



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** THE RIVERVIEW SCHOOL  
**DBN (i.e. 01M001):** 75Q277  
**Principal:** SUSAN MCNULTY  
**Principal Email:** SMCNULTY@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 McNulty	*Principal or Designee	
Mitchell Glover	*UFT Chapter Leader or Designee	
Sabretta Alford	*PA/PTA President or Designated Co-President	
	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	
Angela Pomo	Member/ Assistant Principal	
Ms. Roberto	Member/ Parent	
Ms. Curtis	Member/ Parent	
Annmarie Regan	Member/ Social Worker	
Ms. Gamboa	Member/ Parent	
Matt Povolny	Member/ Classroom Teacher	
Theresa Lauron	Member/ OT	
	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

<b>x</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>X</b>	▪ 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)
<b>X</b>	<b>Academic Intervention Services (AIS)</b>
	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>X</b>	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

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

### Annual Goal #1

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

**By June 2014, all students participating in alternate assessment classrooms will show improved performance in ELA (reading) skills through the use of targeted instructional strategies to indicate an increase of 3% above baseline 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.

**After reviewing our October 2013 SANDI baseline data, we found that 86% of our student population in grades K-12 performed on a level 1 in the reading section of SANDI. This data shows that our alternate assessment students are in need of strategies to help improve skills in the area of reading for information. Specifically students' scores were lowest in Common Core Standards Reading for information 1 and Reading for information 10. As a new school it is essential that we work to improve our students' overall performance in reading. We will focus on this need throughout the year in common planning, inquiry, informal and formal walkthroughs and PPT meetings.**

### 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**

Strategies/Activities::

- All staff attended a school wide training in July and August on topics such as SANDI, SESIS, TEACCH and Advance
- All K-12 Alternate Assessment students as well as K-2 Standardized Assessment students will be given the SANDI Assessment.
- Administrators and lead teachers will attend the Train the Trainer workshop on the SANDI assessment in September offered by District 75
- Staff will meet every Wednesday for professional development on a variety of topics including but not limited to Advance (teacher effectiveness), SANDI, SESIS and TEACCH
- Administrators and lead teachers will train classroom teachers on the assessment.
- Classroom teachers will administer the SANDI baseline assessment in September and October 2013.
- The SANDI Baseline Reading Assessment will provide information/data on students' skills abilities
- Teachers will review and analyze data in order to determine next steps
- Teachers will use the data obtained on the SANDI to create I.E.P. goals and develop lesson plans
- Lesson plans will follow aligned curriculum to improve individualized skills
- Students will use a common core aligned unit of study for each content area to reach targeted goals and objectives
- 277Q will utilize the Foundations, SMILE, News 2 U, Ablenet Focus on Science and Math, Meville to Weville, Rock Education, Functional Libraries and Headsprout to aid in the development of phonemic awareness and reading comprehension skills
- All classrooms will utilize the TEACCH methodology using visual schedules
- Teachers will meet to discuss/share while processing and mastering new material during common planning times.
- During common planning periods staff will work together to develop action plans and discuss strategies for students.

- Teachers will administer the SANDI assessment a second time during May 2014
- Data Specialist will be responsible for the collection of data and looking for trends across the population

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

**Key Personnel include: administrators, classroom teachers, unit coordinators, speech therapists, ESL teacher, District UDL Team lead by Karen Gormen, Autism Coach Sheldine Murrell and TEACCH Consultants**

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

- There will be sign in sheets for staff development workshops.
- UDL Team, Autism Coach and TEACCH Consultant will work with staff to prepare classrooms for effective instruction
- Administrators will observe teachers to assess instruction
- Teachers will perform SANDI Baseline in September and October
- Teachers, unit coordinators, speech therapist, ESL Teacher will review SANDI baseline data in October
- Teachers will develop IEP Goals from SANDI Data
- Teachers, speech therapist, ESL teacher will create lesson plans addressing the needs of the students aligned to the CCLS
- Teachers, speech therapist, ESL teacher will assess students through observation, informal and formal assessments throughout the year
- Teachers, unit coordinator, administration, speech therapist, ESL teacher will discuss assessment observations and findings at common planning meetings as well as PPT meetings
- Teachers will utilize school wide rubrics, post assessments and performance tasks to assess student progress
- Students Portfolios will be reviewed to assess student growth
- Administrators will observe teachers assessments and alignment of students' goals with teaching objectives
- UDL Team, Autism Coach and TEACCH Consultant will continue to work with staff to improve instruction
- Teachers will administer the SANDI Assessment in May 2014
- Teachers will assess the growth/progress of students in the Reading Section of SANDI

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

1. August 2013 administration and lead teachers evaluated curriculum choices and chose curriculum aligned to the common core standards
2. August 2013 administration prepared a school-wide professional development program
3. September 2013 – Administrators, lead teachers and classroom teachers were trained in curriculum and assessment options
4. September - October 2013 teachers gave the SANDI baseline Assessment
5. October 2013 teachers analyzed baseline data, aligning curriculum and IEP goals for students
6. Ongoing- Common Planning Meetings will focus on targeting assessment areas within workshop model instruction. Assess progress and growth of students.
7. Ongoing - Student work and achievement is celebrated within the class and after each unit of study
8. May 2014 administer the SANDI Assessment
9. May-June2014 analyze results of the final assessment..

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

1. Staff will be trained during formal professional development days in August & September as well as during common planning and PD Wednesdays on the SANDI Program
2. Assigned mentors, unit coordinators, administrators will train new teachers on the SANDI Program
3. District 75 UDL Team, Autism Coach Sheldine Murrell and TEACCH Consultant will work with teachers to set up and maintain an effective academic learning environment in their rooms.
4. Teachers, speech therapists, ESL teacher will utilize programs and resources such as SMILE, Meville to Weville, News 2 u, Ablenet Focus on Science, Focus on Math, Rock Education, Foundations, Functional Libraries, and Headsprout during classroom whole group, small group and one to one activities
5. Administrators, unit coordinators and mentors will ensure teachers are effectively using programs in their room through formal and informal walkthroughs.
6. Staff will analyze ongoing formal and informal assessment on students' progress in reading skills
7. Staff will participate in common planning and PPT meetings to discuss the data they analyze
8. Substitute teachers will be hired to help cover teachers while they assess students on SANDI in May.
9. Unit Coordinators along with teachers will review and analyze final data on the reading goal

**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).

All parents/guardians are given the opportunity to participate in their child's learning experiences throughout the year. All teachers utilize daily communication notebooks with parents as way to keep parents informed of the happenings in the classroom. All parents will have the opportunity to meet with their child's teacher during scheduled parent teacher conferences that work for the parent's schedule. Parents will be invited to attend their child's annual and/or triennial IEP Meeting. Monthly parent workshops are offered by our school social worker, PTA as well as related service providers. Parents will be invited to all 277Q PTA Meetings as well as events including Best Practice Fairs, and school celebrations.

