



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: RAMON E. BETANCES SCHOOL
DBN (i.e. 01M001): 75K396
Principal: NIRA SCHWARTZ-NYITRAY
Principal Email: NNYITRA@SCHOOLS.NYC.GOV
Superintendent: GARY HECHT
Network Leader: ARTHUR FUSCO

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Nira Schwartz-nyitray	*Principal or Designee	
William Gliem	*UFT Chapter Leader or Designee	
Yvonne Oglesby	*PA/PTA President or Designated Co-President	
Dana Middleton	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	
Sadie Spencer Charles	Member/ PA Vice President	
Marcia Cumberbatch	Member/ PA Treasurer	
Leslie McCall	Member/ Teacher	
Lois McEwan	Member/ Teacher	
Margaret Smickle	Member/ PA Secretary	
Dr. Robert Williams	Member/ Teacher	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed

X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

All students will demonstrate a 5% gain in ELA/literacy/communication skills and a 5% gain in math skills as evidenced by the student appropriate formative assessment administered in June 2014.

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.

We continue to support our students with multiple entry points and scaffolded learning to achieve mastery of academic goals at a more rigorous level than ever before. We are connecting our curriculum program to the CCLS and NYSAA. Last year our target gain was set at a higher level and this was too demanding for our students. The prior year's target was 5% and was achievable and realistic. We have seen a steady progression over the previous 3 years with our NYSAA results (relative to the district average) moving from a gap of minus 27%age points in ELA to minus 8%age points. In NYSAA math we closed a gap from -19%age points to -8%age points. We will continue to try to close that gap despite new test protocols. Our SANDI data showed increases in ELA related areas of 15%age points and in math 5%age points during the previous year.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. All students are working toward mastery of their individual educational plan goals. This is done in the context of CCLS instruction, using the school-wide focus on multiple entry points/differentiation with the school wide curricula (UNIQUE & Equals) to allow ALL students the needed learning opportunities for success.
2. Professional Learning Communities are developing month-long instructional guides for ELA and math. PLCs develop rubrics for scoring student work and teach the rubric to students.
3. Administration vets the guides, and then the PLCs spiral them up and down so all grade levels have a coherent cycle of instruction, with recommended differentiation, at grade appropriate points.
4. Students are assessed using SANDI, FAST and NYSAA, as well as with monthly curriculum embedded assessments, and IEP goal data collection.
5. Data from above is used to monitor progress throughout the year.

B. Key personnel and other resources used to implement each strategy/activity

1. Instructional funds were used to purchase all curricular materials. Assistant Principal A is lead for implementation of UNIQUE.
2. Intentional scheduling allows PLCs to have regular meeting time.
3. Assistant Principals supervise PLC facilitators to ensure congruence across groups and through grade levels. Designated lead teacher for math will support all cohorts in developing/revising math instructional guides.
4. Central funds supported SANDI and Instructional funds support NYSAA work on task development; Assistant Principal B is lead for implementation of SANDI, FAST and NYSAA.
5. Data Specialist and Assistant Principal B ensure data is processed and made available to teachers on a monthly basis. Each teacher does data analysis and meets with own AP.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Teacher observations will identify use of multiple entry points.
2. PLCs meet regularly. Sign ins, agenda, minutes and work samples/data printouts are included in PLC binder.
3. Instructional guides published, distributed and in use (reflected in lesson plans) in each classroom on a monthly basis.
4. SANDI and FAST are administered in the Fall and Spring. NYSAA is benchmarked in early Fall, and tasks are completed by early February. UNIQUE pre and post assessments are conducted and reviewed monthly. IEP data is collected weekly and reviewed monthly.
5. PLCs review data montly.

D. Timeline for implementation and completion including start and end dates

1. Curriculum was purchased to be available in September. IEP goals are written annually by each student's compliance date. Goals are projected from the Fall SANDI administration.

2. PLCs develop the Instructional guide monthly for the following month.
3. Administration reviews draft guide and PLCs expand monthly.
4. SANDI and FAST were purchased. Staff development was completed in the Fall for UNIQUE, SANDI, FAST and NYSAA. Assessments were administered in the Fall. NYSAA tasks are developed and administered to students through the Winter. Collegial reviews of NYSAA occur through January.
5. Data is printed and distributed monthly for teacher/administration analysis.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Each teacher is responsible to complete assessment of all students and to generate IEP goals based on those assessments. Teachers use the UNIQUE curriculum, multiple entry points to align students' IEP goals with instruction based on CCLS.
2. Careful scheduling allows teams to meet at least 2xs per week to work on instructional guides, analyze student work, review and analyze data.
3. Careful scheduling allows PLC facilitators to meet 2xs month with Aps to monitor progress, address issues and ensure coherence across grades and service categories.
4. Tax levy instructional funds were used to purchase all curricular materials, except for central funding of SANDI.
5. School data specialist and AP ensure data is available to teachers as needed.

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).

- Regular parent teacher conferences
- Parent workshops detail specifics on programs in use.
- Homework for both ELA and math daily

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

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Goal and Action Plan #2

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

Annual Goal #2

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

By June 2014, teachers will improve analysis of student achievement data leading to an increase in IEP goal mastery, which will be measured using multiple indicators such as SANDI, FAST, and teacher checklists.

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.

Our last full Quality Review identified 5.3 as an area for improvement. This goal is about refining our use of the data available to us so we have continuous information about the progress students are making. The Developing Quality Review in Spring 2013 focused on 2.2 – using assessments to support teachers' identification of student progress and to adjust curriculum/instruction. Based on the evidence gathered during participation in the Teacher Effectiveness Program during 2012 – 13, Danielson component 3d – Using Assessment in Instruction, was identified as focal component for on-going improvement and professional development.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. All teachers will be trained regarding SANDI, FAST and NYSAA.
2. Lead AP and selected lead teachers will participate in District sponsored professional development.
3. Lead AP and Lead Teachers will provide turnkey training for all teachers.
4. School data specialist will retrain all teachers regarding school wide IEP data collection system.

