



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: P94M
DBN (i.e. 01M001): 75M94
Principal: RONNIE SHUSTER
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Superintendent: GARY HECHT
Network Leader: KATHLEEN LEFEVRE

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
Ronnie Shuster	*Principal or Designee	
Marci Pepper	*UFT Chapter Leader or Designee	
Majorie Dienstag	*PA/PTA President or Designated Co-President	
Josie Diaz	DC 37 Representative, if applicable	
Michelle Pennasilico	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
N/A	CBO Representative, if applicable	
Daniele Miner	Member/ Teacher	
Kathy Dowd-Ciric	Member/ Teacher	
Joanna Brown	Member/ Paraprofessional	
Carmen Pettiford	Member/ Parent	
Trina McField	Member/ Parent	
	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
X	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
N/A	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.

To promote process(es) that improve teacher effectiveness and student learning, aligned with city-wide expectations resulting in:

By June 2014, there will increased proficiency in ELA and math skills evidenced by successful completion of CCLS aligned tasks and measured by a 5% increase over baseline scale scores for standardized students and a 5% increase in communication skills for alternate students using the appropriate formative assessment as a measure

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.

- Based on the SANDI baseline scores, specifically the communication and development section we identified a need to improve communication for our alternate assessment students school wide.
- Based on the ELA baseline scores from the New York State/City Assessments we identified a need to improve use of organization in writing and identifying main idea as targeted skill sets.
- Based on the Math baseline scores from the New York State/City Assessments we identified the need to improve problem solving and computation skills for standardized students.
- Based on daily Teacher Teams Meeting (TTM) minutes.
- Review of student work samples including NYSAA baseline evidence.

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

- Related service providers will support teachers in instruction using a push-in model.
- Related service providers will support teachers in instruction across content areas by meeting biweekly in TTM.
- Review by 100% of teachers of various student data from on-line data binders including a school-wide data collection form; teacher team meeting minutes; and test/assessment data, including, but not limited to what is available on ARIS, School wide data base, Advance, including NYS assessments SANDI/FAST; school created assessments; analysis of authentic student work samples using a school-wide rubric.
- Administration and coaches support instruction for teachers on Citywide instructional expectations, Common Core Learning Standards, Danielson Framework and school wide curriculum maps.
 - Expanding an online teacher resource folder and individual student data folders.
 - Further professional development enabling teachers provide instruction that directly relates to individual students in terms of assessment and work samples.
 - Further PD will be provided to use the data collected from progress monitoring.
 - Implement a professional development calendar to track teacher PD attendance and participation
 - TTM will provide the opportunity for teachers to evaluate the effects of instruction.
 - Staff will review the CCLS ELA and Math assessment tasks as verifying evidence to ensure that there are realistic and challenging goals for students.
 - Teacher will review data through inquiry processes developed through Teacher Team Meeting.
 - Further developing the online teacher database to ensure consistency in between sites and between teachers and administrators.
 - Administration will provide structured feedback to teachers for each administrative walkthroughs (formal and informal) through Advance.
 - Coaches will provide PDs at TTM.

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

- Coaching and administrative support of daily TTMs.

- Support from Data Specialist in interpreting interim data and communicating targeted areas in need of improvement to teachers.
- Continuation of 2 school based coach positions and one full time mentor to support teacher development in specified areas of need.
- Addition of a third school based coach position to support the infusion of literacy through the arts in our instructional practices.

1. Establishing unit coordinator positions at strategic sites to support implementation of goals.

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

- Monthly assessments in ELA and MATH recorded on data tracking tools and posted online in student data folders.
- Monthly tracking of trends and targeted areas of progress and need by our data specialist.
- Analysis of trends and planning to address the identified areas of need in weekly cabinet meetings supported by our instructional coaches.
- Increased professional development offerings for teachers.
- Summative self-evaluation and dissemination of school-wide data to all members of the school community, enabling analysis of growth and progress.

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

- Initial assessments using SANDI, FAST, Baseline NYSAA (October 2013), for all Alternate Assessment students.
- Final assessments using SANDI, FAST (Spring 2014) and NYSAA (December 2013), for all Alternate Assessment students.
- Initial assessments using Everyday Math end of unit assessments for all Standardized Assessment students by November 2013.
- Initial assessment using DRA 2 for all Standardized Assessment students by December 2013
- Administration of City Wide Performance Assessments to Standardized Assessment students in Grades 3-5.
- Monthly data tracking tools for Everyday Math, DRA 2, Equals Math and Reading A-Z.
- Summative Data will provide evidence of overall growth and progress (SANDI, NYSAA, MOSL, State Test scores, data and trends from our monthly data tools)
- Reading levels tracked as needed (2x/year minimum) by Reading A-Z.

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

- Teacher Teams will meet daily to support instructional practices, identify trends and establish goals to support ELA and Math.
- Teacher Teams will use the Inquiry and work sample analysis protocols during their team meetings to analyze progress towards school goals.
- Instructional Coaches will support teachers at all sites with best practices based on the Danielson Framework.
- Professional Development (school wide and individual) will be provided based on the identified areas of need for our students using the school wide data and to support literacy and math instruction in the classroom.
- Teachers will follow established agenda and log their minutes to ensure accountability
- Resources include structured time for team meetings and for professional development sessions..

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).

- Provide written and verbal progress reports that are periodically given to keep parents informed of their children's progress including a consistent, standard daily communication form sent home for alternate assessment students and Point Sheet for standardized students.
- Develop and distribute a school newsletter publication designed to keep parents informed about school activities and student progress with a section specifically dedicated to the Teacher Effectiveness initiative.

Budget and Resource Alignment

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

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

Goal and Action Plan #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.

- To create aligned instructional services for students in ELA and Math resulting in:

- **By June 2014, there will be improved teacher use of targeted instructional strategies aligned to student IEP goals as evidenced by increased student engagement measured by low inference observations and implementation for teacher designed individualized PD plans**

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.

- Based on a comprehensive quantitative and qualitative evaluation, administrative observations, various student data tools, daily Teacher Team Meeting (TTM) minutes, test/assessment data, NYS Assessments and analysis of authentic student work.

