



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: P993Q

DBN: 75Q993 CEP 2012-13 FINAL

PRINCIPAL: JACQUELINE ZARETSKY

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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
Jacqueline Zaretsky Principal	*Principal or Designee	
Lisa Viscovi	*UFT Chapter Leader or Designee	
Susan Goustas	Member/Staff	
Monica Ysaac	Member/Staff	
Eileen Winslow	Member/Staff	
Bonnie Kiladitis	*PA/PTA Designated Co-President	
Tiffany Hanratty	*PA/PTA Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative	
N/A	CBO Representative, if applicable	
Luz Pinto	Member/Parent	
Cesar Olivas	Member/Parent	
Belinda Barnett-Andrea	Member/Parent	
Robyn France	Member/Parent	
	Member/	
	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 Assessment

Structures are in place to strengthen teacher practice in the use of assessment programs and strategies.

By June 2013, students in alternate assessment classes will improve targeted speaking and listening skills as evidenced by a 5% increase over baseline measured by SANDI formative assessment.

Comprehensive needs assessment

Administrators reviewed multiple sources of data, which include NYSAA, NYSESLAT, periodic assessments, NYS tests, and classroom data. It was determined necessary to narrow the instructional gap in the areas of speaking and listening.

In order to adhere to the Citywide Instructional Expectations for New York City, a focus would be placed on using assessment in instruction. As a result, alternate assessment students will demonstrate improved speaking and listening skills.

Findings showed a need to deepen teacher understanding of formative, summative, and programmatic assessment data to identify appropriate entry points for planning instruction and developing IEP goals for speaking and listening.

Instructional strategies/activities

A variety of assessments were evaluated by teacher teams and administrators for effectiveness in identifying developmental and academic skills for special needs students.

It was determined that SANDI would be used as a comprehensive assessment, aligned to the Common Core Learning Standards, to assess alternate assessment students. Two cohorts of high school students will use the Transition component of SANDI to evaluate school-to-work skills.

ABLLS, also aligned to the CCLS, was selected for the 6:1:1 population to identify instructional needs specific to students with autism.

Standardized assessment students are evaluated by Performance Series, ACUITY, ECLAS and teacher-made tests, to assess levels of competency toward meeting the CCLS.

The UNIQUE curriculum is in place for alternate assessment students, grades K-12. The programmatic assessment contained in the program is used to inform instructional planning and setting IEP goals for speaking and listening.

Teachers will be trained in the use of assessments for all student groups. These include school-based workshops and District level trainings. UNIQUE was made available for all teachers of alternate assessment students to inform instructional planning. SANDI and ABLLS were purchased to be used in all classrooms to evaluate developmental skills.

A collaborative inquiry team was formed to improve targeted communication skills utilizing devices and programs.

Lead teachers from nine sites were selected to provide feedback on the assessments proposed and used. To further evaluate the effectiveness of the assessments in place, teachers provide feedback at monthly faculty meetings, common planning sessions and collaborative inquiry meetings where student data is analyzed and

evaluated.

In September, formative assessments (SANDI, ABLLS, UNIQUE) were available to help gather data to determine entry points of instruction for alternate assessment students. Performance Series, ACUITY and ECLAS are administered as per DOE schedules for standardized assessment students. Programmatic and classroom-based assessments are administered on an on-going basis to support modifications to instruction.

NYSAA data folios were submitted as per NYS schedule. Standardized assessment students will participate in NYS testing as per NYS schedule.

Administrative team conducts mid- and end-year evaluation of speaking and listening skills for all students, including ELLs, for effectiveness of SANDI formative assessments on planning rigorous instruction.

Strategies to increase parental involvement

IEPs reflect ongoing parent trainings, i.e. annual reviews, parent events, workshops, related service meetings, open school meetings, telephone conferences, school leadership meetings, as mandated by the New York State Education Department.

Parent coordinator schedules trainings for parents to assist in accessing resources. Topics include coordination of services, future care planning, advocacy for healthcare, and emergency preparedness. Parents are counseled on how to generalize academic, social, and life skills at home and in the community.

Information gathered at trainings is shared with the school leadership team at monthly meetings.

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:

NYSTL and State Standards funds are allocated to purchase assessment programs.

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).

OTPS, Tax Levy and ARRA RTTT funds are allocated for collaborative inquiry and bulk jobs.

Title III funds support the Saturday Institute for ELLs.

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 Instruction

Instructional strategies are in place to enhance student engagement and support instruction in the classroom.

By June 2013, students in grades K-5 will improve in ELA and Math competencies by a 5% increase in successful completion of CCLS-aligned tasks to the appropriate standards.

Comprehensive needs assessment

Administrators reviewed multiple sources of data, which include NYSAA, NYSESLAT, periodic assessments, NYS tests, and classroom data. It was determined necessary to narrow the instructional gap in the areas of ELA and Math.

