



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**School Name:** P.17X  
**DBN (i.e. 01M001):** 75X017  
**Principal:** MARLIN HOGGARD  
**Principal Email:** [MHOGGAR@SCHOOLS.NYC.GOV](mailto:MHOGGAR@SCHOOLS.NYC.GOV)  
**Superintendent:** GARY HECHT  
**Network Leader:** KATHLEEN LEFEVRE

**School Leadership Team (SLT) Signature Page**

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

**Directions:**

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

| Name                  | Position and Constituent Group Represented   | Signature |
|-----------------------|--|-----------|
| Marlin Hoggard        | *Principal or Designee   |           |
| Joan Carrig           | *UFT Chapter Leader or Designee  |           |
| Rita Smith            | *PA/PTA President or Designated Co-President   |           |
| Mildred Toro          | 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  |           |
| Ruffina Carreto       | Member/ Parent   |           |
| Joanna Zapata         | Member/ Parent   |           |
| Jose Maldonado        | Member/ Parent   |           |
| Michelle Velez Putter | Member/ Parent   |           |
| Helena Edusei         | Member/ Parent   |           |
| Rachel Hughes         | Member/ Teacher  |           |
| Theresa Hutchinson    | Member/ Teacher  |           |
| Eblin Acosta          | Member/ Teacher  |           |
|                       | Member/  |           |

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

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

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

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

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

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

## **School Receiving Title I Funds**

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

## CEP Checklist

### ***All Schools***

Indicate using an "X" in the box to the left of each section that the section has been completed

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

## Goal and Action Plan #1

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

### Annual Goal #1

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

**By June 2014, students participating in middle school standardized assessment classes, will demonstrate an increase in functional math skill development and mathematical literacy as evidenced by a 10% increase in mastery as measured by the appropriate formative assessment.**

### Comprehensive Needs Assessment

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

The identified need that generated this goal was determined through data analysis of 2013 NYS Mathematics Exam Results and Performance Series' Ed Performance baseline results. It is noted that 92% of standardized assessment students scored far below standards in Mathematics with a mean score of 2248 on the Performance Series baseline. A 10% increase by June 2014 would raise the mean score to 2473.

### 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. Assign Assistant Principals to supervise the implementation of the CMP3 Mathematics Curriculum and monitor progress through walkthroughs, informal observations, and formal observations.
2. Testing Coordinator will provide teachers with professional development on testing protocols and assessment administration.
3. Lead Math Teachers will develop curriculum maps to facilitate implementation.
4. Data Team will collaborate with teachers to assess and design student groups based on assessment results.
5. Teachers will receive professional development training from Lead Math Teachers and District Office Coaches and external sources.
6. Lead teachers will collaborate with Data Team to organize resources and assist teachers in the skill-based instruction implementation process.
7. Weekly House Meetings will occur to discuss progress and ensure all objectives are met.
8. Effective use of extended cabinet will allow progress to be discussed monthly with Administration.
9. Facilitate the organization of celebrations for student progress and effort.

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

1. Administration
2. Data Specialist and Data Team
3. Lead Mathematics Teachers
4. UFT Teacher Center Coach
5. Generation Ready Mathematics Consultant
6. Parent Coordinator and Special Events Liaison will coordinate celebrations of student achievement and effort.

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

1. Student progress will be measured three times during the school year after each administration of the Performance Series Assessment.
2. Data Specialist and Data Team will meet weekly to discuss assessment results, conduct analysis of data, and communicate the information across the organization.
3. AIS Team will meet bi-monthly to discuss goal development, student performance and progress, and identify skill targets.
4. Teachers will meet bi-monthly to discuss skill targets, strategies for skill implementation, and ongoing planning of instruction.
5. Administration will meet with Data Team and AIS Team to discuss student progress and develop strategic plans of instruction for implementation.

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

1. Testing Coordinator will provide training to staff on Performance Series Mathematics assessment administration by September 30, 2013.
2. Administer Mathematics baseline to standardized assessment students beginning in September 2013 and ending by November 8, 2013.
3. Data Specialist will access student results and disseminate information to parents and teachers by November 27, 2013.
4. UFT Teacher Center Coach will collaborate with Lead Mathematics Teachers and classroom teachers to support instruction of mathematic vocabulary.
5. Data Team will identify students in need of Academic Intervention Services by November 27, 2013.
6. Academic Intervention Services will begin in December 2013 and continue until June 2014 for identified students.
7. Bi-monthly, Administrators will meet with UFT Teacher Center Coach and Generation Ready Consultants to identify and plan teacher supports.

8. Data Team will monitor student progress and report information to students, parents, and staff throughout the school year.
9. By February 2014, staff will conduct 2<sup>nd</sup> Administration of Performance Series Mathematics assessment.
10. Data Team will access student results and analyze student progress to be reported to parents and teachers by March 2014.
11. In collaboration with teachers and administration, Data Team will identify skills to be targeted during instruction to increase student performance by March 2014.
12. By May 2014, staff will conduct 3<sup>rd</sup> Administration of Performance Series Mathematics assessment.
13. Data Team will access student results and analyze student progress to be reported to parents and teachers by June 2014.

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

1. Per Session funds have been allocated to support the Data Specialist and Data Team.
2. Per Session and Per Diem funds have been allocated to support AIS instruction.
3. Per Diem funds have been allocated to facilitate the scheduling of team meetings.
4. Funding has been allocated to support a Generation Ready Mathematics Coach.
5. Funding has been scheduled to purchase newly CCLS aligned Exemplars program to support AIS instruction.
6. Funding has been scheduled to support Professional Development opportunities for Mathematics Teachers.
7. Funding has been scheduled to support parent and student celebrations.
8. **iTeach/ iLearn** is a grant that has supported the integration of technology into all academic areas of the classroom. Students will have access to laptops purchased through the grant and be taught how to use technology as a tool to enhance their learning experience.
9. **Emotional Literacy** is a program that will assist the students in recognizing, understanding, labeling, expressing, and regulating their emotions that will enhance their performance in the classroom.
10. **Power of Choice/Bridge to Success** is a school-wide positive behavior supports system designed to meet the behavioral needs of our students that will enable them to perform well academically.
11. **Penny Harvest** affords our students the opportunity to engage in mathematics activities that will hone their number sense skills through counting, graphing, and hypothesizing.

**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).

- Parent Coordinator will collaborate with teachers to generate parent letters outlining student assessment results and student learning goals.
- Parent workshop will be designed to educate parents about the program and its structure.
- Teachers will provide parents with their availability to facilitate the process of scheduling meetings to discuss student progress.
- Parent Coordinator will include implementation progress in 17X's monthly newsletter.
- Parent Coordinator will be a two-way source of information and communication between the school and parents. The Parent Coordinator will articulate both the concerns and needs of parents, teachers, and administrators.
- Parents are encouraged to participate on the School Leadership Team (SLT). This team informs parents about the programs in the school, the implementation of new programs, and involvement in the school's decision-making process.
- Assemblies, student performances, publishing parties, and student of the month celebrations will be open for parents to attend and celebrate their children's achievements.

**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.

N/A

**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 improved teacher use of targeted instructional strategies aligned to student IEP's as evidenced by increased student engagement**

**measured by low-inference observations, structured feedback, and targeted professional development.**

**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 completing low-inference observations and the development of individualized professional development plans during the 2012-13, many commonalities in areas of concern regarding teacher practice across the organization were recognized. At this time, and considering the implementation of *Advance* we feel the need to utilize this opportunity as a means to implement the Citywide Instructional Expectations in shifting classroom practice to ensure that students experience rigorous instruction.