<ol style="list-style-type: none"> PLCs will review student progress data monthly. SANDI will be used to develop IEP goals. UNIQUE monthly pre and post assessments will be tracked and analyzed.
B. Key personnel and other resources used to implement each strategy/activity
<ol style="list-style-type: none"> Lead AP for SANDI, FAST and NYSAA Lead teachers selected and covered for attendance at PD with instructional funds. Careful scheduling allows teachers to meet regularly. School Data Specialist and funding. Careful scheduling allows teachers to meet regularly. Central funds support purchase of SANDI. Instructional funds support purchase of UNIQUE.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> Teachers attend scheduled trainings with AP and Lead Teachers throughout the year and implement SANDI, FAST, NYSAA within guidelines and timelines. AP and Lead Teachers attend District training. Training is conducted and assessments are given to all targeted students. Teachers attend IEP data training and enter data weekly. PLC participants will use data printouts, graphs, etc. generated by Data Specialist to evaluate student progress. All students will have IEP goals originating from SANDI by their 1st P396K IEP. All students participate in monthly UNIQUE assessments between September and May.
D. Timeline for implementation and completion including start and end dates
<ol style="list-style-type: none"> Initial training will be completed by November 2013. Follow up training will continue through the year. District conducts training in the Fall. If additional training is offered through the year, it will be attended. Scheduled trainings in the Fall are reflected in the cohort calendar. Additional trainings through the year will be scheduled in the cohort calendar. Retraining on IEP data system will take place by October. Data entry will begin. Cohort calendar reflects once monthly PLC focused on data analysis in the 2nd week of month between November and June. SANDI is ordered/purchased prior to school opening in September. UNIQUE is purchased prior to school opening in September.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ol style="list-style-type: none"> 45 minute cohort periods are used to present intensive training on the use of each system. Follow up training is provided individually for any struggling user. Lead Teacher can mentor those needing additional support. AP selects Lead Teachers to represent each cohort. 45 minute cohort periods are used to present intensive training on the use of each system. Follow up training is provided individually for any struggling user. Lead Teacher can mentor those needing additional support. 45 minute cohort periods are used to present intensive training on the use of each system. Follow up training is provided individually for any struggling user. Data Specialist can mentor those needing additional support. PLC facilitators will direct inquiry session monthly to examine and evaluate data generated from all systems and lead each teacher to make instructional decisions from the data reviewed. Central authorized and funded purchase of SANDI. School continues to support school curriculum needs with instructional funds for UNIQUE.

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).

Parents are engaged in conversation regarding the data teachers are collecting for each student.
 Graphs are presented and explained during open school conferences Fall and Spring and at IEP conferences.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2014, there will be an increase in students' positive social behaviors as evidenced by increasing performance on the positive behavior matrices.

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.

Students have been earning CRESTS – the reward symbol of our PBIS program. They earn CRESTS in the classroom. Now they will have the opportunity to earn CRESTS in the hallway and cafeteria. We are looking to see an increase in CREST earning. Additionally, more classes participate in Get Ready to Learn, a program which supports students' self-regulation with the intent of allowing them to be better learners during the school day. We are expecting to see higher scores for all participants across all measures tracked in GRTL. These components support the identified focus area within College and Career Readiness Benchmarks, under Academic and Personal Behaviors, leading to greater independence and self regulation. Our NYC School Survey indicated 8.3 for Safety and Respect (relative to 8.1 city average), and we attribute some of that positive growth to implementation of PBIS. We want to continue our positive growth in this area.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Continue to support 2 staff members as the PBIS leadership team.
2. Maintain staff membership on PBIS Grand Committee and subcommittees.
3. Continue regular meeting schedule for PBIS Grand and subcommittees.
4. Continue PBIS training/working days for teachers.
5. Conduct parent sessions on PBIS program.
6. Classroom staff conduct PBIS lessons, CREST distribution, track CREST redemption.
7. Continue Orange/Red team to address heightened behavioral needs.
8. Develop and implement BIPs as needed.
9. Host TCI training and enroll staff in TCI training.
10. Identify GRTL facilitators.
11. Train additional staff to conduct GRTL in classes.
12. Purchase additional GRTL services and materials.
13. Conduct GRTL daily in classrooms.
14. Gather, input and evaluate GRTL data.

B. Key personnel and other resources used to implement each strategy/activity

1. One teacher and SBS psychologist designated as PBIS leadership team.
2. Staff members from all constituencies participate on various teams.
3. Careful scheduling allows committees to meet.
4. PBIS leaders conduct PBIS training for teachers.
5. PBIS leaders conduct PBIS training for parents.
6. Teachers, paraprofessionals and related service providers are familiar with PBIS so all can do mini lessons and award CRESTS as earned. GSF supports purchase of reward items for "Eagles Nest" store. CREST earning data is monitored by PBIS leaders.
7. Orange/Red teams consist of AP, school psychologist, OT, guidance counselor, teacher and paraprofessional.
8. Coverage provided when teacher needs to attend Orange/Red team meeting.
9. Staff member/teacher/PBIS leader has been certified as TCI trainer. School funds covered absences during certification cycle and when conducting training.
10. Teachers identified as GRTL facilitators, monitored by AP.

11. Paraprofessionals and teachers attend training to be able to conduct GRTL.
12. Tax levy instructional funds are allocated to services and supplies.
13. Teachers schedule GRTL slot daily.
14. Teachers or paras enter GRTL data weekly, review monthly.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. All staff can identify the two PBIS leaders.
2. Committee members names are posted.
3. Committee member attend at least 85% of meetings.
4. PBIS “cohorts” are conducted 2Xs month for teachers by PBIS leaders.
5. PBIS leaders conduct 2 PBIS parent workshops per year.
6. Lessons are conducted, CRESTS are redeemed weekly. Data collected on earning and reward choices.
7. Orange/red teams meet as requested through referral process.
8. Every student with 1:1 CP has BIP and data collection re: target behaviors.
9. At least 1 TCI session will be conducted at P396K, led by P396K certified trainer during the year. Staff will be directed to enroll in that or outside sessions.
10. 3 teachers are identified as GRTL facilitators and they attend training as provided.
11. Additional teachers and paraprofessionals attended/will attend GRTL training from ABR.
12. Purchase order generated for OTKids for yearlong support; purchase made of additional mats and videos.
13. Each GRTL class has schedule reflecting daily 20 minute block for GRTL.
14. Every teacher in GRTL has been trained to collect GRTL data weekly; enter it in the universal system, and review it for analysis.

