



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: P188X

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 75X188

PRINCIPAL: SHANIE JOHNSON

EMAIL: SJOHNSO28@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
WAHNDIA MILTON	*Principal or Designee	
BENJAMIN ZIPF	*UFT Chapter Leader or Designee	
JACQUELINE CEPEDA	*PA/PTA President or Designated Co-President	
ROBIN MARCHETTI	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
ANTIONETTE LEE	Member/UFT	
CHRISTOPHER WILLIAMS	Member/UFT	
MIGDA RODRIGUEZ	Member/UFT	
GLADYS SOTOMAYOR	Member/PA	
JANIRA COLON	Member/PA	
CLAUDIA ESPINAL	Member/PA	
LENN ROBINSON	Member/PA	
DIONNE TURNER	Member/PA	

** 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

By June 2013, there will be a 5% increase in student performance in ELA as evidenced by student work products along with an increase in achievement results on formative and summative assessments.

Comprehensive needs assessment

Based on a comprehensive review of data, we analyzed student achievement trends based on students' grade level, subject area and service category. We focused on information gleaned from the results of our Progress Report, Quality Review, Inquiry Team, NYStarts, Learning Environment Survey, student attendance; school needs assessment surveys, and effectiveness of curriculum and instruction.

The following data was instrumental in creating Goal #1 as it relates to the school community at large:

Progress Report findings in ELA:

- P188X maintained a 33% median growth percentile in ELA where (n=76) 2011-2012 (n= 92) 2010-2011
- 45% Median Growth Percentile for Transient Standard Assessment Students as per the 2011-2012 where (n=21) up from 29% in 2010-2011 where (n=35)
- 31.1% of Students at level 2 or above in SA 2011-2012 up from 28.7% 2010-2011
- 96% of Alternate Assessment Students at level 3 or 4 up from 87.3% 2010-2011
- Overall Student Progress 34.2 (2011-2012) up from 22.7 (2010-2011)
- Overall Student Performance 13.7 (2011-2012) up from 9.0 (2010-2011)
- Overall School Environment 10.1 (2011-2012) up from 6.8 (2010-2011)
- Closing the Achievement Gap 3.1 up from 1.5 (2010-2011)
- Overall score 61.1 (2011-2012) up from 40.0 (2010-2011)

NYSAA Datafolios:

- 6% increase in ELA scores to 96% (2011-2012) up from 90% (2010-2011) students achieving a level 3 and 4

NYStart findings:

- 10.1% decrease in level 1 scores
- 16.6% increase in level 2 in grades 3-8 in ELA

Summative EC Data:

- 98.7% of our PK- 2 EC population exhibited alphabetic awareness and reading readiness by June, 2012
- 67.8% of our Pk-2 EC population gained at least 1 full reading level by Feb. 2012 and 94.6% demonstrated overall gains in developmental growth, reading readiness, and reading comprehension by June, 2012.

Learning Environment Survey:

- Academic Expectations we averaged a 7.7 up from 7.4 in 2010-2011
- Parents are 95% very satisfied and satisfied with the education and services their child is receiving up 5% from 2010-2011

Based on the EdPerformance data the following learning trends were identified as deficits:

ELA across grades (3-8)

Fiction

- The learner will extend meaning beyond the grade level fictional passages.
- The learner will interpret figurative language in grade level fictional passages.
- The learner will identify figurative language in grade level fictional passages.

Long Passage

- The learner will infer character feelings and emotions from a grade level long passage.
- The learner will make inferences from a grade level long passage.
- The learner will evaluate a character's response in a grade level long passage.
- The learner will identify character traits in a grade level long passage.

Non Fiction

- The learner will follow directions in consumer material at grade level.
- The learner will distinguish between fact and opinion in a grade level nonfictional passage.
- The learner will identify the purpose of a consumer material at grade level.

Vocabulary

- The learner will identify the meaning of grade level vocabulary word presented in context.
- The learner will identify the meaning of grade level vocabulary word presented in isolation.

Quality Review Feedback:

Expand the inquiry process across teacher teams so that student learning trends and progress can effectively inform instructional planning in order to maximize best practices across classrooms. (4.2)

Instructional strategies/activities

- June/September, 2012- Schedules created conducive to supporting common planning times for teachers to engage in continued alignment of CCLS
- July/August, 2012- Participated in District Planning Team Meetings to create CCLS aligned Rubrics available in Dropbox
- July and August, 2012- Core Curriculum Design Team continued to align CCLS to the curriculum by creating enhanced supplements to the teacher toolkits for September, 2012
- August, 2012- Student classes reorganized by grade level
- August, 2012- Purchased instructional programs to support ELA instruction: Treasures, Unique Learning Systems, Focus Forward, Curriculum Mapping, etc.
- September, 2012- Toolkits distributed and teacher training provided on toolkit usage, UDL and relevant topics
- September, 2012- Middle School Standard Assessment students relocated at P188X @ M S 301 to establish instructional cohesion for standardized assessment Middle School students
- September, 2012-Commenced monthly curriculum and assessment calendar distribution for all teachers.
- September, 2012- Baseline assessments for standardized and alternate assessment students in ELA completed
- September, 2012- working group protocols and pacing calendars completed and distributed to common planning group members and teaching teams
- Sept/Oct. 2012- hard data (baseline) analyzed; instructional programs and AIS services aligned
- September, 2012- APs are assigned to monitor specific planning groups and provide supports aligned to protocols and pacing calendars