**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. Administration will provide teachers with the opportunity and resources to conduct Charlotte Danielson-based Self-Assessment via ARIS Learn and develop professional growth plans.
2. Teachers will be provided with feedback and opportunities to select internal and external professional development workshops.
3. Assistant Principals will design a school-wide internal professional development calendar and incorporate the use of the internal UFT Teacher Center.
4. Administrators will utilize approved templates for informal and formal observations and providing structured feedback.
5. Administration will discuss observation schedule based on teachers' evaluation option selection form.
6. Administration will provide teachers with timely feedback following all informal and formal observations through one-on-one conferences.

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

1. Administrative Cabinet
2. UFT Teacher Center and Coach
3. Advance Resources
4. ARIS Learn
5. Generation Ready ELA and Mathematics Consultants

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

1. Bi-monthly Administrators will meet with UFT Teacher Center Coach and Generation Ready Consultants to discuss supports provided to teachers.
2. Weekly Cabinet will allow Administrators the opportunity to discuss teacher progress and plan for next steps.
3. Post observation and informal conferences will afford Administrators the opportunity to confer with teachers and collaborate on improving and adjusting teacher practice.

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

1. By September 2013, Administrators will communicate the school's instructional focus.
2. Starting in September 2013 and extending through June 2014 teachers will be provided with professional development around *Advance*, CCLS aligned curriculum and Charlotte Danielson Framework.
3. By October 2013, Administrators will conduct all Initial Planning Conferences and draft an observation schedule organized by site.
4. By November 2013, Administrators will develop an internal professional development calendar.
5. Starting in November 2013 and extending through June 2014 Administrators will discuss observations and identify trends to inform the coordination of supports for teachers.
6. By December 2013, Administrators will assess observation data and re-visit upcoming professional development opportunities.
7. Bi-monthly, Administrators will meet with UFT Teacher Center Coach and Generation Ready Consultants to identify and plan teacher supports.
8. By June 2014, all teachers will experience a complete observation cycle with targeted supports.

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

1. Per Session funds have been allocated to support the Curriculum Development Team.
2. Per Session and Per Diem funding has been scheduled to support Professional Development opportunities.
3. Funding has been allocated to support the UFT Teacher Center Coach.
4. Funding has been scheduled to upgrade and support AIS instruction.
5. Funding has been allocated to support Generation Ready consultants for standardized assessment teachers.
6. **iTeach/ iLearn** is a grant that has supported the integration of technology into all academic areas of the classroom. Students will have access to laptops purchased

through the grant and be taught how to use technology as a tool to enhance their learning experience.

7. **Emotional Literacy** is a program that will assist the students in recognizing, understanding, labeling, expressing, and regulating their emotions that will enhance their performance in the classroom.
8. **Power of Choice/Bridge to Success** is a school-wide positive behavior supports system designed to meet the behavioral needs of our students that will enable them to perform well academically.
9. **Penny Harvest** affords our students the opportunity to engage in mathematics activities that will hone their number sense skills through counting, graphing, and hypothesizing.

**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).

- In collaboration with Administrators, the Parent Coordinator will incorporate information regarding the teaching framework in the monthly newsletter.
- Workshops will be held to inform parents of Charlotte Danielson Framework and curriculum materials at 17X.
- Parents, as members of the school community will serve as a resource to communicate and reflect on the positive and areas of concerns within the school.
- Data Team will organize student results to be distributed to individual students parents
- Parent Coordinator and Technology Liaison will coordinate multiple opportunities for parents to complete the Learning Environment Survey in school.
- Parent Coordinator will be a two-way source of information and communication between the school and parents. The Parent Coordinator will articulate both the concerns and needs of parents, teachers, and administrators.
- Parents are encouraged to participate on the School Leadership Team (SLT). This team informs parents about the programs in the school, the implementations of new programs, and involvement in the school's decision-making process.
- Assemblies, student performances, publishing parties, and student of the month celebrations will be open for parents to attend and celebrate their children's achievements.

**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. |          |          |           |   |           |           |        |
| N/A  |          |          |           |   |           |           |        |

**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 standardized and alternate assessment classes will improve targeted literacy skills as evidenced by a 10% increase in mastery as measured by the appropriate formative assessment.**

**Comprehensive Needs Assessment**

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

While our students continue to progress each year, many of our students perform far below standards. Therefore, we must continue to strive to increase their skills using research-based curricula and programming designed to meet their needs. As a school we must also focus on maintaining high scholastic achievement expectations, and implement such programs to ensure that all students reach their full potential in all academic areas. Through the use of Focus on STEM, students will be exposed to differentiated, cross-content student activities and experiences that cover a wide range of material specifically designed to meet the needs of all learners.

**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. Teachers will receive professional development around Fountas and Pinnell, using data to inform instruction using Leveled Intervention Libraries, and Focus on

STEM.

2. Assign Assistant Principals to supervise the administration of the Fountas and Pinnell Running Records, and monitor student progress through walkthroughs, informal observations, and formal observations.
3. In collaboration with administration, teachers, UFT Teacher Center Coach, Generation Ready Literacy Consultant, and the Data Specialist will analyze student performance and determine next steps.
4. In collaboration with the UFT Teacher Center Coach, the Generation Ready Literacy Consultant will generate curriculum maps around the literacy curricula.
5. Administrators will develop a schedule of collaborative planning meetings to facilitate implementation.
6. Lead teachers will collaborate with UFT Teacher Center Coach to organize resources and assist teachers in the implementation process.

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

1. Administrative Cabinet
2. Curriculum Development Team
3. Data Specialist
4. UFT Teacher Center Coach
5. Leveled Intervention Libraries
6. Focus on STEM
7. Read180
8. Generation Ready Literacy Consultant

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

1. Effective use of bi-monthly Extended Cabinet will allow progress to be discussed monthly with Administrators.
2. Student progress will be measured three times during the school year after each administration of Literacy-based formative assessments.
3. Data Specialist and Data Team will meet weekly to discuss assessment results, conduct analysis of data, and communicate the information across the organization.
4. AIS Team will meet bi-monthly to discuss goal development, student performance and progress, and identify skill targets.
5. Teachers will meet bi-monthly to discuss skill targets, strategies for skill implementation, and ongoing planning of instruction.
6. Administration will meet with Data Team and AIS Team to discuss student progress and develop strategic plans of instruction for implementation.

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

1. Testing Coordinator will provide training to staff on Fountas and Pinnell and Focus on STEM by September 30, 2013.
2. Administer baseline assessments students beginning in September 2013 and ending by November 8, 2013.
3. Data Specialist will access student results and disseminate information to parents and teachers by November 27, 2013.
4. UFT Teacher Center Coach will collaborate with Lead Mathematics Teachers and classroom teachers to support use of assessment data to support instruction.
5. Data Team will identify students in need of Academic Intervention Services by November 27, 2013.
6. Academic Intervention Services will begin in December 2013 and continue until June 2014 for identified students.
7. Data Team will monitor student progress and report information to students, parents, and staff throughout the school year.
8. Bi-monthly, collaborative team meetings will meet to discuss student progress, planning, and next steps.
9. By February 2014, staff will conduct 2<sup>nd</sup> Administration of literacy-based formative assessment.
10. Data Team will access student results and analyze student progress to be reported to parents and teachers by March 2014.
11. In collaboration with teachers and administration, Data Team will identify skills to be targeted during instruction to increase student performance by March 2014.
12. By May 2014, staff will conduct 3<sup>rd</sup> Administration of literacy-based formative assessment.
13. Data Team will access student results and analyze student progress to be reported to parents and teachers by June 2014.

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

1. OTPS funds have been allocated to purchase Focus on STEM, Fountas and Pinnell assessment kits, and Leveled Intervention Libraries kits.
2. Per Session funds have been allocated to support the Data Specialist and Data Team.
3. Per Session and Per Diem funds have been allocated to support AIS instruction.
4. Funding has been scheduled to upgrade and support the use of READ 180 to support AIS instruction.
5. Funding has been scheduled to support Professional Development opportunities for staff.
6. Funding has been scheduled to support parent and student celebrations.
7. Funding has been allocated to support a Generation Ready Literacy Coach.
8. Funding has been allocated to support a UFT Teacher Center Coach.