D. Timeline for implementation and completion including start and end dates

1. June 2013.
2. Committees reconvened in September 2013. Additional membership sought in October 2013.
3. Monthly cohort calendar specifies dates for Grand Committee meetings. Subcommittees schedule and meet as members’ schedules allow and activities require.
4. 2xs monthly through year.
5. Once in Fall, once in Spring.
6. Daily, weekly throughout the year.
7. As requested by referral slip throughout year.
8. Daily.
9. Once during the year; as needed and available.
10. As required/provided by District and ABR.
11. As required/provided by District and ABR.
12. Fall 2013.
13. Schedules completed by October; sessions conducted daily throughout the year.
14. Weekly, monthly.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Careful scheduling along with infrequent coverages allows staff to be available for PBIS.
2. Staff buy-in, careful scheduling along with infrequent coverages allows staff to be available for PBIS.
3. AP develops and published monthly calendar; careful scheduling along with infrequent coverages allows staff to be available for PBIS.
4. Careful scheduling along with infrequent coverages allows staff to be available for PBIS.
5. PBIS leadership works with Parent Coordinator to schedule, advertise and conduct PBIS training. Nominal funds used to provide refreshments and materials for “make it, take it”.
6. Google docs used to maintain database of CREST earnings/redemption patterns.
7. Trainings conducted for teachers on the function, membership and procedures of Orange/Red teams.
8. All staff trained and supported by Red team in developing and implementing BIPs.
9. Principal and TCI trainer plan collaboratively to schedule and host TCI. Principal, APs, direct staff to enroll in TCI.
10. Coverage is provided through instructional funds for attendance at training.
11. Coverage is provided through instructional funds for attendance at training.

12. Instructional funds used to support professional services and supplies.
13. APs review each class schedule; AP supervising GRTL reviews GRTL procedures.
14. GRTL data program available on line.

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).

Parents participate in workshop sessions on PBIS. They learn PBIS strategies that can be used at home. We give them CRESTS to use with their child. Parents participate in IEP conferences where each BIP is reviewed and plans for home implementation are created.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

General School Fund supports the reward component of PBIS.

Goal and Action Plan #4

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

Annual Goal #4

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

By August 2014, there will be an increase in student independence in completing school tasks, as evidenced by a decreased need for additional supports and movement toward LRE.

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.

Many students receive related services on an individual basis. Students are supported with 1:1 paraprofessionals. Majority of students are currently educated in self contained special education classes. As students move toward college and career readiness (self regulation) the need for these supports, or to maintain in a special class in a special school should decrease demonstrating greater student independence. During the 2012 – 13 school year we were able to move to less restrictive related service mandates/or discontinue service entirely at the following rates: speech 22%; OT 11%; PT 10%; counseling 10%. 2 students had 1:1 paras discontinued and 3 transitioned to LRE.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. On-going meetings with Related Service Providers to foster push-in service delivery, role release, skill generalization, shift from therapeutic to instruction model of service delivery, and student movement to LRE.
2. Meeting with classroom teachers to encourage push-in service delivery, collaborative monitoring of student progress in related service goals.
3. Monthly class team meetings support collaboration and consensus regarding decreasing support for students.
4. Participation in TCI increases Crisis Paraprofessionals skills in supporting accelerated student behavior change.
5. IEP coordinator supports staff in ensuring all stake holders participate in IEP planning and develop consensus on decreased supports prior to finalized IEP.
6. IEP coordinator tracks mandate changes throughout the year.
7. APs review IEPs prior to being finalized.

B. Key personnel and other resources used to implement each strategy/activity

1. Related Service Providers and Principal.
2. Careful scheduling allows regular teacher meetings.
3. Careful scheduling allows monthly class team meetings.
4. Instructional funds support coverage as staff attend PD.
5. IEP coordinator position is supported through Circular 6.

- 6. IEP coordinator position is supported through Circular 6.
 - 7. Instructional funds allocated to PS for APs.
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- 1. Related service logs indicate RSPs service delivery. Observations indicate participation of RSPs in instructional settings.
 - 2. Observations indicate participation of RSPs in instructional settings.
 - 3. Teacher maintains class team meeting minutes.
 - 4. Enrollment in TCI and certificate of completion shows mastery of skills in behavior management.
 - 5. IEP coordinator maintain on-going log of mandate modifications.
 - 6. Log shows number of mandate changes from month to month.
 - 7. IEPs are finalized with mandate modifications by compliance dates.
- D. Timeline for implementation and completion including start and end dates**
- 1. September 2013 – June 2014
 - 2. September 2013 – June 2014
 - 3. Every class meets as team once from October 2013 through May 2014.
 - 4. Enrollment as classes are available from District.
 - 5. September 2013.
 - 6. Yearlong.
 - 7. Rolling IEP compliance dates throughout September 2013 – June 2014.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- 1. All Related Service Providers have time in schedule to provide a “professional consult”.
 - 2. Careful scheduling supports regular teacher meeting periods.
 - 3. Careful scheduling supports once monthly class team meetings.
 - 4. Administration directs staff to enroll in District conducted TCI sessions; coverage is provided for absences.
 - 5. Circular 6 supports a teacher in the role of IEP coordinator.
 - 6. IEP coordinator has developed a data base for documenting all RS mandate changes and movement to LRE
 - 7. Each AP supervises a specific programmatic cohort and reviews IEPs from those classes.

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).

Parents participate in IEP conferences, especially for students with BIPs which require 1:1 Crisis Paraprofessionals to ensure consistency from school to home. Parents are congratulated at IEP conferences when a recommendation is made to reduce related services. Parents are given extensive support from school via PC, Family Worker, Psychologist, Principal so they are able to begin seeing their child with extensive special needs as able to become more independent.

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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

Annual Goal #5

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

NONE

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 school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.

B. Key personnel and other resources used to implement each strategy/activity

1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

D. Timeline for implementation and completion including start and end dates

1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
--	-----------------	--	-----------------	--	------------------	--	------------------	--	------------------	--	---------------

List any additional fund sources your school is using to support the instructional goal below.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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	UNIQUE program supports students on 3 levels with adapted instructional materials. DEAR supports and encourages independent reading. SMiLE supports literacy acquisition for special populations.	UNIQUE and DEAR are flexible and can be used individually and in small groups. SMiLE is done individually.	Throughout the school day.
Mathematics	UNIQUE imbeds basic functional math in all units. EQUALS is a more in-depth adapted math program aligned to CCLS.	Flexible programs can be done individually or in small groups.	Throughout the school day.
Science	UNIQUE imbeds science in alternate units.	Flexible programs can be done individually or in small groups.	Throughout the school day.
Social Studies	UNIQUE imbeds social studies in alternate units.	Flexible programs can be done individually or in small groups.	Throughout the school day.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	NONE		

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
	School Wide Program (SWP)	Targeted Assistance (TA) Schools	X Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

