



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: P.169M THE ROBERT F. KENNEDY SCHOOL

DBN (i.e. 01M001): 75M169

Principal: SUSAN FINN

Principal Email: SFINN@SCHOOLS.NYC.GOV

Superintendent: GARY HECHT

Network Leader: ARTHUR FUSCO

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the NYC DOE Web site.

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature**.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Susan Finn	*Principal or Designee	
Jeff Andrusin	*UFT Chapter Leader or Designee	
Nicole Jones	*PA/PTA President or Designated Co-President	
Mary DiSalvatore	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Carmen Ramos	Member/ Parent	
Wanda Gonzalez	Member/ Parent	
Cynthia Bonano	Member/ Parent	
Howard Kahan	Member/ Teacher	
Claire Merkur	Member/ Teacher	
Melissa White	Member/ Teacher	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

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

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

By August, 2014, there will be a 3% increase in the number of students in grades 3-8 scoring on Level 2 or above on State standardized ELA and Math tests

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.

A review of testing data utilizing nySTART, ARIS, Edperformance and baseline and benchmark assessments aligned to the common core has shown little gain once tests were common core aligned. Past testing showed steady but small gains. During the 2012-2013 school year, the first year that NYS testing was aligned to the CCLS, 20% of students scored at a Level 2 or higher in Reading with only 12% scoring at a Level 2 or higher in Math. The previous year showed 36% of students scoring at a Level 2 and higher in Reading and 38% scoring at a Level 2 or higher in Math. During the 2011-2012 school year, 24% of students scored at a Level 2 or higher in ELA and 28% of students scored at a Level 2 or higher in Math. There had been steady growth until the more rigorous testing of last year. Embracing the goal of college and career readiness, our students must perform at a higher level to become better prepared.

Instructional Strategies/Activities

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

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

1. Implementing Common Core aligned curriculum in both ELA and Math will address previous gaps in student performance. Edperformance testing will be completed every 8 weeks to identify challenging areas for remediation. SWAT activities (Students Will Ace Testing) will be employed by classroom teachers. Test preparation materials will be distributed beginning in November, 2013 to provide activities in test taking skills and increasing stamina. Staff will collaborate during weekly collaborative learning community meetings to discuss the effectiveness of these strategies and to make necessary improvements.

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

1. Student data is reviewed by classroom as well as cluster teachers during CLC meetings. Teachers are responsible to align student assignments to student challenge areas. Administrators are responsible to assemble all test prep materials. Coordinators and School Psychologist are responsible to insure the ongoing assessment of all students as well as the organization of this data.

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

1. All teachers are included in the decision making process in selecting appropriate student assessments. Our teachers have chosen Edperformance as a reliable assessment which gives valuable data as well as included resources to address weaknesses in student performance. We test our students using the reading, math and language arts tests. Increases of .3 or higher is expected during each quarterly test administration. Several teachers, Mr. Danticat, grade 7 and Ms. Villard, grade 6, have volunteered to pilot a Rigor in Reading program where increased emphasis will be placed on the use of running records as a valuable assessment.

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

1. By October, 2013 NYCDOE baseline assessments will be completed, Edperformance assessments in both ELA and Math will be completed by October, 2013, December, 2013, February, 2014 and April, 2014. Test Prep materials will be distributed in November, 2013, December, 2013, February, 2014, March, 2014 and April, 2014. Targeted weekend packets will be distributed on all weekends which do not include a school break.

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

1. All classes are programmed for double ELA periods as well as extended mathematics periods. A Math Cluster teaching position has been generated to assist in increasing student math performance. School-based OTPS funds are adequate to provide for instructional materials.

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).

A strong PA this school year has reached out to parents by way of increased mailings as well as utilizing the school's SchoolMessenger system. Additionally, Related Service personnel provide monthly parent involvement activities focused on academic skill improvement.

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 #2

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

Annual Goal #2

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

By June, 2014, students in alternate assessment programs will improve targeted communication skills as evidenced by a 3% increase over baseline data as measured by the SANDI assessment.