- October, 2012- Common Planning community/distribution list in Outlook created and feedback shared.
- Ongoing common planning meetings will take place to discuss and compare work samples and analyze data along with curriculum.
- Ongoing professional development and support with CCLS integration and effective utilization for different populations.
- November, 2012- 90% of standardized assessment students will have completed their periodic assessments and data will be analyzed to enhance instruction
- December, 2012- 90% of identified teachers will have submitted the ELA portion of NYSAA datafolios for collegial review
- December, 2012- Administrators and school based coach will meet with common planning groups to review student progress and create next steps
- January, 2013- Predictive Assessments will be administered to measure if our targeted 5% increase in scores will be met. Information will be utilized to make instructional adjustments.
- February, 2013 all NYSAA Datafolio ELA materials are entered into Profile
- March, 2013 90% of standardized assessment students will have completed their periodic assessments and data will be analyzed to enhance instruction
- April, 2013 Standardized Assessment students will take the ELA exam.
- June, 2013 a 5% increase in student performance in ELA as evidenced by student work products along with an increase in achievement results on formative and summative assessments will be achieved.

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.

Our goal is to increase parental involvement throughout the 2012-2013 school year leading to improvements in the Learning Environment Survey Responses and SLT participation. The following strategies will be employed to achieve this goal:

- August, 2012- the Administrative Cabinet will meet with Parent Coordinator and PA President to develop a survey to determine the needs of the parents, including workshop topics, meeting times and preferred modes of communication.
- August/September 2012 – create systems of organization for parental communication and information distribution.
- September/October 2012- Solicit for additional parental involvement on the SLT & hold elections
- September/October 2012- Create effectiveness survey to ensure Global Connect is meeting the needs of our parents.
- September, 2012- Update the school website with a calendar of parent workshops/activities
- September, 2012 – Funds to support parent participation will be allocated in Galaxy from Tax levy dollars. Title III funds will be used for translation services when needed.
- September, 2012- Distribute parent survey to assess needs for additional workshop offerings.
- September, 2012- Eat Well Play Hard grant awarded and workshops will be ongoing.
- Ongoing-Offer engaging, current workshops and activities aligned to District, School, and DOE initiatives in the evening and during school hours.
- Ongoing- Remind the parents of the importance of completing the Learning Environment Survey by April deadline
- Ongoing – Communicate curriculum and instructional information.
- Ongoing – Workshop information will be included in Parent communications sent home monthly.
- Ongoing – Parent Coordinator will ensure all information is provided to all sites for parents.
- Ongoing – Parents will be encouraged to join the Parent Association.
- Ongoing – Administrators and School-Based Coach will model instructional skills and strategies on an ongoing basis for parents through practical, hands-on approaches/workshops.
- Ongoing – Administrators and Behavioral Support Staff will demonstrate behavioral skills and strategies for parents through practical approaches and techniques for at-home use.
- Ongoing- Flyers will be sent home to remind parents about parent/teacher conferences and school events

- February, 2013- Parents will be notified of the LES window and encouraged to complete
- Spring 2013 – Staff will be available to assist parents in completing the Learning Environment Survey.
- By June 2013- parent involvement will increase as evidenced by a 5% increase in parental attendance at workshops/activities, Parent-Teacher Conferences, and school events coupled with a 5% increase in Learning Environment Survey Responses.

Budget and resources alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) X 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 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).
 - Per session from tax levy funds will be allocated in Galaxy for Professional Development sessions.
 - Tax Levy Funds and NYSTL funds will be used to purchase supplies and materials.
 - Tax Levy funds will support PD and per session activities.
 - Common preps and block scheduled to provide opportunities for teachers to meet and plan.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

By June 2013, there will be a 5% increase in student mathematical competencies as evidenced by student work products along with an increase in achievement results on formative and summative assessments.

Comprehensive needs assessment

Based on a comprehensive review of data, we analyzed student achievement trends based on students' grade level, subject area and service category. We focused on information gleaned from the results of our Progress Report, Quality Review, Inquiry Team, NYStarts, Learning Environment Survey, students' attendance; school needs assessment surveys, and effectiveness of curriculum and instruction.

P188X continues to emphasize the importance of aligning curricula, pedagogical practices, resources, reflective decision making, and our learning environments to the New York State Standards for Alternate and Standardized Assessment students. Data driven analysis, collaborative feedback, reflective decision making practices, and meaningful instructional differentiation are the foundation for creating our instructional goals.

We continue to emphasize the importance of gathering, analyzing, interpreting and disaggregating data to ensure improvement on formative assessments by identifying opportunities for student learning and minimizing inappropriate behavior trends across all environments. Staff utilizes an inquiry-based, collaborative approach to professional development, thus enhancing student learning experiences.