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

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required 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
MAY 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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 75	Borough Brooklyn	School Number 396
School Name Ramon E. Betances		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Nira Schwartz - Nyitray	Assistant Principal Shawna K. Hansford
Coach Hope Ffrench	Coach type here
ESL Teacher Esther King	Guidance Counselor Amsel Powell
Teacher/Subject Area Daphne Valentin/ Bil Spanish	Parent Marcia Cumberbatch
Teacher/Subject Area Eufemia Nunez/ Bil. Spanish	Parent Coordinator Linda McKenna
Related Service Provider Anna Caba	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	0	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	2	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	2	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	3

D. Student Demographics

Total number of students in school (Excluding Pre-K)	253	Total number of ELLs	53	ELLs as share of total student population (%)	20.95%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
SELECT ONE														0
SELECT ONE														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	53	Newcomers (ELLs receiving service 0-3 years)	32	ELL Students with Disabilities	53
SIFE	0	ELLs receiving service 4-6 years	18	Long-Term (completed 6+ years)	3

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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	6	0	6	11	0	11	1	0	1	18
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	26	0	26	7	0	7	2	0	2	35
Total	32	0	32	18	0	18	3	0	3	53

Number of ELLs who have an alternate placement paraprofessional: 5

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	1	0	0	0	5	6	1	5					18
SELECT ONE														0
SELECT ONE														0
TOTAL	0	1	0	0	0	5	6	1	5	0	0	0	0	18

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			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	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
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	1	2	1	3	0	1	1	1	2	0	0	0	0	12
Chinese	1	0	1	1	1	0	0	1	0	0	0	0	0	5
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	1	0	0	1	1	1	0	0	0	0	0	4
Urdu	0	0	0	0	0	0	0	0	2	0	0	0	0	2
Arabic	0	1	0	0	0	1	0	0	2	0	0	0	0	4
Haitian	1	1	1	0	1	0	0	2	0	0	0	0	0	6
French	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	1	0	0	0	0	0	0	0	0	0	0	0	1
TOTAL	3	5	4	4	2	4	2	5	6	0	0	0	0	35

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)	3						1							4

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					!Und
4					
5					
6					
7					
8					
NYSAA Bilingual (SWD)					

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									
4									
5									
6									
7									

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
8									
NYSAA Bilingual (SWD)									

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									
8									
NYSAA Bilingual (SWD)									

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
NYSAA Science				

Native Language Tests

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

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
 Our school uses the SANDI (Student Annual Needs Determination Inventory) data results. SANDI is a comprehensive classroom system for students taking Alternate Performance Assessments. assessment to identify students' IEP goals in grades K-8.
 -FAST is used school-wide to benchmark students' academic development twice during the year.
 -Work Sampling System (WSS), an authentic, cross-curricular assessment is being implemented in five early childhood classes.
 -SMILE is being used in a pilot by four early childhood teachers this year.
 -UNIQUE is used throughout our school (K-8) as the instructional program for students in alternate assessment.
 The ESL teacher works collaboratively with each teacher in the building to create students SMART IEP goals for ELA.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
 Of the five students who were administered the LAB-R this school year (September - November administration), four (3-Kindergarten and 1 sixth grader) have received a scoring decision of Y, which equates to the beginner level in ESL. One kindergarten student scored at the Advanced (A) level.
 In reviewing the 2013 NYSESLAT, we found that the students' strengths are in the listening and speaking modalities. Reading and writing continue to be an area of need for our ELLs. Results of the spring 2013 NYSESLAT showed the following decisions: Kindergarten - 1 Beginner, 3 INV, and 1 NSC; First grade - 5 NSC; Second grade - 4 NSC; Third grade - 1 NSC; Fourth grade - 1 ABS, 1 Beginner, and 4 NSC; Fifth grade - 7 NSC; Sixth grade - 6 NSC; Seventh grade - 1 ABS, 2 Beginners, 2 INV, and 4 NSC. The 5 students who are served as per IEP all received NSC NYSESLAT decisions in spring 2013. The NYSESLAT decisions are interpreted as ABS=absent, B=beginner, INV=invalid, and NSC=No Score. An invalid NYSESLAT score is obtained when students do not complete one or more subsections of the exam. Due to global cognitive delays as well as NYSESLAT scores, we have classified our ELLs who obtained INV or NSC NYSESLAT decisions as functional beginners.
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))
 In reviewing the 2013 NYSESLAT as well as the data from the 2011-2012 schoolyear, we found that the students' strengths are in the listening and speaking modalities. Due to global cognitive delays, reading and writing continue to be an area of need for our ELLs. We have targeted students who received an INV or NSC NYSESLAT decision to participate in our supplemental Title III program.
- For each program, answer the following:
 - What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?

- b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

The majority of our school population (K-8) functions on a kindergarten reading and writing level as measured by the fall 2013 SANDI data results. SANDI is a Comprehensive Classroom System for Students Taking Alternate Performance Assessments. As evidenced by the 2013 NYSAA scores, our ELLs achieve competitive scores on English language exams that are designed for alternate assessment students. Due to the severe cognitive disabilities that our students have, the ELL Periodic Assessment tool is currently not a valid assessment tool for use with our ELLs because it cannot assess all of our students in the four modalities : reading, speaking, listening, and writing.

- 5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

We are familiar with the RtI model for ELLS. We adhere to the principle that the (RtI) model holds significant promise for better serving English Language Learners (ELLs) who are at-risk for academic difficulties and consider it in the team development of our students' IEPs and progress monitoring.

- 6. How do you make sure that a child's second language development is considered in instructional decisions?
In consideration of second language development, our ELLs are exposed to the same rigorous instruction as their non-ELL peers. We encourage and utilize the use of the push-in model so that ELLs will not lose out on valuable instructional time. The use of ESL strategies, scaffolding, classroom libraries in Native Language as well as English, using Common Core Learning Standards (CCLS), ESL and NLA Standards, are all an integral part of the instruction of our ELLs. UNIQUE, our school-wide instructional program is CCLS aligned. In addition, the SANDI assessment was also universally aligned to the CCLS by Riverside, its parent vendor.
- 7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

Currently, our school only features ESL and TBE (Spanish) programs.