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.

A review of IEP goals, NYSAA Datafolios as well as previous data acquired from the SANDI assessment shows that students continue to require improvement of communication skills. As last year was the first year that we used the SANDI Assessment, we collected data using the reading, writing and math areas. This year, we have tested in all sub areas. Focusing on the communication development area, we will be able to garner data necessary to support the increased use of communication systems for students. Our students Fall, 2013 data in the communication development subtest shows scores ranging from 0-306. Verbal communication, picture symbols as well as the use of communication devices will be increased along a continuum.

Instructional Strategies/Activities

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

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

1. Individual IEP goals by class are reviewed at weekly Collaborative Learning Community meetings. Speech and Language teachers consult with these weekly groups to devise improvement plans for all students. SANDI assessment as well as FAST assessment is administered. NYSAA baseline assessments are administered. Data from these assessments become the ongoing agenda items for weekly CLC meetings. Activities for improvement are generated, administered and then reviewed to develop patterns of improvement.

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

1. All teachers are responsible for the administration of the SANDI assessment. Unit Coordinators and the School Psychologist are responsible to insure the appropriate creation of NYSAA baseline tasks. School Administrators monitor the completion of all assessments. Speech teachers are responsible for aligning activities to improved generation of communication.

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

1. All teachers have been included in the selection of student assessments. The SANDI assessment was agreed upon based on the skills assessed. The FAST assessment was chosen due to the alignment to IEP goal writing. Teachers review NYSAA standards and generate those tasks that represent where students are and where they need to be to demonstrate student progress.

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

1. IEP goals are reviewed beginning September, 2013. Updates are provided November, 2013, December, 2013, March, 2014 and June, 2014. All dates for Annual review of IEP are met. SANDI Assessment is completed by October, 2013 and April, 2014. FAST assessment is completed by November, 2013 and May, 2014. NYSAA baseline assessments are completed by December, 2013. NYSAA tasks are completed by February, 2014.

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

1. Class programming is structured to support a teacher's need to individualize student time to complete individual assessments. Unit Coordinators, Related Service personnel as well as the Assistant Principal participate so that all deadlines can be met. School-based OTPS funds are adequate to provide for all materials.

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).

A strong PA this school year has reached out to parents by way of increased mailings as well as utilizing the school's SchoolMessenger system. Additionally, Related Service personnel provide monthly parent involvement activities focusing on issues important to our students with Autism as well as student's with cognitive delays.

Budget and Resource Alignment

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

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

Goal and Action Plan #3

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

Annual Goal #3

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

By June, 2014 standardized assessment students will demonstrate improved content proficiency in Science and Social Studies as evidenced by successful completion of CCLS aligned assessments appropriate to grade and content.

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.

Teachers reviewed the Common Core Learning Standards and the types of evidence that students were going to be asked to cite as well as the text that they would be expected to read. Previous data was reviewed to identify the gaps in where the students were and where they would need to be to be successful with the increased rigor. Common Core Performance tasks with rubrics from the prior year were reviewed. Scores below a 2 in individual rubric categories aligned to W.1 (introducing claims, supporting claims, etc.) were highlighted for targeted instruction. Social Studies and Science assessments (4th and 8th grade) were reviewed by teacher teams.

Instructional Strategies/Activities

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

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

1. Students in identified grades were given the NYCDOE baseline assessment in both Science and Social Studies. Students participate in CC aligned curriculum which utilize thematic units in both Science and Social Studies. Unit and Chapter tests are reviewed by teacher teams to note areas of challenge. Cluster teachers in both Science and Social Studies reinforce the content area skills as classroom teachers reinforce the ELA skills including writing and comprehension which will be necessary to show increased student performance.

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

1. Classroom teachers will insure that students complete all baseline assessments. Cluster teachers in both Science and Social Studies will plan Units of study that align with CC ELA aligned curriculum. Administrators will insure that periodic assessments are completed. CLC meetings will be utilized to review student mid unit assessments to provide intervention strategies to meet student challenges.