In order to adhere to the Citywide Instructional Expectations for New York City, a focus would be placed on ELA and Math skills instruction, resulting in improved outcomes for students.

Upon review of data, it was determined that district-based programs would be adapted and modified to meet the instructional needs of special populations, which include 12:1:1, 12:1:4, 8:1:1, 6:1:1.

Instructional strategies/activities

A variety of District 75-based programs were evaluated by teacher teams and administrators to support instruction in core subject areas for special needs students, including ELLs.

The programs include the following: District 75 Units of Study, LEXIA, Everyday Math, Sustainability, STEM-Plant, Grow, Learn, Indoor Gardens, i-Safe, UNIQUE, Mighty Milers.

A collaborative inquiry team was established to evaluate program data, IEP goals, and student work. The Sustainability Coordinator acts as facilitator in conducting inquiry work. Members are assigned roles in making adaptations to programs in an effort to improve performance in competency areas.

Inquiry targets focus on meeting IEP-driven ELA and Math goals. Teachers collaborate at least twice monthly to develop units of study which encompass CCLS-aligned tasks. Teachers are given the opportunity to share data and provide feedback on student achievement in ELA and Math at monthly staff and inquiry team meetings. Teachers will modify instruction during common planning time to meet the needs of students in targeted ELA and Math competencies.

Elements of the UNIQUE Learning Systems across subject areas are adapted for alternate assessment students with particular focus on the needs of non-verbal students.

In September, the inquiry team was formed to set ELA and Math targets for alternate and standardized assessment students in grades K-5.

NYSAA data folios were submitted as per NYS schedule. Standardized assessment students will participate in NYS testing as per NYS schedule.

Administrative team conducts mid- and end-year evaluation of data for all students, including ELLs. CCLS-aligned tasks are evaluated for successful completion and monitored for next steps.

Strategies to increase parental involvement

IEPs reflect ongoing parent trainings, i.e. annual reviews, parent events, workshops, related service meetings, open school meetings, telephone conferences, school leadership meetings, as mandated by the New York State Education Department.

Parent coordinator schedules trainings for parents to assist in accessing resources. Topics include coordination of services, future care planning, advocacy for healthcare, and emergency preparedness. Parents are counseled on how to generalize academic, social, and life skills at home and in the community.

Information gathered at trainings is shared with the school leadership team at monthly meetings.

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:

NYSTL and State Standards funds are allocated to purchase assessment programs.

Service and program coordination

OTPS, Tax Levy and ARRA RTTT funds are allocated for collaborative inquiry and bulk jobs.

Title III funds support the Saturday Institute for ELLs.

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 Professional Development

Teachers will be engaged in the collaborative inquiry process to improve professional practice.

By June 2013, teachers will demonstrate improved use of specific instructional strategies, as evidenced by increased levels of student engagement, measured by low-inference observations and implementation of teacher-designed individualized professional development plans.

Comprehensive needs assessment

Administrators reviewed multiple sources of data, which include NYSAA, NYSESLAT, periodic assessments, NYS tests, and classroom data. It was determined that teachers need to deepen understanding of the Citywide Instructional Expectations, Common Core Learning Standards, and instruction strategies.

In order to adhere to the Citywide Instructional Expectations for New York City, a focus would be placed on building capacity across nine sites in unit planning, the use of instructional strategies, evaluating student work, and connecting with the Common Core Learning Standards. It is expected that improved teacher practice in using instructional strategies, such as Webb's Depth of Knowledge and Universal Design for Learning, will result in higher levels of student engagement.

Findings of formal/informal observations and walkthroughs by administrators indicate that teachers need to deepen understanding of Webb's DOK, UDL, Danielson's Framework and Elmore's Seven Principles of Learning.

Instructional strategies/activities

Teachers will participate in collaborative inquiry work to plan units of study and identify CCLS-aligned tasks in core subject areas. Research-based programs and curricula (UNIQUE Learning Systems, District 75 Units of Study, LEXIA, Everyday Math) will be used to inform monthly unit planning.

Administrators and teachers will be scheduled on an ongoing basis to attend District 75 and DOE trainings in the elements of the Citywide Expectations. The focus will include assessment, questioning and discussion techniques, and planning and instruction in the CCLS.

School-based coaches are scheduled to visit each site on a rotational basis to meet with teachers on the Citywide Instructional Expectations and the elements of the P993Q administrative walkthrough checklist to strengthen teacher practice in areas of focus.

Creative scheduling will be implemented at nine sites to allow teachers time to evaluate student work, share assessment data, develop IEP goals, identify tasks, and plan instruction that connects to the CCLS. Teachers will use this time to provide feedback on student engagement and modify instruction as needed.