**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.

- Tax Levy instructional monies to purchases supplies required for curriculum programs
- Tax Levy instructional monies to purchase the SMILE, Foundations, Headsprout, N2Y, Ablenet Focus on Science and Math, Meville to Weville
- Tax Levy Children's first inquiry for per session for teachers
- Tax Levy Children's first inquiry for per session for supervisors
- Tax Levy Children's first inquiry for per session for principal
- Tax Levy Data Specialist

**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, all students participating in alternate assessment classes will show improved student performance of expressive communication skills**

as evidenced by a 3% increase in independent requesting and making needs known skills measured by the SANDI Assessment (Communication Development), FBA Data, rubrics, 1:1, group and workstation data and student portfolios.

**Comprehensive Needs Assessment**

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

**Our 277Q October 2013 Sandi data showed, that in the area of communication development, 51% of our students in K-12 earned a raw score below 100, 32% of our students earned a raw score between 101 and 200 and 17% of our students earned a raw score over 200. The data shows specifically that our students consistently scored lowest in areas of requesting and making needs known. This directly correlates with the Common Core Learning Standards Speaking and Listening 1,2,3 and 6 and Language 1,3 and 6. After careful observation of students' behaviors, it noted that following the implementation of communication books and assistive technology devices (September thru November) students showed a decrease in aggressive behaviors. This makes it essential to help students improve in their expressive communication skills.**

**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**

**Strategies/Activities:**

1. Staff participated in a summer institute consisting of training on SANDI, TEACCH, Advance, SESIS and Curriculum
2. All K-12 Alternate Assessment students as well as K-2 Standardized Assessment students will be given the SANDI Assessment.
3. Administrators and lead teachers will attend the Train the Trainer workshop on the SANDI assessment in September offered by District 75
4. Administrators, unit coordinators and mentors will train classroom teachers on the SANDI assessment.
5. Staff will meet every Wednesday for professional development on a variety of topics including but not limited to Advance (teacher effectiveness), SANDI, SESIS and TEACCH
6. Classroom teachers will administer the SANDI baseline assessment in September and October 2013.
7. The SANDI Baseline Communication Development Assessment will provide information/data on students' skills abilities
8. All staff will collect data on students behaviors
9. Teachers will review and analyze informal and formal classroom, SANDI as well as behavioral data in order to determine next steps
10. Teachers will use the data obtained on the SANDI and FBA's to create I.E.P. goals and develop lesson plans
11. Lesson plans will follow aligned curriculum to improve individualized communication skills
12. Speech Therapists will work with classroom and ESL teachers to create and implement communication books and assistive technology devices in the classroom.
13. District Autism Coach, District UDL team and TEACCH Consultants will work with teachers on the implementation of communication systems and visual structures in the classroom
14. Students will use a common core aligned unit of study for each content area to reach targeted communication goals and objectives
15. 277Q will utilize the Foundations, JARS, SMILE, N2Y, Ablenet Focus on Science and Math, Meville to Weville, Rock Education, ACC Devices, PECS and Headsprout to aid in the development of expressive communication skills
16. All classrooms will utilize the TEACCH methodology using visual schedules
17. Teachers will meet to discuss/share while processing and mastering new material during common planning times.
18. During common planning periods staff will work together to develop action plans and discuss strategies for students.
19. Teachers will administer the SANDI assessment a second time during May 2014

**20. Data Specialist will be responsible for the collection of data and looking for trends across the population**

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

**1. Classroom Teachers, ESL Teacher, Unit Coordinators, District Autism Coach Sheldine Murrell, District UDL Team/Karen Gorman, TEACCH Consultant, Administration**

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

- 1. Sign in sheets for staff development workshops.**
- 2. UDL Team, Autism Coach and TEACCH Consultant will work with staff to help set up visual structures as well as communication systems in the classrooms**
- 3. Teachers will perform SANDI Baseline in September and October**
- 4. Teachers, unit coordinators, speech therapist, ESL Teacher will review SANDI baseline and behavioral data October**
- 5. Teachers will develop IEP Goals from SANDI and FBA Data**
- 6. Teachers, speech therapist, ESL teacher will create lesson plans addressing the expressive communication needs of the students**
- 7. Teachers, speech therapist, ESL teacher will assess students through observation, informal and formal assessments throughout the year**
- 8. Teachers, unit coordinator, administration, speech therapist, ESL teacher will discuss assessment observations and findings at common planning meeting as well as PPT meetings**
- 9. Teachers will utilize school wide rubrics, post assessments and performance tasks to assess student progress**
- 10. Students Portfolios will be reviewed to assess student growth**
- 11. Administrators will observe teachers assessments and alignment of students' goals with teaching objectives**
- 12. District UDL Team, District Autism Coach and TEACCH Consultant will continue to work with staff to improve classroom structures that enhance the development of student communication skills**
- 13. Teachers will administer the SANDI Assessment in May 2014**
- 14. Teachers will assess the growth/progress of students in the Communication Development Section of SANDI**

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

- August 2013 administration and lead teachers evaluated curriculum and assistive technology devices**
- Administration met with District UDL Team leader Karen Gorman and Ablenet Rep Mary Stagsetter to evaluate assistive technology needed for the program and discuss support for programs**
- August 2013 administration prepared and provided a school-wide professional development program on curriculum, TEACCH, communication**
- September 2013 – Administrators, lead teachers and classroom teachers were trained in curriculum as well as communication systems**
- September - October 2013 teachers gave the SANDI baseline Assessment and began to implement communication systems in the classrooms along with curriculum**
- October 2013 teachers analyzed baseline data, aligning curriculum and IEP goals for students**
- Ongoing September to June- Common Planning Meetings will focus on targeting assessment areas within workshop model instruction. Assess communication systems as well as curriculum and analyze the progress and growth of students expressive communication skills.**
- Ongoing - Student work and achievement is celebrated within the class and after each unit of study**
- Ongoing – District UDL Team, District Autism Coach, Speech Therapists, Unit Coordinators, Mentors and TEACCH Consultant**

will continue to work with staff to improve classroom structures that enhance the development of student communication skills

- May 2014 administer the SANDI Assessment
- May-June 2014 analyze results of the final assessment.