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

1. All Teachers participated in the selection of Science and Social Studies after reviewing the CC aligned ELA curriculum and verifying the inclusion of Science and Social Studies topics within. Teachers decided upon a collaborative approach in teaching content as well as the reading and writing skills necessary to show increased student performance on the assessment tasks.

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

1. NYCDOE baseline tasks in Science and Social studies will be completed by October, 2013. ELA Unit Assessments and Final performance tasks will be completed in November, 2013, January, 2014 and March, 2014. NYCDOE final performance tasks in Social Studies and Science will be completed in May, 2014.

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

1. Science and Social Studies teachers use a push-in model for instruction thereby allowing the classroom teacher as well as classroom paraprofessional the ability to become immersed in the content area instruction. School-based OTPS funds are adequate to provide for all materials.

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).

Science and Social Studies fairs are scheduled for March, 2014 to increase parent awareness of the importance of Social Studies and science to their child's academic life.

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 #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

A. Strategies/activities that encompass the needs of identified subgroups
1.
B. Key personnel and other resources used to implement each strategy/activity
1.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
D. Timeline for implementation and completion including start and end dates
1.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Words Their Way, Reading A-Z, Learning Leaders tutoring	Small group, individual, tutoring	During the school day
Mathematics	Math Steps, Learning Leaders tutoring	Small group, individual, tutoring	During the school day
Science	N/A	N/A	N/A
Social Studies	N/A	N/A	N/A
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	PBIS, Emotional Literacy, SEL skill enhancement, TCI	Large group, small group, individual	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 *TAS Schools Only* section

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. We select our candidates who have had experience either in a District 75 school or in the content area that we are hiring for. All teachers are required to submit a portfolio during the initial interview. The initial interview is held with the Principal and Assistant Principal. Promising candidates are then invited to teach a demonstration lesson viewed by the administrative staff in conjunction with a select group of teachers. Once a teacher is hired, they are assigned a mentor if required. New teachers to the building not needing mentoring are buddied up with the Unit Coordinator to provide support. New teachers to the school are provided with professional development opportunities offered by District 75 as well as encouraged to pursue other offerings if appropriate. Professional Development is additionally provided at each weekly CLC meeting. Teachers looking for leadership positions within the school and District are encouraged and supported to follow these paths.

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).
All teachers are supported in seeking professional development opportunities outside of the school to support their understanding of the Common Core. Teachers are encouraged to attend opportunities reinforcing the new Common Core aligned curriculum in both ELA and Math. Teacher teams have scheduled meeting with Coaches from District 75 supporting ELA, Math and all aspects of the Advance system. Weekly CLC meeting which are scheduled for all constituency groups in this school also provide professional development related to the Common Core.

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 <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
N/A

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).
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**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 169
School Name P169M		

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 Susan Finn	Assistant Principal Ilene Halpern
Coach	Coach type here
ESL Teacher Carlos Magill	Guidance Counselor type here
Teacher/Subject Area Carla Lovas ESL	Parent Cynthia Bonano
Teacher/Subject Area type here	Parent Coordinator Denise Velazquez
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	275	Total number of ELLs	40	ELLs as share of total student population (%)	14.55%
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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														To t #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In														0
Push-In														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	40	Newcomers (ELLs receiving service 0-3 years)	26	ELL Students with Disabilities	40
SIFE	1	ELLs receiving service 4-6 years	9	Long-Term (completed 6+ years)	5

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
Dual Language										0
ESL			26	26	1	9			5	26
Total	0	0	26	26	1	9	0	0	5	26

Number of ELLs who have an alternate placement paraprofessional: 0

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
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	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	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	2	3	6	6	6	3	4	5					37
Chinese														0
Russian														0
Bengali			1	1										2
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other					1									1
TOTAL	2	2	4	7	7	6	3	4	5	0	0	0	0	40

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)		1	3	6	4	5	3	2	1					25

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)			1		1	1		2	6					11
Advanced (A)						1			1					2
Total	0	1	4	6	5	7	3	4	8	0	0	0	0	38