The following data was instrumental in creating Goal #2 as it relates to the school community at large:

- P188X had a 37% median growth percentile in Math where (n=76) 2011-2012 down from 39.0 where (n=89) 2010-2011
- 25.5% Median Growth Percentile for Transient Standard Assessment Students where (n=20) 2011-2012 down from 31.5 where (n=34) 2010-2011
- 9.7% of Students at level 3 or 4 as per the 2011-2012 up from 8.5% in 2010-2011
- 48.4% of Standard Assessment Students at level 2 or above as per the 2011-2012 up from 33% 2010-2011
- 94.9% of Alternate Assessment Students at level 3 or 4 where (n=175)2011-2012 down from 96.2% where (n=158) 2010-2011
- Overall Student Progress 34.2 (2011-2012) up from 22.7 (2010-2011)
- Overall Student Performance 13.7 (2011-2012) up from 9.0 (2010-2011)
- Overall School Environment 10.1 (2011-2012) up from 6.8 (2010-2011)
- Closing the Achievement Gap 3.1 up from 1.5 (2010-2011)
- Overall score 61.1 (2011-2012) up from 40.0 (2010-2011)
- According to the Learning Environment Survey in Academic Expectations we averaged a 7.7

NYStart findings:

- 1% decrease in Math NYSAA scores to 95% of our students achieved a level 3 and 4
- 22% decrease in level 1 scores Math
- 6% increase in level 2 in grades 3-8 in Math
- 4% increase in level 3 in grades 3-8 in Math
- 6% increase in level 4 in grades 3-8 in Math

Summative EC Data:

- 89.72% of our PK- 2 EC population gained at least 1 grade level of progress in math by January, 2012 and 93.2% in math by June, 2012

Learning Environment Survey:

- Academic Expectations we averaged a 7.7 up from 7.4 2010-2011
- Parents are 95% very satisfied and satisfied with the education and services their child is receiving up 5% from 2010-2011

Based on the EdPerformance data the following learning trends were identified as deficits:

Math across grades (3-8)

Algebra

- The learner will solve a mathematical proportion using algebraic methods.
- The learner will graphically represent systems of equations and identify the solution from the graph.

Data Analysis and Probability

- The learner will predict the outcomes of probability experiments.
- The learner will determine the average of a set of given numbers within the context of a real world problem.

Geometry

- The learner will identify various angles in a given figure.
- The learner will be able to identify the fractional portion of a given set (?, ?, whole).
- The learner will apply knowledge of angles, angle bisectors, perpendicular bisectors, and/or congruent angles to solve geometry problems.

Measurement

- The learner will find the area of a triangle when a formula is given.
- The learner will find the circumference of a circle given the diameter or radius.
- The learner will convert units of standard length between yards, feet, and inches.

Number and Operations

- The learner will apply ratio and proportion concepts to solve real world scenario problems.
- The learner will determine the correct order of operations when more than one operation is to be performed.
- The learner will compare fractions with different denominators.

Quality Review Feedback:

Increase the rigor in the evaluation of curricular and pedagogical decisions through regular, formalized interim checks in order to raise instructional practice in response to student learning needs and the expectations of CCLS. (5.1)

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.
- August, 2012- Instructional programs are selected/purchased for both alternate and standardized assessment students (MIF, Impact Math, and Unique Learning Systems)
- August, 2012- Teachers receive pacing calendars and action plans for mathematics instruction for the 2012-2013 school year
- September, 2012 & Ongoing- Provide PD and teacher training opportunities to all staff
- September, 2012- Administration will assign teachers to meet during common planning time and establish guidelines and expectations for the work groups
- September, 2012 working group protocols and pacing calendars completed and distributed to common planning group members
- September, 2012- APs are assigned to monitor specific planning groups and provide supports aligned to protocols and pacing calendars
- September, 2012 Assistant Principals to monitor group progress and support initial meetings
- September, 2012 90% of students will participate in baseline assessments in order to select/implement appropriate instructional programs
- September, 2012 ensure AIS teacher and SBC have appropriate tools to support staff and students
- September, 2012- Posting created for SB Math Coach
- November, 2012- 90% of standardized assessment students will have completed their periodic assessments and data will be analyzed to enhance instruction
- December, 2012 Posting advertised for the Math Coach position
- December, 2012- 90% of identified teachers will have submitted the Math portion of NYSAA datafolios for collegial review
- December, 2012 Teachers will use assessment data to enhance instruction by analyzing data findings and implication utilized from EdPerformance data
- December, 2012 Admin and grade level teams will meet to review student progress and develop next steps
- January, 2013 Benchmark #2 will be completed and data analyzed
- Ongoing coaching supports and professional development
- Ongoing professional development for Math in Focus group
- Ongoing- Formal and informal observations from administration to provide feedback to teachers via Teachscape
- Ongoing – programmatic data will be recorded and utilized to drive instruction
- Ongoing teachers will meet in grade level groups to review work samples and provide feedback and support
- January, 2013 Benchmark #2 will be completed and data analyzed
- January, 2013- Predictive Assessments will be administered to measure if our targeted 5% increase in scores will be met. Information will be utilized to make instructional adjustments.
- February, 2013 all NYSAA Datafolio Math materials are entered into Profile
- March, 2013 Admin and grade level teams will meet to review student progress and develop next steps
- April, 2013 Standardized Assessment students will take the ELA exam
- May, 2013 Benchmark #3 will be completed and data analyzed
- By June 2013, there will be a 5% increase in student mathematical competencies as evidenced by student work products along with an increase in achievement results on formative and summative assessments.