- 8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Primarily, we evaluate the success of our programs for ELLs by students' progress on the NYSESLAT exam. However, since the current NYSESLAT exam was designed for a General Ed./Standardized assessment population and our 53 ELLs are all in a full-time Special Ed./Alternate assessment population, the current NYSESLAT exam is an insufficient stand-alone measure to determine ELL progress. In addition to the NYSESLAT, we utilize our students New York State Alternate Assessment (NYSAA) scores as a comparative data source.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
Initial screening of ELLs is completed at the Committee on Special Education (CSE) level, they administer (1) the Home Language Identification Survey (HLIS) and (2) LAB-R if and when an ELL is identified. When students are admitted to P396K there is collaboration between the CSE at P396K and the intake team which is comprised of the parent, the Parent Coordinator (Ms. McKenna), Family Worker (Ms. Middleton), translator for the parents' native language support as necessary, the Intake Coordinator (Mr. Soodoosingh) and the school nurse. If the HLIS, the LAB-R, and informal interview were not administered by the CSE both are administered at P396K by the ESL teacher, Ms. King within the mandated ten days. For new admits, all

bilingual Spanish speaking teachers in our organization assist in administering the Spanish LAB when requested to do so by Ms. King. Our two Spanish Bilingual classroom teachers administer the LAB-R and Spanish LAB for the students in their respective bilingual classes.

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.
Typically, initial screening and placement of ELLs is done at the CSE level.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
In District 75 this is done at the CSE.
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.
Our Parent Coordinator and Family Worker also support our ELL Program by administering and organizing the HLIS in Conjunction with Ms. Hansford, our Assistant Principal, who is also a certified ESL teacher. In addition, the ESL teacher and/or A.P. conduct informal oral interviews when necessary. If a translator is required one is provided. The HLIS is reviewed and interpreted by the Assistant Principal, Ms. Hansford and once it is determined that a student is eligible, the LAB-R is administered by our ESL and/or Spanish bilingual classroom teachers and sent to the testing depot. Upon enrollment, our students' IEPs are available for viewing in SESIS. The IEP coordinator, Ms. Rutledge, reviews the student's mandates, inclusive of ESL and Bilingual mandates. Based on CSE/parental decisions, the student is then placed in either our Spanish Bilingual class or our Freestanding ESL program. Annual assessments for ELLs include (1) NYSESLAT, which is administered in the spring of each school year, and (2) NYSAA (Alternate Assessment) which is administered from October through mid-February of each school year, and the LAB-R, which is administered within the first ten days of enrollment.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
Our aforementioned ESL and Bilingual teachers work in conjunction with our A.P., Ms. Hansford to review the NYSESLAT testing manual. In creating a testing roster of students who are required to take the NYSESLAT, we review data from our ELL Compliance binder documents and the following ATS documents: NYSESLAT Eligibility Roster (RLER-LAT)/(RLER-LBR). In addition, the A.P. creates a formal testing/coverage schedule so that it will be feasible to test all our ELLs in a timely fashion. After following these procedural steps, the team then coordinates, evaluates, and executes the NYSESLAT process each year.
6. 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.) 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. 
In District 75 this is done at the CSE

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs](#))

- 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])?

P396K is a specialized school for students with special needs in District 75. During the 2013-2014 school year, P396K will serve a total of 53 ELLs which is 20.95% of the total population of 253 students, at the main site and the offsite, P. S. 289. The two 12:1:4 Spanish Bilingual classes are self-contained and we utilize a blended Push-in/Pullout model for ESL instruction. The heterogeneous Spanish Bilingual classes travel as one whole group throughout the day. The ESL teacher provides her services in a separate location within a classroom (pullout) or provides (push-in) services in classrooms that have the highest number of ELLs. The ESL teacher is continuing to work on obtaining New York State certification. We use a blended Push-In [Co-Teaching] and Pull-Out organizational model.

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)?

Transitional Bilingual Program:

Our Transitional Bilingual Program is made up of a nine period day, where each period is defined as a 46 minute block of time, for a total of 414 minutes per day. This program is composed of two bilingual classes totaling 18 students (6 Elementary and 12 Middle School students), all of whom participate in Alternate Assessment. Based on the students' proficiency in both language and academics which places them as beginners, their ratio for instruction is 60:40, students receive instruction in all subject areas, including a minimum of four discrete periods of NLA. All TBE students receive the mandated number of minutes as per C.R. Part 154, which is 360 minutes of ESL, for students at the beginning ESL level. All of our TBE teachers are NYS certified/ NYC. In the Alternative Assessment program, teachers adapt the instruction to the students' individual needs. All of our TBE students participate fully in the UNIQUE instructional program and are exposed to the CCLS as well as the Instructional Shifts. The TBE teachers' schedule consists of the following: Breakfast, Sensory Block, ESL, Lunch, Math, NLA, Science, Social Studies, PBIS, Gym, and Library. The bilingual teachers attend ELL Cohort meetings with the district coach and the Assistant Principal. In the Cohort meetings we have discussed multiple entry points, differentiated Instruction, lesson planning, ELL compliance issues and the integration of the CCLS in our classrooms.

English as a Second Language: All students in bilingual classes receive 360 minutes of mandated ESL instruction as required by CR Part 154 for ESL students at the beginning and intermediate proficiency level. To ensure that students meet the standards and pass the required state and local assessments, ESL instruction follows the NYS ESL Standards and incorporates ESL strategies such as: Total Physical Response (TPR), Language Experience, Scaffolding Techniques, and graphic organizers. English as a Second Language: All students in bilingual classes receive 360 minutes of mandated ESL instruction as required by CR Part 154 for ESL students at the beginning and intermediate proficiency level. To ensure that students meet the standards and pass the required state and local assessments, ESL instruction follows the NYS ESL Standards and incorporates ESL strategies such as: Total Physical Response (TPR), Language Experience, Scaffolding Techniques, and graphic organizers. The use of technology and augmentative communication devices such as Big MAC's paired with Mayor Johnson symbols or SymbolStixs, iPad Apps for ELA and Math, adapted switches and the use of the UNIQUE instructional program during pullout sessions are incorporated to give students in Alternate Assessment additional instructional support. Multi-sensory and multicultural ESL materials are infused throughout all aspects of instruction. The students who have obtained proficiency on the NYSESLAT will be provided

with AIS (Math & ELA) instructional support for up to two years.

Native Language Arts: All students in Spanish speaking TBE classes receive 180 minutes per week of Native Language Arts (NLA). NLA instruction follows the NYS NLA Standards incorporating Balanced Literacy and the uniform curriculum, emphasizing the development of phonemic awareness and comprehension skills through literature-based and standards based materials and activities. NLA instruction is parallel to the literacy instruction imparted in monolingual classes and is provided by a bilingual teacher utilizing native language literacy materials such as *De Canciones a Cuentos*, *Elefonetica*, and *Pan y Canela*. The use of bilingual software and multimedia enhances and supports the development of native language skills. NLA literacy activities are extended throughout the curriculum and subject areas, by combining the interdisciplinary/thematic approach with Language Experience, multi-sensory approaches, the infusion of the arts, the use of technology tools, and augmentative communication. To comply with the New York City literacy requirements, each classroom library contains books in the student's native language, including those adapted by teachers to meet the needs of students with severe disabilities.