- 9. **iTeach/ iLearn** is a grant that has supported the integration of technology into all academic areas of the classroom. Students will have access to laptops purchased through the grant and be taught how to use technology as a tool to enhance their learning experience.
- 10. **Emotional Literacy** is a program that will assist the students in recognizing, understanding, labeling, expressing, and regulating their emotions that will enhance their performance in the classroom.
- 11. **Power of Choice/Bridge to Success** is a school-wide positive behavior supports system designed to meet the behavioral needs of our students that will enable them to perform well academically.
- 12. **Penny Harvest** affords our students the opportunity to engage in mathematics activities that will hone their number sense skills through counting, graphing, and hypothesizing.

**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).

- **Alternate Assessment Coach will collaborate with teachers to generate parent letters outlining the program and student learning goals.**
- **Parent workshop will be designed to educate parents about the program and its structure.**
- **Teachers will provide parents with their availability to facilitate the process of scheduling meetings to discuss student progress.**
- **Parent Coordinator will include implementation progress in 17X's monthly newsletter.**
- **Parent Coordinator will be a two-way source of information and communication between the school and parents. The Parent Coordinator will articulate both the concerns and needs of parents, teachers, and administrators.**
- **Parents are encouraged to participate on the School Leadership Team (SLT). This team informs parents about the programs in the school, the implementation of new programs, and involvement in the school's decision-making process.**
- **Assemblies, student performances, publishing parties, and student of the month celebrations will be open for parents to attend and celebrate their children's achievements.**

**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.  
N/A

**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.

| 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.

**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.

| 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.

### Academic Intervention Services (AIS)

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

***Description***

| <b>Type of Academic Intervention Service (AIS)</b>  | <b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>  | <b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b> | <b>When the service is provided (e.g. during the school day, before or after school, etc.)</b> |
|---|--|--|--|
| <b>ELA</b>  | Leveled Literacy Interventions<br><br>SMILE<br><br>Foundations<br><br>Systems 44<br><br>Read 180<br><br>EdPerformance  | Small group, One-to-one  | During the school day, After school  |
| <b>Mathematics</b>  | EdPerformance<br><br>SuccessMaker<br><br>Math Triumphs<br><br>Exemplars  | Small group, One-to-one  | During the school day, After school  |
| <b>Science</b>  | Brainpop.com<br><br>Research-Based Projects  | Small group, One-to-one  | During the school day, After school  |
| <b>Social Studies</b>   | Brainpop.com<br><br>Research-Based Projects  | Small group, One-to-one  | During the school day  |
| <b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b> | Functional Behavior Assessment (FBA)/ Behavior Intervention Plan (BIP)- Created in collaboration with teachers, paraprofessionals, and other staff to target undesirable behaviors and prevent them from occurring and to provide positive | In all aspects of the school day where target behaviors are displayed.               | During the school day  |



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

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

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

**Title I Status**

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

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

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

**High Quality and Ongoing Professional Development**

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

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

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

**SWP Schools Only**

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

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

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

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

**TA Schools Only**

**Use of Program Resources**

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

**TA Coordination with the Regular Program**

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

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

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

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

---

**Parent Involvement Policy (PIP) Template**

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

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

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

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

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

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

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

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

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

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

**I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

## **II. Parent/Guardian Responsibilities:**

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

## **III. Student Responsibilities:**

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

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

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

## Part I: School ELL Profile

### A. School Information

|                        |                      |                         |
|------------------------|----------------------|-------------------------|
| District <b>75</b>     | Borough <b>Bronx</b> | School Number <b>17</b> |
| School Name <b>17x</b> |                      |                         |

### B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

|   |  |
|---|--|
| Principal <b>Marlin Hoggard</b>                   | Assistant Principal <b>Jacqueline T. Colon</b> |
| Coach <b>Joan Carrig</b>                          | Coach  |
| ESL Teacher <b>Carlos Bonilla</b>                 | Guidance Counselor                             |
| Teacher/Subject Area                              | Parent <b>Rufina Carreto</b>                   |
| Teacher/Subject Area                              | Parent Coordinator <b>Maria Arias</b>          |
| Related Service Provider                          | Other  |
| Network Leader(Only if working with the LAP team) | Other  |

### C. Teacher Qualifications

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

|   |          |  |          |  |          |
|---|----------|--|----------|--|----------|
| Number of certified ESL teachers currently teaching in the ESL program.           | <b>1</b> | Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program                                  | <b>0</b> | Number of teachers who hold both content area and ESL certification          | <b>0</b> |
| Number of certified bilingual teachers currently teaching in a bilingual program  | <b>6</b> | Number of certified NLA/foreign language teachers  | <b>0</b> | Number of teachers who hold both a bilingual extension and ESL certification | <b>0</b> |
| Number of certified ESL teachers <u>not</u> currently teaching in the ESL program | <b>0</b> | Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification | <b>0</b> | Number of special education teachers with bilingual extensions               | <b>5</b> |

### D. Student Demographics

|  |            |                      |           |   |               |
|--|------------|----------------------|-----------|---|---------------|
| Total number of students in school (Excluding Pre-K) | <b>406</b> | Total number of ELLs | <b>76</b> | ELLs as share of total student population (%) | <b>18.72%</b> |
|--|------------|----------------------|-----------|---|---------------|

## 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 checked="" type="checkbox"/> | No <input type="checkbox"/>            | If yes, indicate language(s): Spanish |
| Dual language program                    | Yes <input type="checkbox"/>            | No <input checked="" type="checkbox"/> | If yes, indicate language(s):         |

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

| ELL Program Breakdown  |           |          |          |          |           |           |          |          |          |          |          |          |          |           |
|--|-----------|----------|----------|----------|-----------|-----------|----------|----------|----------|----------|----------|----------|----------|-----------|
|  | K         | 1        | 2        | 3        | 4         | 5         | 6        | 7        | 8        | 9        | 10       | 11       | 12       | Total #   |
| <b>Transitional Bilingual Education</b><br>(60%:40% → 50%:50% → 75%:25%) | 13        | 5        | 2        | 3        | 1         | 2         | 2        | 2        | 2        | 0        | 0        | 0        | 0        | 32        |
| <b>Dual Language</b><br>(50%:50%)  |           |          |          |          |           |           |          |          |          |          |          |          |          | 0         |
| <b>Freestanding ESL</b>  |           |          |          |          |           |           |          |          |          |          |          |          |          |           |
| Pull-out   | 2         | 1        | 5        | 4        | 9         | 9         | 2        | 7        | 6        | 0        | 0        | 0        | 0        | 45        |
| SELECT ONE   |           |          |          |          |           |           |          |          |          |          |          |          |          | 0         |
| <b>Total</b>   | <b>15</b> | <b>6</b> | <b>7</b> | <b>7</b> | <b>10</b> | <b>11</b> | <b>4</b> | <b>9</b> | <b>8</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>77</b> |

### B. ELL Years of Service and Programs

| Number of ELLs by Subgroups |    |  |    |                                |    |
|-----------------------------|----|--|----|--------------------------------|----|
| All ELLs                    | 77 | Newcomers (ELLs receiving service 0-3 years) | 47 | ELL Students with Disabilities | 77 |
| SIFE                        | 0  | ELLs receiving service 4-6 years             | 24 | Long-Term (completed 6+ years) | 6  |

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           | 24  |      |     | 7   |      |     | 1   |      |     | 32    |
| Dual Language |     |      |     |     |      |     |     |      |     | 0     |
| ESL           | 22  |      |     | 18  |      |     | 5   |      |     | 45    |
| Total         | 46  | 0    | 0   | 25  | 0    | 0   | 6   | 0    | 0   | 77    |