Strategies to increase parental involvement

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- August/September 2012 – create systems of organization for parental communication and information distribution.
- September/October 2012- Solicit for additional parental involvement on the SLT & hold elections
- September/October 2012- Create effectiveness survey to ensure Global Connect is meeting the needs of our parents.
- September, 2012- Update the school website with a calendar of parent workshops/activities
- September, 2012 – Funds to support parent participation will be allocated in Galaxy from Tax levy dollars. Title III funds will be used for translation services when needed.
- September, 2012- Distribute parent survey to assess needs for additional workshop offerings.
- September, 2012- Eat Well Play Hard grant awarded and workshops will be ongoing.
- Ongoing-Offer engaging, current workshops and activities aligned to District, School, and DOE initiatives in the evening and during school hours.
- Ongoing- Remind the parents of the importance of completing the Learning Environment Survey by April deadline
- Ongoing – Communicate curriculum and instructional information.
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Budget and resources alignment

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

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

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 - Tax Levy Funds and New York State Tax Levy funds will be used to purchase supplies and materials.
 - Tax Levy funds will support Professional D and per session activities.
 - Common preps and block scheduled to provide opportunities for teachers to meet and plan.
 - Funds to support parent participation will be allocated in Galaxy from Tax levy dollars.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

By June 2013, there will be a 10% increase in self advocacy for students ages 16-21 as evidenced by participation in college and career readiness opportunities as well as the creation of an appropriate visual resume in order to facilitate the transition to post- secondary experiences.

Comprehensive needs assessment

Based on a comprehensive review of data, we analyzed student achievement trends based on students' grade level, subject area and service category. We focused on information gleaned from the results of our School Report Card, Inquiry Team, Learning Environment Survey, student attendance, school needs assessment surveys, school climate and effectiveness of curriculum and instruction.

The following data was instrumental in creating Goal #3 as it relates to the school community at large:

- H790 site goes into its 3rd year.
- Our enrollment has increased by 14% from 2011-2012 at 424 to 495 from 2012-2013
- According to the File Maker allocation Fiscal year 2013 there was an increase from 2 inclusion classes to 3 @ H790 which was subsequently closed December, 2013
- Student enrollment at the H790 has increased from 84 to 95 2012-2013

- **Learning Environment Survey 2011-2012 findings:**
 - We received a 7.7 on the following question: My child's school offers a wide variety of activities and services (including related services and assistive and adaptive technologies where appropriate) to help improve life outcomes for my child.
 - We received an 8 on the following question: My child's school offers opportunities for transition planning and connection to adult services agencies.
 - We received a 7.9 on the following question: My child's school works with me to help my child transition smoothly to the next level.
 - We received a 7.2 on the following question: My school offers a wide variety of classes, programs, and activities to keep me interested in school.
 - We received a 7.8 on the following question: My teachers connect what I am learning to outside the classroom.
 - On the following question: For high school students teachers only: My school does a good job of supporting students who aspire to go to career or technical training 80 teachers agreed or strongly agreed.
 - On the following question: For high school students teachers only: My school does a good job of supporting students who aspire to enter the workforce 79 teachers agreed or strongly agreed.

Progress Report 2010-2011 findings:

- We had an average change in attendance of 1% 2011-2012 up from -2.4% 2010-2011.
- 4.6% of students are integrated into General Education School.

- 3.1% of student movement to a less restrictive environment in D75.

Instructional strategies/activities

- July/August, 2012- Administrators, Parent Coordinator (PC), Parent Association (PA) and Transition Linkage Coordinator (TLC) will meet to finalize transition plans across the grades
- September, 2012- Interest inventories completed assist in targeting/identifying specific worksites in high school students
- September/October, 2012- Vocational assessments will be completed by identified students & families
- October, 2012- Open Café worksite at H790
- October, 2012- Counseling Dept. and Principal plan school-wide high school fair for our middle school students 7th & 8th graders
- October, 2012 Counseling and PA parent outreach/invites parents and organizations to October high school fair
- Ongoing Teachers and counselors will identify students appropriate for LRE and begin outreach and clinical assessments and parent outreach will commence.
- Ongoing 8th graders will participate in high school tours arranged by the guidance counselors/Inclusion dept.
- Ongoing High School directories will be sent home and appointments made to plan for appropriate options and selections
- Ongoing seek additional opportunities to open new work sites and maintain current work sites
- Ongoing parent meetings to discuss LRE options for students
- Ongoing progress monitoring
- Apply for the STEP grant when available for after-school career readiness program.
- January, 2013- 2nd High school fair hosted to let parents make inquires for 7th grade and 8th grade parents who have not made a tour can receive material/info regarding schools for September 2013.
- January, 2013- STEP grant program to commence.
- January, 2013- Identified students will be discussed for re-evaluation process
- March, 2013 Identified students will be submitted for re-evaluation
- Ongoing students will participate in site visits and interviews where appropriate for 2013-2014 school year
- May, 2013 90% of identified students will have Re-evaluations completed
- June, 2013 there will be a 10% increase in self advocacy for students ages 16-21 as evidenced by participation in college and career readiness opportunities as well as the creation of an appropriate visual resume in order to facilitate the transition to post- secondary experiences.

Ongoing:

- Transition Linkage Coordinator will identify work sites for targeted students @ H790
- Students will participate in worksites.
- Students will be identified and referred for Worksite programs within D'75.
- Teachers and counselors will identify students appropriate for LRE and begin outreach and clinical assessments and parent outreach will commence.
- 8th graders will participate in high school tours arranged by the guidance counselors
- High School directories will be sent home and appointments made to plan for appropriate options and selections
- Progress monitoring
- Students will participate in site visits and interviews where appropriate for 2013-2014 school year

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.