English Language Arts: Students at the advanced level will receive 1 unit of ELA and 1 unit of ESL. ELA instruction for ELLs follows the NYS Common Core Learning Standards and the Balanced Literacy Program. The Instructional Shifts are embedded into the school day through the utilization of the UNIQUE instructional guides (ELA, Math, Science and Social Studies). The use of software and multimedia enhances and supports the development of English literacy. Activities are extended throughout the UNIQUE instructional program and content areas by combining the interdisciplinary/thematic approach with Language Experience, multi-sensory approaches, the infusion of the arts, the use of technology, and augmentative communication. The classroom library contains books in English, including those adapted by teachers to meet the needs of students with severe disabilities. We also use *VizZle*, an on-line software program designed to meet the needs of visual learners like kids with autism to supplement our ELA program.

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 foster language development and meet the demands of the Common Core Learning Standards.

Content Area Instruction: Language instruction, linked to subject area teaching/learning, is crucial to the success of ELLs in achieving Cognitive Academic Language Proficiency (CALP), in two languages. For K-8 students at the beginning and intermediate levels of English language acquisition in the TBE program, content area instruction is provided as follows: a minimum of one subject area taught in the native language, and a minimum of one subject area taught in English through ESL methodologies. ESL strategies include: CALLA, Language Experiences, the Natural Approach, Scaffolding Techniques, and the use of graphic organizers. Content Area Instruction follows the NYS CCLS and the curriculum embedded instructional shifts. The use of technology and augmentative communication are incorporated into ESL and content area instruction to give students additional support. Multi-sensory and multicultural materials are infused throughout all aspects of instructional day.

In the Freestanding ESL program, content area is provided as follows: all subject areas are taught in English through ESL methodologies by Special Education teachers who have completed the mandated 10 hours of Jose P. ESL training. In addition, our licensed ESL teacher uses the push-in model in part of her program to further support the implementations of using ESL to teach through the content areas. The ESL methodologies used include: TPR, CALLA, Language Experience, the Natural Approach, graphic organizers, multi-sensory approaches used in conjunction with augmentative communication devices, Mayer Johnson symbols, SymbolStixs, and Scaffolding Techniques. Content Area Instruction follows the CCLS and ESL standards. The use of technology is incorporated into ESL and content area instruction to give our students additional supports and access. Multi-sensory and multicultural materials are infused throughout all aspects of instruction.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
All Spanish speaking ELLs are given the Spanish LAB following the LAB-R. We will begin using the NYSITELL to replace the LAB-R in February 2014, however, Spanish speaking ELLs who are identified as per HLIS will continue to receive the Spanish LAB. During the CSE process, all ELLs are evaluated in their native languages. The students in the TBE program receive 180 minutes of discrete NLA instruction in Spanish and are evaluated therein as a component of their program. ELLs who are mandated for a TBE program as per IEP are provided with an alternate placement para for additional support when we cannot provide a TBE placement in their native language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
The four modalities (listening, speaking, reading, and writing) are embedded into the NYS CCLS. All of our ELLs participate in

the Unique instructional program, a standards based program for alternate assessment students. UNIQUE features monthly pre and post assessments each month. Finally, the students are assessed by the NYSESLAT in the spring of each year.

6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

By virtue of having an IEP and the additional support of UDL strategies, instruction is seamlessly differentiated for all of our ELLs. The instructional focus of our school this year is to incorporate multiple entry points into all aspects of the students' instructional day. Newcomers, SIFE, Transition Plan, Long Term ELLs and Extension of Services: Currently, we have twenty Newcomers and no SIFE students. Our newcomers receive support from a paraprofessional, tutoring, a buddy student, development of initial literacy in their native language, and a nurturing environment to facilitate language production. Should we have SIFE students in the future, they would also be paired with an English proficient buddy to help them adjust to life in an academic setting. Transition Plan: students who no longer require Bilingual or ESL services because they have tested at the proficient level of the NYSESLAT, will be supported for up to two years with ESL (if scheduling permits) and AIS services (ELA and math support) once placed in a monolingual class. Long term ELL students/Extension of Services students: are supported through a curriculum embedded AIS program, instructional technology, small group instruction and project arts enrichment.

7. 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?

Language instruction, linked to subject area teaching/learning, is crucial to the success of ELLs in achieving Cognitive Academic Language Proficiency (CALP), in two languages. This year, the instructional focus of P396K is to incorporate multiple entry points into all aspects of the students' instructional day. By virtue of having an IEP and the additional support of UDL strategies, instruction is seamlessly differentiated for all of our ELLs. In addition to the aforementioned ESL strategies, our students are exposed to the following focusing strategies each month across grade levels and content areas in the UNIQUE instructional program: turn and talk, exit slips, cooperative learning groups, and graphic organizers.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

All of our ELLs also happen to be SWDs. Through a rigorous team-based approach, our students are provided with a new IEP on an annual basis. Our related service providers make a substantial effort to push into the classroom so that students will not lose valuable instructional time. During push-in, while simultaneously working on academic skills and related service skills (physical therapy, occupational therapy, and speech,) the related service providers and ESL teacher have an opportunity to share their expertise and learn from their special Ed. counterparts. Our ELLs participate fully in all aspects of instruction (UNIQUE, PBIS, GRTL, EQUALS, and the inclusion program) and extracurricular programs (field trips, PBIS movie days, student council, a library program, a vocational program, a music therapy program, a horseback riding academy, a bowling program/annual tournament, community service, Title III, weekend "Family Fun days" and a summer program (Chapter 683).

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:			

Courses Taught in Languages Other than English *i*

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

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	45 minutes per day	45 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.