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
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 tool that our school uses for standardized assessment students is ECLAS-2. ECLAS-2 gives us insight to determine the student's level, helps us group the students, and drives our instruction for the students, guiding teachers to plan their lessons. Our alternative assessment students are measured via the ECLAS. The results the results indicate strengths and weaknesses of our students. Teachers use this data to drive instruction, designing lessons that are tailored to suit the child's needs.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The patterns across proficiency levels and grades on the LAB-R and NYSESLAT have revealed that our ELLs greatest area of need is in the writing modality; however, the data in regards to the reading, listening and speaking modalities also demonstrate that we need to focus in these areas as well.
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](#))
-NYSESLAT scores inform both the choice of materials and our program models. As the AMAO was introduced widely in July, 2013, we have not yet developed this tool usage to meet the needs of our program. Reading/writing and listening/speaking modalities can effect class placement and groupings.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
 - a. Patterns across grade levels show our ELL students tend to score better on tests taken in English, as compared to tests in the native language.
 - b. The school leaders and teachers use the results of the ELL periodic to inform our decision on the types of professional development sessions that needs to take place at our school and to inform instruction accordingly. The results help us in determining student's strengths and weakness in each subgroup which allows us to meet during the instructional common planning time to discuss the results, and create quantitative, attainable short and long term goals and develop a plan of action.
 - c. The periodic assessment results demonstrated that there is a need for reading comprehension support. Native language is utilized to reinforce English concepts. Research demonstrates that students who receive support in their native language and develop the skills to enhance language in their native tongue, are able to transfer those skills effectively in developing their skills in the English language.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
We use the NYSESLAT scores to tailor our instruction for our ELLS. RTI models will include small group instruction and individual instruction.
6. How do you make sure that a child's second language development is considered in instructional decisions?
At first, a child's second language development can effect their class placement. Once assigned to a class, teachers will make decisions concerning grouping as well as the choices of instructional materials. All of these decisions will be to enhance the development of a child's second language.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

-Our school currently features ESL program only.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

-Our assesment indicates that our students would benefit from greater attention to Cognitive Academic language proficiency which will be addressed through content area instruction. For our alternate assessment students, data from the SANDI assessment as well as NYSAA datafolios will be reviewed. For standard assessment students, data from Edperformance assessments in the areas of reading and language arts will be reviewed.

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](#).)
 - English Language Learners are identified during the initial evaluation which occurs at the Committee on Special Education (CSE) or at their former school. It is at that time that parents are asked to fill out a Home Language Identification Survey and if the student is eligible he/she will be administered the Language Assesment Battery Revised (LAB-R). This Home Language Identification survey is an oral interview between a licensed pedagogue and the parent. The results of the HLIS will determine if the student requires the LAB-R exam. The LAB-R is used to determine the child's eligibility for ESL/bilingual services. If, for some reason, a child has not been identified during their initial CSE evaluation, then the school's ESL teacher along with an appropriate translator will complete the Home Language Identification Survey within the first ten days of school. The (HLIS) consists of a series of questions that are asked of a parent by a licensed pedagogue to determine how well a child understands, speaks,reads, and writes in English. It is also used to determine the language preference of the parent when receiving important information from the school. Based on the results of the (HLIS), the ESL teacher will administer the LAB-R to further determine eligibility for ESL/Bilingual services. The Spanish LAB will be administered by Mr. Magill our NYS certified ESL teacher, who is also a Spanish speaker. The Spanish LAB is given to Spanish speaking students to help us understand the child's literacy skills in his/her native language. This additional understanding is particularly usefull to the teacher to better ascertain the child's linguistic literacy skills. This foundation of native language literacy skills will be the building blocks used to foster transference of linguistic skills from Spanish to English.
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.

Parents are informed at the CSE that our school currently offers freestanding ESL as the sole program at this time.
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](#)].)

The CSE distributes the entitlement letters, Parent Survey and program selection forms. All students who achieve proficiency are provided with two years of support services such as test modifications and admission to ELL Saturday Acadamey and AIS services.
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.