Number of ELLs who have an alternate placement paraprofessional: 3

### 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 Spanish                             | 13        | 5        | 2        | 3        | 1        | 2        | 2        | 2        | 2        |          |          |          |          | 32        |
| SELECT ONE                                     |           |          |          |          |          |          |          |          |          |          |          |          |          | 0         |
| SELECT ONE                                     |           |          |          |          |          |          |          |          |          |          |          |          |          | 0         |
| <b>TOTAL</b>                                   | <b>13</b> | <b>5</b> | <b>2</b> | <b>3</b> | <b>1</b> | <b>2</b> | <b>2</b> | <b>2</b> | <b>2</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>32</b> |

\*EP=English proficient student

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

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

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

**Number of ELLs by Grade in Each Language Group**

|              | 9   |    | 10  |    | 11  |    | 12  |    | TOTAL |    |
|--------------|-----|----|-----|----|-----|----|-----|----|-------|----|
|              | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL   | EP |
| <b>TOTAL</b> | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0     | 0  |

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

|              | K  | 1 | 2 | 3 | 4 | 5  | 6 | 7  | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|----|---|---|---|---|----|---|----|---|---|----|----|----|-------|
| Spanish      | 14 | 7 | 5 | 8 | 8 | 8  | 5 | 10 | 7 |   |    |    |    | 72    |
| Chinese      |    |   |   |   |   |    |   |    |   |   |    |    |    | 0     |
| Russian      |    |   |   |   |   |    |   |    |   |   |    |    |    | 0     |
| Bengali      |    |   | 1 |   |   |    |   |    |   |   |    |    |    | 1     |
| Urdu         |    |   |   |   |   |    |   |    |   |   |    |    |    | 0     |
| Arabic       |    |   |   |   |   | 2  |   |    |   |   |    |    |    | 2     |
| Haitian      |    |   |   |   |   |    |   |    |   |   |    |    |    | 0     |
| French       |    |   |   |   |   |    |   |    |   |   |    |    |    | 0     |
| Korean       |    |   |   |   |   |    |   |    |   |   |    |    |    | 0     |
| Punjabi      |    |   |   |   |   |    |   |    |   |   |    |    |    | 0     |
| Polish       |    |   |   |   |   |    |   |    |   |   |    |    |    | 0     |
| Albanian     |    |   |   |   |   |    |   |    |   |   |    |    |    | 0     |
| Other        |    |   |   |   | 1 | 1  |   |    |   |   |    |    |    | 2     |
| <b>TOTAL</b> | 14 | 7 | 6 | 8 | 9 | 11 | 5 | 10 | 7 | 0 | 0  | 0  | 0  | 77    |

## Part III: Assessment Analysis

**Assessment Breakdown**

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

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

|             | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|-------------|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| Beginner(B) |   | 1 |   | 4 | 2 | 6 |   | 6 | 3 |   |    |    |    | 22    |

| 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)   |   |   |   |   |   | 2 | 1 |   |   |   |    |    |    | 3     |
| Advanced (A)  |   |   |   |   |   |   |   | 1 | 3 |   |    |    |    | 4     |
| Total   | 0 | 1 | 0 | 4 | 2 | 8 | 1 | 7 | 6 | 0 | 0  | 0  | 0  | 29    |

| 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                     | 1       |         |         |         |       |
| 5                     | 1       |         |         |         |       |
| 6                     | 1       |         |         |         |       |
| 7                     | 5       |         |         |         |       |
| 8                     |         |         |         |         |       |
| NYSAA Bilingual (SWD) |         |         | 2       | 24      |       |

| NYS Math              |         |    |         |    |         |    |         |    |       |
|-----------------------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade                 | Level 1 |    | Level 2 |    | Level 3 |    | Level 4 |    | Total |
|                       | English | NL | English | NL | English | NL | English | NL |       |
| 3                     |         |    |         |    |         |    |         |    |       |
| 4                     | 1       |    |         |    |         |    |         |    |       |
| 5                     | 1       |    |         |    |         |    |         |    |       |
| 6                     | 1       |    |         |    |         |    |         |    |       |
| 7                     | 5       |    |         |    |         |    |         |    |       |
| 8                     |         |    |         |    |         |    |         |    |       |
| NYSAA Bilingual (SWD) |         |    |         |    | 1       |    | 23      |    |       |

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

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

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

P17X uses a variety of assessments to identify literacy skills. Some of the assessments include SANDI, Fountas and Pinnell, ECLAS-2, and periodic assessments. The data collected helps us to identify specific trends and common areas where students need to improve. It allows staff to modify instruction to meet those areas of need and target specific skills for the students. Based on the NYSESLAT assessment, we can determine that twenty-two ELL students are at the beginning level of proficiency. Three ELL students are at the Intermediate level and four ELL students at the advanced level. Though twenty-two students scored at the beginner level on NYSESLAT, the majority of our students did not receive a score or received an invalid score due to the nature of their disabilities. As a result, all these students are also considered beginners. Based on this data, the students receive differentiated instruction based on their functional levels. Technology has been infused through all content areas in order to promote the development of the four language skills. The teachers rely on their native language in order to enhance, develop and maintain English proficiency. AIS services are provided and support students throughout the day. Inquiry teams and teachers review assessments periodically in order to identify areas of weakness and develop teaching strategies in order to help students improve in those areas. Teachers provide ESL services that focus on basic writing English skills, recognizing basic familiar words and understanding main ideas using textual cues. It is the goal to assist the students, through the use of an eclectic approach, to move to an intermediate proficiency level. The use of technology and communication devices continues to be incorporated in order to assist the students in the development of basic oral, listening and writing skills. In addition, the use of strategies such as thematic units, language experience and multi-sensory approaches will continue to support these students and help them with the development of the English language. Staff will provide either push/in push/out in order to service students. In addition, teachers have collaborative team meetings where they identify areas of need and brainstorm on specific instructional strategies to incorporate in the classroom.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
Data patterns across proficiency can help determine if students need additional support in the English language. According to LAB-R, forty of the ELL students are performing at a beginning level, four at intermediate level and two at advanced level. P17X through the use of technology, AIS, Read 180 and programs such as SMILE and Foundations will continue to support all ELL students by targeting the areas of Listening/Speaking and Writing/Reading. Teachers will be working on developing units and differentiated lessons that will focus on reading strategies as students continue to be supported in their native language.
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](#))

Currently there is no available data regarding students NYSESLAT scores by modality. Therefore, we are unable to observe patterns that would affect instructional decisions at this time. However, with regard to the Annual Measurement Achievement Objectives, it is the goal of our program to show annual increases in the number of students making progress in English Proficiency. Annual assessments of our ELLs take place via NYSAA (in addition to NYSESLAT) and these results continue to show a trend in growth in English Proficiency among our students.

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?

Middle school ELL students tend to do better in the English language than their native language. The majority of our students understand their native language but do not speak it or write it. At the elementary level, approximately ninety percent of alternate assessment students have limited language or are nonverbal making it difficult to assess effectively. We used PECS symbols and/or communication devices which students seem to respond in both English and their native language. The school leadership and teachers continue to use periodic assessment as a way to identify where students are academically. They can identify specific skills that need to be addressed and develop specific and differentiated goals and objectives to target for instruction. Periodic assessments continue to be a tool to help teachers identify how students are performing and target areas that need to be improved.

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](#).)

Response to Intervention (RTI) is a framework for implementing proactive data-driven decision making. It provides teachers with

better, more timely information about students in order to improve student learning and performance.

RTI is an early identification and prevention model that helps schools broaden the range of interventions available and ensure that the curriculum truly meets the needs of all students. RTI models were initially formulated to address concerns that some students were being misidentified as learning disabled when in actuality they were failing to learn because the pace or style of instruction was mismatched to their learning needs. With the appropriate processes in place, RTI can help schools identify students at risk for poor learning outcomes, monitor their progress, and provide evidence - based interventions early on – when students first exhibit signs of learning problems. The nature and intensity of such interventions can be continually adjusted depending on each student’s responsiveness. By analyzing the data, we can determine the Tier most appropriate for each of the students and provide instruction based on their specific needs. The majority of our students would fall under Tier1.