Title III Saturday Institute for ELLs schedule reflects ongoing professional development for the Principal, teachers and paraprofessionals on the Citywide Expectations as it relates to students participating in the program.

In September, administrators provided professional development in the elements of the Citywide Expectations with a focus on planning instruction that is rigorous and engaging. A calendar of topics was distributed to facilitate monthly unit planning that reflects understanding of the CCLS.

Task planning forms and summaries of monthly collaborative meetings are evaluated by the administrative team for understanding and application of Citywide

Expectations, including task planning, CCLS, Danielson's Framework and Elmore's Seven Principles of Learning.

Administrative team conducts mid- and end-year evaluation of collaborative inquiry work, formal/informal observations, and student achievement data to determine next steps for improving student engagement.

Strategies to increase parental involvement

IEPs reflect ongoing parent trainings, i.e. annual reviews, parent events, workshops, related service meetings, open school meetings, telephone conferences, school leadership meetings, as mandated by the New York State Education Department.

Parent coordinator schedules trainings for parents to assist in accessing resources. Topics include coordination of services, future care planning, advocacy for healthcare, and emergency preparedness. Parents are counseled on how to generalize academic, social, and life skills at home and in the community.

Information gathered at trainings is shared with the school leadership team at monthly meetings.

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:

Code 300 funds are allocated to support professional development.

Service and program coordination

OTPS, Tax Levy and ARRA RTTT funds are allocated for collaborative inquiry, bulk jobs, and technology.

Title III funds support the Saturday Institute for ELLs.

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.

Comprehensive needs assessment

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

Instructional strategies/activities

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

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:

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).

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

Comprehensive needs assessment

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

Instructional strategies/activities

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

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.

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:

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).

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 Foundations UNIQUE ENGRADE –homework help across core subject areas. TEACCH	Word work Creative writing Book club Comprehension questions Speaking and listening Homework help Hands-on activities that promote communication, independence	Small group One-to-one One-to-one	Provided during the school day and Title III Saturday Institute. Provided during the school day
Mathematics Everyday Math EQUALS	Activities and skill support in all key math strands and concepts	Small group One-to-one	Provided during the school day
Science UNIQUE/FOSS Sustainability/STEM BrainPop	Comprehension strategies Hands on activities Writing	Small group One-to-one	Provided during the school day
Social Studies Star Reporter UNIQUE	Comprehension strategies Hands on activities	Small group One-to-one	Provided during the school day

	Writing		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)			
PBIS Anti-Bullying Overcoming Obstacles	Interactive activities to support transition skill development and behavior in the classroom and worksites.	Small group One-to-one	Provided during the school day
i-Safe	Cyber-safety and online awareness	Small group One-to-one	
Get Ready to Learn	Yoga strategies that support self-regulation of behaviors that may hinder learning	Small group	

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.

Vacancies are identified in the Galaxy system and reflected in the NYDOE Open Market for employment. Resumes are sent directly to the school and/or provided by human resources.

Collaboration with HR (Human Resources) ensures that candidates are appropriately certified/licensed in special education.

Protocols listed in the Tenure Toolkit are followed by administrators to support beginning teachers.

The Teacher Effectiveness Toolkit is used to provide support and evaluate performance for teachers. Appropriate supports are given to all teachers by administrators, coaches, and peers to ensure development of skills that are formally and informally observed based upon elements of Danielson's Framework, Professional Teaching Standards and Common Core Learning Standards.

Teachers assignments are based upon license, experience, and skills that will result in positive outcomes for students. Supports are available and delivered in an on-going manner to ensure high levels of instruction in the Common Core Learning Standards.

Teachers attend all required and mandated conferences and trainings to comply with NYS certification. Skill levels and areas of interest are considered by administrators to determine participation in additional trainings to support District 75 and school-wide initiatives.

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

Cluster Leader/Network Leader Gary Hecht/Adrienne Edelstein	District 75	Borough Queens	School Number 993
School Name N/A			

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

Principal Ms. Jacqueline Zaretsky	Assistant Principal Alexis Tandit
Coach	Coach
ESL Teacher L. Eisenberg, J. Shurgan	Guidance Counselor N/A
Teacher/Subject Area ESL-A. Everett, C. Guarneiri	Parent
Teacher/Subject Area type here	Parent Coordinator Neville Waldron
Related Service Provider type here	Other type here
Network Leader Adrienne Edelstein	Other type here

C. Teacher Qualifications [i](#)

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	4	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	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	392	Total Number of ELLs	114	ELLs as share of total student population (%)	29.08%
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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. 

The first step in identifying ELLs is the administration the formal initial assessment that includes the following: HLIS, informal/oral interview, LAB-R and Spanish LAB (if necessary). The HLIS is administered to parents of students new to the DOE in their spoken languages. Based on the results of the HLIS, a home language code must then be entered into ATS. If the home language is a language other than English, you must administer the LAB-R within 10 days of initial enrollment (the first day these students enter kindergarten or an NYC school for the first time). If the home language is Spanish, the Spanish LAB is also administered within 10 days of initial enrollment as well.

