Department of Education

Dennis M. Walcott, Chancellor

2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

School Name: DR. HORAN/079M

DBN (*i.e. 01M001*): D75M079

Principal: GREER PHILLIPS

Principal Email: GPHILLIPS@SCHOOLS.NYC.GOV

Superintendent: GARY HECHT

Network Leader: KETLER LOUISSAINT

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
Greer Phillips	*Principal or Designee	
Esther Moreno	*UFT Chapter Leader or Designee	
Cathy Broomes	*PA/PTA President or Designated Co-President	
Sheila Harris	DC 37 Representative, if applicable	
	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Alpha Savane	Member/ Parent	
Danielle Simonise	Member/ Parent	
Cynthia Ali	Member/ TParent	
Marsha Swawite	Member/ Teacher	
Amanda Celentano	Member/ Teacher	
Rafael Cedano	Member/ Parent	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	
	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**
x	**Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)**
	▪ Annual Goal
	▪ 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)
x	**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.

By June 2014, there will be improved instructional strategies for students in transition programs as evidenced by completed exit summaries, measured by a 10% increase in successful post-secondary outcomes.

Comprehensive Needs Assessment

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

The identified need to meet high-stakes requirements of NYS Performance Plan/Indicator #13, our school community requires research based strategies to support successful transitions for students with significant disabilities, i.e., help them prepare for every aspect of adult life, from participating in employment programs with agency support to improving communication, academic readiness and socio-emotional skills, self-regulation, and independence. The successful development of IEPs in SESIS to address students' postsecondary outcomes requires the gathering of quantitative and qualitative data from a variety of formative/summative assessment sources (SANDI/FAST, Level One Preference and Interests Survey) and the collaboration among all stakeholders in the school community for a reasonably calculated educational benefit to improve student outcomes across environments/domains. Of primary importance is the transition planning process is the identification of instructional strategies needed for designing school and community transition based experiences to ensure that students access the necessary concepts and skill sets needed upon graduation with supports and services.

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

- Align instruction with NYS PP#13 requirements. Get resources and tools to ensure full compliance with Indicator 13, including a checklist that shows at a glance whether an IEP meets the requirements. *(Teachers, IEP/SESIS Coordinator, Instructional Coordinator/Mentor)*
- Place student needs and interests at the center of the educational experience with formal and informal assessment strategies (SANDI/FAST, Level One Survey) to drive student outcomes. *(Teachers, IEP/SESIS Coordinator, Instructional Coordinator/Mentor, Related Service Providers)*
- Strengthen IEPs educational benefit calculation with measurable, relevant, and specific (SMART) annual and postsecondary goals. *(Teachers, Related Service Providers, IEP/SESIS Coordinator, Instructional Coordinator/Mentor)*
- Teach students CCSS aligned (2013-2014 NYSAA Framework) concepts and skills needed for readiness skills across environments. Align Instructional practice to guidelines identified in the 2013-2014 Citywide instructional Expectations. *(Teachers, Instructional Coordinator/Mentor)*
- Use effective instructional strategies, multisensory, and age respectful materials/resources, information technology, and work study settings to support conceptual understanding and procedural knowledge acquisition. *(Teachers, Related Service Providers, Instructional Coordinator/Mentor)*
- Increase student and family involvement in transition planning to ensure positive outcomes that reflect a student's individual choices/preferences. *(IEP/SESIS Coordinator, Transition Coordinator/Job Developer, Parent Coordinator)*
- Provide opportunities for the school community to participate in NYC DOE Central/District 75 and school-sponsored professional development sessions/ Inquiry, coaching/mentoring to support instruction on topics such as SESIS, IEP Educational Benefit, Developing Quality IEPs, Student Centered Planning, NYS SPP 13 and NYS CR Part 154 compliance, State Standards *(e.g., Common Core, CDOS, NLA, ESL, Health, Physical Education, and Family and Consumer Sciences, etc.),* 2013-14 Citywide Instructional Expectations, Differentiation of Instruction, Curriculum Programs *(e.g., Unique Learning System)* and strategies *(e.g., Universal Design for Learning/UDL; Depths of Knowledge/DOK, ESL Methodology, TEACCH Methodology/Structured Teaching, Getting Ready to Learn)*, Formative and Summative Assessments *(e.g., SANDI/FAST, NYSAA, NYSESLAT),* New Advance Teacher Evaluation and Development System, Danielson Framework, Quality Review Rubric, Analysis of Student Work, PBIS/Socio-Emotional Literacy. *(Administrators, Coordinators)*
- Increase the number of school and community-based work-study/vocational preparedness programs to accelerate student learning, increase the levels of communication, independence, and academic readiness. *(Transition Coordinator/Job Developer)*
- Disseminate among staff a Standard Operating Procedure (SOP) for writing quality IEPs and a monthly calendar of upcoming IEP conferences *(e.g., annual reviews, triennials,*

CSE reviews, etc.) aligned to the SESIS compliance schedule. *(IEP/SESIS Coordinator)*

- Facilitate the development of a data driven culture where staff will demonstrate the ability to gather and analyze data from multiple sources to inform instruction and plan next steps: formative and summative assessment tools to monitor progress *(e.g., ARIS, report cards/IEP progress updates, NYSAA/NYSESLAT scores, GRTL data, SANDI/FAST data, teacher observation data, Level One Inventory and Preference Survey results, Learning Environment Survey results, work study referral data, PBIS/SWIS Reports, etc.). (Data Specialist/Instructional Coordinator/Mentor)*
- Assess effectiveness of instruction by using quantitative/qualitative student data to inform instruction/next steps. *(Teachers, Instructional Coordinator/Mentor)*
- Monitor schools systems using the 2013-14 Quality Review Rubric (Instructional Core across Classrooms): Curriculum (1.1); Pedagogy (1.2); Assessment (2.2) *(Administrators)*
- Implement the recommendations of the 2013 Quality Review process for coherence/consistency in practice and greater impact on student outcomes. *(Administrators, Teachers, Coordinators, Related Service Providers)*

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

1. Administrators, Teachers, Related Service Providers, SESIS/IEP Coordinator; Transition Coordinator/Job Developer, Instructional Coordinator/Data Specialist, Mentor, Cohort Team Leaders, Parent Coordinator

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

- Number of IEPs in compliance with NYS Performance Plan/Indicator #13
- IEP report of progress results (report cards)
- 2013-2014 NYSAA and NYSESLAT scores
- Getting Ready to Learn data
- Teacher observation reports/data
- Student attendance data
- ADVANCE Teacher Evaluation and Development System data
- Fall 2013/Spring 2014 SANDI/FAST assessment results/data
- Level One Preference and Interest Survey results
- Number of school and community based jobsites
- Number of Exit Summaries completed for graduating students
- Number of participating community based agencies and programs

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

1. September 2013 to June 2014

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

Positive Behavior Support (PBIS)/Emotional Literacy program has been implemented school wide for the purpose of establishing structures, systems, and processes for supporting academic performance, positive behaviors, communication, self-determination, and social skills needed for postsecondary readiness, school and community based work-study programs, and to apply data driven decision making to all areas related to academics, communication and social/emotional learning in the school setting with the support of resources such as the School Wide Information System (SWIS), functional behavior analysis (FBAs) and behavior intervention plan (BIP) materials, crisis intervention strategies, and self-regulation strategies. The social/emotional learning is also supported by the use of the Emotional Literacy Blueprint (based on the Feeling Words® Curriculum) to promote self-determination skills and independence for post-secondary (transition) success.

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

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

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

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).

- Establish a communication system between the home and school in relation to SESIS compliance schedule for IEP conferences *(e.g., annual reviews, triennials, etc.)*
- Provide an IEP parent support resource guide to parents/guardians of children with special needs to assist them in understanding the special education due process, the reasonable calculation of IEPs (to confer an educational benefit), and their role in supporting the IEP development/implementation to promote student achievement.
- Promote parental involvement in decisions that affect children and families in relation to 2013-14 Citywide Instructional Expectations, IEP development process/ compliance, and student centered/transition planning.
- Analyze qualitative/quantitative data gathered from needs assessment surveys regarding programmatic issues.
- Promote parent discussion groups and informational sessions during PTA meetings on the topic of IEP development process and transition.
- Develop parent-oriented newsletters, flyers, brochures, and communication activities centered on the IEP development process

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	X	Title III		Set Aside		Grants

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

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

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, there will be an increased mastery of ELA and math skills as evidenced by successful completion of CCLS aligned tasks, and measured by a 10% increase in summative assessment scores.