6. How do you make sure that a child’s second language development is considered in instructional decisions?

Through observations and follow up meetings with teachers, school administrators make sure that lesson plans target the second language. development. As we look at data, we analyze the students' progress and plan differentiated lessons that will help increase the language skills of all ELL students.

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?

Paste response to questions here: We currently do not have a dual program at the elementary nor middle school.

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

The success of our ELL students in demonstrated in the increase scores of the various assessments and academic performance of the students' specific literacy skills. Students' social integration and independence into the school culture is another indication of students' success; social and academic proficiency. Paste response to question here:

## 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](#).) Options for special education ELLs are discussed with parents during the Educational Planning Conference at the CSE level. At the school level, the pupil personnel secretary provides the bilingual assistant principal, at the end of every week, with a list of students that have been admitted to the school. After the students have been identified by administrators, the IEP and home language survey are reviewed to identify if the students are ELL students. In addition, the bilingual assistant principal, checks CAP and ATS to identify services the students are scheduled to receive. The assistant principal checks for discrepancies and makes corrections, if necessary. Another way to ensure that the students are possible ELL students, is by administering a Home Language Survey in order to determine the language, as well as, conducting formal and informal interviews with parents and students. The majority of the students already come with a survey. Nonetheless, if none is available, we ask the parents to complete one and interview them, in order to determine home language and determine if the students are recent arrivals to this country. During the initial process, bilingual administrators and staff assist the parents with the translation and with the completion of any necessary paperwork. If staff is not available in the parents' home language, the school will reach out to the translation and Interpretation Unit to get staff that speaks that language. Teachers, counselors and other related service providers are also available to assist students with translation and transition as they get used to their new environment. The next step is to administer the LAB-R Spanish LAB within ten days after the students have been admitted to the school. The students take the LAB-R to determine the proficiency of the English language. Mr. Bonilla, a certified ESL teacher, administers the LAB-R and

Spanish LAB. The Spanish LAB is administered to students whose home language is Spanish and do not do well on the LAB-R. As of February 1, 2014, the LAB-R will be replaced by the NYSITELL which is now similar to the NYSESLAT test but at a smaller scale. Students placed in the bilingual program speak and understand only their native language or have limited understanding of English. Their native language is also spoken at home. Students in ESL have some domain of the English language and can succeed in a monolingual class, while they are receiving English as a Second Language. For the most part, ESL students speak and/or understand their native language, as well as English. The process continues by certified bilingual and ESL teachers evaluating and assessing students using SANDI, Fauntas and Pinell and E-CAM. Teachers use the data collected to plan their lesson plans in order to meet the students' individual academic needs. In order for the students to demonstrate proficiency in the NYSESLAT, teachers incorporate in each of their lessons the four components of ESL: Listening/Speaking and Reading/Writing. In the Spring, the New York State English as a Second Language Achievement Test (NYSESLAT) is administered to all English Language Learners. This test is administered by trained, certified teachers: Mr. Bonilla and Ms. Vargas under the supervision of the assistant principal, Ms. Colon. This test determines whether or not the students continue to be eligible for ELL services.

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.

At the beginning of the school year, parents of new ELL students are invited to attend a meeting in order to discuss the Transitional Bilingual and ESL programs available at P17x for our ELL population. Parents of students who are eligible for bilingual or ESL services are involved in the decision-making process at the CSE level. Trained interpreters and the CSE personnel discuss the options available to parents and the placement decision is made in conjunction with them. Currently, our school features a Freestanding ESL program. However, should a parent show interest in a dual language or transitional bilingual program, it would be taken into consideration.

The programs available are as follows:

Transitional Bilingual Program:

Our TBP is composed of six bilingual classes: five at the elementary sites and one in middle school. All six classes are composed of students with autism. The bilingual classes use the transitional bilingual program. As the students become more proficient, the percentage of instruction in the native language decreases. All bilingual classes are beginners so the ratio would be 60:40 Spanish/English. In order to meet the ratio, teachers have to provide a minimum of 180 minutes in the content area and 360 minutes a week of ESL instruction. All of our bilingual teachers assigned to these classes are NYC certified/ NYC licensed, and provide instruction in all subject areas. In both Standardized and Alternate Assessment programs, teachers adapt the instruction to the students' individual needs.

English as a Second Language:

All students in the bilingual classes receive the number of units of ESL instruction as required by CR Part 154. CR Part 154 provides funding and sets out the basic requirements for ELL education, ensuring that ELLs acquire and develop English language skills while meeting the common core standards that are expected at their grade and age level in core subjects. To ensure that students meet the standards and pass the required state and local assessments, ESL instruction follows the NYS ESL common core standards and incorporates ESL strategies such as Total Physical Response (TPR), Language Experience, Scaffolding Techniques, and Graphic Organizers. Additionally, the Cognitive Academic Language Learning Approach (CALLA) is used for students in standardized assessment. The development of phonemic awareness and comprehension skills through literature-based and standards based materials (Foundations Program) are also incorporated. The use of technology with appropriate software and with Mayor Johnson symbols, computer programs, the TEACCH model and the guidance of SANDI, E-CAM assessments are incorporated in the curriculum to give the students in Alternate Assessment additional instructional support. Multi-sensory and multicultural ESL materials are infused throughout all aspects of instruction.

During the meeting, parents are encouraged to ask questions and have an open discussion about the program components. The

bilingual Assistant Principal, Jacqueline Colon, ensures that, all parents receive entitlement letters and information in their native language. Translators are also available. Parents receive ongoing information on progress of students and the programs offered at the school through communication notebooks used by teachers, mail and telephone calls by administrators and pertinent staff members working with the ELL population. Ms. Colon is responsible to collect entitlement letters, parent selection forms and language surveys which are then placed in students cumulative folders.

Assistant principal, Ms. Colon, makes every effort to stay in close contact with ELL parents; from administering the HLIS, to informing them of their children's eligibility for ELL services, as well as, collecting all the forms that indicate the parent's program choice for their children. By law, schools have to provide parents of recently admitted ELLs with information on the different ELL programs that are available. Because the state requires that ELLs be placed in the appropriate program within ten days of enrollment, it is crucial to get information and parents' feedback quickly and efficiently. Parents' choice, as well as with program availability, determines program placement for ELLs.

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](#)].)

When placement is decided at the CSE level, parents are provided with written and oral information about all the programs. Bilingual administrator and parent coordinator, as well as staff, will translate and interpret for them to ensure that they understand. During placement, parents are also provided with entitlement letters, parent surveys, and selection form in their home language. Our parent coordinator, will have an orientation meeting where parents are informed of school procedures, curriculum, and programs available. Interpreters from the school will be available to assist with translation and interpretation. If interpreters are not available that speak parents home language, the unit of translation and interpretation is contacted to get someone to assist. During our first meeting, parents are encouraged to ask questions and have an open discussion about the program components. Parents receive ongoing information on progress of students and the programs offered at the school through communication notebooks used by teachers, mail and telephone calls by administrators and pertinent staff members working with the ELL population. Assistant Principal, Ms. Colon is responsible to collect entitlement letters, parent selection forms and language surveys which are then placed in students cumulative folders.

Assistant principal, Ms. Colon, makes every effort to stay in close contact with ELL parents; from administering the HLIS, to informing them of their children's eligibility for ELL services, as well as, collecting all the forms that indicate the parent's program choice for their children. By law, schools have to provide parents of recently admitted ELLs with information on the different ELL programs that are available. Because the state requires that ELLs be placed in the appropriate program within ten days of enrollment, it is crucial to get information and parents' feedback quickly and efficiently. Parents' choice, as well as with program availability, determines program placement for ELLs.

