



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: P993Q
DBN (i.e. 01M001): 75Q993
Principal: JACQUELINE ZARETSKY
Principal Email: JZARETS@SCHOOLS.NYC.GOV
Superintendent: GARY HECHT
Network Leader: ADRIENNE EDELSTEIN

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 |
|--------------------------------------|--|-----------|
| Jacqueline Zaretsky | *Principal or Designee | |
| Lisa Viscovi | *UFT Chapter Leader or Designee | |
| Bonnie Kiladitis Tiffany Hanratty | *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 | |
| Andy Tuttle | Member/ Teacher | |
| Susan Goustas | Member/ Guidance Counselor | |
| Monica Ysaac | Member/ Teacher | |
| Eileen Winslow | Member/ Paraprofessional | |
| Luz Pinto | Member/ Executive-parent | |
| Scott Faver | Member/ Executive-parent | |
| Reginald Carroll | Member/ Co-secretary-parent | |
| Aliya Rosool | Member/ Co-secretary-parent | |
| | Member/ | |

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

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

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2014, students in grades K-12 will demonstrate improved ELA scores by a 5 point average over baseline in reading and communication as measured by results on the second administration of SANDI.

This goal was developed with the support of the Data Inquiry Team. Their analysis of the Student Annual Needs Determination Inventory (SANDI) informs the administrative team of trends and patterns in reading and communication achievement.

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.

It was determined after review of alternate assessment test data, including SANDI and NYSAA, that K-12 students require improvement in reading and communication skills as outlined by the Common Core Learning Standards. The SANDI data shows that of 391 students, 186 were unable to be assessed in communication standards. The remaining 205 students' scores fell within levels 1-4. Therefore, it was evident that progress would be measured for that group.

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. In order to meet the instructional needs of students in alignment with the Common Core Learning Standards, the SANDI assessment was selected to best determine the performance levels in reading, writing, math, communication, and transition for alternate assessment students, grades K-12. SANDI is designed to assess students with disabilities in the following subgroups: students with autism, emotional disturbance, multiply disabled, mental retardation. NYSAA data is evaluated to inform instructional planning.
2. UNIQUE Learning Systems is used to provide ELA instruction that is aligned to the CCLS and contains components that support reading and communication skill development. Observations will take place throughout the year to evaluate instruction based on Danielson's Framework.
3. LEXIA Reading program provides targeted instruction in reading skill development with a focus on vocabulary and word work for K-8 students.
4. Unit plans are submitted monthly by each teacher to reflect data driven points of entry for instruction in ELA, with a focus on reading and communication.
5. Instruction for 134 ELLs is provided using the push-in model to support ELA instruction. The Title III Saturday Institute also focuses on the development of speaking and listening to improve communication skills.
6. Participation in ASK (Autism Solutions for Kids) NAO Robot pilot. P993Q is one of four schools in the world piloting the program. It is designed to engage students with autism in all academic areas, including speaking and listening skills.

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

1. The administrative team selected SANDI to best assess students with disabilities in specific subgroups, which include multiple disabilities, students with autism, mental retardation, and emotionally disturbed. Representatives from each site are trained to administer SANDI and turnkey information to teachers.
2. Teachers work in teams to create and implement unit plans based on UNIQUE to deliver coherent instruction in reading and communication skills based on assessment data.
3. Lexia Reading program was purchased to provide an additional reading curriculum to support instruction for students with higher performance standards.
4. Teachers are scheduled to meet during faculty engagement periods and common planning time to work on unit plans that are designed to meet instructional goals.
5. ESL teachers design and deliver instruction to ELLs that focus on speaking and listening skills to support ELA instruction. The Title III program supplements ELA instruction using various methodologies geared to the ESL population.
6. District 75 provides support to school staff in direct use of robot with students with multiple disabilities, mental retardation, autism, and emotional disturbance.

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

1. SANDI assessment data is evaluated monthly by the administrative team. Teachers use data to inform goal-setting on IEP annual reviews and unit planning on an ongoing basis. Progress toward meeting goals is evaluated and modifications made to instruction as indicated by assessment data.
2. Observations take place throughout the year to evaluate instruction based on Danielson's Framework. UNIQUE thematic units reflect alignment to CCLS, IEP goals, and appropriate points of entry for instruction for alternate assessment students. Student work and progress data is evaluated during monthly faculty meetings and during common planning time to inform modifications to instruction. Teacher feedback is evaluated for next steps in making adjustments to instruction.

3. ESL instruction is aligned to speaking and listening goals on IEPs. The effectiveness of instruction is evaluated at monthly collaborative inquiry meetings and at IEP annual reviews. Title III data is evaluated at this time for effectiveness of instruction and impact on student progress toward meeting speaking and listening goals.
4. Specific behaviors that are evaluated are attending, focus, turn-taking, peer interaction, and in-seat behavior. The robot is programmed with applications that measure time students attend and remain in seats.

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

1. SANDI administered during fall and spring assessment dates. NYSAA is administered during the NYS testing window. Annual reviews conducted as indicated by compliance calendar where assessment data informs goal-setting in communication.
1. Unit plans, informed by data from UNIQUE Learning Systems, LEXIA and any additional ELA curriculum, are submitted monthly by teacher teams.
2. ESL teachers meet as a collaborative inquiry team monthly to evaluate student progress in speaking and listening. NYSESLAT is administered according to NYSED assessment calendar. The Title III Saturday Institute is scheduled for five monthly sessions beginning in January and ending in May 2014.
3. Baseline data is taken in September and continues to be taken in specified areas of behavior, speaking and listening with focus on students with autism.