Our goal is to increase parental involvement throughout the 2012-2013 school year leading to improvements in the Learning Environment Survey Responses and SLT participation. The following strategies will be employed to achieve this goal:

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- August/September 2012 – create systems of organization for parental communication and information distribution.
- September/October 2012- Solicit for additional parental involvement on the SLT & hold elections
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- September, 2012- Update the school website with a calendar of parent workshops/activities
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- September, 2012- Eat Well Play Hard grant awarded and workshops will be ongoing.
- Ongoing-Offer engaging, current workshops and activities aligned to District, School, and DOE initiatives in the evening and during school hours.
- Ongoing- Remind the parents of the importance of completing the Learning Environment Survey by April deadline
- Ongoing – Communicate curriculum and instructional information.
- Ongoing – Workshop information will be included in Parent communications sent home monthly.
- Ongoing – Parent Coordinator will ensure all information is provided to all sites for parents.
- Ongoing – Parents will be encouraged to join the Parent Association.
- Ongoing – Administrators and School-Based Coach will model instructional skills and strategies on an ongoing basis for parents through practical, hands-on approaches/workshops.
- Ongoing – Administrators and Behavioral Support Staff will demonstrate behavioral skills and strategies for parents through practical approaches and techniques for at-home use.
- Ongoing- Flyers will be sent home to remind parents about parent/teacher conferences and school events
- February, 2013- Parents will be notified of the LES window and encouraged to complete
- Spring 2013 – Staff will be available to assist parents in completing the Learning Environment Survey.
- By June 2013- parent involvement will increase as evidenced by a 5% increase in parental attendance at workshops/activities, Parent-Teacher Conferences, and school events coupled with a 5% increase in Learning Environment Survey Responses.

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).

Funds to support parent participation will be allocated in Galaxy from Tax levy dollars.

- Title III funds will be used for translation services when needed.
- STEP/VTEA/Tax levy funding to support per session for teachers
- STEP/VTEA funding to support student stipends
- VTEA/Tax levy funding for instructional materials/supplies

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

- N/A

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

- N/A

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	<ul style="list-style-type: none"> • Preventing Academic Failure (PAF): sensory reading , spelling and handwriting program • Reading A to Z: web based reading program. • Foundations & Wilson Language Programs: decoding, encoding, sight word fluency, vocabulary, oral expressive language development & comprehension program. • SMILE (structured methods in language education): highly structured, multi-sensory program that engages learners in a sequential program beginning with attention and imitation tasks, through phoneme and syllable learning, noun vocabulary, going on to simple sentences and then short stories. • Edmark: sight word recognition skills program. • Edperformance (Skills Connection Online): targeted instruction based on assessment results. <p>* For alternate assessment - TEACCH (Treatment & Education of Autistic & related Communication-handicapped Children), PECS (Picture Exchange Communication System)</p>	Programs administered according to specific needs of the child. Small group, one-to-one tutoring and peer tutoring as appropriate a minimum of one period per week.	Academic Intervention Services will be provided to all students during the school day.
Mathematics	<ul style="list-style-type: none"> • Everyday Math games: a drill exercise program with games & manipulatives aimed at building fact & operations skills • Interactive online math sites: www.kidsnumbers.com & 	Programs administered according to specific needs of the child. Small group and one-to-one tutoring as appropriate a minimum of one period per week.	Academic Intervention Services will be provided to all students during the school day.

	<p>www.mathplayground.com</p> <ul style="list-style-type: none"> • Touch Math: multisensory program that uses its signature touch points to engage students in number recognition & operation skills. <p>* For alternate assessment - TEACCH (Treatment & Education of Autistic & related Communication-handicapped Children), PECS (Picture Exchange Communication System)</p>		
Science	<ul style="list-style-type: none"> • FOSS kits: hands on science materials used in addition to science curriculum. • Apple Laptop carts • Smart Boards • Web based science sites • Brain Pop & Brain Pop Jr.-Interactive content, web-based differentiated instructional learning toolkit (K-12) 	Programs administered according to specific needs of the child. Small group and one-to-one tutoring as appropriate a minimum of one period per week.	Academic Intervention Services will be provided to all students during the school day.
Social Studies	<ul style="list-style-type: none"> • Informational text from Social Studies concepts and facts in accordance with common core standards • Map Skills • Apple Laptop Carts • Smart Boards • Web based Social Studies sites: BrainPop & BrainPop Jr.- Interactive content, web-based differentiated instructional learning toolkit (K-12) 	Programs administered according to specific needs of the child. Small group and one-to-one tutoring as appropriate a minimum of one period per week.	Academic Intervention Services will be provided to all students during the school day.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Power of Choice Emotional Literacy Clubs	Programs administered according to specific needs of the child. Small group or one-to-one setting.	Academic Intervention Services will be provided to all students 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.

- Annually we attend the Teaching Fairs from Human Resources with Teacher Recruitment & Quality Pre-Screened Highly Qualified Pedagogues
- We attend the New York City Teaching Fellows Open House and Meet and Greets.
- Our Human Resources director sends flyers for local and borough Teacher Fairs inclusive of Recent College Graduates
- We have partnered with Teacher's College for 2012-2013 Teaching Practicum Program. We currently have 7 interns partnered within our organization. These teachers are eligible for 3 free credits at Teacher's College.
- We annually host NYC Teaching Fellows during Chapter 683 to provide them with exposure to D'75
- We provide teachers opportunities to attend Professional Development Series with Certifications through D'75, UFT, local colleges and Universities, and outside NYC.
- In-house Professional Development (PD) along with specific programmatic PD.
- We make decisions on assignment based on what is in the best interest of the students and program.
- Non-tenured teacher support/mentoring and tenure expectations program.
- Teachscape observational and walkthrough feedback program.
- Collaborative planning time for Circular 6R menu choice
- Opportunities to develop as a Professional via distributive leadership opportunities.
- Staff has opportunities to contribute to the school community at large via spearheading different events/activities i.e. Staff pot luck, Winter Wonderland for the students, Book Drive, Poetry Slam, Creative Playgrounds- Walking Program, Target Pet Grants
- Staff facilitated professional development