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.

Ms. Colon will designate bilingual staff to assist parents with the HLIS, to informing them of their children's eligibility for ELL services, as well as, collecting all the forms that indicate the parent's program choice for their children. By law, schools have to provide parents of recently admitted ELLs with information on the different ELL programs that are available. Because the state requires that ELLs be placed in the appropriate program within ten days of enrollment, it is crucial to get information and parents' feedback quickly and efficiently. Parents' choice, as well as with program availability, determines program placement for ELLs. Ms. Colon meets with parents to describe the different ELL programs available in their native language and ensures that parents understand the the different programs available.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

Assistant Principal, Ms. Colon identifies the ELL students currently being served, as well as, cross referenced with the various systems such as ATS/CAP/SESLIS to make sure that all former ELL students are also identified and administered the NYSESLAT test. Ms. Colon works with trained ELL staff to administer the NYSESLAT to students at all the sites within the time frame indicated. A schedule is given to proctors which include the administration of the four components of the NYSESLAT tests at each of the sites. Furthermore, the schedule also provides the make-up window. Test modifications and grades are identified and students grouped appropriately.

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. 

After reviewing the parent surveys and program selection, the majority of our new admitted parents have selected bilingual education. This year we added a new bilingual Kindergarten class to be able to appropriately place students as per the selection of parents and the identification of the Home Language survey.

## 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])?

The Transitional Bilingual Program is self contained. Bilingual teachers have the students the majority of the day. The classes travel together and are grouped heterogeneously. Cluster positions include Science, Art, Music and APE. Students travel to the gym, while other cluster teachers come to the students' classrooms. Our TBP is composed of five bilingual classes (Spanish) totaling 27 students: five elementary bilingual/Spanish classes and one middle school bilingual Spanish class for ELLs in Alternate Assessment.

All self contained bilingual classes are beginners so the ratio would be 60:40 Spanish/English. In order to meet the ratio, teachers have to provide a minimum of 180 minutes in the content area and 360 minutes a week of ESL instruction. All five bilingual teachers assigned to these classes are NYC certified/ NYC licensed, and provide instruction in all subject areas. In both Standardized and Alternate Assessment programs, teachers adapt the instruction to the students' individual needs.

Freestanding ESL Programs: Our push-in, pull-out ESL program is composed of forty-five ELLs; including forty two students, whose IEPs indicate ESL only and three students in alternate placement. Students in alternate placement receive additional support in the native language from a classroom paraprofessional who speaks the students' native language and English. ESL is provided by a certified ESL teacher through a combination of push in and pulls out models of instruction, according to the ratio grouping and the off site accommodations.

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)?

All self contained bilingual classes are beginners so the ratio would be 60:40 Spanish/English. In order to meet the ratio, teachers have to provide a minimum of 180 minutes in the content area and 360 minutes a week of ESL instruction. Assistant Principal, Jacqueline Colon, reviews the schedules and ensures that students receive mandated minutes as per CR Part 154. All six bilingual teachers assigned to these classes are NYC certified/ NYC licensed, and provide instruction in all subject areas. In both Standardized and Alternate Assessment programs, teachers adapt the instruction to the students' individual needs. We currently have student-teacher ratio of 6:1:1. Additional crisis or health paras will be assigned if mandated on students' IEPs.

The components of the Bilingual Programs are:

English as a Second Language: All students in the bilingual classes receive the number of units of ESL instruction as required by CR Part 154. To ensure that students meet the standards and pass the required state and local assessments, ESL instruction follows the NYS ESL Standards and incorporates ESL strategies such as Total Physical Response (TPR), Language Experience, Scaffolding Techniques, and Graphic Organizers. Additionally, the Cognitive Academic Language Learning Approach (CALLA) is used for students in standardized assessment. The development of phonemic awareness and comprehension skills through literature-based and standards based materials (Foundations Program) are also incorporated. The use of technology with appropriate software and with Major Johnson symbols, computer programs, the TEACCH model are incorporated into the curriculum to give the students in Alternate Assessment additional instructional support. Multi-sensory and multicultural ESL materials are infused throughout all aspects of instruction. Mr. Bonilla, the ESL teacher, pulls out the students but occasionally, does a push in and collaborates with classroom teachers in the development of the lessons that meet the needs of the ELL students in the class.

Native Language Arts: All students in bilingual classes receive a minimum of 180 minutes per week of Native Language Arts (NLA). NLA instruction follows the NYS NLA Standards incorporating Balanced Literacy and the uniform curriculum, emphasizing the development of phonemic awareness and comprehension skills through literature-based and standards based materials and activities. NLA instruction is parallel to the literacy instruction imparted in monolingual classes is provided by a bilingual teacher utilizing native language literacy materials such as the Spanish libraries as part of the No Child Left Behind Act,

Strategies for Test-Taking Success: Writing, Strategies for Test-Taking Success: Math, and Strategies for Test-Taking Success: Reading. The use of bilingual software and multimedia enhances and supports the development of native language skills. NLA literacy activities are extended throughout the curriculum and subject areas, by combining in the interdisciplinary/thematic approach with Language Experience, multi-sensory approaches, the infusion of the arts, the use of technology tools, and augmentative communication. To comply with the New York City Literacy requirements, each classroom library contains books in the students' native language, including those adapted by teachers to meet the needs of students with severe disabilities. In addition, P.17x has enrichment after school program for students in the middle school as part of the Title III federal grant. Students have computers in their rooms and access various programs to enhance instructional skills.

English Language Arts: Students at the advanced level will receive one unit of ELA. ELA instruction for ELLs follows the NYC's uniform curriculum and the Balanced Literacy Program. The use of software and multimedia enhances and supports the development of English Literacy. Activities are incorporated throughout the curriculum and subject areas by combining the interdisciplinary/thematic approach with Language Experience, multi-sensory approaches, the infusion of the arts, the use of technology, and augmentative communication. The classroom library contains books in English, including those adapted by teachers to meet the needs of students with severe disabilities.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Content Area Instruction: Language instruction, linked to subject area teaching/learning, is crucial to the success of ELLs in achieving Cognitive Academic Proficiency (CALP), in two languages. For students at the beginning and intermediate levels of English language acquisition, content and instruction is provided as follows: a minimum of one subject area taught in the native language, and a minimum of one subject area taught in English through ESL methodologies. ESL strategies include CALLA, Language Experiences, the Natural Approach, Scaffolding Techniques, and the use of graphic organizers. Content Area Instruction follows the NYC Scope and Sequence for Content Area teaching and the uniform curriculum for Math. The use of Technology and augmentative communication are incorporated into ESL and content area instruction to give students additional support. Multi-sensory and multicultural materials are infused throughout all aspects of instruction.

Freestanding ESL Programs: Our ESL program is composed of forty-five ELLs; including forty two students, whose IEPs indicate ESL only and three students in alternate placement. Students in alternate placement receive additional support in the native language from a classroom paraprofessional who speaks the students' native language and English. ESL is provided by a certified ESL teacher through a combination of push in and pulls out models of instruction, according to the ratio grouping and the off site accommodations.