75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
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

9. 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.
- We use the following interventions: ELA – SMILE and WSS, Math – EQUALS, and Title III. At this time, the language of our intervention programs is English. All of our teachers work collaboratively in cohort teams to develop monthly instructional guides and rubrics to enhance the CCLS and deliver rigorous instruction that is differentiated for a diverse group of learners. Our newcomers receive support from a paraprofessional, tutoring, a buddy student, development of initial literacy in their native language, and a nurturing environment to facilitate language production. Should we have SIFE students in the future, they would also be paired with an English proficient buddy to help them adjust to life in an academic setting. Long term ELL students/Extension of Services students: are supported through a curriculum embedded AIS program, instructional technology, small group instruction and project arts enrichment. Students who no longer require Bilingual or ESL services because they have tested at the proficient level of the NYSESLAT, will be supported for up to two years with ESL (if scheduling permits) and AIS services (ELA and math support) once placed in a monolingual class.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Due to global cognitive delays, reading and writing continue to be an area of significant need for our ELLs on the NYSESLAT. We have targeted students who received an INV or NSC NYSESLAT decision to participate in our supplemental Title III program. In addition we use the NYSAA to strategically guide and support ELL needs and growth because it is an exam designed for alternate assessment students.
11. What new programs or improvements will be considered for the upcoming school year?
- We would like to expand the music therapy and horseback riding programs for the upcoming school year. Also, we would like to incorporate the library program at the 289 offsite.
12. What programs/services for ELLs will be discontinued and why?
- We do not plan on discontinuing any programs for ELLs.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- For all students, content area instruction is provided as follows: all subject areas are taught in English through ESL methodologies by Special Education teachers who have completed the mandated 10 hours of Jose P. ESL training. In addition, our licensed ESL teacher uses the push-in model in part of her program to further support the implementations of using ESL to teach through the content areas. Our ELLs participate in the inclusion program, student council, PBIS, and our vocational program. All ELLs are invited to participate in the Title III program and families have the option of signing up for the free after-school program that we offer through UCP
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- The use of technology and hi-tech and low-tech augmentative communication devices such as Big MAC's paired with Mayor Johnson symbols or SymbolStixs, VizZle, SmartBoards, classroom computers and iPads, and adapted switches are incorporated to give ELL students in Alternate Assessment additional instructional support. Multi-sensory and multicultural ESL materials are infused throughout all aspects of instruction.
- NLA literacy materials such as De Canciones a Cuentos, Elefonetica, and Pan y Canela may be found in the TBE programs. The use of bilingual software, books, websites, and multimedia enhances and supports the development of native language skills. NLA literacy activities are extended throughout the curriculum and subject areas, by combining the interdisciplinary/thematic approach with Language Experience, multi-sensory approaches, the infusion of the arts, the use of technology tools, and augmentative communication. To comply with the New York City Literacy requirements, each classroom library contains books in the student's native language, including those adapted by teachers to meet the needs of students with severe disabilities.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Sine we offer only a Spanish TBE program, we provide alternate placement paraprofessionals to our students who are mandated for TBE as per IEP. Classroom libraries contain books in the students' native language, including those adapted by teachers to meet the needs of students with severe disabilities.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?
- Appropriate age and grade level materials are incorporated into all aspects of instruction. Our ELLs participate fully in the UNIQUE instructional program and the schoolwide PBIS programs. In addition, we conduct annual evaluations that will lead to

the development of a comprehensive IEP that prioritizes students' language needs and strengths.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Project jumstart is not offered in District 75. However, all of our newly admitted ELLs have an opportunity to participate in our summer program (Chapter 683). ELLs who come during the school year will be given a classroom buddy.

18. What language electives are offered to ELLs?

At the current time, we do not offer language electives to our ELLs.

19. For schools with dual language programs:

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

Our school currently features ESL and TBE programs.

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

The Title III professional development will be provided to all teachers and paraprofessionals working in the program. Participants will each receive a schedule to attend the professional development workshops. Topics for professional development for the ESL, TBE, and support staff are included in our annual Title III program. Our program will be held on the following dates - 1st and 3rd Saturday of the following months: April 2014(*we will be meeting on the 4th Saturday), May 2014, and June 2014. This year we will offer the following options: (A) fine motor development in creating Bead Jewelry Design Session I, presented by the O. T., (B) writing standards based lessons for ELLs with CCLS, AGLIs and linguistic goals, presented by the A. P., (C) fine motor development in creating Bead Jewelry Design Session II, presented by the O. T., (D) effective use of graphic organizers with ELLs, presented by a licensed bilingual teacher and/or an ESL teacher, (E) effective use of visual communication cues in reading instruction, presented by a speech teacher, (F) integrating fine motor development into the ELA/Math content areas, presented by the O.T. The aforementioned topics are aligned with the focus on listening, speaking, reading and writing and Math skills for students in K-8 NYSESLAT and NYSAA assessments.

The ESL teacher participates in and facilitates some professional development for our (ESL&TBE) teaching staff. She coordinates how her push-in and pull out instruction occurs throughout the course of the day. During push-in sessions, the ESL teacher models key ESL methodologies and strategies to support ELL population for the classroom teachers. In addition, she collaborates with classroom teachers during IEP conferences to develop students' ELA/ESL goals.

P396K's teachers and paraprofessionals serving ELLs are also supported by the district's ELL Coaches. We make every effort to sign our new teachers up for the Jose P. ELL training that is provided by the D75 Office of ELLS each year. A record of staff members who have received Jose P. training is maintained by the school in the ELL Compliance Binder (Document 8). In addition, the school will ensure the attendance of bilingual, ESL, and monolingual teachers and paraprofessionals at district, city and state wide conferences focusing on the education of ELLs.

As a K-8 school, the guidance counselor and other key staff (parent coordinator, family worker, intake coordinator and pupil personnel secretary) support articulation from elementary to middle and middle to high school in order to assist ELLs as they transition from one level to the next. As students articulate out of P396K to high school we take both students and families on school visits to a range of high schools in District 75. We also offer a vocational training program for our students.

D. Parental Involvement

1. Describe ELL parent involvement in your school? Include specific activities that foster parental involvement for 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?

P396K believes that effective parental engagement is a key indicator of student success. Joyce Epstein, a noted researcher in the field of parental engagement has proposed six Types of Parent Involvement, "Parenting, Communicating, Volunteering, Learning at Home, Decision Making, and Collaborating with Community. Our goal is to increase parent outreach and participation by offering parents continued training throughout the school term by engaging them through the six types of parental engagement as highlighted by Epstein. P396K parents of ELLs have equal access and opportunity to participate in the programs and activities described below. Translation and/or interpretation services are available for all school events.

Parents of students in special education do not have parent choice in the same way as parents of students in general education. In District 75, options for special education ELLs are discussed with parents during the Educational Planning Conference at the CSE level. Our Parent Coordinator, Linda McKenna offers parents of ELLs on-going information in their home languages and training on different aspects of their children's education such as, D75 parent engagement workshops (the EPIC fair), home activities to support learning, outside supports from a range of CBOs, weekend respite programs, medical insurance options, vision services, free after-school programs through UCP, and parent interest needs surveys. At the school level, our Parents Coordinator hosts weekly parent meetings with specific topics and guest speakers throughout the academic year. We have an operational PTA and our parents also participate in SLT meetings. Through the events committee, we host monthly "Family Fun Day" activities throughout the year. This year, our PBIS program was expanded to include a parental component by offering workshops to parents so that they would understand how our students are being rewarded at school as well as how the PBIS program supports academic achievement, student motivation, and overall self-regulation. In addition, the speech department holds monthly parent meetings to demonstrate effective ways that parents can enhance communication skills and activities with their youngsters at home.