The LAB-R administrators include Mr. Leigh Eisenberg, Ms. Colleen Guarneiri, Ms. Angela Everett, and Ms. Jessica Shurgan. As per District 75 guidelines, the HLIS is administered by guidance counselors, unit coordinators, social workers and ESL teachers within the students' first ten days of attendance if not previously administered at the CSE level of the admission process. Translation services are provided as needed. Qualified ESL teachers review the results of all HLIS. If parents indicate that another language is used in the home, based upon responses in Part 1 and Part 2 of HLIS, LAB-R will then be administered. If the language spoken at home is Spanish, then Spanish LAB will be administered as well. ESL teachers review data in CAP, on IEPs, and ATS reports, including RLAT, RLER, RBPS to determine ESL eligibility, performance levels, and mandates. NYSESLAT is administered to all ELLs as scheduled by NYSED. The NYSESLAT administrators include Mr. Leigh Eisenberg, Ms. Colleen Guarneiri, Ms. Angela Everett, and Ms. Jessica Shurgan. Materials are distributed and shared amongst all team members in order to administer the Listening, Speaking, Reading, and Writing components according to the testing calendar. A 993Q NYSESLAT administrator whom did not administer the test to the student scores the Writing section on site. Grids are returned to District testing centers and test materials are packaged and returned to the vendor. The NYSESLAT/LAP team evaluates all data pertaining to NYSESLAT and LAP in September to inform grouping and scheduling push-in models of instruction to better serve ELLs.

Program choice options for ELL-SWDs are discussed during the Education Planning Conference (EPC) at the CSE level. It is explained to parents that neither Transitional Bilingual nor Dual-Language Programs are offered at P993Q at this time. What is offered is a free-standing ESL program in which students are taught in English using ESL methodologies and native language support for a specific amount of time as determined by their NYSESLAT scores. ESL teachers and the Parent Coordinator collaborate to provide copies of HLIS in the parents' native language, and translation services to explain the program further. Telephone outreach and home visitations are conducted to follow up with parents who have not yet completed the survey. Opportunities to explain the Freestanding Program take place at Parent Orientation meetings in September and October conducted by the Parent Coordinator, Parent Association, and ESL team.

Entitlement letters in the native language are sent home with newly eligible students describing the Freestanding ESL program at P993Q. The letters are sent within a week of LAB-R administration. Copies of these letters are maintained. A new screen (ELPC) has been created in ATS, as part of the State's corrective action plan, to record ELL program parent choice for all new admits with a home language other than English. On this new screen P.993 enters the date that LAB-R was administered, whether the parent was provided an orientation explaining the three ELL programs offered in New York City, which program the parent chose, and the program in which the student was placed. This screen is completed for each ELL new admit as soon as the student is placed in an ELL program.

ELLs who score below proficiency level on the LAB-R and/or Spanish LAB are placed in a Freestanding ESL program. Parents are

invited by the ESL team to contact them at any time to further discuss the ESL program with translation services provided.

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 <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In	14	15	9	15	11	8	7	6	7	4	2	4	12	114
Total	14	15	9	15	11	8	7	6	7	4	2	4	12	114

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	114	Newcomers (ELLs receiving service 0-3 years)	73
SIFE	2	ELLs receiving service 4-6 years	27
		Special Education	114
		Long-Term (completed 6 years)	14

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)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total

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
Dual Language										0
ESL	73	1	73	27	1	27	14	0	14	114
Total	73	1	73	27	1	27	14	0	14	114

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

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	8	9	2	8	3	6	4	2	4	2	1	1	7	57
Chinese	0	0	1	1	0	0	0	0	0	0	0	0	0	2
Russian	0	0	1	1	1	0	0	0	0	0	0	0	0	3
Bengali	0	1	1	1	2	0	0	1	2	0	0	1	0	9
Urdu	0	0	0	1	0	0	0	0	0	0	0	1	1	3
Arabic	0	1	0	0	0	0	0	0	0	0	0	0	1	2
Haitian	1	1	0	0	0	0	0	0	0	1	1	0	0	4
French	0	0	0	0	0	0	0	0	1	1	0	0	0	2
Korean	1	0	1	1	0	1	0	0	0	0	0	1	0	5
Punjabi	1	0	0	0	2	0	0	1	0	0	0	0	0	4
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Other	3	2	3	2	3	1	3	2	0	0	0	0	3	22
TOTAL	14	15	9	15	11	8	7	6	7	4	2	4	12	114

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?