ESL Instruction: As stated above, ELLs receive the units of ESL required by CR Part 154. Students receive mandated minutes depending on their level Beginning, Intermediate or Advanced. To ensure that students meet the standards and pass the required state and local assessments, ESL instruction follows the NYS ESL Standards and incorporated ESL strategies such as: Total Physical Response (TPR), Language Experience, Scaffolding Techniques, and graphic organizers. Additionally, the use of the Cognitive Academic Language Approach (CALLA) is used for students in standardized assessment. The use of technology and augmentative communication devices are incorporated to give students additional differentiated and instructional support. Multi-sensory and multicultural ESL materials are infused throughout all aspects of instruction. Some materials are teacher made that address the students diverse cultural backgrounds. The classroom library includes a variety of books of all student levels that reflect the background, needs and strengths of ELLs. Intervention strategies that will be used with ESL students are The Cognitive Academic Language Experience, Whole Language Approach, Cooperative Learning, and graphic organizers. The use of technology i.e. a computer, digital camera, and recording device will be incorporated to give the students additional instructional support. Multi-Sensory and Multicultural ESL materials (software/books) will be incorporated throughout all aspects of instruction. The library will also be used to give the students a variety of books of all levels that reflect the background, needs and strengths and Languages of ELLs. Additionally, the students in Alternate Assessment are administered the SANDI Inventory, E-CAM assessments and Fauntas and Pinnell to the standardized students in alternate assessments. Teachers are able to assess the literacy skills of those students. and identify current levels of performance which help her to better plan for the short and long term goals on their Individualized Education Plan (I.E.P.) Some of the students in Alternate Assessment are also administered the NYSAA data folios, according to the age. Standardized students take the E-CLASS-2 and city/state periodic ELA and Math

assessments. The data folios at each level, elementary, middle school and high school will assess each student. Teachers will use informal methods (observations) of assessment and classroom data folios to keep records of the students' progress. P17X also has another intervention program called Read 180 which is a technology based reading program targeting students who are reading below grade level. All of these programs include effective instructional strategies for teachers and are aligned with common core. All ESL students receive native language support from the support staff, ESL teacher and related services.

Content Area Instruction: For all students, content area is provided as follows: all subject areas are taught in English through ESL methodologies by Special Education teachers who have completed the mandated 10 hours of Jose P. ESL training. The ESL methodologies used include Total Physical Response, CALLA, Language Experience, the Natural Approach, graphic organizers, and multi-sensory approaches used in conjunction with augmentative communication devices, and Major Johnson Sequence for Content Area teaching, as well as, SMILE, Foundations, Ready Gen, EQUALS and Go Math curriculum. The use of technology is incorporated into ESL and content areas. Instruction provide students with additional support with multi-sensory activities, multicultural themes and materials which are infused through out all aspects of instruction.

English Language Arts: Students at the advanced level will receive one unit of ELA. Literacy instruction for ELLs follows the NYC's Balanced Literacy Program, which is supported, by multicultural library books, the use of technology, and the adaptation of literacy materials to meet the needs of students with severe disabilities. Teachers work collaboratively during common preparation periods. The ESL teacher plans collaboratively with the teachers of ELL students that he serves.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
All students in bilingual classes receive a minimum of 180 minutes per week of Native Language Arts (NLA). NLA instruction follows the NYS NLA Standards incorporating Balanced Literacy and the uniform curriculum, emphasizing the development of phonemic awareness and comprehension skills through literature-based and standards based materials and activities. NLA instruction is parallel to the literacy instruction imparted in monolingual classes is provided by a bilingual teacher utilizing native language literacy materials such as the Spanish libraries as part of the No Child Left Behind Act, Strategies for Test-Taking Success: Writing, Strategies for Test-Taking Success: Math, and Strategies for Test-Taking Success: Reading. The use of bilingual software and multimedia enhances and supports the development of native language skills. NLA literacy activities are extended throughout the curriculum and subject areas, by combining in the interdisciplinary/thematic approach with Language Experience, multi-sensory approaches, the infusion of the arts, the use of technology tools, and augmentative communication. To comply with the Citywide Expectations and New York City Literacy requirements, each classroom library contains differentiated books in the students' native language, including those adapted by teachers to meet the needs of students with severe disabilities. In addition, P.17x has enrichment after school program for students in the middle school as part of the Title III federal grant. Students have computers in their rooms and access various programs to enhance instructional skills. All ELL students in the bilingual classes are in alternate assessment. Students are evaluated throughout the year and are given informal assessments such as teacher created tests and unit tests to determine growth and identify areas that need to be targeted for instruction.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
Our curriculum includes all the four elements of second language acquisition—listening, speaking, reading and writing. Utilizing scaffolding and differentiated instruction, several tasks are repeated through instructional sequence using diverse orders, materials and variations. Learners' performance is recorded by utilizing direct observation and documentation. Students' work is organized and assessed in order to evaluate progress. Teachers evaluate the students though embedded lessons that incorporate the four modalities. They develop appropriate goals which include improving vocabulary, finding meaning of words, constructing new grammatical structures, improving pronunciation, improving decoding and analytical skills, as well as, increasing auditory receptive ability and writing response. This program helps the students develop and/or increase skills in Technology (PowerPoint presentations), and the Arts (drawing pictures, colorings, cutting, pasting, and painting). Students construct their own projects. Our curriculum includes lesson plans, which incorporates hands-on artistic activities, computer-centered presentations and analytical reading exercises. Furthermore, this program offers our ELLs the opportunity to improve their interpersonal skills by performing several guided and shared activities.
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).

Newcomers, SIFE, Transition Plan, Long Term ELLs: Currently we have no students with interrupted formal education-SIFE. Nonetheless, identified SIFE students would receive ESL. In addition, they will get tutoring from teachers, academic and emotional support from buddy students and paraprofessionals, and development of initial literacy in native language provided by certified teachers mastering their native language. In addition, they will be in an educationally nurturing environment, which will offer them the opportunity to utilize their prior knowledge in order to increase literacy comprehension and language production. Teachers will be providing long term ELL students services that will focus in differentiated basic writing English skills, recognizing basic familiar words and understanding main ideas using textual cues. It is the goal to assist the students, through the use of an eclectic approach, in order to help them move to an intermediate proficiency level. The use of technology and communication devices will continue to be incorporated in order to assist the students in the development of basic oral, listening and writing skills. In addition, the use of strategies such as thematic units, language experience, multi-sensory approaches and D75 Units of Study, will continue to support these students and help them with the development of the English language. All long term ELL students will be supported through AIS, instructional technology, visual arts and afterschool programs. Staff will provide either push/in push/out, if necessary, in order to service all students and differentiate instruction that will target all students academic and social needs.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

ELL students with disabilities receive additional support in the native language from a classroom paraprofessional, as well as, speech providers who speak the students' native language and English.

ESL is provided by a certified ESL teacher through a combination of push in and pull out models of instruction, according to the ratio grouping and the off site accommodation. ELLs receive the units of ESL required by CR Part 154. Students receive mandated minutes depending on their level Beginning, Intermediate or Advanced. To ensure that students meet the common core standards and pass the required state and local assessments, ESL instruction follows the NYS ESL Common Core Standards and incorporated ESL strategies such as: Total Physical Response (TPR), Language Experience, Scaffolding Techniques, and graphic organizers. Additionally, the use of the Cognitive Academic Language Approach (CALLA) is used for students in standardized assessment. The use of technology and augmentative communication devices are incorporated to give students additional differentiated and instructional support. Multi-sensory and multicultural ESL materials are infused throughout all aspects of instruction. Some materials are teacher made that address the students different cultural backgrounds. The classroom library includes a variety of books, at the students' functional levels, that reflect the background, needs and strengths of ELLs. There are differentiated curriculums such as SMILE, Foundations, Ready Gen, EQUALS and Go Math curriculum that address the various academic levels and grades. The use of technology is incorporated into ESL and content areas. Instruction provide students with additional support with multi-sensory activities, multicultural themes and materials which are infused through out all aspects of instruction.ervention strategies that will be used with ESL students are The Cognitive Academic Language Experience, Whole Language Approach, Cooperative Learning, and graphic organizers. The use of technology i.e. a computer, digital camera, and recording device will be incorporated to give the students additional instructional support. Multi-Sensory and Multicultural ESL materials (software/books) will be incorporated throughout all aspects of instruction. The library will also be used to give the students a variety of books of all levels that reflect the background, needs and strengths and Languages of ELLs. Additionally, the ELL students with disabilities are administered periodic assessments, SANDI and E-CAM assessments in order to assess the literacy and Math skills of those students. identify current levels of performance and to better plan for the short and long term goals on their Individualized Education Plan (I.E.P.) Some of the ELL students with disabilities in alternate assessment are also administered the NYSAA data folios, according to the age. Standardized students take the E-CLAS-2, Fauntas and Pinnell, as well as, and city/state periodiodic ELA and Math assessments. The data folios at each level, elementary, middle school and high school will assess each student. Teachers will use informal methods (observations) of assessment and classroom data folios to keep records of the students' progress.