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

- Integrate the use of individual student data in all stages of the RTI process.
- Provide further Professional Development (PD) to ensure intensive academic intervention is identified by individual student assessments, goal tracking and work samples
- Added structures will be provided through TTM to facilitate and evaluate intensive academic interventions either as part of Inquiry work or work sample/ data analysis.
- Teachers will provide more opportunities for small group instruction that is consistent with curriculum, using aligned learning tools and programs.
- Use Interactive Read-Aloud (IRA) curriculum to provide specific lessons related to deficit areas (e.g. main idea) identified through a rigorous item analysis of 2013 NYS ELA tests beginning October 2013
- Analysis of SANDI results.
- Deficit areas will be addressed through SMILE, EQUALS, GRTL, Emotional Literacy, and Sounds in Motion, Arts programming, Foundations, Everyday Math, JARS Routines, and teacher made materials (as appropriate) through scaffolded and differentiated instruction.
- Monitoring of students' behaviors daily. In class rewards will continue as part of weekly celebrations for making good choices.
- Functional Behavior Assessments (FBA), Behavior Intervention Plans (BIP) are developed as a result of data collected, subsequent monitoring of outcomes.
- Research and write grants related to academic intervention, arts integration and programming, physical education and sensory integration.
- Alignment of budget resources for materials and staffing directly related to academic expectations and teacher effectiveness with an emphasis on technology and the visual and performing arts

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

- Teachers will consistently analyze interim assessment results quarterly to identify common strengths and weaknesses among standardized students.
- Utilize coaches, Teacher Teams and arts programming providers, along with related service providers to implement and/or evaluate RTI protocols.
- Administration will provide RTI related training to all teachers.
- Teachers will use technology, including assistive technology, to support intervention programs: for instance, Reading/Raz A-Z and Brain Pop to increase student engagement throughout the school day.
- Utilize the coaches and Arts Coordinator in the training of the teachers and execution of a multi-tiered intervention service to student with visits to targeted classrooms across all sites, depending on students' performance and functional needs beginning January 2, 2014.
- Utilize ELA, Math, Technology, and Arts related District 75 PD's on differentiated small group instruction for all teachers.
- Utilize Chancellor's Professional Development Conference days to reinforce strategies and programs.
- Staff responsibility matrix identifies personnel who will address IEP goals.
- Continued use of "Interactive Read Aloud" program for every classroom based upon structured pacing calendar and sequence that addresses specific deficit areas identified by item analysis, such as main idea, graphic organizers, etc.
 - Use of Everyday Math.
 - Continued use of Sandi/Fast assessments.
 - Daily test prep for standardized students.
 - Daily arts based activities for all students.

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

- Continued use of Foundations, Words their Way, Reading A-Z and RAZ.

- Use of school wide data protocols and Google Docs to track progress monthly.
- Review and analyze pre, interim and post assessment data quarterly.
- Teacher Effectiveness, Domain 4, Professional Responsibility data analysis from ARIS.
- Review the implementation process and data collection process

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

1. Beginning September 2013 through June 2014.

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

- Review of student data folders monthly.
- Review of TTM minutes weekly.
- Coaches facilitating Teacher Effectiveness Domains 1,2,3.
- Continued School Messenger (voice shot program).
- Per session for curriculum planning and development including ongoing revisions to school wide curriculum maps.
- Technology grant for laptops.
- Professional development funds and per diem for PDs that improve teacher practice.
- Visual and performing arts funds, from both budget and grants
- Utilize the inquiry in TTMs to monitor and revise the instruction based on multiple data sources.
- Restructuring of Teacher Team Meetings to include daily meetings with weekly foci
- Purchase of Reading A-Z to supplement ELA instruction

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).

- Assist parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing training opportunities. Meeting times will be scheduled so that the majority of parents can attend.
- Daily reports via communication notebooks or behavior point sheets.
- Parent newsletter

Budget and Resource Alignment

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

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

Goal and Action Plan #3

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

Annual Goal #3

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

To increase the integration of the visual and performing arts and technology into instruction to promote student learning

By June 2014, students in grades K-8 will increase the frequency of IEP-driven social behaviors, evidenced through the visual arts and technology strands as measured by completion of appropriately aligned CCLS tasks.

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.

- ARTS
 - a. Based on surveys and reflection sessions conducted with all administrators, coaches, teachers, paraprofessionals and related service providers in June

2013 the arts programming and strategies need to be integrated into CCLS-based classroom instruction to maximize differentiation opportunities for student learning.

- b. Based on surveys and reflection sessions conducted with all administrators, coaches, teachers, paraprofessionals and related service providers in June 2013 the Arts Programming needs fully integrate related service providers in planning and implementation to target IEP goals in social/emotional skills, motor skills, and communication.
- c. Based on surveys and reflection sessions conducted with all administrators, coaches, teachers, paraprofessionals and related service providers in June 2013, the arts program needs to be unified through a sequential K-8 curriculum, aligned with the NYC DOE Blueprints for the Arts and the CCLS, guided by an Arts Coach and implemented by a growing team of trained Arts Specialists in all four arts disciplines across all sites.
- d. Based on reflection notes and reflection meetings with arts teachers, there is a need for a Professional Learning Community of Arts Teachers to coalesce across all seven sites to share Best Practices, review student work samples and plan learning activities.

- TECHNOLOGY

- a) Based on feedback notes from Cohort Meetings, there is a need across all sites for technological devices (SMART Boards, iPads, laptops and desktop computers, printers) to be inventoried, updated, upgraded and repaired to optimize use across all seven sites.
- b) Based on feedback notes from Cohort Meetings and informal observations by Administrators as well as reports by Coaches, teachers need further Professional Development (PD) to be able to provide technology-integrated instruction and comprehensive visual and performing arts programming that directly relates to individual students in terms of assessment, intervention, strategies, goal tracking, and work sampling.

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

ARTS

- The position of a full-time Arts Coach will be created to develop a unified, sequential Arts Curriculum aligned with the NYC DOE Blueprints for the Arts and CCLS, as well as to guide new Arts Teachers in unit planning and facilitate weekly Arts Teacher Team Meetings between seven sites.
- Hiring ten (10) new trained arts teachers to provide specialized instruction in theater, dance, visual art and music across all sites.
- Arts lessons will be designed to address Blueprint Benchmarks, CCLS and IEP goals of students (social/emotional, motor, communication skills).
- Arts teachers at each site will collaborate on lesson planning with classroom teachers and related service providers through invited feedback.
- Classroom teachers will engage in visual and performing arts lessons at least once weekly alongside the arts specialists.
- There will be a monthly conference between related service providers and arts teachers at each site.
- The fifteen (15) Arts Teachers across all sites will be given an allotted weekly time for a 90-minute meeting during which they meet in person or online to discuss unit plans, plan assessments and activities or view student work samples.
- Arts teachers will establish an online system of sharing Best Practices files to view collegial videos, photos, lesson plans, assessments and work samples.
- Administrators, coaches, teachers, paraprofessionals and related service providers will engage in a series of school-wide and site-specific Professional Development events, which illustrate the hands-on art-making process in all four disciplines. The events will be followed by a reflection on how to generalize these practices into specific work with students.
- Formative Assessments will be recorded quarterly throughout the arts programs (Arts Count, STAARS program).
- Culminating arts events at all seven sites will be coordinated and parents will be encouraged to attend.
- Each site engages several cultural arts partners throughout the year as an arts residency and Professional Development (PD) opportunity.