**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 Adrienne Edelstein	District 75	Borough Bronx	School Number 188
School Name P188X			

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

Principal Shanie Johnson	Assistant Principal Janine Tubiolo
Coach Cynthia Stokes	Coach
ESL Teacher Geoff Barrett/ESL	Guidance Counselor Marsha Branch
Teacher/Subject Area Shiela Parra-Sanchez/ESL	Parent type here
Teacher/Subject Area Nubia Espana/ESL	Parent Coordinator Dawn Zerbo
Related Service Provider Erica Barrera/Speech	Other type here
Network Leader Adrienne Edelstein	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	3	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions		Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	2	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	473	Total Number of ELLs	82	ELLs as share of total student population (%)	17.34%
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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. As District 75 schools are not typically schools of first admit, students have already been administered the HLIS and LAB-R by the time they arrive at our school. The HLIS and LAB-R are administered within ten days of student intake. Only in cases of severe disability are District 75 schools the schools of first admit. In this scenario, the CSE team administers the HLIS and LAB-R at intake. The CSE identifies potential LAB-R test takers based on the completion of the Home Language Identification Survey (HLIS). Both the CSE and schools utilize ATS reports to identify students eligible for LAB-R testing (RLER - LAB-R). In the event that the aforementioned procedure is not undertaken at CSE, the certified ESL teachers, S. Parra Sanchez or G. Barrett, will identify newly newly admitted ELLs conduct the HLIS and LAB-R. Translation services are available during the ELL identification process. The NYESLAT is administered to all out ELL students in the spring. Each year, the ESL teachers place students in appropriate groupings for instruction based on the NYSELAT scores.
2. During the Educational Planning Conference with the CSE, parents are informed of the two District 75 DOE program choices (TBE and Freestanding ESL). At school orientation and new enroll intakes, qualified bilingual school staff provide outreach to parents of ELLs in their preferred language. In school meetings, conferences, letters, and phone calls, communication is delivered in a language they understand in the same timeframe as other parents. Parents meet with ESL teachers to discuss the program goals and strategies.
3. Entitlement letters and parent surveys are conducted at CSE.
4. Based on the HLIS, LAB-R, and NYSESLAT scores, students are placed in freestanding ESL instructional groupings. Student's learning styles, chronological age, mandated class ratio and grade levels are all factors in determining groupings. Differentiated instruction is used in all groupings. To enhance acquisition, ESL teachers share thematic units with parents in their preferred language.
5. Parent surveys and program selection take place at the CSE level.
6. Program models are aligned to parent selection.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program

Yes

No

If yes, indicate language(s):

Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
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Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Self-Contained	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Push-In	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	82	Newcomers (ELLs receiving service 0-3 years)	70	Special Education	82
SIFE	0	ELLs receiving service 4-6 years	11	Long-Term (completed 6 years)	1

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
Dual Language										0
ESL										0
Total	0	0	0	0	0	0	0	0	0	0

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

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

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														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part IV: ELL Programming

A. Programming and Scheduling Information

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

A. Programming and Scheduling Information

1. a. 188X's ELLs are spread out over thirteen different grade levels (K-12) with varied class-size mandates (6:1:1, 8:1:1, 12:1:1), different English language proficiencies (Beginner, Intermediate, Advanced) and differing abilities (ED, MR, Autistic, Multiple Disabilities) at three separate sites. The ELL population is consequently not clustered in groups large enough to facilitate transitional Bilingual classes. ELLs receive ESL with native-language alternate placement para-professionals present in all classes. We employ a freestanding ESL program which primarily utilizes the push-in model (at 188@34) and a push-in/pull-out combination (at 188@301 and 188@BLA II) due to specific student needs.
1. b. Our ELLs are grouped with regard to their class-size mandate (6:1:1, 8:1:1, 12:1:1), English language proficiencies (Beginner, Intermediate, Advanced), and testing categorization (Standard, Alternate). The program model is ungraded, heterogeneous push-in and pull-out.
2. 188X@34 and 188X@301 each have a full time, certified ESL teacher on staff to provide all ELLs at those sites with the full 360 minutes of mandated service. Beginners and Intermediate ELLs receive 360 minutes of ESL per week, while Advanced ELLs receive 180 minutes of ESL and 180 minutes of ELA. As we await the placement of a full-time ESL teacher at the newly opened high school (188X@BLA II), those students are being provided 180 minutes. High school Beginners are to receive 540 minutes, Intermediate ELLs are to receive 360 minutes, and Advanced ELLs are to receive 180 minutes of ESL. Our plan is to fully serve the high school students once a qualified, certified ESL teacher is provided. As we do not have TBE program, we do not provide NLA instruction. We do, however, provide native language support through alternate placement para-professionals, books, and materials.
3. ELL teachers utilize classroom and content area texts/materials for instruction. For standardized assessment students, Everyday Math (Math), BrainPop (Social Studies, Science), and the ELL resource library from Verizon reading program (ELA) are regularly used. With alternate assessment students, Functional Math (Math), BrainPop (Social Studies, Science), Starfall (Literacy) and the Edmark reading program (ELA) are commonly used. ESL materials include leveled readers (Penguin), photo dictionaries (Longman), Word by Word (Longman), and Moving Into English (Harcourt). ELLs are not pulled out of content area classes to prevent interfering with test preparation and content area learning. ESL teachers will push-in and collaborate with content area instruction.
4. a-e. Services for newcomers include AIS tutoring, developing literacy skills, and providing a nurturing environment to facilitate language production. SIFEs receive AIS tutoring and native language literacy development. Extension of Service (more than 3, but less than 6 years of service) are recommended for tutoring, developing literacy skills, academic intervention, and providing an environment to facilitate language production. Long Term ELLs (6+ years of service) receive AIS interventions, literacy coaching, Title III participation. All 188X's students have special needs and receive instruction, services in line with their IEP mandates.