Comprehensive Needs Assessment

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

The identified need to promote the development of CCSS aligned skill sets in English Language Arts (ELA) and Mathematics among students with disabilities, including English Language Learners (ELLs) for the purpose of meeting IEP driven academic learning needs; promote the attainment of postsecondary/transition outcomes, communication, self-regulation, socio-emotional literacy, self-determination, good citizenship, and independence; facilitate the successful negotiation of environments (i.e. independent living, community integration, education/training, and employment) upon graduation with the support of related services, instructional strategies, differentiation planning, age respectful materials/resources, curriculum accommodations/adaptations, and resources such as the NYS Career Development and Occupational Studies Standards NYS CDOS), the NYS Alternate Assessment Framework, and school/community based work study programs,. The NYS CDOS Resource Guide with Core Curriculum, formative/summative assessments, and related documents provide a standard-based approach for teaching concepts/skills (aligned to the CCSS standards, 2013 Quality Review Rubric, and the 2013-14 Citywide Instructional Expectations) to students with special needs across ratios (12:1:4, 6:1:1, 8:1:1, and 12:1:1), and support the school community in designing and implementing IEP driven learning experiences for the purpose of improving student outcomes.

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

- Align IEP measureable annual and postsecondary goals to State content standards *(e.g., Common Core, CDOS, NLA, ESL, Health, Physical Education, and Family and Consumer Sciences, etc.) and mandates (NYS Part 154)* to improve student outcomes. *(Teachers, Instructional Coordinator, IEP/SESIS Coordinator)*
- Provide opportunities for the school community to participate in NYC DOE Central/District 75 and school-sponsored professional development sessions/ Inquiry, coaching/mentoring to support instruction on topics such as SESIS, IEP Educational Benefit, Developing Quality IEPs, Student Centered Planning, NYS SPP 13 and NYS CR Part 154 compliance, State Standards *(e.g., Common Core, CDOS, NLA, ESL, Health, Physical Education, and Family and Consumer Sciences, etc.),* 2013-14 Citywide Instructional Expectations, Differentiation of Instruction, Curriculum Programs *(e.g., Unique Learning System)* and strategies *(e.g., Universal Design for Learning/UDL; Depths of Knowledge/DOK, ESL Methodology, TEACCH Methodology/Structured Teaching, Getting Ready to Learn)*, Formative and Summative Assessments *(e.g., SANDI/FAST, NYSAA, NYSESLAT),* New Advance Teacher Evaluation and Development System, Danielson Framework, Quality Review Rubric, Analysis of Student Work, PBIS/Socio-Emotional Literacy. *(Administrators, Coordinators)*
- Design and implement intervention strategies for the lowest one-third and top one-third groups (Inquiry collaboration)to close the achievement gap
- Increase the use of student centered activities and tiered instruction to provide multiple points of entry. *(Teachers, Instructional Coordinator)*
- Provide linguistic/language development support to English language learners (ELLs) through ESL methodology for the purpose of increasing the cognitive academic language proficiency (CALP). *(Teachers, Related Service Providers)*
- Implement the NYS CDOS Resource Guide with Core Curriculum and companion documents to plan standard based instruction that addresses targeted skill sets needed for postsecondary success. *(Teachers, Instructional Coordinator)*
- Implement curriculum programs and instructional technology resources to support instruction (e.g., Unique Learning System, News-2-You, IPads, computers, Smart boards, etc.) *(Teachers, Instructional Coordinator)*
- Promote work-study placement to foster application of readiness skills sets in real-world contexts/settings. *(Teachers, Transition Coordinator/Job Developer)*
- Promote CCSS aligned literacy based instruction in all cohorts/programs to foster comprehension. *(Teachers, Instructional Coordinators)*
- Foster student and family participation in Title III activities. *(Teachers, Special Education Compliance Coordinator)*
- Use flexible grouping to address functional levels for content area key ideas (conceptual understanding) and skill sets (procedural knowledge). *(Teachers)*
- Schedule weekly cohort team meetings focusing on the analysis of student work to identify students learning trends and needs, set goals, monitor and modify instruction, plan next steps, and promote student achievement using research-based protocols (e.g., ATLAS). *(Teacher, Instructional Coordinator)*
- Schedule opportunities for teacher inter-visitation and peer review to foster collaboration and the exchange of ideas, teaching methods and best practices. *(Administrators, Programmer)*
- Conduct partial and full period observation to measure teacher effectiveness and growth as per 2013-2014 ADVANCE Teacher Evaluation and Development System. *(Administrators)*
- Provide meaningful, effective, and actionable feedback to teachers in the different teaching domains, components and elements of the Danielson Frameworks for Teaching (e.g., Planning and Preparation, Instruction, Classroom Management, etc.) to foster reflection and the establishing of next steps. *(Administrators)*
- Continue implementation of the NYCDOE/District 75 Homework Policy to support concept/skill acquisition. *(Teachers)*
- Promote collaboration and CFI Inquiry among members of the school community to improve student outcomes (including lowest one third and top one thirds). *(Administrators, Instructional Coordinator)*
- Foster the use of ARIS to compile data for the purpose of identifying student needs, provide multiple points of access (entry), and to gain access to timely, effective feedback on classroom observations, register for on-demand, data-driven professional development aligned to the Common Core State Standards and the Danielson Framework for Teaching, and follow a structure for developing educational leadership qualities through a self-assessment and learning plan creation. *(Administrators, Instructional Coordinator)*
- Examine schools systems using the 2013-2014 Quality Review Rubric - Instructional Core across Classrooms: *Curriculum (1.1); Pedagogy (1.2); Assessment (2.2) (Administrators)*
- Implement the recommendations of the 2013 Quality Review process for coherence/consistency in practice and greater impact on student outcomes. *(Administrators, Teachers, Coordinators, Related Service Providers)*

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

1. Administrators, Teachers, Related Service Providers, SESIS/IEP Coordinator; Transition Coordinator/Job Developer, Instructional Coordinator/Data Specialist, Mentor, Cohort Team Leaders, Parent Coordinator

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

- Number of IEPs with a reasonably calculated educational benefit
- IEP report of progress results (report cards)
- 2013-2014 NYSAA and NYSESLAT scores
- Getting Ready to Learn data
- Teacher observation reports/data
- Student attendance data
- ADVANCE Teacher Evaluation and Development System data
- Fall 2013/Spring 2014 SANDI/FAST assessment results/data
- Level One Preference and Interest Survey results
- Number of Exit Summaries completed for graduating students

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

1. September 2013 to June 2014

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

A Positive Behavior Support (PBIS)/Emotional Literacy program has been implemented school wide for the purpose of establishing structures, systems, and processes for supporting academic performance, positive behaviors, communication, self-determination, and social skills needed for postsecondary readiness, school and community based work-study programs, and to apply data driven decision making to all areas related to academics, communication and social/emotional learning in the school setting with the support of resources such as the School Wide Information System (SWIS), functional behavior analysis (FBAs) and behavior intervention plan (BIP) materials, crisis intervention strategies, and self-regulation strategies. The social/emotional learning is also supported by the use of the Emotional Literacy Blueprint (based on the Feeling Words® Curriculum) to promote self-determination skills and independence for post-secondary (transition) success.

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

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

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).

- Establish a communication system between the home and school in relation to SESIS compliance schedule for IEP conferences *(e.g., annual reviews, triennials, etc.)*
- Provide an IEP parent support resource guide to parents/guardians of children with special needs to assist them in understanding the special education due process, the reasonable calculation of IEPs (to confer an educational benefit), and their role in supporting the IEP development/implementation to promote student achievement.
- Promote parental involvement in decisions that affect children and families in relation to 2013-14 Citywide Instructional Expectations, IEP development process/ compliance, and student centered/transition planning.
- Analyze qualitative/quantitative data gathered from needs assessment surveys regarding programmatic issues.
- Promote parent discussion groups and informational sessions during PTA meetings on the topic of IEP development process and transition.