A Push in/Pull out model is utilized for students at ELLs at P993Q. A Heterogeneous grouping model is in place to deliver services for all proficiency levels. P993Q utilizes the Freestanding ESL program, exclusively. As a result, ESL instructors evaluate data and schedule instruction at specific sites where there are students mandated to receive ESL services using a heterogeneous model that complies with IEP instructional mandates. ESL schedules reflect compliance with CR-Part 154 to the greatest extent possible. ELLs at the beginner and intermediate levels of English proficiency, grades K-8, are entitled to 360 minutes of ESL instruction per week. ELLs at the advanced levels of English proficiency in grades K-8 are entitled to 180 minutes of ESL instruction per week. ELLs in grades 9-12 at the beginner level of learning English are mandated to receive 540 minutes of ESL instruction per week. ELLs in grades 9-12 at the intermediate level of learning English are mandated to receive 360 minutes of ESL instruction per week. ELLs demonstrating advanced proficiency at any grade level receive 180 minutes of ESL instruction. P 993Q ESL teachers push in to classes whose student-teacher-paraprofessional ratios include 12:1:4, 12:1:1, 8:1:1, 6:1:1, and inclusion settings. These ratios are always maintained when ESL instruction is delivered. Instructional minutes include lessons on based on the ESL, NLA, and ELA standards that meet the needs of the special education ELLs at P993Q. 180 minutes of ELA is provided to all ELLs at the Advanced proficiency level in grades K-8.

Within the Freestanding ESL model, content-based instruction is delivered primarily using CALLA (Cognitive Academic Language Learning Approach) that integrates academic learning strategies needed to function in all-English classrooms, and TPR (Total Physical Response) which uses movement to facilitate comprehension. Scaffolding instruction is practiced in all content areas. Lessons are aligned with pacing guides, reading, writing, listening and speaking activities are incorporated into lessons across all content areas. Key vocabulary is emphasized throughout the lesson and the teacher provides oral and written preview and review. Our teachers devote adequate time to teaching content objectives and language objectives with the focus of building language-related skills and competencies that English learners need in order to comprehend the content. ELLs with autism will learn vocabulary through the use of icons with large pictures and a small word, icons with a small picture and large words, or just the printed word with the definition written out. These words are taught/re-taught and maintained using Behavioral techniques. Group activities are planned to encourage collaboration and peer interactions. Many ELLs are not yet able to actively participate in academic discussions. Teachers will model sentences encouraging ELLs to focus on the content and not the structure. Students are encouraged to organize and express their thoughts in written form (i.e. reports) or verbally (i.e. speeches). The teacher serves as a coach encouraging students to be more explicit and always encourages students to have high expectations for their learning. ELLs and families of ELLs are formally and informally interviewed in their native language. The Spanish LAB is administered to students whose home language is Spanish if they do not test out on the LAB-R. Translators are made available to facilitate evaluations. Instruction for all ELLs at P993Q is differentiated based upon needs indicated on IEPs.

The instructional plan for SIFE includes small group and one to one tutoring and community awareness activities. Newcomers also receive small group and individual instruction along with community awareness activities to familiarize students with ESL methodologies.

A. Programming and Scheduling Information

Instruction for students requiring ELA testing will align with ELA standards, have accommodations applied, and utilize ESL methodologies in preparation for assessments. Instructional plans for ELLs receiving services 4 to 6 years include the use of technology, music, movement, and augmentative communication devices to help students meet IEP goals. Instruction for long-term ELLs will be supported through the communication and technology components of their educational programs. Long-term ELLs are entitled to all AIS services and will be scheduled to receive them at their respective sites.

Instruction is differentiated for all students using both ESL and special education programs and methodologies. These include but are not limited to: The Natural Approach, which utilizes strategies that provide positive and accepting environments, concepts made comprehensible through visuals and objects, and little overt correcting of language errors. The Picture Exchange Communication System (PECS)-a system that uses pictures to initiate and facilitate communication for language emergent students is also utilized. Alternate placement paraprofessionals and bilingual service providers support differentiated instruction for students with mandates. ESL teachers further adapt and modify existing curriculum, which may include Unique Learning Systems, District 75 Units of Study and Everyday Math. ESL schedules reflect compliance with CR-Part 154 to the greatest extent possible. ELLs are grouped according to classification, grade level, and English proficiency levels. ESL teachers, classroom teachers, and related service providers meet regularly in order to create and implement schedules that do not conflict within the confines of the current SESIS system. The push-in model allows ESL teachers to maximize delivery of service for SWD/ELLs.