The LAB-R is used to determine the child's eligibility for ESL services. Based on the LAB-R results, our students will receive ESL service: elementary and middle school beginners and intermediate ELLs 360 minutes per week, Advanced will receive -180 minutes of ESL and 180 minutes of ELA; High school beginners-540 minutes, Intermediate, 360 minutes and Advanced -180 minutes of ESL and 180 minutes of ELA. The home language survey is also used to determine the language preference of the parent when receiving important information from the school.
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.
 - If the student is an English Language Learner, then they will receive appropriate services and they will have the NYSESLAT

(New York State English as a Second Language Achievement Test) administered once a year to measure their English language proficiency level. ATS reports are used to ensure all ELLs receive the NYSESLAT annually. The following ATS reports are utilized in maintaining the most current ELL eligibility list for NYSESLAT: RLER, LAB-R, RLER-LAT. Teachers collaborate to ensure that all four modalities of the exam are administered efficiently. Our school creates and utilizes NYSESLAT tracking sheets. This document is used as an organizational tool to ensure that student testing is scheduled appropriately and further ensures that all of the students are given all parts of the exam. However due to the severity of their developmental and or behavioral challenges, not all students are able to complete all four modalities of the exam. A nsc or invald. appears as the final score for our most impaired 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. 
 - Presently our school only features an ESL program, which is aligned with parent requests.

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])? -P169M uses the Push in model to deliver instruction to our English language learners. Our students are both graded and ungraded and have the following staffing ratios indicated on their IEPs: 6:1:1, 8:1:1. and 12:1:1. Our groups are developed based on students IEP mandates.
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)?

- Our staff ensures that the mandated number of instructional minutes is met by grouping students according to proficiency level and their instructional ratio. Our beginning and Intermediate students in grades k-8 receive 360 minutes of ESL per week from our certified ESL teacher. Our advanced k-8 students receive 180 minutes per week of ESL from our certified ESL teacher and 180 of ELA from the classroom special ed teacher. By grouping students as best as possible in the same classes, every attempt is made to provide as close to the mandated minutes as possible. As students ages, grades and disability classifications vary, this process cannot always be adhered to.

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.

Our students receive instruction in English. During the english language arts period our ESL certified teacher uses ESL strategies such as scaffolding.

Some examples of scaffolding are text representation, bridging, modeling, and making connections to related topics of information. Our teachers follow the New York State Common Core Standards in ELA and ESL. Our students' native language is supported through both native language and English books in the classrooms. Students whose individualized educational plan requirements is for Transitional Bilingual Education receive the services of a certified ESL teacher and an alternate placement paraprofessional who speaks the child's native language and English. This approach is consistent within all content areas.

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

The home language survey is done by the ESL teacher and administrator. For ELLs of languages other than spanish the central office translation unit is utilized as needed. In addition, translation of all state exams are utilized in their native language with the exception of the ELA N.Y.S exam. Students whose IEP indicates Bilingual education receive further support via the assistance of the "alternative placement paraprofessional". This faculty member is someone fluent in the child's native language and English. He/She will work closely with the teacher to facilitate communication between teacher and student ensuring that the student can access the content and language instruction.

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

- Assessment is ongoing, both formal and informal. Our ESL teacher in collaboration with the content area teachers plan, either when pushing in to the classroom or pulling students out of the classroom, together to address specific needs for each child participating in P169s ELL program with emphasis on all four modalities of english acquisition.

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).

-Presently, we do not have any SIFE (students with interrupted formal education) students. At such time that we do, we will provide the following: CALLA instructional framework, scaffolding, cooperative learning, and peer tutoring. For our ELLs in the US school system for less than three years, we have intensive English language blocks where students are immersed in language rich lessons, which utilize the following strategies, TPR, whole language, graphic organizers, and think, pair, share. Our ELLs receiving service between 4 to 6 years are encouraged to transition their skill set from BICs to CALP with the help of specific academic interventions, which include tutoring, study groups, utilizing ESL methodology. Long term ELLs are supported through the collaboration of the homeroom teachers and the ESL teacher who plan cooperatively to address the student's specific language learning needs they are also provided with AIS (Academic Intervention Services). Former ELLs are monitored by the ESL teacher through review of testing data.