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	X	Title III		Set Aside		Grants

List any additional fund sources your school is using to support the instructional goal below.
• OTPs funds for copy supplies. • OTPs funds for materials. • Instructional Coordinator – Full time

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 targeted instructional strategies and use of related service supports as evidenced by increased student engagement evidenced by low-inference observations.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
The need to promote student outcomes through attainment of IEP goals including independence, self-determination, communication, and post-secondary success in the different areas of transition (e.g., community integration, independent living, employment, etc.).

Instructional Strategies/Activities

Describe the research-based 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.
1. Strategies/activities that encompass the needs of identified subgroups
• Roll-out the ADVANCE Teacher Evaluation and Development System to promote teacher effectiveness and student outcomes. *(Administrators, Instructional Coordinator)* • School wide implementation of UDL strategies for greater access, navigation, and engagement. *(Teacher, Instructional Coordinator, Related Service Providers)* • Provide linguistic support to English language learners through bilingual and ESL programmatic models of instruction (ESL methodology, NLA instruction) to develop cognitive academic language proficiency. *(Teacher, Instructional Coordinator, Related Service Providers)* • Support implementation of TEACCH and Structured Teaching methodologies to facilitate instruction. *(Teacher, Instructional Coordinator, Related Service Providers)* • Implement the workshop model in designing coherent instruction to facilitate instruction. *(Teacher, Instructional Coordinator, Related Service Providers)* • Differentiate instruction to provide students with multiple points of access to curriculum ideas and skill sets (Depth of Knowledge). *(Teacher, Instructional Coordinator, Related Service Providers)* • School wide implementation of the PBIS/Emotional Literacy program to impact student engagement, communication, self-regulation, and positive behaviors across environment. *(Teacher, Instructional Coordinator, Related Service Providers)* • Continue the implementation of the Getting To Learn (GTL) program to promote student engagement. *(Teacher, Instructional Coordinator, Related Service Providers)* • Use of informational technology and assistive devices to support instruction and student access to key concepts and skill sets. *(Teacher, Instructional Coordinator, Related Service Providers)* • Use of work-study programs to promote development of readiness skills needed for employment and postsecondary success. *(Teacher, Instructional Coordinator, Related Service Providers)* • Incorporate recommended instructional shifts and core actions for ELA and Math for developing conceptual understanding and procedural knowledge. *(Teacher, Instructional Coordinator, Related Service Providers)* • Enhance the related service support to classroom instruction by incorporating push-in and team teaching models. *(Teacher, Instructional Coordinator, Related Service Providers)* • Provide opportunities for the school community to participate in NYC DOE Central/District 75 and school-sponsored professional development sessions/ Inquiry, coaching/mentoring to support instruction on topics such as SESIS, IEP Educational Benefit, Developing Quality IEPs, Student Centered Planning, NYS SPP 13 and NYS

CR Part 154 compliance, State Standards *(e.g., Common Core, CDOS, NLA, ESL, Health, Physical Education, and Family and Consumer Sciences, etc.),* 2013-14 Citywide Instructional Expectations, Differentiation of Instruction, Curriculum Programs *(e.g., Unique Learning System)* and strategies *(e.g., Universal Design for Learning/UDL; Depths of Knowledge/DOK, ESL Methodology, TEACCH Methodology/Structured Teaching, Getting Ready to Learn)*, Formative and Summative Assessments *(e.g., SANDI/FAST, NYSAA, NYSESLAT),* New Advance Teacher Evaluation and Development System, Danielson Framework, Quality Review Rubric, Analysis of Student Work, PBIS/Socio-Emotional Literacy. *(Administrators, Coordinators)*

- Promote the use of the LEARN feature in ARIS to support teacher practice and promote reflection for a greater impact on student postsecondary outcomes *(Administrators, Instructional Coordinator)*
- Align instruction to the 2013-2014 Citywide Instructional Expectations for coherence/consistency in practice and greater impact on student outcomes. *(Administrators, Teachers, Coordinators, Related Service Providers)*
- Set peer review and inter-visitation programs that evidence best practices for the purpose of accelerating student growth and support teacher effectiveness. *(Cohort Team Leaders)*
- Implement the new ADVANCE Teacher Evaluation and Development System. *(Administrators)*
- Examine schools systems using the 2013-2014 Quality Review Rubric for a greater impact on student outcomes [School Culture: Positive Learning Environment (1.4); High Expectations (3.4)] [Structures for Improvement: Leveraging resources (1.3)*; Teacher support and supervision (4.1)*; Goals and action plans (3.1); Teacher teams and leadership development (4.2); Monitoring and revising systems (5.1) *(Administration, Teacher, Coordinators, Related Service Providers)*

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

1. Administrators, Teachers, Related Service Providers, SESIS/IEP Coordinator; Transition Coordinator/Job Developer, Instructional Coordinator/Data Specialist, Mentor, Cohort Team Leaders, Parent Coordinator

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

- Related Service Providers' Compliance Report/Schedule
- IEP report of progress results (report cards)
- 2013-2014 NYSAA and NYSESLAT scores
- Getting Ready to Learn data
- Teacher observation reports/data
- Student attendance data
- ADVANCE Teacher Evaluation and Development System data
- Fall 2013/Spring 2014 SANDI/FAST assessment results/data
- Level One Preference and Interest Survey results
- Number of Exit Summaries completed for graduating students

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

1. September 2013 to June 2014

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

A Positive Behavior Support (PBIS)/Emotional Literacy program has been implemented school wide for the purpose of establishing structures, systems, and processes for supporting academic performance, positive behaviors, communication, self-determination, and social skills needed for postsecondary readiness, school and community based work-study programs, and to apply data driven decision making to all areas related to academics, communication and social/emotional learning in the school setting with the support of resources such as the School Wide Information System (SWIS), functional behavior analysis (FBAs) and behavior intervention plan (BIP) materials, crisis intervention strategies, and self-regulation strategies. The social/emotional learning is also supported by the use of the Emotional Literacy Blueprint (based on the Feeling Words® Curriculum) to promote self-determination skills and independence for post-secondary (transition) success.

The Student Council promotes student activity and school spirit, develop good relations between staff and students, develop attitudes of good citizenship, promote the welfare

of the school community, provide a forum for student voice, develop student initiative and responsibility, and provide an opportunity to promote student leaders.

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

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).

- Establish a communication system between the home and school in relation to SESIS compliance schedule for IEP conferences *(e.g., annual reviews, triennials, etc.)*
- Provide an IEP parent support resource guide to parents/guardians of children with special needs to assist them in understanding the special education due process, the reasonable calculation of IEPs (to confer an educational benefit), and their role in supporting the IEP development/implementation to promote student achievement.
- Promote parental involvement in decisions that affect children and families in relation to 2013-14 Citywide Instructional Expectations, IEP development process/ compliance, and student centered/transition planning.
- Analyze qualitative/quantitative data gathered from needs assessment surveys regarding programmatic issues.
- Promote parent discussion groups and informational sessions during PTA meetings on the topic of IEP development process and transition.
- Develop parent-oriented newsletters, flyers, brochures, and communication activities centered on the IEP development process

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	X	Title III		Set Aside		Grants

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

- OTPs funds for copy supplies.
- OTPs funds for materials.
- Related Service Providers – Full time

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.

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.

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

1.

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

6.

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

1.

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

1.

5. 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.											

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.