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

1. Staff attends professional development workshops and trainings in SANDI at the District 75 and school levels to meet compliance in assessment of students with disabilities.
2. Teacher teams are provided time to plan monthly units. Schedules reflect opportunities for turnkey training at the school level and common planning to create units based on UNIQUE, LEXIA, Foundations, and District 75 Units of Study. Communication devices, which include IPADs, and SmartBoard technology is provided to support instruction in communication skills.
3. ESL teachers utilize SmartBoard technology to deliver appropriate instruction to students with varying levels of speaking and listening skills. Funding provided by the Title III grant is used to purchase materials to support instruction at the Saturday Institute.
4. Robot team is involved in software development, adapted boards, and lesson plans to meet specific needs of students with disabilities.

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).

FAST program engages parents in training opportunities to improve communication between the school and home. It is in place to engage families in supporting instructional goals, including communication, and to meet compliance requirements for IEP development.
 Title III Saturday Institute incorporates parent training and workshops to reinforce speaking and listening skills and strategies that can be generalized at home and in the community.
 CIDNY and Front Door initiatives engage families of middle and high school students in accessing resources in the community. Instructional goals in communication are created to support transition to college or career objectives.

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 | X | Title III | Set Aside | Grants |
|---|----------|----------|-----------|---|-----------|-----------|--------|
|---|----------|----------|-----------|---|-----------|-----------|--------|

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

NYS STVP General Voucher NYS STVP Software Voucher

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2014, there will be a 5% reduction in the number of accidents from the previous school year as evidenced by data from the Online Occurrence Reporting System (OORS).

The P993Q administrative team, in collaboration with the Safety Team, analyzed data from various sources, including OORS. With the support of the Safety Team, specific areas of need were identified for improvement toward the reduction of accidents.

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 review of OORS data for 2012-2013 by the P993Q Safety Team, it was evident that protocols would be put in place to reduce the number of accidents to better ensure student and staff safety. It was determined by the team that a goal of 10 fewer accidents would be attainable. The classroom, cafeteria, gym and playground would be identified as locations of focus to reduce the number of accidents. Potential hazards were identified in these locations and steps to mitigate accidents would be implemented. It is expected that effective safety protocols will result in fewer accidents and have a positive impact on student achievement.

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. The P993Q safety team, consisting of the Principal, safety liaison and PBIS coach, created a handbook of Safety Protocols for implementation at all nine sites. Staff is required to sign off upon receipt of the manual to ensure consistency of practice school-wide. District 75 and DOE regulations are contained within to ensure that procedure is followed in the event of safety issues in specific locations, i.e. gym, cafeteria, playground, bus, and classroom.
2. Positive Behavior Intervention Supports (PBIS) is in place school-wide. Safety skills of the Month, anti-bullying, Overcoming Obstacles, and Respect for All, are taught school-wide to reinforce appropriate behavior.
3. PBIS strategies act as a pro-active method of reinforcing safe behavior during transition from various locations, gym, cafeteria, playground, bus, and classroom.
4. PBIS in the gym, cafeteria, and playground, is designed to target hazards, such as running, where injury may occur.
5. Bus Driver/Matron training is conducted at all sites to share behavior strategies to minimize accidents during busing with the support of District 75 directives.

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

1. The safety team, consisting of the Principal, safety liaison and PBIS coach, created the Safety Protocols to inform staff of procedures set forth by District 75 to comply with Department of Education regulations.
2. Guidance counselors, social workers, and school psychologists teach lessons on safety skills, anti-bullying and Respect for All programs.
3. During transition from one activity to another, staff is deployed to reinforce safety procedures and monitor any unsafe condition.
4. Pro-active strategies are in place to deploy staff, which include crisis and health management paraprofessionals, to specific areas where the potential for accidents is greater. These areas include the gym, classroom, hallway, cafeteria, and playground.
5. Members of the safety team and/or unit coordinators conduct Bus Driver/Matron training at each site.

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

1. The Safety Protocols were distributed to all staff. Sign-off was required to ensure 100% accountability for receipt of the handbook.
2. Lessons are provided by the safety liaison and student work products are evaluated for understanding in specific areas of safety and/or behavior. Anecdotal records and OORS reports are evaluated for effectiveness of instructional strategies.
3. PBIS expectations implemented by classroom teachers are measured weekly for progress toward student achievement. PBIS records and submitted to the PBIS coach monthly. Teacher feedback is evaluated for next steps and programmatic adjustments.
4. Protocols and staff assignments are evaluated daily to provide appropriate coverage in the classroom, gym, hallway, cafeteria, and playground. Anecdotal records and OORS reports are evaluated for effectiveness of safety strategies.
5. A review of bus incidents is conducted to identify specific behaviors that require interventional strategies.

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

1. Safety Protocols were prepared for distribution during Election Day Professional Development. The protocols are in place for the duration of the 2013-2014 school year.
2. Units of study in safety and behavior strategies are taught monthly. A total of 10 units in the appropriate safety/behavior strategies are required by the safety team for the 2013-2014 school year.
3. Appropriate behavioral goals for students with varying levels of functioning and disabilities were determined by classroom teachers in September. Progress toward meeting behavioral goals may be measured daily, weekly, or monthly. The Safety Team will conduct data review in January and June.
4. Protocols and staff assignments were implemented immediately following distribution of Safety Protocols during Election Day Professional Development. Protocols will be in place throughout the remainder of the 2013-2014 school year.
5. Bus incidents are reviewed daily and will continue throughout the 2013-2014 school year for appropriate follow-up.

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

1. The safety team was provided time to meet and develop the handbook for safety protocols. District 75 PBIS coach supported the school by providing district-level checklists, regulations, and protocols to embed within the P993Q handbook.
2. Schedules reflect time for collaborative inquiry work and common planning to create unit plans for direct instruction to students. Curriculum, which includes

Overcoming Obstacles, anti-bullying, and Respect for All, were purchased or provided by District 75 to support instruction. P993Q purchased walking ropes, timers and point to point radios to support safety protocols.