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

1. Staff will be trained during formal professional development days in August & September as well as during common planning and PD Wednesdays on a variety of topics including SANDI, Advance, TEACCH, SESIS, Looking at students work
2. Assigned mentors, unit coordinators, administrators will train new teachers on the SANDI Program
3. District 75 UDL Team, Autism Coach Sheldine Murrell and TEACCH Consultant will work with teachers to set up and maintain a learning environment that has visual structures and allows for the growth of communication.
4. Teachers, speech therapists, ESL teacher will utilize programs and resources such as AAC devices, PECS, Communication books, JARS, SMILE, Meville to Weville, News 2 u, AbleNet Focus on Science, Focus on Math, Rock Education, Foundations, Functional Libraries, and Headsprout during classroom whole group, small group and one to one activities
5. Administrators, unit coordinators and mentors will ensure teachers are effectively using devices and programs in their room through formal and informal walkthroughs.
6. Staff will analyze ongoing formal and informal assessment on students' progress in expressive communication skills
7. Staff will participate in common planning and PPT meetings to discuss the data they analyze
8. Substitute teachers will be hired to help cover teachers while they assess students on SANDI in May.
9. Unit Coordinators along with teachers will review and analyze final data on our communication goal

**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).

**All parents/guardians are given the opportunity to participate in their child's learning experiences throughout the year. All teachers utilize daily communication notebooks with parents as way to keep parents informed of the happenings in the classroom. All parents will have the opportunity to meet with their child's teacher during scheduled parent teacher conferences that work for the parent's schedule. Parents will be invited to attend their child's annual and/or triennial IEP Meeting. Monthly parent workshops are offered by our school social worker, PTA as well as related service providers. Parents will be invited to all 277Q PTA Meetings as well as events including Best Practice Fairs, and school celebrations.**

**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.

- Tax Levy instructional monies to purchases AAC Devices and communication books
- Tax Levy instructional monies to purchase the SMILE, Foundations, Headsprout, N2Y, Rock Education, AbleNet Focus on Science and Math, Meville to Weville
- Tax Levy Children's first inquiry for per session for teachers
- Tax Levy per session for Data Specialist

**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, students will demonstrate an 3% increase in engagement during classroom activities as evidenced by effective classroom instruction, measured through formal and informal walkthroughs, low inference observations, classroom 1:1 workstation and group data, SANDI and students portfolios.**

### **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.

**After reviewing ongoing classroom assessments such as unit post assessments, SANDI, 1:1, workstation and group data collection as well as teacher ratings on Danielson's Rubric 3c (student engagement), it was found that students lack of engagement had a negative impact on academic outcomes.**

### **Instructional Strategies/Activities**

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

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

1. Staff participated in a summer institute consisting of training on SANDI, TEACCH, Advance (Teacher Effectiveness), SESIS and Curriculum
2. All K-12 Alternate Assessment and Standardized Assessment students will be given the SANDI Assessment.
3. Administrators and lead teachers will attend the Train the Trainer workshop on the SANDI assessment in September offered by District 75
4. Administrators, unit coordinators and mentors will train classroom teachers on the SANDI assessment.
5. Staff will meet every Wednesday for professional development on a variety of topics including but not limited to Advance (teacher effectiveness), Danielson's Rubric, SANDI, SESIS, Looking at Student Work and TEACCH
6. Classroom teachers will administer the SANDI baseline assessment in September and October 2013.
7. The SANDI Baseline will provide information/data on students' skills in reading, writing, math, communication, gross/motor and social emotional function.
8. All staff will collect data on students' engagement in 1:1, group and workstation task through completion of tasks.
9. Teachers will continually review and analyze informal and formal classroom data, SANDI, student portfolios as well as informal and formal teacher observation reports in order to determine next steps in student engagement.
10. Lesson plans will follow aligned curriculum to improve student engagement
11. Speech Therapists will work with classroom and ESL teachers to create and implement communication books and assistive technology devices in the classroom to increase student engagement.
12. District Autism Coach, District UDL team and TEACCH Consultants will work with teachers in creating an engaging classroom structure in their room through the use visual schedules, labels and cues
13. Students will use a common core aligned unit of study for each content area to reach targeted goals and objectives
14. 277Q will utilize the Foundations, JARS, SMILE, N2Y, AbleNet Focus on Science and Math, Meville to Weville, Rock Education, ACC Devices, PECS and Headsprout, GRTL, Mouse Squad to aid in the improved engagement of students
15. All classrooms will utilize the TEACCH methodology using visual schedules to elicit student engagement
16. Teachers will meet to discuss/share students' progress as well as gain new material during common planning times.
17. During common planning periods staff will work together to develop action plans and discuss strategies for students.
18. Teachers will administer the SANDI assessment a second time during May 2014
19. Unit Coordinators and teachers will be responsible for the collection of data and looking for trends across the population
- 20.

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

- 1. Classroom Teachers, ESL Teacher, Unit Coordinators, District Autism Coach Sheldine Murrell, District UDL Team/Karen Gorman, TEACCH Consultant, Administration**

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

- 2. Sign in sheets for staff development workshops.**
- 3. UDL Team, Autism Coach and TEACCH Consultant will work with staff to help set up classroom environments that foster students engagement**
- 4. Teachers will perform SANDI Baseline in September and October**
- 5. Administrators will observe teaching practices throughout the year using the 2013 Danielson's Rubric**
- 6. Teachers will take and assess ongoing informal and formal classroom data including post assessments on performance tasks, school-wide rubrics, 1:1, workstation and group data, SANDI as well teacher observation reports throughout the year**
- 7. Teachers, unit coordinators, speech therapist, ESL Teacher will review SANDI baseline data October**
- 8. Teachers will create and assess student portfolios for student engagement**
- 9. Teachers, speech therapist, ESL teacher will create engaging lesson plans addressing the needs of individual students**
- 10. Teachers, unit coordinator, administration, speech therapist, ESL teacher will discuss assessment observations and findings at common planning meeting as well as PPT meetings**
- 11. District UDL Team, District Autism Coach and TEACCH Consultant will continue to work with staff to improve classroom structures that ensure best practices**
- 12. Teachers will administer the SANDI Assessment in May 2014**
- 13. Teachers will assess the growth/progress of student engagement throughout the year**