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.
• **Strategies/activities that encompass the needs of identified subgroups**
1.
• **Key personnel and other resources used to implement each strategy/activity**
6.
• **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1.
• **Timeline for implementation and completion including start and end dates**
1.
• **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		Use NYS Standard based materials and other supplemental resources: **New York State Career Development and Occupational Standards Resource Guide with Core Curriculum** The Career Development and Occupational Studies (CDOS) Resource Guide with Core Curriculum is a companion document to the CDOS learning standards. It further develops the core content for each learning standard and career major. The document is also rich with teacher developed classroom activities that help students achieve the CDOS standards **NYS CDOS Companion Calendar** (12:1:4;6:1:1/8:1:1;12:1:1)– a content overview of all the units teachers need to teach in the area of vocational education throughout the 2013-2014 school year for all cohorts. This scope and sequence provides a standard-based approach for teaching concepts and skills related to the NYS Career Development and Occupational Studies standards for students with special needs. This calendar is a road map that will help you design and implement IEP driven learning experiences to support students' transition goals in the areas of community integration, post-secondary placement, independent living, and employment. Included also are the Big Ideas, lesson plans, templates, activities and curriculum resources. **NYSAA FRAMEWORK** The NYSAA Frameworks represent the alignment of Extensions and Alternate	

		Grade Level Indicators (AGLIs) with the content Standards established for all students by the Board of Regents. Teachers of students who have been designated for participation in the NYSAA should use the Frameworks to help plan and implement daily instruction, and assessment tasks that are based on grade-level content Standards. **NEWS-2-YOU** (12:1:4/6:1:1)–a Special Education's online weekly newspaper where each week, students connect with the world through symbol-supported news articles and dozens of worksheets, games, and activities. These materials are included in the newspaper to keep students engaged in their studies all week The standard newspaper is published with four levels of difficulty, so there is something to challenge every student, from beginning readers to the high school level. **UNIQUE LEARNING SYSTEM** (12:1:4/ 6:1:1)-Unique Learning System is the ONLY online, dynamic, standards-based curriculum specifically designed for special learners. Subscribers download monthly instructional thematic units of study. Each unit contains 29 lesson plans and downloadable materials that teachers can readily implement into classroom learning activities. All materials are created using SymbolStix graphics. The unit lesson plans define three levels of differentiated tasks to accommodate the diversity of learners with significant disabilities. 45minx2 per week. **GET READY TO LEARN** (12:1:4/6:1:1)–Balanced therapeutic movements program to effectively enhance the students ability to deal with transitions, classroom demands, and memory, and learning. 45min x 2/3 per week. 1. Strategies are implemented and adjustments are made to instruction to meet students' needs during the school	

		day. 2. Use Differentiated Instruction and flexible grouping. 3. Increase the mandated units of ESL service. 4. Increased use of manipulatives and multisensory materials. 5. Increased technology support 6. Align skill sets to transition needs 7. Identify granular skills needed for strengthening student work. 8. Provide real world context for application of skill set 9. Title III Activities (After School) 10. Homework Policy	
Mathematics		**New York State Career Development and Occupational Standards Resource Guide with Core Curriculum** The Career Development and Occupational Studies (CDOS) Resource Guide with Core Curriculum is a companion document to the CDOS learning standards. It further develops the core content for each learning standard and career major. The document is also rich with teacher developed classroom activities that help students achieve the CDOS standards **NYS CDOS Companion Calendar** (12:1:4;6:1:1/8:1:1;12:1:1)– a content overview of all the units teachers need to teach in the area of vocational education throughout the 2013-2014 school year for all cohorts. This scope and sequence provides a standard-based approach for teaching concepts and skills related to the NYS Career Development and Occupational Studies standards for students with special needs. This calendar is a road map that will help you design and implement IEP driven learning experiences to support students' transition goals in the areas of community integration, post-secondary placement, independent living, and employment. Included also are the Big Ideas, lesson plans,	

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Science		**New York State Career Development and Occupational Standards Resource Guide with Core Curriculum** The Career Development and Occupational Studies (CDOS) Resource Guide with Core Curriculum is a companion document to the CDOS learning standards. It further develops the core content for each learning standard and career major. The document is also rich with teacher developed classroom activities that help students achieve the CDOS standards **NYS CDOS Companion Calendar** (12:1:4;6:1:1/8:1:1;12:1:1)– a content overview of all the units teachers need to teach in the area of vocational education throughout the 2013-2014 school year for all cohorts. This scope and sequence provides a standard-based approach for teaching concepts and skills related to the NYS Career Development and Occupational Studies standards for students with special needs. This calendar is a road map that will help you design and implement IEP driven	

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Social Studies		**New York State Career Development and Occupational Standards Resource Guide with Core Curriculum** The Career Development and Occupational Studies (CDOS) Resource Guide with Core Curriculum is a companion document to the CDOS learning standards. It further develops the core content for each learning standard and career major. The document is also rich with teacher developed classroom activities that help students achieve the CDOS standards **NYS CDOS Companion Calendar** (12:1:4;6:1:1/8:1:1;12:1:1)– a content overview of all the units teachers need to teach in the area of vocational education throughout the 2013-2014 school year for all cohorts. This scope and sequence provides a standard-based approach for	

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At-risk services ***(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)***		The Positive Behavior Support (PBIS)/Emotional Literacy program is used to build skills and capacity of positive behaviors to develop structures for teaching expected behaviors and social skills, creating student behavioral and academic support systems (classroom management) and applying data-based decision making to discipline, academics, and social/emotional learning at the school with the support of resources such as the School Wide Information System (SWIS), Functional Behavior Analysis (FBA) and Behavior Intervention Plan (BIP) materials, Crisis	

		Intervention strategies, and Self-Regulation strategies. The social/emotional learning is also supported by the use of the Emotional Literacy program (Feeling Words Curriculum) to promote self- advocacy skills and independence for post- secondary (transition) success	

Title I Information Page (TIP)

For Schools Receiving Title I Funding

2. All elements of the *All Title I Schools* section must be completed*.

2. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.

3. Targeted Assistance (TA) Schools must also complete the *TA 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**		**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 Manhattan	School Number 079
School Name Dr. Horan School		

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 Greer Philips	Assistant Principal Mildred Rodriguez Ortiz
Coach Jose Gonzalez	Coach
ESL Teacher Jason Aliperti	Guidance Counselor Esperanza Urena
Teacher/Subject Area Cindy Valentin/Bilingual	Parent Yolanda Martinez
Teacher/Subject Area Esther Moreno	Parent Coordinator Jaclyn Ortega
Related Service Provider	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.	2	Number of certified bilingual teachers not 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	5	Number of certified NLA/foreign language teachers	7	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers not currently teaching in the ESL program	0	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	7

D. Student Demographics

Total number of students in school (Excluding Pre-K)	256	Total number of ELLs	135	ELLs as share of total student population (%)	52.73%

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☒	No☐	If yes, indicate language(s): Spanish
Dual language program	Yes☐	No☒	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	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)									0	0	0	0	0	**0**
Dual Language (50%:50%)									0	0	0	0	0	**0**
Freestanding ESL														
Pull-out	0								0	0	0	0	0	**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	135	**Newcomers (ELLs receiving service 0-3 years)**	27	**ELL Students with Disabilities**	135
SIFE	15	**ELLs receiving service 4-6 years**	24	**Long-Term (completed 6+ years)**	84

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	5	3	5	8	1	8	35	5	35	48
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	22	1	22	16	0	16	49	5	49	87
Total	**27**	**4**	**27**	**24**	**1**	**24**	**84**	**10**	**84**	135
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	0	5	6	37	**48**
SELECT ONE														**0**
SELECT ONE														**0**
TOTAL	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**5**	**6**	**37**	**48**

*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**	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		**10**		**11**		**12**		**TOTAL**	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
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									2	9	11	10	41	**73**
Chinese												1		**1**
Russian														**0**
Bengali														**0**
Urdu														**0**
Arabic												1	1	**2**
Haitian													2	**2**
French													3	**3**
Korean														**0**
Punjabi														**0**
Polish														**0**
Albanian														**0**
Other										1	1		4	**6**
TOTAL	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**2**	**10**	**12**	**12**	**51**	**87**

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)									2	10	16	14	88	**130**

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	0	1	3	1	5
Advanced (A)									0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	2	10	17	17	89	135

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	0	0	0	0	
8	0	0	0	0	
NYSAA Bilingual (SWD)	0	0	0	0	

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
3									
4									
5									
6									
7									
8					1		1		
NYSAA Bilingual (SWD)									

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									
8					2				
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	21	2	21	2
NYSAA Mathematics	21	2	21	2
NYSAA Social Studies	21	2	21	2
NYSAA Science	21	2	21	2