TECHNOLOGY

- The technology teacher will travel to all sites to inventory each computer, printer and iPad.
- The technology teacher will arrange repairs for all equipment as needed and create a needs assessment for future purchases and grant ideas.
- A school-wide training will be planned and implemented for how to integrate use of SMART Board technology into lesson planning.

- A school-wide training on use of iPad technology in the classroom and in related therapies will be planned.
- Data collection and analysis will be more comprehensively implemented during all stages of the technology and visual and performing arts integration processes, targeting individual student needs, and specifications/appropriate use of instructional and assistive communication devices (both programmatic and individual).
- Teachers in every content area and classroom will work to enhance visual supports for and improve expressive/receptive language skills of individual student teachers need to increase the effectiveness of SMART Boards in every classroom (funded by RESO A); assistive technology; visual and performing arts programs (EASE, STAARS, Marquis Studios, Shadowbox Theater – funded by CASA grant).
- Budget resources for materials and staffing directly related to academic expectations and teacher effectiveness with a focus on technology and the visual and performing arts will be aligned.

1.

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

- Arts Coach (Tessa Derfner)
- Technology Teacher (Danielle Miner)
- Arts Teachers (Marci Pepper, Shoshana Goldsmith, Timothy Donovan, Tom Pilutik, Shauna O'Toole, Rob Dunn, Madison Brickel, Meghan Farmer, Keneisha Turner, Josh Rosenzweig, Andrew Kormendi, Tamar Cohen, Natalie Attino, Rachel Weiss and Rachel Polanco),
- Coaches (Oliva Cebrian and Kris Gonzalez)
- Administrators (Ronnie Shuster, Susan Cruz, Marie Flynn, Yvette Lewis)

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

- Progress towards IEP goals related to social/emotional skills, behavior, motor skills and communication.
- SANDI results.
- Monitoring of behaviors during Arts Programming and performances.
- Rate of participation in Arts programming and performances.
- Arts Count.
- Informal and formal observations by administrators and coaches.

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

July/August, 2013: planning
 September, 2013 - May, 2014: implementation
 1. June 25, 2014: completion

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

- Arts Coach guides team of Arts Teachers:
 - Arts coach provides one to one mentoring to eight new arts teachers.
 - Arts coach will provide curricular support and coaching through monthly unit planning with all 15 arts teachers.
 - Arts coach will collaborate weekly with Autism Coach and Literacy Coach to address teachers' needs in academic, behavioral and creative areas, together issuing a school-wide monthly coaches' newsletter addressing all areas of instruction.
 - The Arts Coach will issue memos to arts team and administrators on at least a weekly basis regarding planning for upcoming arts activities for each site.
- Arts Teacher Team:
 - The Arts Coach will analyze weekly notes from Teacher Team Meetings of Arts Teachers to evaluate the efficacy of establishing of school-wide team of trained arts teachers at each site and will use these notes to plan next steps in coaching, mentoring and modeling for the Teacher Teams according to their expressed and evident needs.
- Arts Teachers Invite Collaborate with Classroom Teachers & Related Service Providers:
 - Arts teachers at each site will work in teams to share lesson plans in advance unit-wide (all teachers, related service providers, ESL teachers, administrators, coaches) to invite feedback and input from a multitude of perspectives.

- They will provide videos of planned choreography, copies of lyrics and recorded audio files of songs.
- Engaging with Arts Partners:
 - Sites with students in grades 1-8 will engage in professional arts residencies with Teaching Artists from a partner arts organization (Arts Connection in Musical Theater; ShadowBox Theatre Company in Puppet Theater; Marquis Studios in visual and performing arts) involving wrap-around related services and classroom teachers.
 - Professional Teaching Artists provide reflection sessions for arts teachers and related service providers to discuss techniques of using art instruction to access students' social, motor and communication skills.
- SMART Board Technology:
 - Smart Boards will be utilized in conjunction with I-Pads and Smart Board software for daily interactive class work and small group instruction.
- I-PAD Technology:
 - Trainings of all staff in I-Pad operation and use of specific educational "apps" differentiated for targeted ELA and Math intervention, with training needs evaluated on a quarterly basis, taking into account teacher requests and Apple technology changes
 - I-Pads will be used for sensory integration and fine motor skill development for applicable students, at least twice weekly
 - Begin to develop lesson plans which reflect alignment of the use of I-Pad technology with school based curriculum maps and citywide instructional expectations, reviewed during weekly cohorts and monthly administrative walkthroughs.
- Communication Device Technology:
 - Staff working with children using IEP driven communication devices receive professional development, both externally from both the district and device vendors and internally from speech therapists.

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).

- STAARS (Sequential Teaching in Arts Action Research and Scholarship) grant will have parent newsletters from each site, parent meetings and invitations for all families to attend culminating events.
- Shadowbox Theatre Company and Marquis Studios each provide a parent workshop at their culminating event.
- The EASE (i3 grant) program is allowing the chance for a 4th-year teacher participant to lead a parent workshop.

The arts program will create opportunities to volunteer and participate in the showcase at each school site, encouraging more parents to become trained school volunteers

Budget and Resource Alignment

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

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

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.

Increase student learning by modeling effective administrative and organizational leadership skills that facilitate systemic, consistent, collaborative instructional and analysis practices across all sites, resulting in:

By June 2014, there will be increased leadership development, evidenced by administrator /teacher communication measured by completion of formal and informal observations for every teacher and collaborative on-line interactive minutes and feedback forms completed by the principal and three assistant principals.

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.