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

- 1. August 2013 and September 2013 administration prepared and provided a school-wide professional development program on topics including but not limited to Teacher Effectiveness, Curriculum, TEACCH, SANDI, and SESIS**
- 2. September - October 2013 teachers gave the SANDI baseline Assessment as well as began collecting informal and formal classroom data on students work**
- 3. September 2013 to June 2014 administration will observe teaching practices using the 2013 Danielson Rubric**
- 4. October 2013 teachers analyzed baseline data, aligning curriculum and IEP goals for students**
- 5. Ongoing September to June- staff will participate in common planning and PPT meetings to discuss student engagement in the classroom through observation of student work and teacher data.**
- 6. Ongoing - Student work and achievement is celebrated**
- 7. Ongoing – District UDL Team, District Autism Coach, Speech Therapists, Unit Coordinators, Mentors and TEACCH Consultant will continue to work with staff to improve classroom structures that enhance student engagement in classroom activities**
- 8. May 2014 administer the SANDI Assessment**
- 9. May-June 2014 analyze results of the informal and formal classroom assessments as well as teacher observation reports from Advance.**

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

1. Staff will be trained during formal professional development days in August & September as well as during common planning and PD Wednesdays on a variety of topics including SANDI, Advance, TEACCH, SESIS, Looking at students work as well as Analyzing data
2. Assigned mentors, unit coordinators, administrators will train new teachers on the SANDI Program, TEACCH Methodology, Curriculum and SESIS.
3. District 75 UDL Team, Autism Coach Sheldine Murrell and TEACCH Consultant will work with teachers to set up and maintain a learning environment that has visual structures and encourages academic growth.
4. Teachers, speech therapists, ESL teacher will utilize programs and resources such as AAC devices, PECS, Communication books, JARS, SMILE, Meville to Weville, News 2 u, Ablenet Focus on Science, Focus on Math, Rock Education, Foundations, Functional Libraries, and Headsprout during classroom whole group, small group and one to one activities
5. Administrators, unit coordinators and mentors will ensure teachers are effectively using devices and programs in their room through formal and informal walkthroughs.
6. Administrators will provide teachers with feedback and next steps after informal and formal walkthroughs and observations.
7. Staff will analyze ongoing formal and informal assessment on students' progress
8. Staff will participate in common planning and PPT meetings to discuss the data they analyze Substitute teachers will be hired to help cover teachers while they assess students on SANDI in May.
10. Unit Coordinators along with teachers will review and analyze final data on our engagement goal

**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).

**All parents/guardians are given the opportunity to participate in their child's learning experiences throughout the year. All teachers utilize daily communication notebooks with parents as way to keep parents informed of the happenings in the classroom. All parents will have the opportunity to meet with their child's teacher during scheduled parent teacher conferences that work for the parent's schedule. Parents will be invited to attend their child's annual and/or triennial IEP Meeting. Monthly parent workshops are offered by our school social worker, PTA as well as related service providers. Parents will be invited to all 277Q PTA Meetings as well as events including Best Practice Fairs, and school celebrations**

**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.

- Tax Levy instructional monies to purchase the SMILE, Foundations, Headsprout, N2Y, Rock Education, Ablenet Focus on Science and Math, Meville to Weville
- Tax Levy Children's first inquiry for per session for teachers
- Tax Levy per session for Data Specialist
- Tax Levy per session for TEACCH Consultants

**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
--	----------	----------	-----------	-----------	-----------	--------

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
----------	----------	-----------	-----------	-----------	--------

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***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	SMILE Headsprout Foundations News 2 U Functional Libraries Handwriting Without Tears Ablenet Focus on Science Meville to Weville Rock Education Vocational Education Curriculum	Small group, One to One, Tutoring	During the School Day
<b>Mathematics</b>	Ablenet Focus on Math Math Manipulative kits Math Games Math Skill Builders Functional Libraries Vocational Education Curriculum	Small group, One to One, Tutoring	During the School Day
<b>Science</b>	Ablenet focus on Science BrainPop Scholastic Magazines National Geographic Magazines Functional Libraries Vocational Education Curriculum	Small group, One to One, Tutoring	During the School Day
<b>Social Studies</b>	Meville to Weville Scholastic Magazine Brain Pop Functional Libraries Social Studies Library Ablenet Vocational Education Curriculum	Small group, One to One, Tutoring	During the School Day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Positive Behavior Intervention Supports	Small Group, One to One	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.		
<b>School Wide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

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

**High Quality and Ongoing Professional Development**

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

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

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

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

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

**Measures to Include Teachers in Decisions Regarding Assessments**

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

**TA Schools Only**

**Use of Program Resources**

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

**TA Coordination with the Regular Program**

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

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

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

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

---

**Parent Involvement Policy (PIP) Template**

**WE ARE NOT A TITLE 1 SCHOOL**

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

Our school 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 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;
- Utilizing programs such as SMILE, Foundations, Ablenet Focus on Science and Math, Meville to Weville, Rock Education, GRTL, Functional Libraries, News 2 U and Brainpop
- 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;
- 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;
- utilize daily communication notebooks between teachers, related service providers and parents
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- sending home parent newsletters and monthly calendars informing parents of the happenings at school

*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 attend PA meetings, receive training and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences, IEP Meetings Holiday Events, Classroom Celebrations

*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;
- Utilizing the PTA to support parents and provide resources

## **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;
- 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
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- 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;
- 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., 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;
- 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 <b>75</b>	Borough <b>Queens</b>	School Number <b>277</b>
School Name <b>The Riverview School</b>		

### 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 <b>Susan McNulty</b>	Assistant Principal <b>Angela Pomo</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Amanda Dutton</b>	Guidance Counselor <b>AnnMarie Regan</b>
Teacher/Subject Area <b>Jill Dizeo/Unit Coordinator</b>	Parent <b>Sabretta Alford</b>
Teacher/Subject Area <b>Crystal Gemma/Unit Coordinator</b>	Parent Coordinator <b>type here</b>
Related Service Provider	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>84</b>	Total number of ELLs	<b>20</b>	ELLs as share of total student population (%)	<b>23.81%</b>
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## Part II: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Push-In	0													0
SELECT ONE														0
<b>Total</b>	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	21	Newcomers (ELLs receiving service 0-3 years)	13	ELL Students with Disabilities	21
SIFE		ELLs receiving service 4-6 years	5	Long-Term (completed 6+ years)	3

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [?](#)

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	13	0	13	5	0	5	3	0	3	21
Total	13	0	13	5	0	5	3	0	3	21

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
<b>TOTAL</b>	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
<b>TOTAL</b>	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
<b>TOTAL</b>	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	5						5	1	1	1				13
Chinese										1				1
Russian														0
Bengali	1							1						2
Urdu														0
Arabic							1		1					2
Haitian														0
French														0
Korean														0
Punjabi							1							1
Polish														0
Albanian														0
Other							1			1				2
<b>TOTAL</b>	6	0	0	0	0	0	8	2	2	3	0	0	0	21