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:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
   English Language Learners are assessed using the Brigance Comprehensive Basic Skills Revised in Spanish as well as SANDI Assessment. Specific sections, subsections, and instructional items in these assessment tools cross reference to each of the skill sets highlighted in the New York State Career Development and Occupational Studies Standards (NYSCDOS)- core curriculum with resource guide correspond to a wide variety of literacy skills, behaviors, and learning targets for reading, writing, listening and speaking needed across all environments. Developmental and grade level equivalents are determined following the establish criteria for conducting SANDI assessment (Methods of Assessment - Teacher; Observation, Parent; and Performance Levels - 1-4). Teachers use the information (levels of engagement) gathered from this assessment to identify students' academic needs, develop SMART IEP goals and determine post-secondary outcomes, plan instruction, select strategies, materials and resources (curriculum programs, technology, etc). Other quantitative (levels of accuracy and independence, FBAs, IEP updates, Report Cards, SWISS) and qualitative (interviews, annectodals, referrals, Level 1 Interest and Preference Survey, etc.) data are also taken and continuously analyzed during cohort meetings. Information discussed will determine the need to adjust or modify students' current instructional program.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
   The Spring 2013 NYSESLAT revealed that 96% of our Ells participating in the assessment are at the Beginning Level, 4% are at the Intermediate Level, and 0% at the Advanced Level. Results also reveal students are making gains in the speaking and listening modalities of the exam. Scores for the 2012-13 NYSAA revealed that 0% of the Ells participating in the assessment, attained Levels 3 and 4 in ELA (Standard 1 for Reading and Writing).

3. 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 AMAO tool)
   Teachers will utilize the information gathered from these patterns to to identify academic needs, develop SMART IEP goals and plan instruction. Through Inquiry collaboration (following the Children First Intensive Inquiry protocol), our school community will continue to explore options and find solutions for meeting the needs of Ells by addressing the wide range of cognitive and communication delays, emotional needs, and behavioral challenges with the proper adaptations and modifications so that they can reach the expectations set by the Common Core Learning Standards (2013-2014 Citywide Instructional Expectations). Our goal is to move them forward to their next level of linguistic proficiency (accelerate their English language development) and enhance their expressive and receptive communication skills repertoire (for successful negotiation of all environments needed for post-secondary success) by providing them with real-world community learning experiences and work-study programs. Emphasis is made in developing the four language modalities using technology, multisensory materials, resources, strategies, and curriculum support (adaptations and modifications).

4. For each program, answer the following:
   a. 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?

   Patterns determine that in listening and speaking ELL students are making gains and progressing across all grades. In faring with English as compared to the native language, it is determined that our ELLs are performing the same in alternate assessment and across all environments (NYSAA, Level I, Workstudy Program etc.). ELLs are The TBE program at P79 M focuses on providing ELLs with the linguistic support needed in content area instruction; CALP/ Cognitive Academic Language Proficiency. This accelerates the Englilsh language development needed for communication, self advocacy, independence and post secondary success. The ESL program follows a self-contained, collaborative organizational model which gives the opportunity to accelerate English language development across content areas and environments for communication, self advocacy, independence and post secondary success.

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.*)
   P79M does not have grades K-5 at this time.

6. How do you make sure that a child's second language development is considered in instructional decisions?
Data from the NYSESLAT administration, Level I Vocational assessments (including parent survey), NYSAA, SANDI, FAST assessments, teacher observations, student preference sheets, formative/sumative assessments are all utlized in the consideration of second language development for instructional decision making. Based on these assessments it is determined if a student moves to a least restrictive environment as well as the proficiency levels determined on the NYSESLAT.

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?

P79M does not have a Dual Language program at this time.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Success of the ELL program is evaluated in a variety of ways. The success of programs for Ells is evaluated by the progress data made by ELLs towards linguistic proficiency on State assessments (NYSESLAT, NYSAA), Ells' acquisition of functional literacy skills though educational programs, is indicated by the IEP report of progress (measured 4 times a year). In addition Ell progress is based on the LAB-R and NYSESLAT scores a data pattern for the 2012-13 school year has proven that speaking and listening skills are students' strong modalities. On the other hand, additional support is needed in the reading and writing modalities.

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.)
For students in District 75, options for special education English Language Learners (ELLs) are determined and discussed with parents and/or guardians at the Committee of Special Education (CSE). As part of the identification process for ELLs, parents and guardians need to complete a legally mandated document called the Home Language Identification Survey (HLIS) in their preferred language. The HLIS is presented and completed at the CSE for the purpose of counting the students whose families speak a language other than English at home and also to help identify the students who need to be assessed for English language proficiency. Once the HLIS is given, the team at CSE makes the appropriate ELL determination. Parents are given an array of program choices or options from which to choose and a designation of English as a Second Language (ESL) and Bilingual services is typically determined at this time.
In the event that CSE has not followed procedural protocols for new ELLs, the following protocols have been established at P79M:
Our state certified English to Speaks of other Languages (ESL) teachers, Jason Aliperti and Mirsa Rudic; the Special Eduation Compliance Coordinator, Cindy Valentin (bilingual state certified special education teacher); and our state certified bilingual special education teachers, Esther Moreno, Martha DeLeon, Danny Almonte, Eduardo Avila, Sonia Madison Kaslow, and Michelle Alvarez, will administer the HLIS to the parent or guardian in one of the fifteen (15) languages other than English available from the Department of Education. If needed, additional languages may be acquired from the NYC DOE Translation and Interpretation Department. If during the interview, if it is noted that the student is a speaker of a language other than English, then the interview will be conducted in the student's native language. Consequently, if the HLIS survey determines that the student is an English Language Learner, the aforementioned certified teachers will administer the Language Assessment Battery Revised (LAB-R) and if the student is Spanish language dominant, then the Spanish version of the LAB-R will be administered by one of our

certified bilingual teachers. Based on the assessment score, and if the student falls below the passing cut-score of the LAB-R, the ELL is then deemed eligible to receive services. The Department of ELLs passes this information on to our School Based Support Team (SBST) and the student is then recommended for ESL or bilingual education services according to his/her proficiency level and IEP classification and staffing ratio. This procedure is done within ten (10) days following the established test administration procedures. Moreover, the school is also made aware of a student's status as an English Language Learner (ELL) after a review of his/her individualized Education Plan (IEP) during the admission process. As previously stated, prior to admission, the Educational Planning Conference (EPC) at the CSE level identifies each ELL through the completion of the HLIS. The school also utilizes various ATS reports such as RLER and the RADP to identify students eligible for LAB-R testing both in English and in a language other than English. Although decisions about placement are made at the CSE level in regards to Transitional Bilingual Education (TBE) and Freestanding ESL programs, parents are provided with information regarding their child's program and other pertinent information at the school level through parent meetings, IEP meetings, EPIC and various resources and materials made available to parents through our parent coordinator.

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.

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

1. An orientation session is provided to parents about the school's bilingual and ESL programs and the Title III supplemental program (Fall 2013).
2. Parents will have an opportunity to utilize the computer lab and the Internet to explore sources with information, in English and/or in their preferred languages, about NYS CR Part 154, curriculum programs (Unique Learning System, TEACCH, Lesson Plan a la Carte, Emotional Literacy etc.), after-school programs (e.g., Title III, CHAMPS), SESIS, materials and resources, Common Core Standards, professional development opportunities, and parental involvement events, etc. Parents will also have an opportunity to meet with teachers and their children during the Title III after-school activities. These activites have been designed to enhance students' cognitive academic language proficiency (academic language) ongoing throughout the year.
3. In addition, parents will attend an orientation meeting prior to the initiation of the Title III program. (Winter 2013-14)
4. Information regarding our schools Bilingual/ ESL programs, and Title III will be distributed to parents in English as well as in their preferred language of communication, and will be shared during after school meetings, parent-teacher conferences, school events, and IEP annual reviews. Teachers and Educational Assistants who speak other languages than English will be available to translate at these meetings.
5. The Parent Coordinator will offer parents of Ells ongoing information in their preferred language of communication and also provide training of different topics and aspects of educating ELLs, such as home activities to support learning, available community resources, and parent interest/needs surveys (Learning Environment Survey) ongoing throughout the year.
6. Increase parent outreach and participation by offering parents and/or guardians training through the NYSABE Parent Institute and District 75 parent conferences with the support of interpreters, if needed. Ongoing parent conferences provide families with agency resources, i.e., Young Adult Institute (YAI), Association for Health of Retarded Children (AHRC), and parent yellow pages/directories.