3. PBIS instructional time is embedded in the schedule of each class across nine sites to support consistency of practice.
4. Schedules and staff assignments were implemented at each of nine P993Q sites to meet the specific needs of students. A pro-active approach to the safety of staff and students is in place where accidents may occur.
5. Training for bus drivers and matrons is scheduled at all sites with members of the safety team twice yearly. Agendas reflect safety items discussed at each meeting.

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).

FAST program engages parents in training opportunities to improve communication between the school and home. It is in place to engage families in supporting instructional goals, including behavior and safety, to meet compliance requirements for IEP development.

Title III Saturday Institute incorporates parent training and workshops to reinforce PBIS skills and strategies that can be generalized at home and in the community.

CIDNY and Front Door initiatives engage families of middle and high school students in accessing resources in the community. Behavior and safety goals are in place to support transition to college or career objectives.

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 | X | Title III | | Set Aside | | Grants |
|---|----------|--|----------|--|-----------|---|-----------|--|-----------|--|--------|
|---|----------|--|----------|--|-----------|---|-----------|--|-----------|--|--------|

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

District 75 funding, NYS STVP General Voucher NYS STVP Software Voucher

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 in grades K-12 will demonstrate improved math skills an average of 5 points over baseline in Operations and Algebra as measured by scores on the second administration of SANDI.

This goal was developed with the support of the Data Inquiry Team. Their knowledge of the Student Annual Needs Determination Inventory (SANDI) helped inform the administrative team of trends and patterns of student achievement in math.

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.

It was determined after review of alternate assessment test data, including SANDI and NYSAA, that K-12 students require improvement in math skills as outlined by the Common Core Learning Standards. The SANDI data shows that of 391 students, 181 scored below 50% in Level 1 Operations and Algebra standards. Therefore, it was evident that progress would be measured for that group.

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. In order to meet the instructional needs of students in alignment with the Common Core Learning Standards, the Student Annual Needs Determination Inventory (SANDI) was selected to best determine the performance levels in reading, writing, math, communication, and transition for alternate assessment students, grades K-12. SANDI is designed to assess students with disabilities in the following subgroups: students with autism, emotional disturbance, multiply disabled, and mental retardation. NYSAA data is evaluated to inform instructional planning.
2. UNIQUE Learning Systems is structured in thematic units which contain math components aligned to the CCLS in operations and algebra standards. Go Math curriculum contains lessons that are adapted for students with disabilities, including autism.
3. ESL methodologies are utilized in the classroom to support mathematics instruction.
4. Unit plans are submitted monthly by each teacher to reflect data driven points of entry for instruction in math, with a focus on operations and algebra, aligned to the

Common Core Learning Standards.

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

1. Teachers are trained by District 75 in the administration of Student Annual Needs Determination Inventory (SANDI) and interpretation of data that will drive instruction.
2. Teachers work in teams to create and implement unit plans based on UNIQUE to deliver coherent instruction in math based on assessment data.
3. ESL teachers support math instruction by using ESL methodologies in the classroom to facilitate instruction.
4. Collaborative inquiry teams meet monthly at each unit to create unit plans that are based on instructional and IEP math goals.

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

1. The administrative team evaluated SANDI data in math after the first administration period in the Fall 2013. Progress will be assessed after the second administration in Spring 2014.
2. Observations take place throughout the year to evaluate instruction based on Danielson’s Framework. UNIQUE thematic units reflect alignment to CCLS, IEP goals, and appropriate points of entry for instruction for alternate assessment students.
3. ESL instruction supports math goals on IEPs. The effectiveness of instruction is evaluated at monthly collaborative inquiry meetings and at IEP annual reviews.
4. Performance data informs unit planning. Student work and progress data is evaluated during monthly faculty meetings and during common planning time to support modifications to instruction. Teacher feedback is evaluated for next steps and programmatic adjustments.

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

1. SANDI is administered twice yearly—Fall and Spring. NYSAA is administered during the NYS testing window. Annual reviews conducted as indicated by compliance calendar where assessment data informs goal-setting in mathematics.
2. Observations are conducted on an on-going basis.
3. ESL instruction is observed during the school year. Teachers use the push-in model to provide direct instruction in ESL methodologies.
4. Unit planning is conducted during monthly faculty engagement meetings at each site, following the collaborative inquiry model.

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

1. Training in the administration of SANDI is provided by District 75 throughout the school year. Professional development at the school level is provided to all teachers.
2. Professional development in the CCLS, UNIQUE and IEP development is scheduled throughout the year for teachers at the District 75 and school levels.
3. The ESL inquiry team meets monthly to plan instruction that is informed by various sources of data, including NYSESLAT and NYSAA.
4. Schedules reflect time for teacher teams to participate in collaborative inquiry work, looking at student work products, unit and common planning.

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).

FAST program engages parents in training opportunities to improve communication between the school and home. It is in place to engage families in supporting instructional goals, including mathematics, and to meet compliance requirements for IEP development.

Title III Saturday Institute incorporates parent training and workshops to reinforce skills and strategies that can be generalized at home and in the community.

CIDNY and Front Door initiatives engage families of middle and high school students in accessing resources in the community. Academic goals which include math, are in place to support transition to college or career objectives.