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

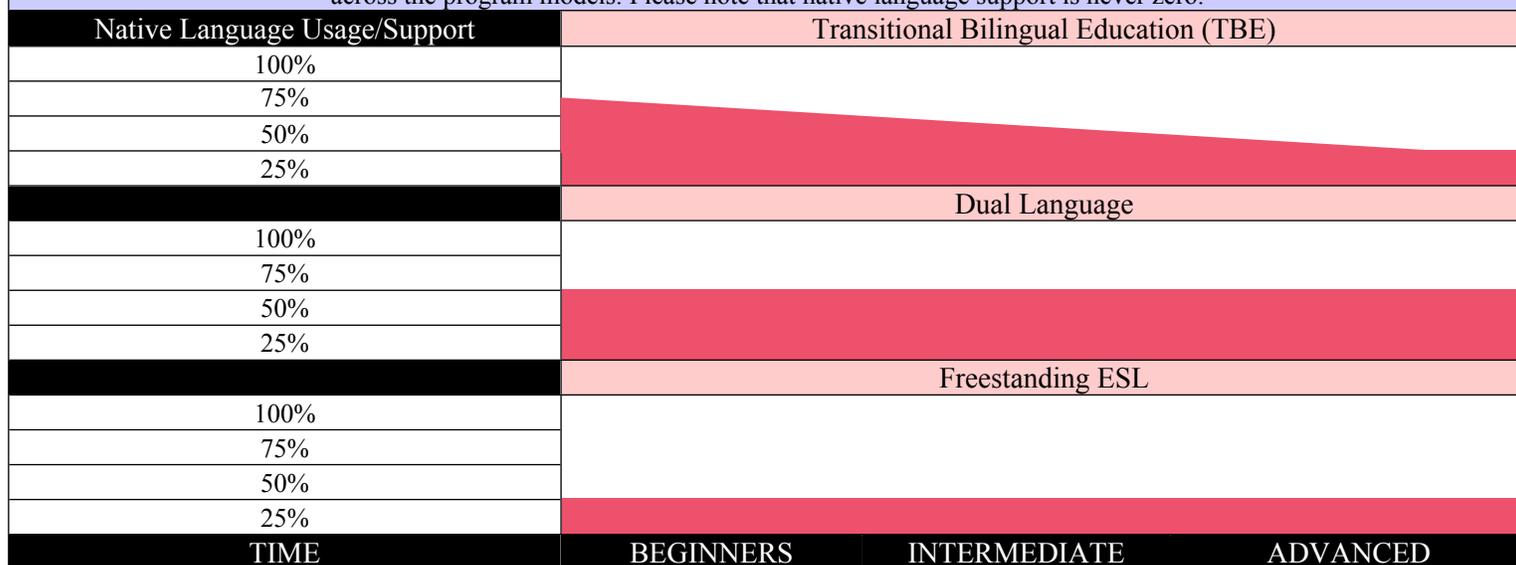
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

8. AIS services are provided in English to assist ELLs in need of ELA, math, and other content area tutoring.
9. Students who have transitioned out of the ESL program (former ELLs) are included in ESL groupings for one year and continue to receive ELL testing accommodations for two years following entitlement.
10. Our ELL program is expanding to our new high school this year.
11. We are not discontinuing ELL services this year.
12. ELLs are afforded equal access to all school programs. Bilingual speech providers and counselors serve ELLs. ELLs are invited, by parent/guardian letter in their preferred language, to participate in the Title III ELL after school program.
13. ELL teachers utilize classroom and content area texts/materials for instruction. For standardized assessment students, Everyday Math (Math), BrainPop (Social Studies, Science), and the Verizon ELL Resource Library reading program (ELA) are regularly used. With alternate assessment students, Functional Math (Math), BrainPop (Social Studies, Science), Starfall (Literacy) and the Edmark reading program (ELA) are commonly used. ESL materials include leveled readers (Penguin), photo dictionaries (Longman), Word by Word (Longman), and Moving Into English (Harcourt).
14. As we do not have TBE or Dual Language program, we do not provide NLA instruction. We do, however, provide native language support as part of our freestanding ESL program through alternate placement para-professionals, books, and materials.
15. Required services and resources support and correspond to ELLs' ages and grade levels.
16. As a District 75 school, we do not participate in Project Jumpstart.
17. As part of District 75, we do not offer language electives.

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)?

We do not offer a Dual Language Program.

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.

1. Staff working with ELLs – administrators, secretaries, parent coordinator, teachers, paraprofessionals, and related service providers - attend DOE professional development workshops, totaling 300 minutes (5 hours) per academic year.
2. Counselors assist staff in transitioning ELLs from elementary to middle and middle to high school.
3. The DOE provides professional development workshops to all special education teachers required to have the minimum 10 hours of Jose P. training. We expect all new teachers to attend these workshops.