*Regarding the state citation, all special education LEP students are served as per I.E.P. and each student is 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

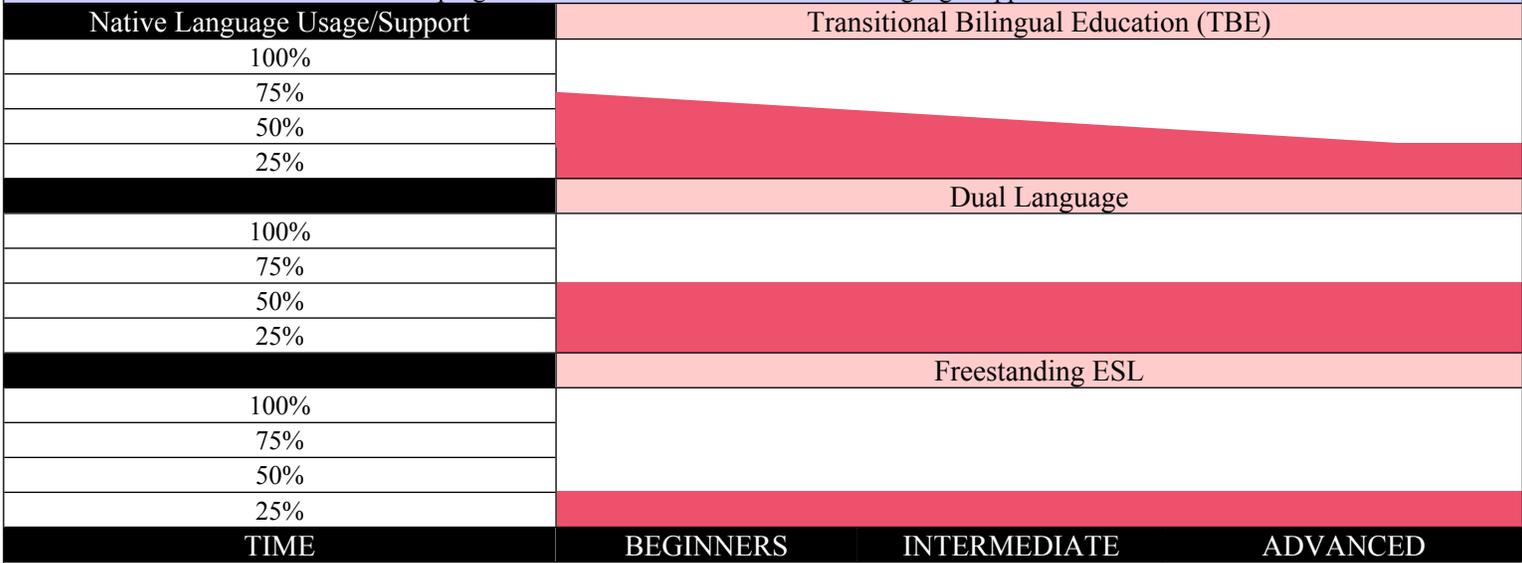
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

Native Language Usage and Supports

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



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

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?

All intervention services are offered in English only as part of the Freestanding ESL Program at P993Q. Most of the ELLs at 993Q fall within the Beginner and Intermediate levels of English proficiency due to the nature of the students' disabilities. Sub-groups are identified by staffing ratio, such as 12:1:1, 12:1:4, 6:1:1, and 8:1:1 and disabilities ranging from learning disabled, emotionally disturbed, students on the autistic spectrum, and severely cognitively and health impaired.

Intervention services for ELLs across content areas are: ELA- Unique, Foundations, Handwriting Without Tears, Early Learning Skill Builders (ELSB), Leap Frog Pads, Get Ready to Learn, Boardmaker, TEACCH, and SmartBoard Technology. Math- Everyday Math Games, SmartBoard Technology, and Brain Pop. Science-SmartBoard Technology, Brain Pop, Mobile Science Cart, and FOSS. Social Studies-SmartBoard Technology, Positive Behavior Intervention Supports, Life Skills, Star Reporter, Weekly Reader (adapted).

Transitional support for ELLs reaching proficiency on NYSESLAT will include providing opportunities for generalization of acquired listening, speaking, reading, and writing skills in the school and community settings. ELLs will be instructed using ESL methodologies across content areas to help meet or exceed Common Core Learning Standards, New York State and City Standards. Test accommodations for former ELLs will be provided as mandated by IEP. The primary new program that addresses the needs of alternate assessment students is Unique Learning Systems that is aligned to the Common Core Learning Standards. Any programs that are not aligned with the CCLS will not be used this year. ELLs at P993Q are encouraged to participate in school-based activities such as trips, shows, and athletic events. High school age ELLs participate in School to Work programs in the community at large. ESL teachers, counselors, and alternate placement paraprofessionals to assist in generalizing skills in the work place support them. Participation in the Title III Saturday Institute is open to all ESL mandated students.