## 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)	6						8	2	2	3				21

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)														0
Advanced (A)														0
Total	6	0	0	0	0	0	8	2	2	3	0	0	0	21

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					!Und
4					
5					
6					
7					
8					
NYSAA Bilingual (SWD)				10	

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									
4									
5									
6									
7									
8									
NYSAA Bilingual (SWD)							10		

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

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.  
To assess the early literacy skills of our K – 8 ELLs that take standardized assessments, our school uses TCRWP (Teachers' College Reading and Writing Project) Individual Running Records and classroom data collection. To assess the early literacy skills of our K - 12 ELLs that take NYSAA, our school uses SANDI/FAST (Student Annual Needs Determination Inventory/Formative Assessment of Standards Task) and classroom data collection. With the information we obtain from the results of the aforementioned assessments we identify students that are "At Risk" and we adjust our school's instructional plan accordingly. We will look at skills that students are struggling with and create academic plans for students. We will discuss our findings at Pupil Personnel team meetings and common planning meetings and begin to develop plans with intervention strategies that can be implemented for or ELL students.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
As a new school we will be assessing patterns across proficiency level and grades on the Lab-R and NYSESLAT..
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](#))  
As we identify patterns in our new school we will modify instruction as needed. We will use the AMAO Estimator Tool to project our status through the 2016-2017 school year. Using this tool we will analyze student achievement data in the content areas
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?

As a new school we are starting to identify patterns and analyze data with teacher teams. School leaders and teachers are analyzing periodic assessments to identify students' strengths and needs in skill areas. We use this information to create goals and develop lesson plans for individualized students. We are learning that many of our ELL's need the extra support and scaffolded work in the classroom. When available in the classroom we utilize paras and teachers to speak with students in their native language to help with clarification and comprehension of materials.
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](#).)  
Being a D75 school we offer Tier 3 services to all of our students. Following the RTI model, our administrators will bring together invested key players and generate a team. The team will work together to provide students with the support they need in the classroom.
6. How do you make sure that a child's second language development is considered in instructional decisions?  
As a new school we will make sure the ELL child's second language development is considered in instructional decisions by including the parents, classroom teacher, Alternate Placement Paraprofessional (if applicable), and the ESL Teacher in the IEP annual review meeting. We will discuss at weekly PPT (Pupil Personnel Team) and common planning meetings how our findings will affect the instructional decisions we make as a team.
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?

At this time, we do not offer a Dual Language Program.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
After completing our first year of service 277Q will evaluate the success of our program for ELLs by examining the data from the NYSESLAT scores and comparing it to students' previous years' scores and track the progress of each ELL's individual goals on their IEP. We will also look at formal and informal observations to evaluate student growth and thus success of our program.

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](#).)  
277Q will follow several steps in order to identify all ELL students. Two coaches from the District 75 ELL Office met with administration and reviewed school reports to identify ELL students. We began our school year with the administration of the HLIS (Home Language Identification Survey) through an informal, oral interview with the parent of a new student. This informal, oral interview is conducted in English and in the Native Language. This survey is completed within ten days of admission into the New York City School System. If it is determined that the child's home language is a language other than English and the child is an ELL (English Language Learner) we review the child's records and information in the ATS system to confirm whether or not the LAB-R was given. Coaches from the D75 Office of ELL's as well as our licensed ESL teacher administered the LAB-R to our students. If students whose native language is Spanish, did not pass the LAB-R, they were administered the Spanish LAB-R. Our licensed ESL Teacher will administer all initial screenings, HLIS interviews, the formal initial assessment, the LAB-R and the NYSESLAT.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.  
Options for children placed in District 75 Special Education that are English Language Learners are discussed with parents at the Educational Planning Conference at the CSE (Committee on Special Education), where the initial IEP is written. Our school social worker or unit coordinators will explain the procedure to parents with the assistance of a staff member that speaks their native language or with a representative from the Language Translation and Interpretation Unit via telephone or in-person, if necessary. It is explained to parents that the New York City Department of Education offers English Language Learners TBE, Dual Language, and Freestanding ESL, however based on current CSE recommendations, our school is only able to provide freestanding ESL. Parent outreach is done by our unit coordinators and social worker. All correspondence regarding program choices is disseminated to parents in their Native Language.
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](#)].)  
Entitlement letters, parent surveys, and program selection are not typically used at the school level however when necessary our unit coordinators and social worker will coordinate at the school. At the CSE planning meeting the parent is provided with interpretation services in their native language, as needed. As stated, program discussions are made at the CSE level in conjunction with the parents. All necessary documents (entitlement letters, Parent Survey and Program Selection forms) are placed in the students' file and stored in a locked filing cabinet in the main office of our school. The unit coordinators and social worker work with the secretary to ensure that all forms are returned and placed in the students file. The SESIS (Special Education Student Information System) system for IEPs requires a copy of the students' HLIS and all other evaluations and documents be scanned into SESIS as well.
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 Committee on Special Education and the Placement Officer at District 75 determine placement with the parent by offering tours of schools that are available for children with disabilities and offer Bilingual classes or ESL services. ELL students are evaluated by a bilingual psychologist during the placement process. Tours are conducted by a school administrator and a DOE employee that speaks the native language of the parent. The sites chosen for touring depend on what kind of program the student has been placed in based upon his or her disability. Parents predominantly choose a site that addresses the needs of their child as it pertains to their disability (autism, multiple disabilities, learning disabilities, emotional disabilities, and intellectual disabilities). Program models are offered based on the student and his or her educational needs as per their IEP mandates. The program models are aligned with the CSE evaluation of what the student needs most in terms of his or her disability. At this time our school only offers freestanding ESL services.
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.

To administer the NYSESLAT (New York State English as a Second Language Achievement Test) to all ELLs each year, 277Q will take several steps to ensure all students are tested according to New York State's mandated directions. First, the ESL teacher, pupil accounting secretary and administration will verify each ELL student's grade and eligibility by using the RLAT function in ATS and each child's IEP. The ESL teacher in conjunction with the classroom teacher and related service providers will work with the ELL students during the year on their English Language Skills. After we finalize the number of students and grades of students taking the assessment the administration will order the NYSESLAT exams. Finally, with the assistance of the classroom teachers, testing times are scheduled so the ESL teacher can administer the exam accordingly.

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. [i](#)  
As a new school we will start to review parent survey and program selection forms in the upcoming years. Program placement is done at the CSE with the parents.

## 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])?
 

277Q is a D75 self contained program servicing students in classes of 6:1:1, 8:1:1 and 12:1:1. Our ESL teacher as well as our related service providers use a push-in/pull-out model for service. Our classes are set up heterogeneously throughout our program.
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)?

