deficits related to students' autism or mental retardation diagnosis. To demonstrate student growth, our data is based on DRA, ECAM, and Brigance assessments, ABLLS, student work, rubrics and updates of student goals in the IEP. In the event that a student scored at the proficient level on the NYSESLAT, the school would provide him/her with two additional year of ESL support.

While we will continue to work in all areas, the results of the NYSESLAT suggest that we continue with the same academic focus. Teachers will participate in cohort meetings to discuss curriculum, share experiences, and learn new strategies to enhance their reading instruction. We will also expand classroom libraries and utilize technology in all subject areas.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Rachelle Klainberg	Principal		1/1/01
Imma Jardi	Assistant Principal		1/1/01
Dahyana Francis	Parent Coordinator		1/1/01
Eduardo Tario	ESL Teacher		1/1/01

School Name: _____

School DBN: _____

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Anna Blanchette	Parent		1/1/01
Ana Biondo	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Paula Beldengreen	Coach		1/1/01
	Coach		1/1/01
Adriana Garcia	Guidance Counselor		1/1/01
Stephanie McCaskill	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

Cluster: District 75 **Network:** 2

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

Part A: Needs Assessment Findings

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

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

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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