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 | X | Title III | | Set Aside | | Grants |
|----------|-----------------|--|-----------------|--|------------------|----------|------------------|--|------------------|--|---------------|

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

NYS STVP General Voucher NYS STVP Software Voucher

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

| Type of Academic Intervention Service (AIS) | Type of Program or strategy (e.g. repeated readings, interactive writings, etc.) | Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.) | When the service is provided (e.g. during the school day, before or after school, etc.) |
|--|--|--|--|
| ELA | Foundations Lexia Unique Learning Systems Weekly Reader Engrade Programs support common core learning standards in word work, comprehension, writing, speaking and listening, independent reading and homework help. TEACCH—Hands-on activities that promote communication, independence | Small group One-to-one | Provided during the school day |
| Mathematics | Go Math—Activities and skill support in key common core learning standards EQUALS Everyday Math | Small group One-to-one | Provided during the school day |
| Science | Unique Foss Sustainability STEM NAO-Robots Brain Pop Reinforce common core learning standards and skills, writing, using differentiated strategies | Small group One-to-one | Provided during the school day |
| Social Studies | Unique Learning Systems Star Reporter Meeville to Weeville Time for Kids Reinforce common core learning standards in comprehension, writing skills. | Small group One-to-one | Provided during the school day |
| At-risk services (e.g. provided by the Guidance Counselor, School | Positive Behavior and Intervention Supports (PBIS) | Small group One-to-one | Provided during the school day |

| | | | |
|---|--|--|--|
| Psychologist, Social Worker, etc.) | Anti-Bullying Overcoming Obstacles I-Safe Get Ready to Learn Interactive activities to support safety, skills development, and behavior in school and at the worksites. Cyber-safety and online awareness Yoga strategies that support self-regulation of behaviors. | | |
|---|--|--|--|

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

High Quality and Ongoing Professional Development

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

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

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

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

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

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Parent Involvement Policy;
- engage parents in discussion and decisions regarding funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- support school-level committees that include parents who are members of the School Leadership Team, and the Parent Association (or Parent-Teacher Association). This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

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

- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams and Parent Association
- supporting or hosting Family Day events;
- hosting events to support, parents/guardians, grandparents and foster parents in education for their children;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

I. School Responsibilities

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;

- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy
- 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 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;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

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

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

Part I: School ELL Profile

A. School Information

| | | |
|--------------------|-----------------------|--------------------------|
| District 75 | Borough Queens | School Number 993 |
| School Name | | |

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 Jacqueline Zaretsky | Assistant Principal Alexis Tandit |
| Coach | Coach type here |
| ESL Teacher Leigh Eisenberg | Guidance Counselor type here |
| Teacher/Subject Area Angela Everett-ESL | Parent Luz Pinto |
| Teacher/Subject Area type here | Parent Coordinator Neville Waldron |
| Related Service Provider type here | Other Jessica Shurgan-ESL |
| Network Leader(Only if working with the LAP team) | Other Patricia Hulewicz-ESL |

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. | 4 | Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program | 0 | Number of teachers who hold both content area and ESL certification | 0 |
| Number of certified bilingual teachers currently teaching in a bilingual program | 0 | Number of certified NLA/foreign language teachers | 0 | Number of teachers who hold both a bilingual extension and ESL certification | 0 |
| Number of certified ESL teachers <u>not</u> currently teaching in the ESL program | 0 | Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification | 0 | Number of special education teachers with bilingual extensions | 0 |

D. Student Demographics

| | | | | | |
|--|------------|----------------------|------------|---|---------------|
| Total number of students in school (Excluding Pre-K) | 392 | Total number of ELLs | 124 | ELLs as share of total student population (%) | 31.63% |
|--|------------|----------------------|------------|---|---------------|

Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

| ELL Program Breakdown | | | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|----|----|----|---------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total # |
| Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%) | | | | | | | | | | | | | | 0 |
| Dual Language (50%:50%) | | | | | | | | | | | | | | 0 |
| Freestanding ESL | | | | | | | | | | | | | | |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|-----|--|----|--------------------------------|-----|
| All ELLs | 124 | Newcomers (ELLs receiving service 0-3 years) | 48 | ELL Students with Disabilities | 124 |
| SIFE | | ELLs receiving service 4-6 years | 34 | Long-Term (completed 6+ years) | 42 |

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

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

| | All | SIFE | SWD | All | SIFE | SWD | All | SIFE | SWD | Total |
|---------------|-----|------|-----|-----|------|-----|-----|------|-----|-------|
| TBE | 0 | | | 0 | | | 0 | | | 0 |
| Dual Language | 0 | | | 0 | | | 0 | | | 0 |
| ESL | 48 | | 48 | 34 | | 34 | 42 | | 42 | 124 |
| Total | 48 | 0 | 48 | 34 | 0 | 34 | 42 | 0 | 42 | 124 |

Number of ELLs who have an alternate placement paraprofessional: 14

C. Home Language Breakdown and ELL Programs

| Transitional Bilingual Education | | | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | | | | |
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

*EP=English proficient student

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

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|-----------|-----------|-----------|-----------|-----------|----------|----------|----------|----------|----------|----------|----------|-----------|------------|
| Spanish | 11 | 11 | 6 | 1 | 7 | 2 | 2 | 5 | 1 | 2 | 3 | 1 | 6 | 58 |
| Chinese | 0 | 0 | 0 | 2 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 4 |
| Russian | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |
| Bengali | 1 | 0 | 1 | 3 | 0 | 3 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 10 |
| Urdu | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 4 |
| Arabic | 0 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |
| Haitian | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 2 |
| French | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 2 |
| Korean | 2 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 7 |
| Punjabi | 0 | 2 | 0 | 0 | 0 | 2 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 5 |
| Polish | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Albanian | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 3 |
| Other | 4 | 2 | 2 | 3 | 3 | 1 | 0 | 2 | 2 | 0 | 1 | 1 | 2 | 23 |
| TOTAL | 19 | 18 | 11 | 11 | 14 | 9 | 3 | 7 | 5 | 5 | 6 | 3 | 13 | 124 |

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) | 18 | 19 | 19 | 13 | 6 | 13 | 5 | 1 | 6 | 1 | 1 | 3 | 6 | 111 |

| OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS) | | | | | | | | | | | | | | |
|---|----|----|----|----|---|----|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Intermediate(I) | 1 | 3 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 4 | 2 | 4 | 17 |
| Advanced (A) | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |
| Total | 20 | 22 | 21 | 13 | 6 | 13 | 7 | 1 | 6 | 2 | 5 | 5 | 10 | 131 |