In our model, the ESL teacher will provide a detailed schedule to the principal and Assistant Principals in order to ensure that the mandated number of instructional minutes are being provided in agreement with grade and proficiency levels. This is in accordance with explicit CR Part 154 regulations. We do not have a TBE class and therefore no NLA. The ESL teacher will meet with a District 75 Coach to review his/her schedule to ensure he/she is providing the mandated number of instructional minutes to our ELL students. The classroom teacher will work in conjunction with the ESL teacher to ensure that the mandated number of ESL and ELA instructional minutes are being met. At times they will Co-teach in order to maximize use of instructional time. The classroom teachers will also be given a copy of the ESL teacher's schedule.

Beginner and Intermediate level ELL's in grades K-8 receive 360 minutes per week. Advanced ELL students in grades K-8 receive 180 minutes of ESL instruction and 180 minutes of ELA instruction per week. Beginner level ELL's in grades 9-12 receive 540 minutes per week of ESL services. Intermediate ELL's in grades 9-12 receive 360 minutes of ESL instruction per week. Advanced ELL's in grades 9-12 receive 180 minutes of instruction in ESL and 180 minutes of instruction in ELA per week. For all grades and instructional levels the Push-In or Pull model is alternated daily.

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.
 

In our models (ESL Pull-out/ Push-in) content areas will be delivered by engaging the ESL teacher and the content-area teachers in curriculum planning, implementation, and rigorous professional development. Instruction is designed to foster language development and meet the demands of the Common Core Learning Standards. Our staff will work to effectively group students, maximize use of instructional time, while integrating language development and literacy in all content areas in English and in the students' native language. Teachers use instructional approaches and methods like cooperative learning/group work, discovery, expository learning, brainstorming, demonstration method, role play, differentiation, Think-Pair-Share, Learning Experience Approach, cooperative learning, and small group instruction to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
 

Throughout the school year our ESL teacher will work with staff to ensure that ELL students are evaluated in their native languages. We also use alternate placement paras to assist students in their native language in the classroom.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 

We will ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year by using effective programs to measure their progress. Assessments (e.g. formal assessments with necessary accommodations as per students' IEP, portfolio assessments, formative classroom assessments and informal periodic assessments) are used to track language acquisition in all four modality areas (Listening, Speaking, Reading, and Writing). Additionally, New York State mandates that all English Language Learners will take the NYSESLAT (The New York State English as a Second Language Aptitude Test) exam annually. In order to annually evaluate ELL students we will use the results of the NYSESLAT. These results describe the students' English language performance level based on scores from four modalities; Listening, Reading, Speaking, and Writing. Students' scores on this exam will assist us in determining each student's progress toward English proficiency. Based on the raw scores from the NYSESLAT, all ELLs, are categorized as either: Beginner, Intermediate, Advanced, or are deemed proficient in the target language.
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).

Instruction will be differentiated for all ELL subgroups through several methods which include, adapting and modifying materials for students in our 6:1:1, 8:1:1 and 12:1:1 populations.

SIFE students will be taught by using a multi-sensory and multicultural approach along with intensive literacy/language instruction in cooperative groups in a print rich environment with differentiated instruction. ESL materials are infused throughout all aspects of the instruction SIFE students receive. They have access to libraries that are aligned to the Common Core Learning Standards and contain supplemental materials in their native language. The libraries include a variety of books on all levels that support the backgrounds, strengths, and English language needs of our SIFE students. SIFE students will work with the ESL teacher (when hired) who will alternate the push-in and pull-out model in collaboration with the classroom teacher . The use of technology will also be incorporated into the curriculum for all SIFE students. Goals are met by using instructional approaches and methods such as cooperative learning/group work, discovery, expository learning, Think-Share-Pair, Graphic Organizers, brainstorming, Realia, demonstration method, role play, differentiation, and small group instruction in English and in their native language.

ELL students that have been in the US less than three years are subject to the same Common Core Learning Standards as non-ELL students. In addition to meeting the ELA, Math, Science, Social Studies and all other Common Core Learning Standards, ELL students will demonstrate cross-cultural knowledge and understanding by using culturally appropriate behaviors. They are expected to have knowledge of local and United States cultures and practices in their interactions with others while in their present environment. All ELL students with less than three years in the US are expected to equally participate in all New York Department of Education Common Core Learning Standards for all subject areas. Our ESL teacher (when hired) and instructional staff adapt the curriculum to meet the needs of these students. They modify the course work and their methods of instruction as needed. IEP goals are met by using instructional approaches and methods like cooperative learning/group work, intensive literacy/language instruction, flexible scheduling, print rich environment, discovery, expository learning, brainstorming, Think-Pair-Share, Graphic Organizers, demonstration method, role play, differentiation, and small group instruction in English and in their native language. All ELL students in grades 3-12, with less than three years of ESL services will receive additional ELA Academic Intervention Services (AIS) instruction.

ELL students that have been receiving ESL services for four to six years are subject to the same common core standards as non-ELL students. In addition to meeting the ELA, Math, Science, Social Studies and all other common core standards, ELL students will demonstrate cross-cultural knowledge and understanding by using culturally appropriate behaviors. They are expected to have knowledge of local and United States cultures and practices in their interactions with others while in their present environment. All ELL students that have been receiving ESL services for four to six years expected to equally participate in all New York Department of Education Common Core Standards for all subject areas. Our ESL teacher and instructional staff adapt the curriculum to meet the needs of these students. They modify the course work and their methods of instruction as needed. Goals are met by using instructional approaches and methods like cooperative learning/group work, intensive literacy/language instruction, flexible scheduling, print rich environment, discovery, expository learning, brainstorming, demonstration method, role play, Realia, Think-Pair-Share, Graphic Organizers, differentiation, and small group instruction in English and in their native language. All ELL students in grades 3-12, that have been receiving ESL services for four to six years will receive additional ELA Academic Intervention Services (AIS) instruction.

ELL students that have been receiving ESL services Long-Term (six years or more) are subject to the same common core standards as non-ELL students. In addition to meeting the ELA, Math, Science, Social Studies and all other common core standards, ELL students will demonstrate cross-cultural knowledge and understanding by using culturally appropriate behaviors. They are expected to have knowledge of local and United States cultures and practices in their interactions with others while in their present environment. All ELL students that have been receiving ESL services Long-Term (six years or more) are expected to equally participate in all New York Department of Education Common Core Standards for all subject areas. Our ESL teacher and instructional staff adapt the curriculum to meet the needs of these students. They modify the course work and their methods of instruction as needed. Goals are met by using instructional approaches and methods like cooperative learning/group work, intensive literacy/language instruction, flexible scheduling, graphic organizers, print rich environment, discovery, expository learning, brainstorming, demonstration method, role play, differentiation, and small group instruction in English and in their native language. All ELL students in grades 3-12, that have been receiving ESL services

for six years or more will receive additional ELA Academic Intervention Services (AIS) Instruction.