Instructional materials and technology utilized with subgroups of ELLs on the autistic spectrum and severely cognitively impaired are Smart Boards, ELMO Visual Presenters, ipads, multi-media projectors, audio speakers, portable voice recorders, portable media centers, cinema screens, touch screens, digital cameras, mobile laptop carts, color printers, and internet access in all classes. Instruction is supported by the use of Alternative Augmentative Communication devices (AAC) that include single, two and three button communication devices, BIG MACS, Dynavox V, Dynavox VMax, and Dynavox Maestro.

Native Language Arts instruction is supported by the use of bilingual Picture Exchange Communication Symbols (PECS). It is delivered to all ELLs that are BIS students mandated to receive ESL services and assignment of alternate placement paraprofessionals. Multi-lingual libraries are in place and available to ELLs in all classes. Dual language "We Are New York" books from Mayor Bloomberg's office are in the middle school and high school classes. ESL teachers collaborate with related service providers (speech, guidance, PT, OT) to apply IEP mandated adaptations and modifications during instruction. Collaboration with classroom teachers takes place to ensure age and grade level appropriate instruction takes place. Newly enrolled ELLs are invited to participate in the summer Chapter 683 program where they will receive instruction in special education and ESL methodologies. P993Q currently does not offer language electives to high school age ELLs at this time.

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)?

Not Applicable

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.

ESL teachers attend all District 75 and DOE compliance meetings. Information is turn-keyed with the ESL Team and timelines for implementation are developed. ESL teachers attend workshops pertaining to ESL compliance and curriculum at the District 75 and citywide levels. Information is shared with all members of the ESL team. ESL teachers turn key updated 993Q ELL information and data to the District 75 Director of English Language Learners and District ESL Coaches on a regular and as needed basis. Attendance at all professional development workshops is posted monthly and tracked for compliance purposes. All ESL providers are members of an ESL focus group which meets on the third Thursday of every month. Included in each agenda are professional development or training opportunities in aligning Common Core Learning Standards to ESL Instruction, looking at student work to improve performance in the ESL literacy modalities which include speaking, listening, reading, and writing. Student work will be evaluated and tracked throughout the school year for growth in these areas. Included on the agendas will be training in strategies to differentiate instruction for ELL-SWDs using the Universal Design for Learning model. Through the push-in model, ESL teachers will utilize these strategies with classroom teachers and paraprofessionals. Paraprofessionals working in the Title III Saturday Institute receive two hours a week of per session training in the curriculum, lessons, and methodologies needed at each session.

ESL teachers provide classroom teachers and related service staff performance and proficiency data for ELLs. Data tracking sheets are shared with staff and maintained in the classroom data management systems. As students transition from elementary to middle school, ESL strategies that are effective with each student are shared with staff in their new setting. Students transitioning to high school are prepared for community activities such as work programs using ESL supports and strategies. All new staff is registered for Jose P training courses as seats are made available throughout the school year. The ESL Team monitors attendance at Jose P training for compliance in completing the 7.5 hours of training.

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?

Four members of the School Leadership Team are parents of ELLs. The P993Q Parent Association is also headed by parents of ELLs. As a result, there is a high level of communication with ELL parents throughout the school community. Collaboration between the Parent Association and Parent Coordinator result in ongoing family activities, cultural events, and workshops that provide opportunities for social interaction and supports outside the school community. ELL parents are made aware of CBO's and work program opportunities as part of transition planning for middle and high school students.

Members of the ESL team attend parent activities and workshops to share ideas and evaluate parent concerns. Members also attend School Leadership Team meetings where school-wide issues are discussed and implications for instruction of ELLs is specified. The members of the ESL Team evaluate responses and comments posted on the ARIS Parent Link by parents of ELLs for areas of concern. The ESL Team evaluates parent responses on the Learning Environment Survey for issues pertaining to ELLs. Parents of ELLs attending the Title III Saturday Institute are encouraged to provide feedback after each session. Responses are pored over for concerns and suggestions in generalizing listening, speaking, reading, and writing skills at home and in the community.

Translation services are provided if needed at all activities, events, workshops, conferences and meetings. Printed materials are distributed in native languages as well to inform all parents of school issues, agendas, and concerns. Attention is paid to scheduling meetings and activities that accommodate most parents and caregivers of ELLs with sensitivity to cultural and religious needs and concerns.

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)	14	15	9	15	10	8	7	4	5	3	2	4	10	106
Intermediate(I)	0	0	0	0	1	0	0	1	0	1	0	0	2	5
Advanced (A)	0	0	0	0	0	0	0	1	2	0	0	0	0	3
Total	14	15	9	15	11	8	7	6	7	4	2	4	12	114

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	0	15	7	12	9	6	7	3	2	0	0	0	2
	I	0	0	2	3	1	2	0	0	1	1	1	2	6
	A	0	0	0	0	1	0	0	2	2	3	1	1	3
	P	0	0	0	0	0	0	0	0	1	2	0	0	1
READING/ WRITING	B	0	15	9	15	10	8	7	4	5	3	2	3	10
	I	0	0	0	0	1	0	0	1	0	1	0	1	2

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	A	0	0	0	0	0	0	0	1	2	0	0	0	0
	P	0	0	0	0	0	0	0	0	0	0	0	0	0

NYS ELA

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

NYS Math

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

NYS Science

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				

New York State Regents Exam

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

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	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.