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?

-Our ELL-SWD students receive support through thematic units of study in the content areas supported by resources throughout the classroom environment such as the library, visual technology, glossaries, dictionaries and graphic organizers. Instruction focuses on strategies to develop their reading and writing skills since data demonstrates a lack of progression in these two categories; however, listening and speaking continue to be supported through strategies like 'accountable talk'. A variety of data is utilized such as the NYSESLAT results to determine their English level of proficiency in order to differentiate instruction. Students are

grouped according to their level of proficiency and provided targeted small group instruction. Moreover, the student's Individual Educational Plan is reviewed in order to differentiate instruction using a variety of tools and strategies that supports their development in all modalities: listening, speaking, reading and writing. The instructional strategies are primarily scaffolding, TPR, and cooperative learning. Our students are paired with either a paraprofessional or student to aide in language development.

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?

Students currently in our 8:1:1 and 12:1:1 self contained classes are assessed periodically in order to determine if they are ready to be mainstreamed into the general education instructional population.

Courses Taught in Languages Other than English

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

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

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

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

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

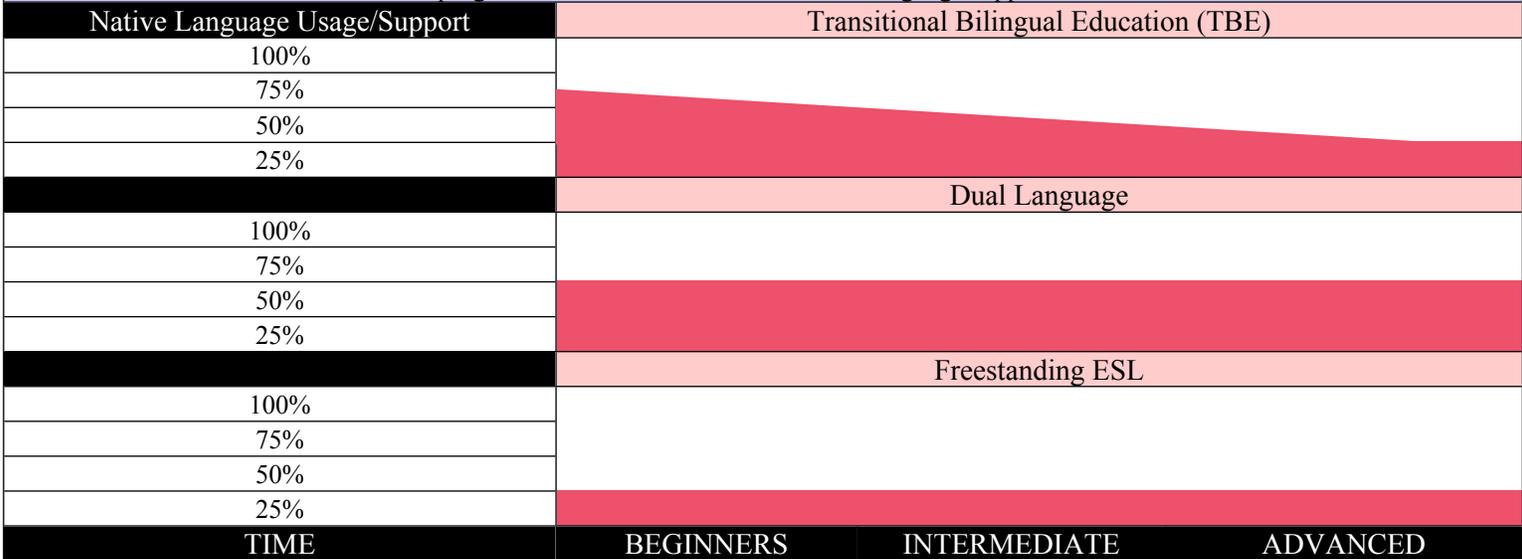
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	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.