Former ELLs (1 and 2 years after testing proficient on the NYSESLAT ) will receive AIS (Academic Intervention Services) for extra support. These services will be provided by a special education teacher.

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?

The instructional strategies and grade-level materials teachers of ELL students with disabilities use that both provide access to academic content areas and accelerate English language development are aligned with the Common Core Learning Standards. The ESL teacher will meet daily with the classroom teachers at common planning meetings to discuss instruction and strategies. Every child in our program (all grades) has an IEP and is a special education student. Each instructional strategy and all materials that are used encompass all aspects of Balanced Literacy. Every classroom has a Smart Board.

Our Standardized Assessment ELLs in grades K-8 use instructional strategies and grade-level materials such as Foundations (Orton-Gillingham multi-sensory program that provides skill development in phonics, fluency, phonemic awareness, vocabulary and spelling and decoding), leveled Libraries and Scholastic Magazine The Instruction is differentiated for all ELL subgroups where students work with the ESL teacher who alternates the push-in and pull-out models in collaboration with the classroom teacher . The use of technology will also be incorporated into the curriculum for any SIFE students. Goals are met by using instructional approaches and methods such as cooperative learning/group work, discovery, expository learning, Think-Share-Pair, Graphic Organizers, brainstorming, Realia, demonstration method, role play, differentiation, and small group instruction in English and in their native language.

Our Alternate Assessment ELLs in grades K-12 (nongraded) use a variety of instructional strategies and grade level materials based on TEACCH methodology. Such strategies and materials as; Foundations (Orton-Gillingham multi-sensory program that provides skill development in phonics, fluency, phonemic awareness, vocabulary and spelling and decoding), Scholastic Magazine, SMILE (a highly structured, multi-sensory program that engages complex learners in a sequential program beginning with attention and imitation tasks, through phoneme and syllable learning, noun vocabulary and then moving onto simple sentences and short stories), Headsprout (an ELA computer program), and AbleNet Focus on Science. They also participate in JARS (Joint Action Routine) which is a functional curriculum used with students with disabilities collaboratively with Speech and Language teachers. Additionally, our ELL students use common core aligned, rubric based, cross curricular units of study with a pacing calendar.

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?

Our school uses curricular, instructional, and scheduling flexibility to enable diverse ELLs with disabilities to achieve their IEP goals and attain English proficiency within the least restrictive environment. This is attained by using special education strategies and methodologies, such as TEACCH, that are aligned to the Common Core Learning Standards and are cross curricular. Instruction provided in a District 75, special education setting in accordance with the child’s IEP. The ESL teacher will use a Push-in and Push-out model Small student to teacher ratio affords us scheduling flexibility and the capability to provide instruction using appropriate scaffolding techniques while placing a high value on culture and student diversity .

**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
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### 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

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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

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

### Native Language Usage and Supports

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

Native Language Usage/Support		Transitional Bilingual Education (TBE)		
100%				
75%				
50%				
25%				
		Dual Language		
100%				
75%				
50%				
25%				
		Freestanding ESL		
100%				
75%				
50%				
25%				
TIME		BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.				

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Intervention programs will be offered at 277Q for ELL's in all subgroups (SIFE, newcomers less than three years of ESL services, three to six years of ESL services, six years and over of ESL services, and special needs). We will focus on all content areas using programs such as Foundations, Wilson Foundations, JARS, Scholastic Magazine, Weekly Reader, Brain Pop, AbleNet Focus on Science, Headsprout, AIS and SMILE. These interventions are offered in English with the assistance of the ESL teacher and an Alternate Placement Paraprofessional when necessary and are all aligned to the CCLS.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- As a new school, our program is in the process of being developed.
11. What new programs or improvements will be considered for the upcoming school year?
- As a new school our entire program is in the beginning stages.
12. What programs/services for ELLs will be discontinued and why?
- We are not discontinuing any programs or services at this time.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs will be afforded equal access to all school programs (during school and after school) including but not limited to CHAMPS Programs, Academic Intervention Services, GRTL Program, Rock UcationProgram, in accordance with their IEPs and the Chancellor's Regulations. ELL parents are invited to all Parent and school meetings in their native language.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- To support ELLs, our school will use a variety of instructional materials, including technology. Every classroom has a Smart Board, many ELLs uses AACs (Augmentative Communication Devices) as per their IEP, all ELL students have access to MAC laptops and MAC's with Touch Screens. Classroom teachers and ESL Teachers use the boardmaker computer program to create Mayer-Johnspn picture cues, color printers and laminators to effectively communicate with their ELL students. Instructionally, we utilize Wilson Fundantions, NYSAA Pacing calendar, teacher made materials, i-pads (specific language programs), collaborative materials made with the classroom teacher, and any specific manipulatives used by our support staff such as Occupational Therapy, Physical Therapy, and Speech and Language Therapy. In addition, depending on the age/grade of the ELL students and his/her IEP the following instructional materials (in alignment to the CCLS) may be used: Wilson Foundations/Foundations, Words your Way, Fountas & Pinnell Leveled Readers, Scholastic Magazine, Reading Street, SMILE, Headsprout, AbleNet Focus on Scienec and JARS.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- ELL students that have special needs make up all of our ELL's. We will use the ESL with a Pull-out/Push-in model as well as the use of alternate placement paras in necessary classrooms. Native language support will be delivered by using modified instructional, functional curriculum that is tailored to meet their ESL needs in all contect areas, grade level, and disability in accordance with their IEPs and the Common Core Learning Standards.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?
- The required services support and resources correspond to ELLs' ages and grade levels because we will follow the New York State CR Part 154 mandated number of units of support for ELLs. Classroom resources available to all ELL students. Based on the students' profeciency level on the NYSESLAT or LAB-R (NYSITELL as of February 2014) the ESL teacher will provide the mandated number of hours. Beginner level ELLs in grades K-8 receive 360 minutes of ELL services per week. Intermediate level ELLs in grades K-8 also receive 360 minutes per week of ESL instruction. Advanced ELL in grades K-8 receive 180 minutes per week of ESL instruction. Beginner level ELLs in grades 9-12 (this includes disabled students up to age 21) receive 540 minutes of ELL services per week. Intermediate level ELLs in grades 9-12 (this includes disabled students up to age 21) receive 360 minutes per week of ESL instruction. Advanced ELL in grades 9-12 (this includes disabled students up to age 21) receive 180 minutes per week of ESL instruction.
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.
- In the beginning of the school year, newly enrolled ELL students and their parents will be invited to come to school and meet with their ESL teacher, the parent coordinator, and the classroom teacher. They will receive a letter in their native language inviting

them. All newly enrolled students are invited to attend the Chapter 683 Summer Program. Throughout the school year ELLs and their parents will be invited to all PA meetings, workshops organized by the parent coordinator, parent/teacher Conferences, and IEP meetings. The parents will receive letters in their native language and translators will be provided when needed.