- Based on teacher teams meeting minutes and the environmental learning survey
- Based on administrative observations

Based on ongoing data-driven inquiry, work needs more structure and support school-wide

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

- Administrative and organizational leadership support is needed to support further Professional Development (PD) that directly relates to individual students in terms of assessment, intervention, strategies, goal tracking, and work samples.
- Administration will create an action plan for delivery of systematic, coherent, consistent data collection and progress monitoring
- Administration will monitor teachers and staff motivation of students and the fostering of high expectations.
- Administration will recognize teachers' need to develop confidence and proficiency in interpreting data to set realistic instructional goals.
- Administration will monitor staff use of SANDI/FAST data.
- Administration will be strategically assigned to specific buildings.
- Administrators will meet at the main building every Monday for cabinet meeting and walk-through as a team to establish methodology that ensures consistency.
- Weekly administrative debriefing.
- Daily administrative logs for communication among administrators.
- Informal and formal observations using the new teacher effectiveness tools, new teacher evaluation forms and ratings as evidence by HEDI including timely follow up/feedback.
- Administration will provide feedback and support based on the data after walkthroughs using the new teacher effectiveness tool and the rubric from the Danielson's Framework.
- Administration will review data to establish need for specific professional development 3x/year and/or immediately depending on the deficit.
- Administrative cabinet meetings will have structured agenda that includes review of findings from that week's walkthroughs across sites.
- Administrative cabinet will be structured to include reports from coaches and coordinators.
- Administration will align school-wide programmatic initiatives with needs assessment from administrative walkthroughs and reviews, quarterly.
- Administration will continue to review teacher team meeting minutes at weekly cabinet meetings to identify specific areas of staff remediation relating to citywide instructional expectations, academic intervention, professional development and utilization of technology.
- Administration will provide counsel to staff surrounding work sample analysis through participation in TTMs, as well as by conducting internal administrative cabinet discussions in order to enhance and inform instructional decisions, quarterly.
- Administration will recommend specific professional development modules in ARIS, in-service and outside PDs related to identified staff need.

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

- Administrators
- Coaches

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

- Conduct informal observations as a group, discuss low inference data and complete new teacher evaluation form together to ensure consistency.
- Review teacher team information regarding parents and teacher/paraprofessional for concerns including student behavior/teacher supervision.
- Examine TTM minutes around student work sample analysis and review the data for trends school wide.
- Create action plans to include coach support, set target, dates, follow-up and scheduled return date.
- Review coach feedback on implementation of teacher action plans.
- Review professional development monthly and track teacher attendance at Professional Development sessions.
- Review of observations of teachers by administration

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

- Action plan completed by the administrative team to include documented IPC meetings held; informal observations scheduled and documented in Advance; pre-observation meeting held observations scheduled/completed.
 - 100% teacher IPC meeting held and documented in Advance beginning September with a completion date of October 25th

- Informal teacher observations conducted, immediate teacher feedback given surrounding Domains 2 & 3 recorded in Advance beginning September with a completion date of March 28, 2014
- 100% teacher formal observation conducted within the 20-days of the pre-observation and documented in Advance surrounding all four Domains beginning October with a completion date of March 28 2014

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

- Administration will create a list of professional development specific to teacher need as it relates to student deficit and teacher pedagogy
- Administration will support teachers by assigning coaches to specific cohort of teachers and/or individual teachers regarding classroom structure, differentiated instruction, assessments and reflection
- Administration will review assessment data, inquiry statements and the respective data trends for progress monitoring towards school goals
- Administration will strategically conduct group classroom walk-through, collect low inference data, present findings/feedback to teachers in a timely manner and record observation in Advance
- Administration will complete a weekly log with a feedback loop giving each administrator access to the information/concerns across sites and the opportunity to respond/share input
- Administration will continue to use the School online email and g-drive to communicate with each other, coaches and teachers
- Administration will conduct informal observation at off sites with specific and targeted feedback
- Administration will document all professional development for teachers and self, turn-key information to staff during TTM to foster collaboration and build a community of learners across sites
- Administration will meet with coaches during administrative cabinet to ascertain teacher accountability regarding deficits and immediate need for intervention
- Administration will continue to review TTM minutes to consolidate the data and provide effective feedback across sites using the online TTM form
- Administration will review teacher professional development choices for approval depending on teacher and student need
- Administration will continue to encourage the administrative cabinet and teachers to complete the online learning modules in ARIS related to the Danielson's Framework and new teacher effectiveness resources
- Resources include structured programmatic time for teacher team meetings and professional development.

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).

- N/A

Budget and Resource Alignment

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

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

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

2.
3. Key personnel and other resources used to implement each strategy/activity
1.
4. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
5. Timeline for implementation and completion including start and end dates
1.
6. 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.

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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	Foundations Emotional Literacy Interactive Read –Aloud Get ready to Learn Words Their Way Handwriting Without Tears Reading All- Stars	Small group individual	During the school day
Mathematics	Every Day Math Games Equals Math Games	Small group individual	During the school day
Science	N/A		
Social Studies	N/A		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	New York City Children’s Center and Manhattan Day Treatment- serve the highest risk students. They implement school based positive behavior supports, emotional literacy education and social skills instruction. Additionally they provide family outreach.	Through mandated direct counseling or group sessions	During the school day
	Guidance counselor, social worker and school psychologists serve mandated students with direct. Guidance counselor also implements positive behavior supports, emotional literacy education and social skills instruction.	Direct contact in weekly individual or group sessions	During the school day

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

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

High Quality and Ongoing Professional Development

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

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

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

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

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

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

Parent Involvement Policy (PIP) Template

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#)

Part I: School ELL Profile

A. School Information [?](#)

District 75	Borough Manhattan	School Number 94
School Name The Spectrum 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 Ronnie Shuster	Assistant Principal Marie Flynn
Coach	Coach
ESL Teacher Makini Velazquez	Guidance Counselor
Teacher/Subject Area Lauren Sboto/ESL Teacher	Parent Mery Brito Ravel
Teacher/Subject Area	Parent Coordinator Halima Butler
Related Service Provider	Other
Network Leader(Only if working with the LAP team)	Other

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	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	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	303	Total number of ELLs	51	ELLs as share of total student population (%)	16.83%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Push-In														0
Pull-out														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	51	Newcomers (ELLs receiving service 0-3 years)	36	ELL Students with Disabilities	51
SIFE	1	ELLs receiving service 4-6 years	11	Long-Term (completed 6+ years)	7

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	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	30	1	30	14	0	14	7	0	7	51
Total	30	1	30	14	0	14	7	0	7	51

Number of ELLs who have an alternate placement paraprofessional: 10

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
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0													