Parents also participate on the School Leadership Team (SLT) of P79M. In these meetings, members bring forth issues concerning the academic well-being of students. The focus of discussion is how to implement additional resources that will help and support both students and parents.

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].)

As previously mentioned students for students in District 75, options for special education are discussed with parents and/or guardians at the Committee of Special Education (CSE). It is at this level that entitlement letters, program selection forms and surveys are provided. Annually the school distributes the Learning Environment Survey which is distributed to parents, followed up by phone calls to confirm receipt and participation in filling out the survey. All materials pertaining to the survey are stored and locked in a fox locked, steel door, storage facility.

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.

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

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.
Every Spring we administer the New York State English as a Second Language Achievement Test (NYSESLAT) to measure the overall English language proficiency of students who have been identified as English Language Learners (ELLs). Usually grade bands 7-8 and 9-12 are administered every year. Each band assesses four language modalities; Listening, Speaking, Reading and Writing. A student's performance on this test will be the basis for determining whether the student continues to be an English Language Learner. Based on the results of the test, the student's overall English language proficiency level is classified as Beginning, Intermediate, Advanced or Proficient. Such classification must be used in order to provide the required amount of English Language Arts instruction and English as a Second Language services prescribed under the Regulations of the NYS CR Part 154. Our school takes the following steps to annually evaluate ELLs using the NYSESLAT:
1. Ordering of test materials.
2. Establishing the NYSESLAT administration schedule for TBE, ESL and X Coded students considering the testing accommodations prescribed in the IEP.
3. Orientation of students: Informing students (ELLs) about the NYSESLAT a few days before its administration. The NYSESLAT test has been designed for ELLs to demonstrate how well they can listen, read, write and speak in English.
4. Notification of parents: Informing parents and/or guardians about the NYSESLAT testing calendar/schedule, and the purpose of the test.
5. Identification and orientation of test administrators: The people responsible for administering (examiners) the NYSESLAT must be teachers or administrators, able to follow and carry-out standard examination procedures. They must also receive special training on how to administer the NYSESLAT. To ensure accurate, fair and reliable results, the examiner should become thoroughly familiar with NYSESLAT guidelines and procedures before attempting to administer the test.
6. Preparing the answer sheets: Before the day(s) that the NYSESLAT is to be administered, examiners need to prepare the answer sheets for each of the students taking the test.
7. Examiners are to administer and subsequently score the test.

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. ⓘ
As previously mentioned, for students in District 75, options for special education ELLs are determined and discussed with parents and guardians at the Committee of Special Education (CSE). Based on our population, the trend that we have observed is that parents of incoming students (new admits), have consistently chosen Transitional Bilingual Education (TBE) programs. When a recommendation for bilingual services in a specific language could not be offered to a student, P79M provides an alternate placement option where such students receive ESL services and native language support by an alternate placement Educational Assistant (Paraprofessional). Programs offered at P79M are aligned with these parental requests. P79M is a specialized school with staffing ratios of 12:1:4, 12:1:1, 8:1:1 and 6:1:1. Within this structure, P79M offers five (5) TBE classes with certified bilingual teachers. Two (2) ESL teachers are also on staff to meet the linguistic and academic needs of students recommended for ESL services.

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])?

Our NYS CR Part 154 program (TBE, ESL) follows an alternate assessment high school organizational model based on cohorts. English Language Learners are grouped in self-contained, ungraded, and heterogeneous classes, travelling together, for the most part (block model), to clusters, departments, and tiered instruction assignments according to their program schedule: Classes in the 12:1:4 cohorts (students with multiple disabilities) follow a departmentalized high school model. ELA, Math, Science, and Social Studies are listed in student schedules as core subjects, with Getting Ready to Learn (GRTL), Adapted Physical Education (APE), and computers are listed as clusters. In the 12:1:4 cohort, English Language Learners recommended for ESL-only and for those in alternate placement, mandated ESL services are being provided through Computers and Literacy. ELLs also follow the block organizational model within the context of cohorts. Classes in the 6:1:1 Academy (students with autism) are assigned to two (2) cohorts and follow a tiered instructional model for ELA and Math. Social Studies and Science are part of the homeroom instruction, with Gym, Computers, Health, Culinary Arts, GRTL, and Home Economics listed as clusters. In the 6:1:1 cohorts, English Language Learners recommended for ESL-only and for those in alternate placement, mandated ESL services are being provided through Computers and Literacy. Classes in the 12:1:1 cohort (students with intellectual and emotional disabilities) are assigned to two (2) cohorts, In-House and Work-Study programs. Classes in the In-House cohort are self-contained and follow a block schedule. ELA, Math, Social Studies and Science are listed in student schedules as core subjects, with Gym, Computers, Health, Home Economics, and Culinary Arts listed as clusters. Some students assigned to this cohort, including ELLs, participate also in work study experiences at various job sites. Students in classes assigned to the Work-Study cohort report to their respective job sites according to their schedule. For ELLs recommended for ESL-only and for those in alternate placement, ESL services are being provided through a self-contained organizational model. Our ELL population in the 12:1:1 and 6:1:1 cohorts also follow the tiered and self-contained organizational model within the context of cohorts. ELLs placed in 12:1:1 classes are provided with the opportunity to participate also in work-study programs. Classes across all service categories (staffing ratios) and cohorts are heterogeneous (mixed proficiency levels). Our ESL teachers follow a self-contained, collaborative organizational model. This model allows the ESL provider and classroom teacher to collaborate in the development of Individualized Education Programs (IEPs). As a result, the ELLs are given the opportunity to accelerate English language development across content areas and environments for communication, self-advocacy, independence, and post-secondary success.

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)?

ELLs placed in bilingual classes and those recommended for ESL-only receive a minimum of three (3) units a week (540 minutes total) of ESL instruction, as per NYS CR Part 154 mandates for ELLs in grades 9 through 12, who are performing at the Beginning Level, according to the LAB-R and NYSESLAT scores. Three (3) units of ESL are provided for all levels because our classes are conformed based on age and the academic needs of students. All ELLs in bilingual classes also receive the minimum of one (1) unit a week (180 minutes total) of Native Language Arts instruction (NLA). The Transitional Bilingual Education (TBE) program at P79M is composed of five (5) bilingual-Spanish classes: Two (2) in the 12:1:4 Academy, one (1) in the 6:1:1 Academy, and two (2) in the 12:1:1 Academy. The main focus of the TBE program at P79M is to provide ELLs with the linguistic support needed in content area instruction (Cognitive Academic Language Proficiency/CALP) to accelerate English language development needed for communication, self-advocacy, independence, and post-secondary success.

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 areas are taught in the native language and also in English through the use of ESL methodologies. Content Area Instruction follows the Blueprint for Teaching and Learning, the NYSAA Curriculum Frameworks and Alternate Grade Level Indicators (AGLI's) for students with Severe Disabilities. Some of the curriculum programs used to support instruction and/or the

Blueprint for Teaching and Learning are: Unique Learning System (12:1:4 and 6:1:1 Academies), and F.A.C.E.S. The bilingual teachers assigned to these classes are NYS certified and provide instruction in all content areas using the native language and ESL methodology. ESL instruction follows the NYS ESL Standards and incorporates ESL strategies (e.g., Total Physical Response (TPR), Language Experience Approach, Whole Language, Cooperative Learning), scaffolding techniques, differentiation of instruction, manipulatives, information technology resources, community based experience, Title II activities. The use of technology (AAC devices, adapted switches, Smartboards) paired with Mayer Johnson symbols (12:1:4), software programs, and manipulatives are incorporated to give ELLs additional instructional support. Multisensory and multicultural materials are also infused throughout all aspects of instruction. Literacy in English is also reinforced through the arts, including yearly theater productions and talent showcasing events. Students whose IEP indicates TBE services, but who are placed in alternate placement (monolingual classes with ESL support) are provided with the services of an Alternate Placement Educational Assistant proficient in the student's native language. ELLs entitled to receive ESL only services, receive ESL instruction according to the NYS CR Part 154 mandates for Freestanding ESL Programs at the high school level: Beginners - Three (3) instructional units (540 minutes a week total) of ESL; Intermediate - Two (2) instructional units (360 minutes a week total) of ESL; Advance - One (1) instructional unit (180 minutes a week total) of ESL and one (1) instructional unit (180 minutes a week total) of ELA.