Brigance and ECLAS 2 are used to assess the early literacy skills of standardized and alternate assessment ELLs. Performance levels for ELLs with disabilities, grades K-2 are below grade level. As a result, special education and ESL methodologies are in place to provide differentiated instruction for students to support IEP goals in language acquisition. LAB-R and NYSESLAT results indicate that 97% of ELLs are at the beginner and intermediate levels of English language proficiency. The data patterns reveal that P993Q ELLs exhibit higher levels of proficiency in the areas of listening and speaking, as opposed to reading and writing. These patterns are consistent for all grades, K-12 and sub-groups. Emphasis is placed speaking and listening skill development in grades K-5. At the middle and high school levels, stronger emphasis is placed on reading and writing instruction. Unit plans and lessons are differentiated for all students with special focus on the use of adapted materials and technology to meet IEP goals.

Only a Freestanding ESL program is in place at P993Q. All lessons are differentiated to meet the ESL mandates for students with disabilities. Students do not take assessments in their native languages. P993Q does not administer ELL Periodic Assessments. The Freestanding ESL program does not utilize ELL periodic assessments.

ESL instruction is aligned with CCLS, IEP goals, and related service mandates. ESL teachers evaluate data provided by ATS and CAP reports to identify trends and patterns. IEP data tracking sheets are used to organize and assess information on all students mandated for ESL. ESL teachers collaborate with classroom teachers on the use of methodologies that will improve listening, speaking, reading and writing skills for ELLs with disabilities. Performance on assessments such as ECLAS 2, Brigance, NYSAA, NYSESLAT, and NYS Tests are supported by ESL instruction. Data shows students participating in the Title III Saturday Institute have improved speaking and listening skills by 10% each year over three years. Parent feedback indicates successful use of ESL methodologies that include the use of schedule boards, androids, timers, mini-recorders, AAC devices, bilingual picture symbols, and digital cameras at home.

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: 993Q		School DBN:	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ms. Jacqueline Zaretsky	Principal		10/6/11
Ms. Alexis Tandit	Assistant Principal		10/6/11
Mr. Neville Waldron	Parent Coordinator		10/6/11
L. Eisenberg & J. Shurgan	ESL Teacher		10/6/11
	Parent		
A. Everett -ESL Teacher	Teacher/Subject Area		10/6/11

School Name: 993Q

School DBN:

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
C. Guarneiri-ESL Teacher	Teacher/Subject Area		10/6/11
	Coach		
	Coach		
	Guidance Counselor		
Adrienne Edelstein	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: 75Q993 School Name: P993Q

Cluster: _____ Network:

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.

The parent coordinator and four ESL teachers collaborate and review data from multiple sources, which include Home Language Surveys, Learning Environment Survey, ATS BESIS report, and IEPs to determine which students may require translation and interpretation services. P993Q roster lists students from bilingual homes in which languages have been identified. These students represent one third of the total number of ELLs--40 of 120. Seventeen languages have been identified that may require translation services.

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.

Findings revealed the need to expand outreach to parents in Translation and Interpretation Services. These include: Engaging a greater number of parents in school-wide programs and communication, education parents in accessing and navigating online DOE resources, facilitate communication with school in formal (IEP conference) and informal (walk-in, telephone) settings.

findings were reported to the school community through the P993Q Parent Newsletter, School Leadership Team, Parent Association meetings, multi-cultural parent weekend activities, including Title III Saturday program, District 75, ESL Collaborative Inquiry meetings, Administrative Cabinet meetings, and DOE Parent Coordinator meetings.

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.

Mandated alternate placement paraprofessionals and in-house personnel will translate written correspondence as needed. Parent coordinator will provide written notices in additional languages to communicate information, including ways to access and navigate online DOE resources in Translation and Interpretation Services, meetings, conferences, and workshops in a timely manner. Parent coordinator prepares and distributes a brochure for families listing procedures to effectively communicate with the school.

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.

Mandated alternate placement paraprofessionals and in-house personnel are made available to provide oral interpretation services as needed. Requests for outside contractors will be made through DOE Translation and Interpretation Unit in a timely manner for meetings, hearings, or conferences.

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>.

A-Bill of Parents Rights and Responsibilities will be sent home with students in September.
B-Notice of availability of Translation and Interpretation Services are sent home with each student and posted at each P993Q site on the Parent Coordinator bulletin board.
C-P993Q Safety Plan