*EP=English proficient student

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

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	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
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	3	4	8	2	4	6	4	1	2					34
Chinese		2	1	1	1	1	1		4					11
Russian														0
Bengali		1	1			1								3
Urdu														0
Arabic														0
Haitian														0
French						1								1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1	1						2
TOTAL	3	7	10	3	5	9	6	2	6	0	0	0	0	51

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	3	4	7	2	2	6	6	2	8					40

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	2	0	2	2	2	1	0	0					9
Advanced (A)	0	1	0	0	0	0	0	0	0					1
Total	3	7	7	4	4	8	7	2	8	0	0	0	0	50

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					0
4					0
5	1				1
6					0
7	1				1
8					0
NYSAA Bilingual (SWD)	1		3	13	17

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5	1								1
6									0
7	1								1
8									0
NYSAA Bilingual (SWD)	1				4		14		19

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual (SWD)	1				4		14		19

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

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

After reviewing and analyzing the assessment data, answer the following:

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.

The assessment tools we currently use to assess the early literacy skills of our ELL students are DRA and Reading A - Z for students participating in standardized assessment, and SANDI/FAST and NYSAA for our students participating in alternate assessment.

The data illustrates that our ELL students continue to show deficits in reading, and writing. The data is used to identify deficit areas to assist with updating students' IEP goals. Based on the data, the school has purchased Interactive Read Alouds, and has subscribed to Reading A - Z in order to enhance reading instruction. Students also employ use of technology to express themselves in writing, such as: SMARTBoards, laptops, iPads, AAC devices, and text to speech software.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data patterns show that our ELL students continue to show deficits in reading, writing, and listening, with slight improvements in speaking. However, since our students that participate in alternate assessment are required to be administered these standardized assessments, the data is not an accurate reflection of their English language proficiency.
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](#))

Based on the data trends across the NYSESLAT modalities, our ESL teachers employ strategies that allow students numerous opportunities to practice reading, writing, speaking and listening. The data of our AMAO assists us in planning our Title III Supplemental Program for ELLs. We target deficit areas in order to promote achievement gains in our ELL population.

4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

The majority of our ELL students are beginners. There is not distinct pattern among grades. All of our ELL students receive their assessments in English rather than their Native Language. Our administration has not selected ELL Periodic Assessments at this time.

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](#).)

Our ELL students receive high quality intensive researched-based instruction in discrete trials, Handwriting Without Tears, SMILE, Sounds in Motion, and Foundations/Wilson. Teachers keep track of the data, which the ESL teachers use to determine if the students are making appropriate progress toward the successful achievement of specific benchmarks within the academic curriculum.

6. How do you make sure that a child's second language development is considered in instructional decisions?
We have included ELL considerations and strategies in our school's curriculum maps. Our ELL teachers meet regularly with teacher teams to discuss ELL strategies and special considerations for ELL students.

7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

We evaluate the success of our programs for ELLs based on student attainment of IEP goals. We do not necessarily use the NYSESLAT scores to evaluate program success because the NYSESLAT is a standardized assessment, and standardized assessments

are not intended for our population of students with disabilities. All but two of our ELLs are assessed alternatively.

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](#).)

The identification process begins at the CSE. The school identifies ELL students by the mandate on their IEP, the results of the HLIS, and by reviewing their scores on the LAB-R. Lauren Sboto and Makini Velázquez are both certified ESL teachers who identify the ELL students at our school. In addition, Ms. Sboto is proficient in Spanish, and Ms. Velázquez is fluent in both Spanish and Italian.

If the CSE does not initiate the identification process then it is done at the school. For new admits that are entering the NYC Public School system for the first time, are new to the country, or new to the NYC Public School system, the guidance counselors, in conjunction with the ESL teacher, administer the HLIS in the parents' native language when available. If it is not available, then the family is provided with an HLIS in English and the appropriate language translator is called. An interview is conducted to determine the child's home language. If the home language is a language other than English, the child is eligible for LAB-R testing. The LAB-R test is administered within the first 10 days that the student has entered the school. The results of the LAB-R are used to identify the child as an ELL and to determine the child's English language proficiency level: beginner, intermediate, or advanced. In addition, if a student's home language is identified as Spanish, then the ESL teachers will also administer the Spanish LAB within the first 10 days that the child has entered the NYC public school system. Our ESL teachers printout the RLER, check the RADP reports, and review the students listed in the ELPC screens in ATS on a weekly basis to determine which students are eligible to take the LAB-R and Spanish LAB.

For ELL students with disabilities, if a student does not score proficient on the LAB-R, then the service must also be added to the students IEP. Therefore, the school must request that the SBST reopen the current IEP in order to add the service.

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.
P94M offers a freestanding program, which provides instruction in English using ESL methodologies and native language supports. Students are given the additional support and assistance to address their deficiencies, thus affording them the opportunity to succeed and be proficient in articulating their needs and wants. ESL teachers are encouraged to provide ESL services using the push-in program model of instruction for their ELL populations due to its effectiveness. As a result of implementing this model, ESL teachers continue to collaborate with the classroom teachers to make their lessons more meaningful and aligned with the ESL and CCLS standards, as the main focus is shared support between school and service accountability.
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](#)].)
Identification, placement, and program selection is done at the CSE. The CSE will assist parents throughout the process and ensure that parents understand the program selections. Once enrolled at the school, a parent orientation will be held in order to ensure that parents are familiar with the program and answer any questions they may have.

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.
In District 75 programs, the CSE team, in conjunction with the ESL teachers and parents, determine the appropriate placement for the students. Parents and child are interviewed in both English and in the native language by a pedagogue that also speaks the student's native language. If one cannot be found, then an interpreter is provided. Additionally, the CSE will also review the bilingual psych evaluation and bilingual speech evaluations, when available.
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.
A NYSESLAT test schedule is created which includes students names, OSIS, class, DOB, ELL/ELA teacher, testing dates by modality, name of tester, and students' grade level as per appendix H for our ungraded students.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
In District 75 programs, the CSE team, in conjunction with the ESL teachers and parents, determine the most appropriate placement for the students.

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])?

Currently, P94M has two certified ESL teachers who provide ESL instruction using a combination of both push-in and pull-out/co-teaching models. Students are grouped homogenously within three contiguous grades. Group sizes also adhere to the student to staff ratio as mandated by the students' IEP.

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)?