Targeted assistance is offered during their regular instructional periods in the form of small group instruction. The ESL teachers 'push-in' with the Math, Social Studies and Science teachers. They help students access these content areas by scaffolding the lessons, differentiating them according to the student's level. Additional support will be provided in our ELL Saturday academy which focuses on building their English language reading and writing skills while still supporting their listening and speaking modality using the Hampton Brown series.

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

Our ELL program meets the needs of our ELLs in the content and language development by helping our students access curriculum content. The teachers use differentiated instruction to meet the needs of all the students. The student's improvements are demonstrated through NYSESLAT scores, running records and other formal and informal assessments.

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

As our program is quite successful in meeting the needs of our ELL students, few changes are necessary. We are looking forward to having more of our content area teachers trained in ESL strategies. Additionally, we are including our ESL teachers in our grade level CLC meetings to focus a part of the discussion to concern our ELL students.

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

Currently we are not discontinuing any program 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.

Our ELL students participate in all activities provided by the school including participation in Camp Ramapo, which is a sleep away summer camp that provides many of our students with a two to three week experience in Rhinebeck, NY. Students are provided with entitled services, pursuant to CR Part 154 mandates within the constraints of staffing.

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 is utilized both during content area instruction and ESL instruction via laptop computers and the smart board. Our ELLs are further supported through the use of technology to reinforce the ESL/ELA strategies learned during the regular day. In addition,

they participate in balanced literacy instruction with the use of classroom libraries that are geared to their levels of reading readiness. Our classroom libraries have various books in the different content areas such as math, science, and social studies, as well as books in Spanish.

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

Students receive native language support through the variety of books in our classroom libraries. Classroom libraries have books in the different content areas such as math, science, and social studies, as well as books in Spanish.

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

- The ESL teacher will strive to strengthen ELL students' academic language competence, develop and implement content area based lessons according to the student's age and grade level.

ELL students will benefit from instruction that:

- Makes connections between the content being taught and the students' real life experiences
- Provides hands-on performance based activities
- Activates students' prior knowledge
- Taps the students as resources of information about their native countries
- Uses graphic organizers to help students represent information and identify relationships

The ESL teacher will use manipulatives in the class.

Pictures help ELL students to relate to new vocabulary and concepts. These are some manipulatives that may be used in the ESL classroom:

- Maps
- Globes
- Geometrical Shapes
- Photographs

- Calendars
- Real Objects

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.
- Newly arrived English Language Learners will be welcomed to the ESL classroom. They will be allowed to progress and acquire the English language from one stage to another. The ESL teacher will use the Natural Approach to Language Learning (NA) that is centered on activities which:
- focus on acquisition of language
 - Provide large quantities of comprehensive input, visual aids, real object contextual clues and gestures.
 - Incorporate interesting and relevant topics to motivate communication
 - Provide activities that are designed to develop higher levels of language use, particularly in content areas. The (NA) and the Total Physical Response (TPR) approach will be used to promote the academic and linguistic abilities of ELL students.
- The extended school year afforded the student via the Summer Chapter 683 program will ensure seamless ESL instruction that is vital to the newly enrolled ELL student. English language acquisition will not be interrupted during the summer vacation.
18. What language electives are offered to ELLs?
Presently our school only features an ESL program.
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)?

N/A

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. We offer professional development for our staff during each staff development day and during our weekly CLC meetings. The topics of our professional development sessions pertaining to the education of ELLs will include NYS ESL standards, common core aligned reading and writing materials, common core aligned math materials -- ESL through content areas, for both standardized assesment and alternative assesment students. Our ESL teacher works with each of our teachers who have ELLs in their classrooms to develop action plans which include conferences, tutoring and scaffolding to help our students transition from different educational settings. Our staff is encouraged to participate in the Jose P. training offered by the District's Office of English Language Learners. All appropriate training documentation is kept on file with the school's payroll secretary. Staff of ELLs are encouraged to attend District 75 ELL professional development opportunities. Our school curriculum and teaching strategies is continued from elementary school to middle school. This provides ongoing support for our ELLs.