E. 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.

During the LAP process, our team has evaluated our program needs by looking at various streams of data (ATS, Exam Scores, ELL Compliance Binder, and current ELL research. Materials and programs are currently meeting the needs of our ELLs. We will continue the process of creating an ESL schedule to cluster the ELL students with Alternate Placement paraprofessionals by age range and disability in order to facilitate ESL services. In order to facilitate a maximized ESL mandate schedule, we have secured a large room for our ESL teacher, Ms. King to use during pullout sessions.

Part VI: LAP Assurances

School Name: Ramon E. Betances

School DBN: 75K396

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Nira Schwartz - Nyitray	Principal		11/15/13
Shawna K. Hansford	Assistant Principal		11/15/13
Linda McKenna	Parent Coordinator		11/15/13
Esther King	ESL Teacher		11/15/13
Marcia Cumberbatch	Parent		11/15/13
Daphne Valentin/ Bil Spanish	Teacher/Subject Area		11/15/13
Eufemia Nunez/ Bil. Spanish	Teacher/Subject Area		11/15/13
Hope Ffrench	Coach		11/15/13
	Coach		
Amsel Powell	Guidance Counselor		11/15/13
	Network Leader		
Anna Caba	Other <u>Speech Teacher</u>		11/15/13
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 75K396

School Name: Ramon E. Betances

Cluster: _____

Network: 4

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.

To ensure that all parents are provided with appropriate and timely information in a language they can understand parents at P396K are required to complete a Home Language Identification Survey (HLIS) at the school building level if it was not completed during the initial intake process at the Committee on Special Education (CSE). Upon enrollment, a trained school staff member meets with parents to complete the HLIS and an informal interview is conducted with the assistance of interpreters as needed in order to determine of the child's home language and subsequent eligibility for the LAB-R. The information obtained from the HLIS is then entered into ATS as the parents' official home language. In order to determine parental preference for written communication, we send home an informal parent survey at the start of the school year that tabulates the parents' preferred language for receiving written communication. In addition, the school reviews incoming students' IEP's to ensure that the correct home language has properly migrated to SESIS for ATS. Students who arrive throughout the school year will continue to be checked for accurate home language determination as per HLIS, ATS, and SESIS/IEP.

All of the aforementioned documents are carefully reviewed and data is noted for future reference regarding written and oral communication preferences to students' homes. All future communication is conducted in the native language in either written form or verbally by a staff member who reads and speaks the students' home language. Our parents receive written information about upcoming events, school and/or DOE policy, and ongoing student needs in English as well as the native language. Parents are informed in a timely manner concerning events that are taking place at the school level and throughout the District 75 by written notification and follow-up telephone calls. We provide each parent who requires language assistance services with written notification of their rights regarding translation and interpretation services with instructions on how to obtain such services. In the event that we are unable to offer in-house translation and/or interpretation support services at the school level, we contact the NYCDOE Translation and Interpretation unit for assistance.

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.

P396K recognizes the importance of communicating in an effective manner with all parents. All non-English speaking parents at P396K need written translation as well as oral interpretation services. The Parent Coordinator, Intake Coordinator, and Family worker record the language needs of our parents and keep staff/parents abreast of issues/concerns resulting from communication needs. Written translation and oral interpretation services are provided by school staff members such as bilingual teachers and paraprofessionals, the pupil accounting secretary, and alternate placement paraprofessionals on a daily basis and also at weekly parent meetings. In assessing our school's written translation and oral interpretation needs, we cross-referenced the HLIS documents with key ATS documents such as the Home Language Report (RHLA). After reviewing these documents, we found that our English Language Learner (ELL) parents speak the following native languages: Arabic (4), Bengali (4), Cantonese (3), Chinese/any (1), French (1), Haitian Creole (6), Mandarin (1), Mandinka (1), Spanish (30), and Urdu (2). The parents of the 53 ELLs receive notices in their native languages. The findings of our written translation and oral interpretation needs assessment is documented in our school's Comprehensive Educational Plan (CEP) and has been shared at staff meetings as well as parent teacher association meetings.

Part B: Strategies and Activities

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

Parents who require written language assistance services will receive translation services from in-house bilingual paraprofessionals, teachers, or any designated school staff who can effectively write in the parents' native language. We have staff members who are able to translate school documents into the following languages: Arabic, Bengali, Cantonese, Dutch, French, Haitian Creole, Mandarin, Russian, and Spanish. Our parent coordinator, Linda McKenna and other key staff members have also utilized online translating websites (i.e., <http://www.babelfish.com> or <http://translate.google.com>) to translate documents. In addition, we have posted written notification on the parent involvement bulletin board concerning the available documents and translation services that the DOE/school provides. Translations for school-wide documents in languages for which we are unable to provide a written translation by an in-house staff member or which may require a more complex degree of linguistic sophistication are emailed for translation to the NYCDOE Translation and Interpretation Unit. In order to ensure timely provision of translated documents, the written documents are typically emailed to translation services a minimum of a month in advance of the date of the planned event.

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.

Parents who require oral language interpretation services will work with a designated bilingual staff member who speaks the parents' home language via telephone and/or in person. We have staff members who are able to serve as oral interpreters in the following languages: Arabic, Bengali, Cantonese, Dutch, French, Haitian Creole, Mandarin, Russian, American Sign Language, and Spanish. We provide in-house oral interpretation services to parents for the following: school conferences, new student enrollment, social events, PTA meetings, and IEP meetings. Parents of ELLs are also encouraged to attend all school conferences, social events, PTA meetings, and IEP meetings with an interpreter of their own choosing if it is possible. Should an emergency arise, for which it is not immediately possible to translate a notice; parents will be contacted via telephone and provided with an oral interpretation in their native languages.

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

In order to fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services P396K will post signage in a conspicuous location at the main door and by the security desk in each of the nine covered languages detailing where the main office is and how parents can obtain notification of their rights regarding timely translation and interpretation services. Copies of key documents, such as the Parents Bill of Rights can be found in the Parent room on the first floor of our main site; all parents have access to this room. Furthermore, we provide parents with a copy of the Parents Bill of Rights in a language that they can understand each September.