Since our ELL students are spread out amongst six different school site locations, and we must respect student to staff ratios as mandated by their IEPs, this poses a challenge when providing ESL services to ELL students. However, in an effort to maximize the amount of ESL instruction each student receives utilizing a co-teaching model, ELLs are grouped in common classes when possible, respecting their IEP classification, student to staff ratio as mandated by their IEP, and fall within three contiguous grades. Advanced students receive 180 minutes of ESL, while beginner and intermediate students receive close to two instructional units of ESL.

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.

ESL teachers provide content area instruction in English using both a pull-out and co-teaching model. The ESL teachers work collaboratively with the classroom teachers and related service providers of our ELL students in order to provide a school wide program of support with an increased focus on scaffolding instruction and employ researched based ESL methodologies, and scaffolding techniques, such as: modeling, bridging, text-representation, contextualization, schema building, and metacognitive development. In addition, the ESL program incorporates ESL strategies such as TPR (Total Physical Response), CALLA (Cognitive Academic Approach), the Language Experience Approach, the Natural Approach, realia, visuals, and graphic organizers (Venn Diagrams, Story Maps, KWL charts, etc.). Teachers incorporate a multi-sensory approach to learning language and technology is infused throughout.

Content areas are also taught in English with ESL methodologies by Special Education teachers who have completed the mandated 10 hours of Jose P. ESL training. Teachers use the English language to gauge measures of phonological processing, letter knowledge, and text reading. They also provide focused, intensive small group interventions in addition to exposure to high quality vocabulary throughout the day. Teachers are taught "how to" utilize data from formative and summative assessments to modify and intensify the English language development. English Language Arts follows the NYC Balanced Literacy Program and Teachers College Model along with the appropriate language development supports. The ESL program is standards-driven where teachers align their instruction and make connection with the NYS Common Core Learning Standards and appropriate content area standards and scope and sequence.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Students receive a bilingual psychological evaluation during their initial evaluation and once every three years by a bilingual psychologist. If a bilingual psychologist is unavailable, then an interpreter will be provided. For the 10 ELL students who have a bilingual mandate on their IEP, they have been provided with a bilingual paraprofessional in their classroom, who speaks the students' native language, consistently monitors the students' native language, and communicates with pedagogues and other school based staff.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Students participating in alternate assessments are assessed in all four modalities utilizing alternative assessments such

as: SANDI/FAST and NYSAA. Baseline data is collected at the onset of the school year. Progress is monitored and measured with NYSAA in mid-winter and again with SANDI/FAST in the spring. For the two ELL students participating in standardized assessment, baseline and summative assessments are provided to assess these students in all four modalities throughout the school year.

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

In addition to what has been previously mentioned, our pedagogues utilize the principles of Universal Design for Learning with differentiating instruction for ELL students so that all students, regardless of their ELL subgroup, can access the content and curriculum that is taught. Our ESL teachers, classroom teachers, and related service providers differentiate instruction by adapting instructional materials and presenting content in a variety of forms, provide students with different modes to express their knowledge and show what they have learned. Materials are engaging and motivating to promote student learning. Furthermore, teachers utilize computer-based technology for at least 45 minutes a day to support ELA and Content-Area instruction, and many of our ELL students utilize augmentative communication devices. Research shows that students are motivated by the use of technology in the classroom and has provided hope and possibilities for our students with special needs.

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?

Each classroom has also been outfitted with a SMARTBoard that provides a multi-sensory approach for learning language. Our ESL teachers, classroom teachers, and our certified technology teacher provide this service. ELL students with IEP driven technology-based augmentative communication devices also utilize their devices for at least two 30-minute sessions a week and with their classroom teachers and ESL teachers on a daily basis. For our English Language Learners (ELLs) with Autism, our ESL teachers, 6:1:1 classroom teachers, and speech therapist, immerse them in left to right work systems that are functional, sensory, and researched-based, academic tasks. Our students who are eligible to take the ELA exam are supported with AIS, instructional technology, and dictionaries in the student's native language.

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

All of our ELL students have been classified with a disability and have an IEP which requires them to be in self-contained classrooms in a specialized setting. The school has designed and implements a curriculum aligned to the NYS Common Core Learning Standards and appropriate content area standards and scope and sequence. The principals of UDL are used to differentiate instruction and provide students access to the content of instruction. ELL strategies have been added to the curriculum maps for all grade levels and ESL teachers meet with teacher teams on a regular basis to discuss ELL strategies and how they can be utilized to support instruction that meets the needs of all students in the class. The school requires that ESL teachers coordinate their schedules with classroom teachers and related services providers in order to provide ESL services within the students' Least Restrictive Environment. In addition, the school has heterogeneously grouped ELL students in common classes, when possible, in order to support a co-teaching model. When students require pull-out services, ESL teachers must respect the students' IEP student to staff ratio. ESL teachers are also invited to IEP meetings to discuss student's annual IEP goals and how they can be supported using ESL methodology in order to promote English language acquisition and meet annual IEP goals. English language acquisition is an integral part of the IEP for ELL SWD and ESL teachers.

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:	0			
Social Studies:	0			
Math:	0			
Science:	0			

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

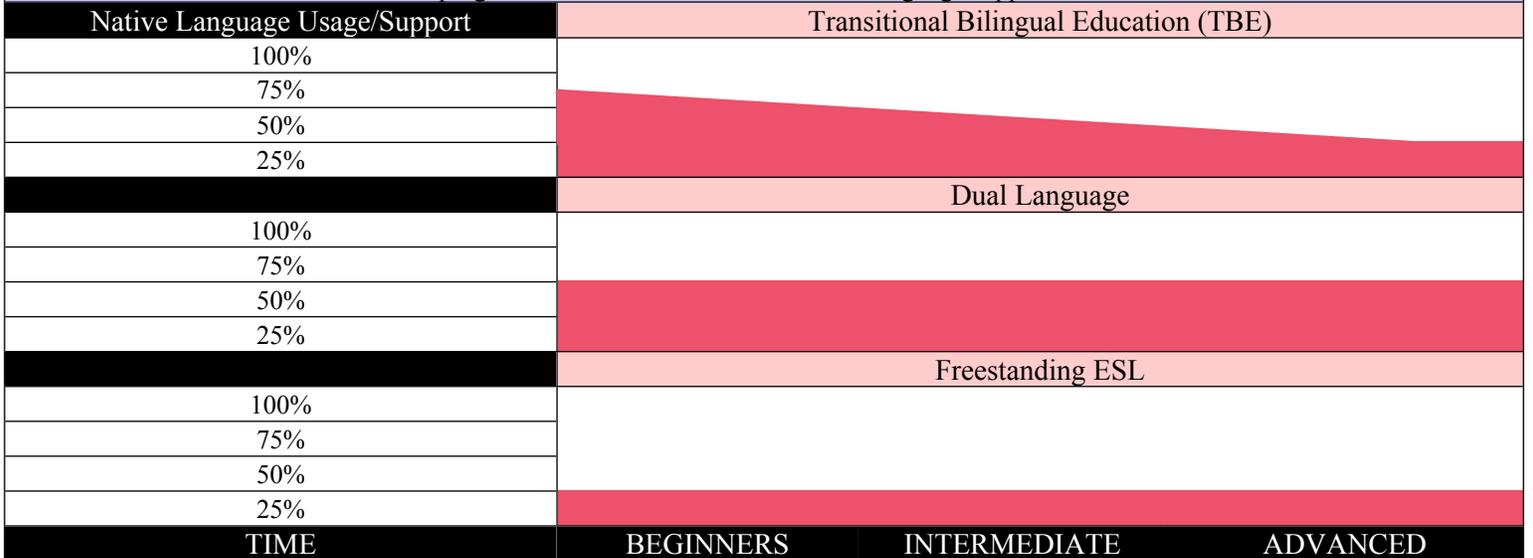
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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