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

| NYS ELA | | | | | |
|-----------------------|---------|---------|---------|---------|-------|
| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3 | | | | | !Und |
| 4 | | | | | |
| 5 | 1 | | | | |
| 6 | | | | | |
| 7 | 1 | | | | |
| 8 | 1 | | | | |
| NYSAA Bilingual (SWD) | | | 26 | | |

| NYS Math | | | | | | | | | |
|-----------------------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 3 | | | | | | | | | |
| 4 | | | | | | | | | |
| 5 | 1 | | | | | | | | |
| 6 | | | | | | | | | |
| 7 | 1 | | | | | | | | |
| 8 | 1 | | | | | | | | |
| NYSAA Bilingual (SWD) | 25 | | 1 | | | | | | |

| NYS Science | | | | | | | | | |
|-----------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 4 | | | | | | | | | |
| 8 | 1 | | | | | | | | |
| NYSAA Bilingual (SWD) | 5 | | 5 | | 8 | | | | |

| 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 | 1 | | 1 | |
| Math | | | | |
| Biology | | | | |
| Chemistry | | | | |
| Earth Science | | | | |
| Living Environment | 1 | | 0 | |
| Physics | | | | |
| Global History and Geography | | | | |
| US History and Government | | | | |
| Other <u>English</u> | 1 | | 0 | |
| Other <u>Reading</u> | 0 | | 0 | |
| NYSAA ELA | 58 | | | |
| NYSAA Mathematics | 58 | | | |
| NYSAA Social Studies | 20 | | | |
| NYSAA Science | 30 | | | |

| 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) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Chinese Reading Test | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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.
 1. The assessment tools our school uses to assess DRA-2 early literacy skills of our ELLs are SANDI, LAB-R, NYSESLAT, and tools from the LAP tool kit. The data shows that our students show strength in the areas of Listening and Speaking. This data will help our schools instruction for planning in regards to scheduling as per CR-Part 154 in order to appropriately implement instruction.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
 2. Students in elementary grades K-5 represent the greatest number of ELLs. ELLs tested at the Beginner level of proficiency on NYSESLAT and LAB-R.
Middle school ELLs, grades 6-8 scored at Beginner level of proficiency .
High school ELLs, grades 9-12 scored similarly at Beginner and Intermediate levels of proficiency.
Therefore, ESL instruction is adapted and modified mainly for students at the Beginner levels of proficiency which aligns with assessment data from SANDI and NYS assessments.
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](#))
 3. ATS RMNR report data was unavailable, therefore data from SANDI assessments, Unique Learning Systems, IEP data, NYSAA, and NYS tests was analyzed to support ESL instruction.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
 - a. The patterns show that the students do better with Listening and Speaking rather than Reading and Writing across various grades. At this time, our ELLs are only taking tests strictly in English and not in their native languages.
 - b. At this time, P993Q ELLS do not participate in ELL periodic assessments.
 - c. NA
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](#).)

Within the framework of RTI, our school uses data to guide instruction for ELLs with rigorous and culturally responsive instruction. Our program adds layers of instructional support to the standard core curriculum delivered in a school, based on the demonstrated and changing needs of the student learners. This includes levels of intervention and instruction that increase in duration and intensity over time; as students improve, measured by reliable and valid assessments, the extra supports are removed.
6. How do you make sure that a child's second language development is considered in instructional decisions?

To ensure that a child's second language development is considered in instructional decisions, LAB-R and NYSESLAT scores are scrutinized. Data from these assessments are then used to drive instruction across the four NYSESLAT modalities.
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 have dual language programs.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

The success of our programs for ELLs is determined by a monthly inquiry meeting where we compare and contrast data tracking sheets that monitor the progress of our ELLs based on their IEP annual goals.

Part IV: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
The first step in identifying ELLs is the administration the formal initial assessment that includes the following: HLIS, informal/oral interview, LAB-R and Spanish LAB (if necessary). The HLIS is administered to parents of students new to the DOE in their spoken languages. Based on the results of the HLIS, a home language code must then be entered into ATS. If the home language is a language other than English, the LAB-R is administered within 10 days of initial enrollment (the first day these students enter kindergarten or an NYC school for the first time).
The Spanish LAB is administered if the student does not test out of the LAB-R and the ELLs language is Spanish.
The LAB-R administrators include Leigh Eisenberg, Patricia Hulewicz, Angela Everett, and Jessica Shurgan. Of the four ESL teachers, proficient in English, two speak Spanish. As per District 75 guidelines, the HLIS is administered by trained pedegogoues that hold a valid NYC teaching license; guidance counselors (whom hold a valid teaching liscense), unit coordinators, social workers and ESL teachers within the students' first ten days of attendance if not previously administered at the CSE level of the admission process. Translation services are provided as needed. Qualified ESL teachers review the results of all HLIS. If parents indicate that another language is used in the home, based upon responses in Part 1 and Part 2 of HLIS, LAB-R will then be administered. If the language spoken at home is Spanish, then Spanish LAB will be administered as well. ESL teachers review data in CAP, on IEPs, and ATS reports, including RLAT, RLER, RBPS to determine ESL eligibility, performance levels, and mandates. NYSESLAT is administered to all ELLs as scheduled by NYSED. The NYSESLAT administrators include Leigh Eisenberg, Patricia Hulewicz, Angela Everett, and Jessica Shurgan. Materials are distributed and shared amongst all team members in order to administer the Listening, Speaking, Reading, and Writing components according to the testing calendar.
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.
Program choice options for ELL-SWDs are discussed during the Education Planning Conference (EPC) at the CSE level. It is explained to parents that neither Transitional Bilingual nor Dual-Language Programs are offered at P993Q at this time. If parents choose a program that the school does not currently offer the school keeps records in order to notify parents when the program of the choice becomes available. What is offered is a free-standing ESL program in which students are taught in English using ESL methodologies and native language support for a specific amount of time as determined by their NYSESLAT scores. ESL teachers and the Parent Coordinator collaborate to provide copies of HLIS in the parents' native language, and translation services to explain the program further. Telephone outreach and home visitations are conducted to follow up with parents who have not yet completed the survey. Opportunities to explain the Freestanding Program take place at Parent Orientation meetings in September and October conducted by the Parent Coordinator, Parent Association, and ESL team.
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 in the native language are sent home with newly eligible students describing the Freestanding ESL program at P993Q. The letters are sent within a week of LAB-R administration. Copies of these letters are maintained. A new screen (ELPC) has been created in ATS, as part of the State's corrective action plan, to record ELL program parent choice for all new admits with a home language other than English. On this new screen P.993 enters the date that LAB-R was administered, whether the parent was provided an orientation explaining the three ELL programs offered in New York City, which program the parent chose, and the program in which the student was placed. This screen is completed for each ELL new admit as soon as the student is placed in an ELL program.
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.
ELLs who score below proficiency level on the LAB-R and/or Spanish LAB are placed in a Freestanding ESL program. Parents are invited by the ESL team to contact them at any time to further discuss the ESL program with translation services provided.