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?

1. Parents, including parents of ELLs, actively participate in monthly Parent Teacher Association meetings. Eleven additional parent workshops and events take place throughout the year as detailed in the parent/community calendar distributed to all parents, including the parents of ELLs, in their preferred language, at the start of the school year.
2. Our school does not partner with outside agencies, but utilizes 188X staff for parent workshops.
3. Parent needs, including the needs of parents of ELLs, are surveyed by the parent coordinator, D. Zerbo.
4. Parent activities are generated by feedback from the PTA and parent surveys.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	2	1	1	3	2	5	13	11	14	1	6	8	3
	I								2	2		2	2	3
	A											1		
	P													
	B	2	1	1	3	2	5	13	11	14	1	6	8	3

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
WRITING	I								2	2		2	2	3
	A											1		
	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				
Integrated Algebra				

New York State Regents Exam

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

Native Language Tests

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

1. 188X uses the ECLAS-2 to assess early literacy skills in ELLs. The data shows lower literacy skills, which then target.
2. The 2010 NYSESLAT scores showed 73 testing as Beginners, 10 as Intermediate, 6 as Advanced. The Intermediate and Advanced scores began appearing from grades 5 and on, suggesting greater language acquisition with time in the program. Cognitive delays may play a role in the large number of students testing at the beginning level. Students must be accustomed to test taking and strategies for success. Instructors use NYSESLAT samplers to reduce anxiety.
3. The modality analysis demonstrates a significant proficiency gap between listening/speaking (7 Beginners, 26 Intermediate, 23 Advanced, 13 Proficient) than reading/writing (44 Beginners, 14 Intermediate, 8 Advanced, 1 Proficient). ESL instructors will thus focus their efforts on reading and writing language acquisition. Attention must be paid to pre-writing strategies to help students organize their ideas.
4. a-c. Students did not take native language tests or periodic ELL assessments.
5. 188X does not have a dual language program.
6. The success of our ESL program is evaluated in terms of NYSESLAT, ELA, Math student performance, while factoring in their differing abilities (ED, MR, Autistic, Multiple Disabilities).

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: P188X

School DBN: 75X188

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Shanie Johnson	Principal		
Janine Tubiolo	Assistant Principal		
Dawn Zerbo	Parent Coordinator		
Geoff Barrett	ESL Teacher		
	Parent		
Sheila Parrra-Sanchez- ESL	Teacher/Subject Area		
Nubia Espana- ESL	Teacher/Subject Area		
Cynthia Stokes	Coach		
	Coach		

School Name: P188X

School DBN: 75X188

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Marsha Branch	Guidance Counselor		
Adrienne Edelstein	Network Leader		
Erica Barrera	Other <u>Speech</u>		
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: 75X188 School Name: P188X

Cluster: 75 Network: 1

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.

At P188X, we have 82 students who are ELLs, and whose parents require written translations and oral interpretations. Communication with our parents is maintained to ensure that written and oral services are provided in the language requested. Spanish communication is currently the predominant non-English language requested. Across all three sites, we have staff members who speak this language and communicate with the parents and provide translation of necessary information on a regular basis. Our office staff across the sites are aware of who our in house translation staff members are (Unit Coordinators, bilingual related services providers, classroom teachers and paraprofessionals) in order to direct phone calls and inquiries to the appropriate parties. Parents who request languages other than Spanish are also designated across our sites, and in the event that we do not have in-house staff and/or parent volunteers who can provide written translation and oral interpretation in the requested language, the Translation Service Unit will be contacted.

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.

Families and students change from year to year. P188X adjusts to each families particular needs accordingly. Spanish communication is the non-English language requested (53% of our parent population). Translation and interpretation service options are explained to the staff members working directly with our Limited English Proficiency (LEP) students in group and one-on-one meetings. Parents are notified of translation services at new student intake, at school orientation, in the Parents Bill of Rights, and by posted interpretation notice signs. We also inform parents of translation services that will be available during parent teacher conferences, parent workshops and those that are available upon request.

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.

Written translation services are provided in-house by school staff. Documents are given two days in advance to the in-house translators. Parents are notified of translation services at new student intake, at school orientation, in the Parents Bill of Rights, and by posted interpretation notice signs. We also inform parents of translation services that will be available during parent teacher conferences, parent workshops and those that are available upon request. In addition, notices of school vacations, holiday breaks and other items are sent to translation and interpretation services at the end of the previous school year and/or during the Chapter 683 program to ensure that documents are translated ahead of deadline to ensure that the documents are photocopied and distributed in a timely manner.

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

Oral interpretation services are provided in-house by school staff at group and one-on-one meetings. Parents are notified of translation services at new student intake, at school orientation, in the Parents Bill of Rights, and by posted interpretation notice signs. We also inform parents of translation services that will be available during parent teacher conferences, parent workshops and those that are available upon request via in-house outlets and our Parent Association members.

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

Written notices are sent home to the entire school community offering translation and interpretations services. Within the first 30 days of the 2011-2012 school year, we will audit the requested parent languages. Once we have established who needs translation or interpretation service we highlight the names and make sure that appropriate translations are sent home. The English Language Learners (ELL) parents will be notified of the services provided in-house. We will utilize the DOE's Translation & Interpretation Unit when necessary for assistance