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.

Our ELL students in all subgroups receive high quality intensive researched-based instruction in discrete trials, Handwriting Without Tears, SMILE, Sounds in Motion, and Foundations/Wilson for ELA. For our ELL students participating in alternative assessments, we utilize EQUALS math.

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 ESL teachers support and collaborate with classroom teachers to meet the needs of our ELLs in both content and language development by teaching classroom teachers how to differentiate instruction using ESL methodology, principles of UDL, and multisensory approaches. As a result, our ELLs have shown improvement on their alternate assessment exams, such as SANDI, and have performed well on NYSAA. Our ELLs do have difficulty, however, on the NYSESLAT exam, because it is a standardized exam and all of our ELLs, except for two students, are alternatively assessed. For this reason, the NYSESLAT is not always a true representation of our students' English language abilities.

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

For the upcoming school year, we are changing the day during which we will offer our ESL support program outside of school under the Title III program. Last year, our Title III program was held on Saturdays, but after surveying all ELL parents at P94, we found that after school sessions would be preferable for parents. As a result, we are changing our Title III program to a weekday rather than a weekend day in order to accommodate parents' schedules and to improve parent and student attendance. Last year, P94 launched the performing and visual arts program called STAARS (Sequential Teaching in Arts, Action, Research and Scholarship), through which our students learn social interaction skills and the language necessary to perform dramatizations. This year, the STAARS program will continue throughout all of the P94M sites.

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

Currently, we are not discontinuing any of our programs or services for ELLs.

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

Through the Title III program, P94 will offer an after school program as a supplemental language-based instructional program for our ELL population. The program will serve a total of 12 ELL students during the 2013-2014 school year to provide more individualized support. The program, "Food Around the World," will be implemented to support language development and high academic achievement in ELA for low performing ELL students. Technology will be incorporated into the instructional program to help ELL students attain English proficiency while meeting New York State Common Core Standards. Title III letters are sent home, and phone calls are made to parents to inform them of the program. A parent orientation is also held to answer any questions they may have. MetroCards are also provided to families. Our ELLs at P94M@361 will also participate in the Leave It Better program, which is a gardening program that provides children access to a community garden, teaches them how to compost, and also teaches them how to grow their own food. Through this program, ELL students will learn about improving the community while learning the language necessary to retell their gardening experiences in English.

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

Technology, multicultural activities, and multi-sensory ESL materials are used throughout instruction for ELLs. The computer program, Boardmaker, is used to create picture symbols as visuals to assist our ELLs in reading as well as writing. Additionally, we use the iPad to deliver instruction through the use of such applications as "Choiceboard Creator," which is a visual and interactive learning tool that allows us to input our own information and pictures to create interactive activities on the iPad. Classrooms are equipped with reading materials that address the varied needs of all ELL students as well as a fully equipped Resource room with books in many different languages to appeal to our students' varying interests and reading levels. Each classroom is also outfitted with a SMARTboard.

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

Our bilingual students who are receiving ESL services are provided with an alternate placement paraprofessional who speaks their native language and delivers native language support during the entire school day. Our ESL teachers provide verbal native language support, when necessary, to English language learners whose home language is Spanish, as one of the ESL teachers is proficient in Spanish and the other is fluent in Spanish. A large majority of P94's ELLs have a native language of Spanish.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

We group our ESL students together according to grade level, meaning that our younger students (grades K-2) are grouped together, while our older students (grades 3-5) are in another ESL group together. Our middle school students will also be grouped together in a group separate from the younger grades. This way, our students will be receiving instruction that is grade and age appropriate. The materials that we use, such as adapted books, are also created specifically for each group, keeping the grade levels in mind during the creation of the materials. Some of the resources that we use are Brainpopjr, which provides multiple means of representation (one of the principles of UDL), and Reading A-Z, which provides leveled books in English and Spanish.

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.

New ELLs who enroll throughout the school year will be provided with extra English language support during our after school ESL program, if the new child enrolls during the program period from February to May. Through this program, a new ELL will improve his or her English language skills through an interactive cooking activity, after which he or she will learn to write about his or her cooking experience. New ELLs will also receive English language support during the school day when the ESL teacher either pushes into the child's class or pulls him or her out for the ESL sessions. During this time, the new ELL will learn language through interactive arts and cooking activities, as well as role-playing, singing and dancing, which engages students while simultaneously providing English language support and learning. We provide new ELLs with a nurturing environment in order to facilitate language production in a safe and comfortable setting. New ELLs will also be paired with native English speakers in their class to increase social skills and to gain additional exposure to the English language through their peers. Since all of our ELL students are mandated for a 12 month school year, new ELLs are provided with the same support year round.

18. What language electives are offered to ELLs?

Currently, we do not offer any language electives to ELLs.

19. For schools with dual language programs:

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

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.

1. There are currently two ELL teachers who have completed the required professional development. The ESL teachers will continue to attend district and citywide professional development activities related to the instruction of ELLs. They will turnkey the materials to classroom teachers so that continued teaching and learning is in unison with ELL instruction. All teachers of ELL students are provided with ongoing collegial support with pedagogues, school-based and district coaches. Teachers are afforded in house training in SMILE, Wilson Foundations, Balanced Literacy, and preparation for NYSAA. Additionally, staff attends GRTL (Get Ready to Learn) training, and access to SMART Board technology training.