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.

All four modalities of NYSESLAT are administered to ELLs identified by BESIS, RLAT, RMNR, and ELL compliance documents.

NYSESLAT is administered by Leigh Eisenberg, Angela Everett, Jessica Shurgan, Patricia Hulewicz, all ESL teachers.

The speaking section of the test is administered to each student by teachers who are neither the child's ESL nor ELA teacher. Their respective writing exams were scored by ESL teachers who do not work with the individual students.

A 993Q NYSESLAT administrator who did not administer the test to the student scores the Writing section on site. Grids are returned to District testing centers and test materials are packaged and returned to the vendor. The NYSESLAT/LAP team evaluates all data pertaining to NYSESLAT and LAP in September to inform grouping and scheduling push-in models of instruction to better serve ELLs.

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. 
- Parents survey and program selection is done at the CSE level.

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])?

A Push in/Pull out model is utilized for students at ELLs at P993Q. A Heterogeneous grouping model is in place to deliver services for all proficiency levels. P993Q utilizes the Freestanding ESL program, exclusively. As a result, ESL instructors evaluate data and schedule instruction at specific sites where there are students mandated to receive ESL services using a heterogeneous model that complies with IEP instructional mandates.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

ESL schedules reflect compliance with CR-Part 154 to the greatest extent possible. ELLs at the beginner and intermediate levels of English proficiency, grades K-8, are entitled to 360 minutes of ESL instruction per week. ELLs at the advanced levels of English proficiency require 180 minutes of ELA instruction. ELLs at the beginner level of learning English are mandated to receive 540 minutes of ESL instruction per week. ELLs in grades 9-12 at the intermediate level of learning English are mandated to receive 360 minutes of ESL instruction per week. ELLs demonstrating advanced proficiency at any grade level receive 180 minutes of ESL instruction. P 993Q ESL teachers push in to classes whose student-teacher-paraprofessional ratios include 12:1:4, 12:1:1, 8:1:1, 6:1:1, and inclusion settings. These ratios are always maintained when ESL instruction is delivered. Instructional minutes include lessons on based on the ESL and ELA standards that meet the needs of the special education ELLs at P993Q.

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.

Within the Freestanding ESL model, content-based instruction is delivered primarily using CALLA (Cognitive Academic Language Learning Approach) that integrates academic learning strategies needed to function in all-English classrooms, and TPR (Total Physical Response) which uses movement to facilitate comprehension. Scaffolding instruction is practiced in all content areas. Lessons are aligned with pacing guides, reading, writing, listening and speaking activities are incorporated into lessons across all content areas. Key vocabulary is emphasized throughout the lesson and the teacher provides oral and written preview and review. Our teachers devote adequate time to teaching content objectives and language objectives with the focus of building language-related skills and competencies that English learners need in order to comprehend the content. We do this to foster language development and meet the demands of the Common Core Learning Standards. ELLs with autism will learn vocabulary through the use of icons with large pictures and a small word, icons with a small picture and large words, or just the printed word with the definition written out. These words are taught/re-taught and maintained using Behavioral techniques. Group activities are planned to encourage collaboration and peer interactions. Many ELLs are not yet able to actively participate in academic discussions. Teachers will model sentences encouraging ELLs to focus on the content and not the structure. Students are encouraged to organize and express their thoughts in written form (i.e. reports) or verbally (i.e. speeches). The teacher serves as a coach encouraging students to be more explicit and always encourages students to have high expectations for their learning.

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

ELLs and families of ELLs are formally and informally interviewed in their native language. The Spanish LAB is administered to students whose home language is Spanish if they do not test out on the LAB-R. Translators are made available to facilitate evaluations.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