All ELLs placed in in TBE classes are at the "Beginning" level and receive a 60/40 ratio of Spanish to English instruction. By providing the recommended units of ESL instruction to ELLs in TBE classes performing at the Beginning Level (high school), we ensure that they meet the Standards and attain Levels 3 and 4 in the State Alternate Assessment (NYSAA).

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
English Language Learners are assessed using the Brigance Comprehensive Basic Skills Revised in Spanish. Specific sections, subsections, and instructional items in these assessment tools cross reference to each of the skill sets highlighted in the New York State Career Development and Occupational Studies Standards (NYSCDOS. Formal and informal assessments are conducted to develop instructional, behavioral, linguistic, and post-secondary transition goals. For this purpose, the BRIGANCE and SANDI Assessment, IEP records, report cards, LAB-R and NYSESLAT scores.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
P79M uses a differentiated instructional plan for our ELL subgroups that has been developed according to the disability classification, student age, stages of language acquisition, and years of services: Newcomers (0-3 years) are assessed using a variety of tools to determine language dominance and proficiency.
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).

The instructional design for this subgroup include the use of flexible grouping, concrete materials (e.g., manipulatives, realia, pictures), differentiation of instruction (content, process, product, environment, etc.), and technology support (Smartboards, IPads, computers, software) to promote conceptual understanding and procedural knowledge of key ideas across content areas (with the required adaptations and modifications). Also, included in the instructional design are the implementation of specially designed curriculum for alternate populations (e.g., Blueprint for Teaching and Learning, Unique Learning Systems, FACES, etc.) with the use of graphic organizers (including charts and graphs) and ESL methodology (Total Physical Response, Language Experience Approach, Cooperative Learning, etc.). The same services available to Newcomers (0-3 years) are also afforded to our SIFE population and our ELLs who are receiving an extension of services, (4 - 6 years) and Long-Term ELLs (completed 6+ years). For these students (4-6 and 6+ years) in house and community work study programs facilitate the acquisition of knowledge and skills required for postsecondary outcomes in all areas of transition (e.g., Community Integration, Independent Living, Post-Secondary Placements, and Employment).

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?
As mentioned before, our program models consist of ungraded, heterogeneous, and block groupings. Because of this, teachers adapt and differentiate curriculum, resources, and materials according to students' chronological age, proficiency levels (IEPs, BRIGANCE Diagnostics, Level 1 Vocational Assessment, SANDI, NYSESLAT, NYSAA, teacher made materials, IEP recommendation, etc.) As stated in the District Comprehensive Educational Plan (DCEP), ESL instruction for ELLs must follow elements of the Blueprint for Teaching and Learning, the New York State Learning Standards in relation to the Curriculum

Frameworks for Students with Severe Disabilities (AGLIs), ESL standards, CDOS standards, SPP 13, and Common Core Learning Standards (CCLS)

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?
The use of information technology resources enhances and supports the development of English language acquisition and literacy skills, including expressive and receptive communication skills for students with special needs across staffing ratios. Activities are extended throughout the curriculum and content areas by combining the interdisciplinary/thematic approach with ESL strategies (e.g., Language Experience approach, Whole Language, Cooperative Learning, Emotional Literacy, etc.), multi-sensory materials (manipulatives, realia), infusion of the Arts (music, painting), flexible grouping, and the use of technology (e.g., AAC devices, Smartboards, IPads, switches, etc.). School and classroom libraries are equipped with books in English and languages other than English (e.g., Spanish), including those adapted by teachers to address the academic needs of students with multiple, intellectual, and emotional disabilities

Courses Taught in Languages Other than English

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

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	**Intermediate**	**Advanced**
ESL instruction for *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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.

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
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.

   P79M has revised its Blueprint for Teaching and Learning for each of the cohorts (12:1:4, 6:1:1, and 12:1:1) in order to address the academic needs of students with a focus on specific skills sets across content areas needed for post-secondary success, communication, independence, self-advocacy, work-readiness; ADL, and functional literacy through the use of age respectful materials and activities, differentiation of instruction, and scaffolding techniques. All students, including ELLs, are assessed using the SANDI assessment. Students in the TBE program are also assessed using the Brigance Comprehensive Basic Skills Revised in Spanish. The baseline data gathered from these assessments is used as a guide for tailoring instruction for our ELLs. ESL strategies, differentiation of instruction, scaffolding, community-based instruction, work-study programs, PBIS/Emotional Literacy, as well as using State learning standards such as the NYSAA Curriculum Frameworks, ESL standards, Common Core Learning Standards, CDOS standards are all an integral part of the instruction provided to our ELLs.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

    The effectiveness of the program is measured by evaluating the progress data made by ELLs towards linguistic proficiency on State assessments such as the NYSESLAT and NYSAA. functional literacy skills through educational programs, IEP progress reports 4 times a year and formative/summative assessments. Patterns have indicated that speaking and listening skills are students' strongest modalities across content areas providing opportunities for students to explore and participate in a variety of programs such as in house and community work study expereriences and increased independence towards post secondary goals.

11. What new programs or improvements will be considered for the upcoming school year?

    Our school community continues to explore options and find solutions for meeting the needs of our ELLs by addressing the wide range of cognitive and communication delays, emotional needs and behavioral challenges with the proper adaptations and modifications so that they can reach expectations set by CCLS (2013-2014 Citywide Instructional Expectations). Our goal is to move them forward to their next level of linguistic proficiency and enance their expressive and receptive communication skills needed for post-secondary success. We plan on improving and enhancing our existing programs by providing them with real-world community learning experience and more options for work study programs as well as developing the four langugage modalities by utilizing more technology, multisensory materials, resources, and curriculum support.

12. What programs/services for ELLs will be discontinued and why?

    At this time P79M has made no determination to discontinue any type of ELL service or program but to enhance and build upon existing programs.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

    As part of NCLB, all ELLs are afforded equal access to all school programs including but not limited to CHAMPS, and Title III supplementary afterschool program.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

    We continue to provide technology resources (e.g., Smartboards, AAC devices, software, adapted switches, etc.) to accelerate English language development through content area instruction for developing communication, self-advocacy, independence, and readiness skills, in relation to SPP13, to students across staffing ratios (using Native Language Arts and ESL methodology). Multisensory and multicultural materials are also infused throughout all aspects of the instructional day to support acquisition of identified skill sets for post-secondary success.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

    NLA instruction is parallel to the literacy instruction imparted in monolingual classes, and is provided by the bilingual teacher using Native Language Arts materials and resources. Native Language Arts instruction in the four modalities (reading, writing, listening, and speaking) emphasizes the development of expressive and receptive communication skills, reading comprehension

skills through literature-based and age respectful materials/activities, work readiness skills, ADL skills, content area knowledge for post-secondary success. Native language support is also evident throughout the organization of bilingual classrooms, Alternate Placement Educational Assistants and in classroom libraries. The main school libraries, as well as the classroom libraries contain books in the native language as well as in English. There is a collection of books depicting the various cultures and backgrounds of the students. These books are available to the entire school population as well as videos and movies depicting aspects of different cultures that are made available to the teachers.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?
    All ELLs in TBE and ESL-only programs, regardless of the subgroup, age or grade, benefit from targeted Academic Intervention Services (AIS) that the school has set in place to supplement instruction provided for the purpose of and assisting students in meeting the State learning standards (NYSAA Frameworks). This additional support is provided using a variety of programs (Unique Learning System), materials, strategies, technology, and Title III after-school programs. These services are made available to ELLs with severe disabilities on the same basis as non-disabled students, and shall be consistent with the ELL's Individualized Education Program (IEP) to address barriers to improved academic performance.