18. What language electives are offered to ELLs?

277Q does not offer language electives at this time.

19. For schools with dual language programs:

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

277Q does not currently have a dual language program.

## 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.

All ELL personnel at our school will attend professional development throughout the school year. These workshops are offered through District 75 as well as at the school. The workshops at the District as well as the school cover NYSESLAT testing, LAB-R testing, ESL methodologie and compliance information. The ESL teacher will attend these workshops. On the school level, all staff members attend workshops throughout the school year on the Common Core Learning Standards, balanced literacy, content area instruction, TEACCH Methodologies, Communication Support and formative and summative assessments that incorporate using ESL methodologies.

To support ELLs as they engage in the Common Core Learning Standards District 75 offers several ESL and Bilingual teacher Professional Development sessions. One is a New ELL Teacher Professional Development Series: The ELL 'How To...' Institute that offers Four- six hour sessions that cover creating lesson plans and thematic units, intensive modeling and practice in adapting books and materials to meet the needs of ELL students with disabilities, with an emphasis on adapting content-area texts in order to retain the essence of the material, while providing comprehensible input. Also, the four session institute provides participants with the tools to manage the behavioral and emotional needs of ELL students with disabilities through the lens of the cultural aspects of behavior focusing on the tenets of Social Emotional Learning (SEL). Additionally, this specific professional development series focus on working with the varied learning styles of ELL students with disabilities, celebrating multiple intelligences and maximizing students' performance through the use of their varied learning styles in conjunction with quality IEP that is aligned to CCLS and addresses language and culture issues via ESL methodologies, enhancement of the native language, and assessment in both native and target languages. Participants are expected to attend all four sessions of this Professional Development Institute. All Domains from the Danielson FfT are addressed: A certificate will be issued upon completion of the workshop.

Another professional development series is a two session series that covers ELL Compliance. The first session of this series will provide step-by-step directions in the identification of ELLs, via the interpretation of the Home Language Identification Survey (HLIS), and delves into the information which can be gleaned by cross-referencing the appropriate ATS reports. The session demonstrates how to prepare the Language Allocation Policy (LAP), and Language Translation and Interpretation document, District-based Compliance Binder documents, and how to determine eligibility for ELL services via LAB-R, and commencing in February 2014, the NYSITELL. The second part of the series discusses the NYSESLAT, the assessment used by the NYSED to demonstrate English language proficiency, this year in the second part of phase one, and geared toward complete alignment with CCLS by 2015 (phase 2), will be modeled in each of the four modalities of the test: listening, speaking, reading and writing. Rubrics for the performance-based modalities of speaking and writing will be demonstrated, the types of questions will be illustrated, and participants will score anchor papers of the assessment. The presentation will address the Danielson FfT.

Additionally, a four part ELL Teacher Professional Development Institute Series with the theme: Empowering ELLs with Disabilities is offered. Here, teachers and support staff receive an an introduction to basic human rights (water, shelter, food, clothing, safety, clothing, and education) and will learn to use unique tools to enable the understanding of this topic for ELLs with disabilities. Integrated curriculum, aligned with and connected to CCLS will be modeled, and participation will be interactive. Technology will be integrated into the presentation, including the use of iPad applications to support participants' growth as educators. Also, this series will provide participants with tools to teach ELL students with disabilities in all grade levels about rights and responsibilities in the home, at school, and in the work place. Participants will focus on what the term Human Rights means for ELL students with disabilities, and how they may become empowered via the IEP process as well as provide the basis for comparing and contrasting current U.S. child labor laws with those of other countries in summarizing the theme of the series.

Our ESL Teacher will meet with the D75 ELL Coach for training and support. He/She will follow ELL procedures and protocols utilized in our District.

When ELL's transition from elementary to middle school or middle school to High School we will provide our teachers with support so they can best assist the student with the transition. Teachers will be encouraged to meet with the child's new classroom teacher and ESL teacher so to provide background knowledge, share successful strategies, and discuss ways in which to guide the student toward English fluency an enable them to transition from elementary school to middle school and middle school to high school.

Our teachers will be given the mandated 10 hours of Jose P. training. This training is offered through the District 75's ELL office

and teachers can register for it. If the training is taken within the District 75 teachers are provided with two, five hour sessions and given a certificate as proof of participation.

#### **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?

Parents are a valuable resource for our ESL teacher and classroom teachers because they have essential information about their children that is vital for planning meaningful educational experiences. Throughout the year we plan events that consider the cultural backgrounds of all of our students. The ELL parents are invited to participate in PTA meetings, best practices fair, classroom celebrations as well as class field trips. As a new school we are beginning to develop relationships with community based organizations. To assess the needs of our parents our ESL teacher meets with parents to discuss specific needs of families. District 75 offers ELL specific workshops to ELL parents. When such a workshop is available, we send home a note to the parents in English and in their Native Language. Also, translators, comprised of bilingual staff, are available during conferences and other non-ELL related workshops. Our non-ELL related workshops for parents usually pertain to children with disabilities or standard based instruction. We also provide workshops that are requested by parents. Our school's social worker, unit coordinators and ESL teacher ensures adequate communication with parents and families of ELL students and plans accordingly when the parents voice their needs.

#### **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.

Paste response to question here:

## Part VI: LAP Assurances

**School Name: 277Q**

**School DBN: 75Q277**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Susan McNulty	Principal		11/15/13
Angela Pomo	Assistant Principal		11/15/13
	Parent Coordinator		1/1/01
Amanda Dutton	ESL Teacher		1/1/01
Sabretta Alford	Parent		12/1/13
Jill Dizeo/Unit Coordinator	Teacher/Subject Area		12/1/13
Crystal Gemma/Unit Coordinator	Teacher/Subject Area		11/15/13
	Coach		1/1/01
	Coach		1/1/01
AnnMarie Regan	Guidance Counselor		11/15/13
	Network Leader		1/1/01
	Other		1/1/01