We ensure that ELL's are appropriately evaluated in all four modalities of English acquisition throughout the year through data tracking sheets and teacher observations. Instruction for all ELLs at P993Q is differentiated based upon needs indicated on IEPs. ESL teachers embed within unit plans instruction in all four communication modalities. Assessments are done on an ongoing basis and student performance drives further instruction.
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).
 - 6a. The instructional plan for SIFE includes small group and one to one tutoring and community awareness activities.
 - 6b. Newcomers also receive small group and individual instruction along with community awareness activities to familiarize students with ESL methodologies. Instruction for students requiring ELA testing will align with ELA standards, have accommodations applied, and utilize ESL methodologies in preparation for assessments.
 - 6c. Instructional plans for ELLs receiving services 4 to 6 years include the use of technology, music, movement, and augmentative communication devices to help students meet IEP goals. When appropriate, ELLs will participate in transition programs preparing them roles in the community.
 - 6d. Instruction for long-term ELLs will continue to include transition programs and skills to prepare them for college/career readiness. Long-term ELLs are entitled to all AIS services and will be scheduled to receive them at their respective sites.
 - 6e. For former ELLs in years one and two, after testing proficient some transitional support activities that the schools provide include all ELL testing accomadations, participation in Title III, continued support from the ESL teachers.
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?
- Instruction is differentiated for all students using both ESL and special education programs and methodologies. These include but are not limited to: The Natural Approach, which utilizes strategies that provide positive and accepting environments, concepts made comprehensible through visuals and objects, and little overt correcting of language errors. The Picture Exchange Communication System (PECS)-a therapeutic speech system that uses pictures to initiate and facilitate communication for language emergent students is also utilized. Alternate placement paraprofessionals and bilingual service providers support differentiated instruction for students with mandates. ESL teachers further adapt and modify existing curriculum, which may include Unique Learning Systems, a thematic curriculum with ELA, math, science, social studies, and transition components, District 75 literacy Units of Study and Go Math. ESL schedules reflect compliance with CR-Part 154 to the greatest extent possible. ELLs are grouped according to classification, grade level, and English proficiency levels. ESL teachers, classroom teachers, and related service providers meet regularly in order to create and implement schedules that do not conflict within the confines of the current SESIS system.
8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
- The push-in model allows ESL teachers to maximize delivery of service for SWD/ELLs.

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 |
|-----------------------|----------------------------|
| Native Language Arts: | NA |
| Social Studies: | |
| Math: | |
| Science: | |
| | |
| | |

| Class/Content Area | Language(s) of Instruction |
|--------------------|----------------------------|
| | |
| | |
| | |
| | |
| | |
| | |

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

| | | | | |
|--|--|--|--|--|
| | | | | |
| | | | | |

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

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

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

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

Native Language Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Intervention services are provided in English as part of the Freestanding ESL Program at P993Q.
Unique Learning Systems is a thematic-based curriculum that encompasses ELA, math, science, social studies, and transition instruction for NYSAA students.
Additional programs include:
ELA-Fundations, Lexia, Weekly Reader, Engrade
Math-Go Math, EQUALS, Everyday Math
Science-NAO-Robots, Brain Pop, STEM, Foss
Social Studies-Star Reporter, Meeville to Weeville, Time for Kids
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The effectiveness of our programs is measured by performance on NYSAA, NYS assessments and progress toward meeting IEP goal.
11. What new programs or improvements will be considered for the upcoming school year?
- New programs and improvements being considered for the upcoming school year include: Lexia reading program, Go Math, and Unique Learning systems. All programs are aligned to the Common Core learning Systems.
12. What programs/services for ELLs will be discontinued and why?
- No programs and/or services will be discontinued this year.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs at P993Q are encouraged to participate in school-based activities such as trips, shows, and athletic events. High school age ELLs participate in School to Work programs in the community at large.
ESL teachers, counselors, and alternate placement paraprofessionals to assist in generalizing skills in the work place support them. Participation in the Title III Saturday Institute is open to all ESL mandated students.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Instructional materials and technology utilized with subgroups of ELLs on the autistic spectrum and severely cognitively impaired are Smart Boards, ELMO Visual Presenters, ipads, multi-media projectors, audio speakers, portable voice recorders, portable media centers, cinema screens, touch screens, digital cameras, mobile laptop carts, color printers, and internet access in all classes. Instruction is supported by the use of Alternative Augmentative Communication devices (AAC) that include single, two and three button communication devices, BIG MACS, Dynavox V, Dynavox VMax, and Dynavox Maestro.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native Language Arts instruction is supported by the use of bilingual Picture Exchange Communication Symbols (PECS). It is delivered to all ELLs that are BIS students mandated to receive ESL services and assignment of alternate placement paraprofessionals. Multi-lingual libraries are in place and available to ELLs in all classes. Dual language "We Are New York" books from Mayor Bloomberg's office are in the middle school and high school classes. ESL teachers collaborate with related service providers (speech, guidance, PT, OT) to apply IEP mandated adaptations and modifications during instruction. Native language support is systemic and not limited to the ESL classroom. In addition to glossaries, dictionaries, and materials in the Native Languages represented by ELLs school personell provides support to students' during the school day to be utilized to provide clarification for ELLs (in their Native language) whom may be struggling with content and concepts in their subject- area classes. Teachers can group students of the same language for certain activities so that they can assist each other and respond in the Native language. Each of these strategies extend through our Title III program.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?
- ESL teachers collaborate with related service providers (speech, guidance, PT, OT) to apply IEP mandated adaptations and modifications during instruction. Collaboration with classroom teachers takes place to ensure age and grade level appropriate instruction is delivered.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include

activities for new ELLs who enroll throughout the school year.

Newly enrolled ELLs and those enrolled during the school year are invited to participate in the summer Chapter 683 program where they will receive instruction in special education and ESL methodologies.

18. What language electives are offered to ELLs?

P993Q currently does not offer language electives to high school age ELLs 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)?

At this time, P993Q does not offer dual language programs.

C. Professional Development and Support for School Staff

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

1. ESL teachers attend all District 75 and DOE compliance meetings.

Leigh Eisenberg attends ELL Compliance PD Institute: 9/12/13 & 4/1/14; Intellikeys Classroom Suite: 12/5/13 & 1/30/14

Angela Everett-Jessica Shurgan: ELL Teacher PD Institute: 10/22/13, 1/22/14, 3/21/14, 6/13/14

Patricia Hulewicz: New ELL Teachr Institute: 10/8/13, 1/17/14, 3/28/14/, 5/30/14

Additional turnkey trainings take place at monthly collaborative inquiry team meetings which may include attendance by related service providers, subject teachers, parent coordinator, and speech therapists.