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.
    For students enrolled in P79M we offer our summer program, Chapter 683, where students can participate in receiving mandated ELL services such as TBE and ESL programs as well as Summer Youth Employment opportunity and Work Study options. Throughout the year these services are offered as well as our Title III, Hip Hop for Life and Champs programs.

18. What language electives are offered to ELLs?
    P79 does not offer any language electives to students at this time.

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)?

    P79M does not offer a dual language program at this time.

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.

During the 2013-14 school year, P79M professional development plan includes training on topics pertaining to the education of ELLs, such as: SESIS; ARIS Learn; Writing Quality IEPs; NYS SPP 13; Common Core Learning Standards; Emotional Literacy; PBIS; Lesson Plan a la Carte; Communication; Analyzing Student Work, Backward Design; Technology Integration; NYS CR Part 154; NLA and ESL Standards; ESL Methodology; Differentiation of Instruction; TEACCH; CFI Inquiry; Quality Review; etc. The Office of English Language Learners at District 75 Office hosts a series of professional development courses for teachers of ELLs and school staff is encouraged to register for these courses using the online D75 Professional Development catalog. After teachers attend these trainings, the information is disseminated to all staff through faculty and academy team meetings. The purpose is for all staff (Teachers, Educational Assistants, Coordinators, Coaches, Psychologists, Guidance Counselors, Related Services Providers and Administrators) who are involved with ELLs, to be aware of curriculum programs, assessment tools, resources, materials and teaching strategies that will help the Ells meet their IEP goals and achieve self-advocacy, independence, increased communication, and achieve post-secondary success. In addition, all new teachers are required to complete ten (10) hours of Jose P. mandated ESL training. Teachers and Educational Assistants serving ELLs will also be supported through professional development provided by coaches from the District 75 Office of Ells. In addition, given the opportunity and availability of funds, P79M will promote and encourage attendance of staff to District, City, and Statewide conferences focusing on the education of ELLs. Classroom teachers, ESL and other related services (Speech, OT, and PT) provide support and quantitative and qualitative data as students transition from Middle School to High School (e.g., IEP; SANDI, BRIGANCE Diagnostics; NYSESLAT scores; NYSAA scores; etc.). Currently at P79M there is one (1) self-contained middle school class. This class is attached to the 6:1:1 Academy and follow the tiered instructional model prescribed in the Blueprint for Teaching and Learning. Teachers of ELLs, during IEP meetings, weekly team meetings, Parent-Teacher conferences; Staff meetings, and through collaboration with the school community, will discuss the academic needs of ELLs, their learning styles, BRIGANCE Diagnostic and SANDI results, NYSAA scores, and NYSESLAT proficiency levels for the purpose of developing SMART IEP goals and post-secondary outcomes, plan instruction that addresses specific content, skill sets, and linguistic objectives that will support students' English language development, communication across environments, independence, self-advocacy, and facilitate community based experiences to support all areas of transition (e.g., community integration, post-secondary placements, independent living, and employment). Additional support will be provided by professional development opportunities based on the Title III after school program.

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?

At P79M the Parent Coordinator, and Guidance Counselors assist parents and guardians in understanding the culture of the school, with possible recommendations that will help students' academic and English language development, and with extending courtesies such as finding services, answering questions, explaining community resources, and making themselves available for translations. We offer parents training through the NYSABE Parent Institute and District 75 Parent Conferences with the support of a translator, if needed. Parents also participate in the School's Leadership Team where issues are bought forth concerning the academic well-being of all students at P79M. Parents and students meet with teachers during scheduled IEP conferences, Parent-Teacher conferences, parent workshops, school events, and Title III after-school programs. Parents also learn how to use data reports (e.g., ARIS Parent Link) to monitor students' progress. An orientation session in the beginning of the school year during the intake process is provided to all parents to inform them about the school's programs for ELLs. In addition, parents also attend a Title III orientation meeting prior to the initiation of the program to receive information about the goals of the program and the curriculum materials being used. The School Messenger system allows for continuing communication between the school and parents. School staff is encouraged to maintain ongoing communication with parents to provide them with information about students and to get them involved in school activities and events. In order to evaluate the needs of parents, the following tools are currently being implemented: Environmental Learning Surveys, IEP conferences, Parent-Teacher conferences, informal surveys, orientation sessions, professional development, School Leadership Team meeting; school events, etc. The qualitative and quantitative data resulting from these assessment tools is analyzed to inform next steps for increasing parental involvement. The school community is constantly problem-solving solutions for increasing parental involvement through activities that will develop a sense of community and will provide parent with needed information, resources, technical assistance, and emotional support and guidance.

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.

Part VI: LAP Assurances

School Name:
P79M-Dr. Horan **School DBN: 75M079**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Greer Phillips	Principal		10/21/13
Mildred Rodriguez Ortiz	Assistant Principal		10/21/13
Jaclyn Ortega	Parent Coordinator		10/21/13
Jason Aliperti	ESL Teacher		10/21/13
	Parent		10/21/13
Esther Moreno	Teacher/Subject Area		10/21/13
Cindy Valentin	Teacher/Subject Area		10/21/13
Jose Gonzalez	Coach		10/21/13
	Coach		
Esperanza Urena	Guidance Counselor		10/21/13
	Network Leader		
	Other		
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 75M079 **School Name:** Dr. Horan

Cluster: G. Hecht **Network:** 5

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

Part A: Needs Assessment Findings

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

The language needs of the parents at P79M are identified using a variety of methods. ATS and CAP are utilized for the initial identification of home languages other than English spoken by parents. In addition, information of parent language needs is collected from other sources such as:
- Evaluations and Surveys completed by parents during parent meetings, parent conferences and other parent activities.
- Language needs identified by parents to the Parent Coordinator during individual and group meetings.
- Language needs identified by parents to the teachers during conferences.
- Language needs as determined by language of written communication to teachers and other staff received from parents.
- Review of translated written correspondence sent home to parents.
- Language needs identified by parents on the Blue emergency cards sent home to be filled out.

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

Consequently, the Parent Coordinator makes certain that there is communication with the families and guardians of ELLs by providing translated school documents and any other information that needs to be sent home. In addition, interpretation services will be provided, as it is needed in the fifteen (15) foreign languages that the Department of Education offers. Translators will be available to come to the school, or be accessible by phone, with any of the translation or interpretation needs of the ELL parent.

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

The aforementioned data sources and methods identified 121 Spanish, 2 Haitian, 1 Italian, 3 French, 2 Portuguese, 2 Arabic, 1 Chinese, 1 Cantonese, 1 Fulani, and 1 Mandarin, home languages of students who attend P79M. These findings are shared with the school leadership team, the Parent Coordinator, during Title III planning and orientation meetings. Our school community is also informed about these needs through the Language Allocation Policy (LAP) and Parent Teacher Conferences.

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

Part B: Strategies and Activities

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

To ensure that all parents at P79M are provided with appropriate and timely information in their native language, all written communication to parents will be translated into Spanish, Arabic, Haitian Creole, Chinese etc. by bilingual staff (i.e., bilingual teacher, bilingual paraprofessional, bilingual Parent Coordinator, bilingual administration, bilingual counselor or bilingual related service providers) and/or by the New York City Department of Education Translation and Interpretation Unit. In addition, some community based organizations (CBO's) (i.e., Sinergia, Esperanza) supply parents materials in the native language. The Parent Coordinator will maintain a supply of written resources and materials in the native languages for parents to be available for distribution to parents at all times. These materials will include needs assessments and evaluation forms in the native languages. Agendas, handouts and other written materials will be sent to the Translation and Interpretation Unit or given to staff members to translate well in advance of scheduled parent meetings, conferences and workshops to ensure that materials are available in the parent's native languages when needed.

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

During parent activities such as individual meetings with parents, Parent Association meetings, conferences, workshops, school leadership team meetings and Individualized Educational Plan (IEP) meetings, language interpreters will be available to interpret for parents who need to participate in their native language. Interpreters may be staff members, members of the NYCDOE Translation and Interpretation unit, and/or interpreters provided by Community Based Organizations.

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

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