2. Our professional development plan will include specific training provided by the D75 Office of English Language Learners: compliance training on 9/12/13 and 4/1/14, as well as Empowering ELLs with Disabilities: Youth for Human Rights on 10/22/13, Youth and the Work place – A View Through the Lens of Child Labor Laws on 1/22/14, Disability Rights: A Road to Success on 3/21/14, and A Glance at International Child Labor—How the Other Half Lives on 6/13/14. One of our ESL teachers, who is eligible to attend, will also attend the New ELL Teacher Professional Development Series: “How To…” on 10/8/13, 1/17/14, 3/28/14 and 5/30/14.

3. Our guidance counselors attend workshops for full service transition planning, and assist classroom teachers by providing them with transition questionnaires (Level 1 Vocational Assessments) for teachers, students, and parents of ELLs who are transitioning from elementary to middle school. The questionnaires are self-reflective and have also been adapted for our ELL students who are on the Autism spectrum.

4. The ESL teachers keep track of which staff members have completed the mandated 10 hours of ELL training, including assistant principals, subject area teachers, paraprofessionals, guidance counselors, special education teachers, psychologists, occupational therapists, speech therapists, secretaries, and parent coordinators.

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?

1. During the Educational Planning Conference at the CSE level, options for special education ELLs are discussed with parents. Parent and community involvement is warranted to enable success and continuity. P94's administrative office will continue to work in concert with the Parent Coordinator to engage involvement from parents and the community by distributing school information and/or correspondence in students' home languages. Additionally, training will be provided on different aspects of their children's education in order to effectively gauge parental involvement and participation, and to facilitate the school-home connection, thereby supporting learning, assessments, standards, and the successful achievement of goals.

All parents of ELLs are invited to participate in an extra-curricular ESL program to provide additional ESL support for their children. Last year, the program was offered on Saturdays, but this year, it will be offered after school, which the majority of our ELL parents preferred as a result of a telephone survey. The program will include English language learning through such motivating activities as cooking. Parents and students, under the guide of the ESL teachers, will work together on the cooking activities.

2. The Manhattan Day Treatment program works with students to provide on-site support services, and works with parents on a monthly basis. One of P94's ESL students is currently receiving services from Manhattan Day Treatment.

At another one of our school's sites, an intensive day treatment program, QCPC, delivers on-site support to students and their parents. QCPC works meets with parents at least monthly to discuss new developments and/or concerns regarding their child.

3. Parents are given an overview of the program options for ELLs in the school setting before the intake procedures are completed. They are then informed of the current program at P94M, and are encouraged to observe the ESL teacher, the classroom teacher, and the alternate placement paraprofessional(s). Classroom teachers and ESL teachers are also available to speak with parents in depth about their needs during parent teacher conferences. Additionally, parent concerns are addressed during curriculum night and parent day. In order to further understand parent concerns, the P94M organization has conducted a needs assessment.

4. Based on phone calls made to ELL parents, there is parent interest in understanding what kind of work their children do during the school day. In order to meet this need, we encourage parents of ELLs to participate alongside their children in the extracurricular ESL program to better understand the ESL activities that their children are involved in.

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.

In the Part III Assessment Analysis section, under Overall NYSESLAT Proficiency, the total count of students is 50, rather than the 51 that show on page 1 under Student Demographics, because one of our ELLs tested proficient on the NYSESLAT, but is included in our total count of ELLs, because he is still entitled to ESL support for the next two years. Under the Overall NYSESLAT Proficiency section, there is no option to include students who scored proficient.

Part VI: LAP Assurances

School Name: P94M - The Spectrum School

School DBN: 75M094

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ronnie Shuster	Principal		11/1/13
Marie Flynn	Assistant Principal		11/1/13
Halima Butler	Parent Coordinator		11/1/13
Makini A. Velazquez	ESL Teacher		11/1/13
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
Lauren Sboto	Other <u>ESL Teacher</u>		11/1/13
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 75M094 School Name: P94M

Cluster: 2 Network: 2

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

Part A: Needs Assessment Findings

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

In order to assess our parents' language needs, at the beginning of the school year, our ESL teachers print out the RPOB in ATS to review the home languages of our students. For new admits that are entering Kindergarten, new to the country, or new to the New York City Public School System, the guidance counselors, in conjunction with the ESL teacher, administer the HLIS in the parents' native language when available. If it is not available, then the family is provided with a HLIS in English. An interview is conducted to determine the child's home language. Our ESL teachers then turnkey that information to our classroom teachers to ensure that our parents receive written and oral communications in the parents' preferred language of communication.

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.

According to our findings, there are a varied set of home languages that are spoken amongst our students, including Spanish, Cantonese, Mandarin, Bengali, Japanese and Mandingo. As mentioned, the ESL teachers then turnkey this information to the classroom teachers to ensure that parents receive written and oral communications in their preferred language, and our school's parent coordinator reports the translation and interpretation needs to the school community.

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.

All written notices for Parent Teacher Conferences, school-wide parent meetings, school related issues, day-to-day and school correspondence are sent home in English, Spanish, Mandarin, and Cantonese within 2-5 days. The following members of our school staff do the translations in-house: office administrative staff, ESL teachers, parent coordinator and paraprofessionals. For other languages, we will contact The Office of Translation Services at (718) 752-7373, ext. 4.

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.

All oral interpretations are done on a consistent basis in English, Spanish, Mandarin, and Cantonese in house by our school staff (office administrative staff, ESL teachers and paraprofessionals.) For other languages, we will contact The Office of Translation Services at (718) 752-7373, ext. 4

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>.

Translation services/interpretation services provided to the extent possible in parents' native language. Translation services are offered to parents during Parent Teacher Conferences, school-wide parent meetings, school-related issues, day-to-day communication and school correspondence. The parent coordinator, District 75 Citywide Programs, the Parent Support Office, and the Office of Parent Engagement will continue to conduct and/or offer meaningful workshops for parents. Office of Translation Services provides translation services for conferences and written communication by calling 718 752-7373, ext. 4. The ESL teachers have also posted NYC DOE Language Identification Guides in the main office of each of our school's sites to help non-English speaking parents identify and communicate their home language to our school staff who will then call the appropriate translation phone number provided on the Language Identification Guide.