ESL teachers

Information is turn-keyed with the ESL Team and timelines for implementation are developed. ESL teachers attend workshops pertaining to ESL compliance and curriculum at the District 75 and citywide levels. Information is shared with all members of the ESL team. ESL teachers turn key updated 993Q ELL information and data to the District 75 Director of English Language Learners and District ESL Coaches on a regular and as needed basis. Attendance at all professional development workshops is posted monthly and tracked for compliance purposes. All ESL providers are members of an ESL focus group which meets monthly.

2. Meeting agendas reflect recent professional development or training opportunities that align Common Core Learning Standards to ESL Instruction. Student work will be evaluated and tracked for progress throughout the school year for growth in ESL modality areas. Training in strategies to differentiate instruction for ELL-SWDs will include the Universal Design for Learning and Depth Of Knowledge models. Through the push-in model, ESL teachers will utilize these strategies with classroom teachers and paraprofessionals. Paraprofessionals working in the Title III Saturday Institute receive two hours a week of per session training in the curriculum, lessons, and methodologies needed at each session.

3. ESL teachers provide classroom teachers and related service staff performance and proficiency data for ELLs. Data tracking sheets are shared with staff and maintained in the classroom data management systems. As students transition from elementary to middle school, ESL strategies that are effective with each student are shared with staff in their new setting. Students transitioning to high school are prepared for community activities such as work programs using ESL supports and strategies.

4. All new staff is registered for Jose P training courses as seats are made available throughout the school year. The ESL Team monitors attendance at Jose P training for compliance in completing the 10 hours of training. □□□□□

D. Parental Involvement

1. Describe ELL parent involvement in your school? Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. Four members of the School Leadership Team are parents of ELLs. The P993Q Parent Association is also headed by parents of ELLs. As a result, there is a high level of communication with ELL parents throughout the school community. Collaboration between the Parent Association and Parent Coordinator result in ongoing family activities, cultural events, and workshops that provide opportunities for social interaction and supports outside the school community.

2. ELL parents are made aware of CBO's and work program opportunities as part of transition planning for middle and high school.

3. Members of the ESL team attend parent activities and workshops to share ideas and evaluate parent concerns. Members also attend School Leadership Team meetings where school-wide issues are discussed and implications for instruction of ELLs is specified. The members of the ESL Team evaluate responses and comments posted on the ARIS Parent Link by parents of ELLs for areas of concern. The ESL Team evaluates parent responses on the Learning Environment Survey for issues pertaining to ELLs. Parents of ELLs attending the Title III Saturday Institute are encouraged to provide feedback after each session. Responses are pored over for concerns and suggestions in generalizing listening, speaking, reading, and writing skills at home and in the community.

4. Translation services are provided if needed at all activities, events, workshops, conferences and meetings. Printed materials are distributed in native languages as well to inform all parents of school issues, agendas, and concerns. Attention is paid to scheduling meetings and activities that accommodate most parents and caregivers of ELLs with sensitivity to cultural and religious needs and concerns.

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.

Parents are provided 30 hours of training in the use of ESL methodologies for the home and community environments through our Title III Program.

Part VI: LAP Assurances

School Name: P993Q

School DBN: 75Q993

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

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|---------------------|--------------------------|-----------|-----------------|
| Jacqueline Zaretsky | Principal | | 10/30/13 |
| Alexis Tandt | Assistant Principal | | 10/30/13 |
| Neville Waldron | Parent Coordinator | | 10/30/13 |
| Leigh Eisenberg | ESL Teacher | | 10/30/13 |
| Luz Pinto | Parent | | 10/30/13 |
| | Teacher/Subject Area | | |
| | Teacher/Subject Area | | |
| | Coach | | 1/1/01 |
| | Coach | | 1/1/01 |
| | Guidance Counselor | | 1/1/01 |
| | Network Leader | | 1/1/01 |
| Patricia Hulewicz | Other <u>Teacher/ESL</u> | | 10/30/13 |
| Angela Everett | Other <u>Teacher/ESL</u> | | 10/30/13 |
| Jessica Shurgan | Other <u>Teacher/ESL</u> | | 10/30/13 |
| | Other | | 1/1/01 |

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **75Q993**

School Name: **P993**

Cluster: _____

Network: **1**

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

Part A: Needs Assessment Findings

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

The Office for Family Engagement and Advocacy provides a Language Identification Card that the school sends home with students by backpack. It is also contained in the school newsletter that is available online.

The Global Connect Parent Outreach also surveys families for preferred languages.

Responses are analyzed for translation and interpretation needs for any future contact with families.

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

Findings reveal the need to expand outreach to parents in Translation and Interpretation Services. These include: engaging a greater number of parents in school-wide programs and communication, educating parents in accessing and navigating online DOE resources, facilitate communication with school in formal (IEP conference) and informal (walk-in, telephone) settings.

Findings are reported to the school community through the P993Q parent newsletter, School Leadership Team, Parent Association meetings, cabinet meetings, and DOE parent coordinator meetings (FAST).

Part B: Strategies and Activities

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

Mandated alternate placement paraprofessionals and in-house personnel translate written correspondence as needed. Parent coordinator provides written notices in additional languages to communicate information, including ways to access and navigate online DOE resources in Translation and Interpretation Services, meetings, conferences, and workshops in a timely manner. Parent coordinator prepares and distributes brochures listing procedures to effectively communicate with the school.

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

Mandated alternate placement paraprofessionals and in-house personnel are available to provide oral interpretation services as needed. Requests for outside contractors are made through DOE Translation and Interpretation Unit in a timely manner to prepare for meetings, hearings, and conferences.

The Big Word is an outside vendor contracted to provide services during FAST (Families and School Teams Training). Unilateral supports are provided in native languages by professional translators.

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

A--Bill of Parents Rights and Responsibilities are sent home with students in September 2013.

B--Notice of availability of Translation and Interpretation Services are sent home with each student and posted at all nine P993Q sites on the Parent Coordinator bulletin board.

C--P993Q Safety Plan