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?
 - P169M offers parents of ELLs ongoing information in their home languages regarding the program models and strategies we employ. We keep our parents informed of all activities and events through our newsletter with specific columns related specifically to our ELL population. We periodically conduct workshops for our parents that address the needs of our school population. Translation services are provided at all meetings with parents as well as the ability to translate documents, ie: IEP's, progress reports, etc.
 - We host a parent breakfast where the parents are asked via a survey what types of workshops they would like to have during the course of the year.
 - Last year we have had the following workshops: Understanding Mental health Services, Behavior Management for the Autistic Child at Home, and Behavior Management for the E.D. Child at Home, and Communicating with PECs Workshop. We partner with the following agencies to help deliver workshops and other valuable information to our parents: New York Public Library, NYFAC (New York Families for Autistic Children), YAI, Sinergia and Resources for Children with Special Needs. We evaluate the needs of our parents through surveys, Curriculum Day event, parent/teacher conferences and Individual Education planning meetings.
 - As a result of our ongoing dialogue with parents we develop workshops that address their specific issues and needs. Our Parent Coordinator collaborates with the other District 75 Parent Coordinators in Manhattan to provide a wide range of workshops that parents may be interested 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.

Part VI: LAP Assurances

School Name: P169M

School DBN: 75M169

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Susan Finn	Principal		11/8/13
Illene Halpern	Assistant Principal		11/8/13
Denise Velazquez	Parent Coordinator		11/8/13
Carlos Magill	ESL Teacher		11/8/13
Cynthia Bonano	Parent		11/8/13
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
Carla Lovas	Other <u>ESL Teacher</u>		11/8/01
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **75M169** School Name: **P169**

Cluster: _____ Network: **754**

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.

Parents preferred language is indicated on the blue card which is filled out every school year and maintained in the main office. Parents can request at anytime to have an interpreter for any informal and formal meetings held within the school as well. Written notices are transcribed for parents. The translation needs of parents who speak other languages besides Spanish are met. Written translated materials are transcribed by an outsourced agency upon request. Our school uses home language indicators on ATS, parent conversations and parent surveys, to determine translation and oral interpretation. Parents are provided with a translated Bill of Parent's Rights and Responsibilities. The school maintains appropriate school signage and forms in the languages required. There are 300 students enrolled at this time, Parents speak, English, Spanish, Bengali and French.

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

The majority of the schools interpretation needs are met by the school staff whenever possible. There is a designated school personnel member that has been certified by the department of education and all necessary staff are aware of this in school asset. All satellite sites and teachers have been given material on how to reach the office of school translation and interpretation if their services are required. Most school notices and forms are made available via the New York City Department of Education website and all staff are informed of this resource as well.

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.

The written translation services will be exact, accurate and available with all written correspondence to the parents of our students. Parental notifications are sent out in English and Spanish, ensuring that parents are informed in their preferred language of communication without delay.

In house staff provide this service immediately here at the school. The length and language of the material in need of translation will determine if the material can be transcribed by school personel or if the material will be transcribed by an outside vendor. The school currently can only transcribe materials in spanish, all other languages are transcribed by outside vendors. The translation needs of parents who speak other languages besides Spanish are met. Written translated materials are transcribed by an outsourced agency.

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

Oral interpretation services are provided here at the school by a multitude of bilingual school personel on an as needed basis. The bilingual abilities of many of our staff members ensure timely accurate and efficient communication with the non English speaking parents in our school community. The office of translation is available via the phone for Parent -Teacher conferences and IEP meetings for families that require interpretation in any other language outside of Spanish or Mandarin.

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>.

Most notices are available in various languages through the Department of Education website. For all other notices and flyers the office of Translation and Interpretation will receive a copy at least a month prior to the event or notice date to ensure parents are receiving information in a prompt and timely fashion.