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?

P17x ELL students are currently in the most restrictive environment in the New York City Department of Education. It is our goal to provide students with the necessary academic skills and move them to a less restrictive environment. School staff such as administrators, classroom teachers, clusters, ESL and bilingual teachers will collaborate to create appropriate and differentiated instruction that will meet the needs of every single student. All related service providers willl also assist by working closely with classroom teachers in order to address any areas of concern and help move students forward. Administration along with teachers

work in collaboration to analyze data and determine appropriate curriculum and programs that will address all the specific needs of ELL-SWD. Instruction is aligned to the IEP goals in order to help support literacy skills.

**Courses Taught in Languages Other than English **

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

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

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

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

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

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

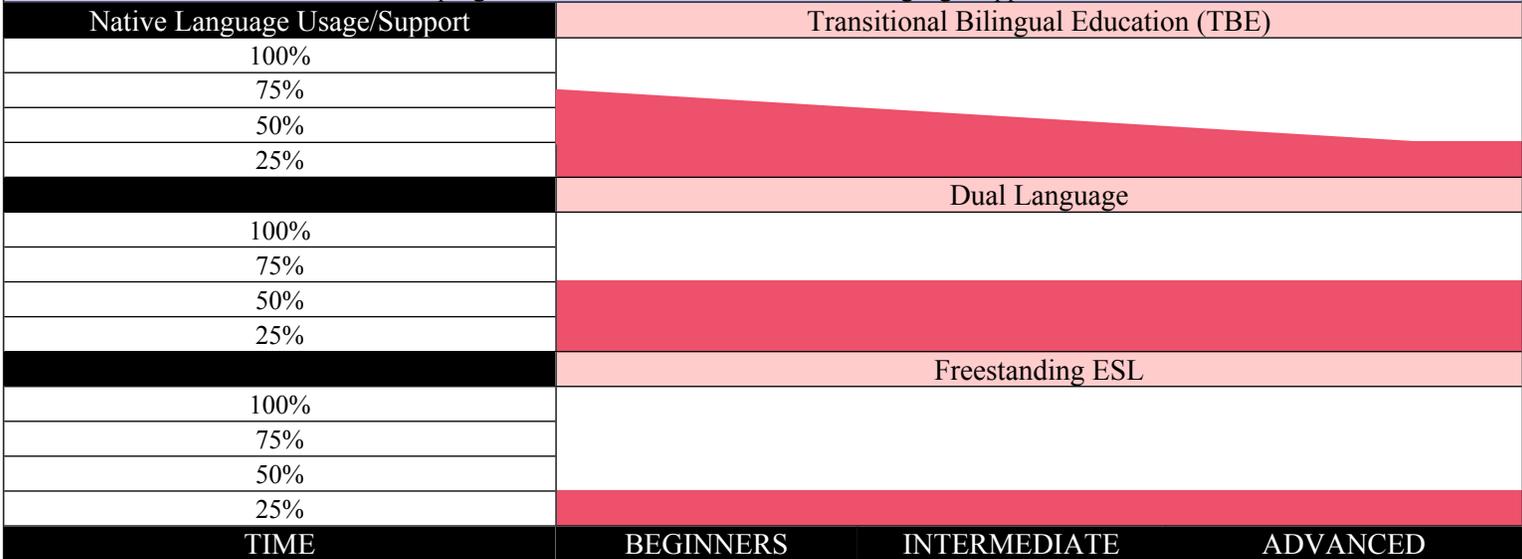
|  | Beginning | Intermediate | Advanced |
|--|-----------|--------------|----------|
|--|-----------|--------------|----------|

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

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

For all ELL students content area is provided as follows: all subject areas are taught in English and follow the common core standards. Content areas are taught using ESL methodologies by Special Education teachers who have completed or are in the process of completing the mandated 10 hours of Jose P. ESL training. The ESL methodologies used include Total Physical Response, CALLA, Language Experience, the Natural Approach, graphic organizers, and multi-sensory approaches used in conjunction with augmentative communication devices, and Major Johnson Sequence for all content area teaching. The use of technology is incorporated into ESL and content areas. Instruction provide students with additional support with multi-sensory activities, multicultural themes and materials which are infused through out all aspects of instruction.

English Language Arts: Students at the advanced level will receive one unit of ELA. Literacy instruction for ELLs follows the NYC's Balanced Literacy Program, which is supported, by multicultural library books, the use of technology, and the adaptation of literacy materials to meet the needs of students with severe disabilities. Teachers work collaboratively during common preparation periods to plan appropriate lessons for ELL students. The ESL teacher plans collaboratively with the teachers of ELL students that he serves.

Academic Intervention is targeted for all ELL students. Staff will use available data to target specific intervention skills that will address the various content areas in English language Arts, Math, Science and Social Studies. Teachers will be providing AIS during the day, as well as, afterschool.

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 success of our ELL students is demonstrated in the increase of the scores in any or all of the modalities scores and performance of the students' specific academic skills. Students' social integration and independence into the school culture is another indication of students' success, social and academic proficiency.

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

A new transitional bilingual k-2 class has been added due to parents' program selection and request for bilingual program..

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

There are no programs or services for ELL students that will be discontinued.

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

All ELL students are encouraged by school staff to participate in all school activities offered at the school. Title III and CHAMPS are available for all ELL students. Students are also encouraged to participate in AIS, school clubs, district activities, contests and field trips that will enhance their social, academic and cultural needs. P17X also has a Title III afterschool program that all ELL students are encouraged to participated. This program will take place twice a week. Parents are provided with information regarding all school programs in both English and their native language and encouraged to have their students get involved and participate in all school related activities.

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

The use of educational software and multimedia enhances and supports the development of English Literacy. Activities are incorporated throughout the curriculum and subject areas by combining the interdisciplinary/thematic approach with Language Experience, multi-sensory approaches, the infusion of the arts, the use of technology, and augmentative communication. The technology devices include communication devices, audio tapes, Ipads, computers and Smartboards. The classroom library contains books in English, including those adapted by teachers to meet the needs of students with severe disabilities.

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

All students in bilingual classes receive a minimum of 180 minutes per week of Native Language Arts (NLA). NLA instruction follows the NYS NLA Standards incorporating Balanced Literacy and the uniform curriculum, emphasizing the development of phonemic awareness and comprehension skills through literature-based and common core standards based materials and activities. NLA instruction is parallel to the literacy instruction imparted in monolingual classes is provided by a bilingual teacher utilizing native language literacy materials such as the Spanish libraries as part of the No Child Left Behind Act, Strategies for Test-Taking Success: Writing, Strategies for Test-Taking Success: Math, and Strategies for Test-Taking Success: Reading. The use of bilingual

software and multimedia enhances and supports the development of native language skills. NLA literacy activities are extended throughout the curriculum and subject areas, by combining in the interdisciplinary/thematic approach with Language Experience, multi-sensory approaches, the infusion of the arts, the use of technology tools, and augmentative communication. To comply with the New York City Literacy requirements, each classroom library contains books in the students' native language, including those adapted by teachers to meet the needs of students with severe disabilities. In addition, P.17x has an enrichment after school program for ELL students in the middle school. ELL students will be provided with additional academic support that will help enhance communication and literacy skills in both their native language and English.

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

Additional support that most elementary and middle school ELL students receive include, but are not limited, to speech, counseling, physical therapy and occupational therapy. These providers work in collaboration with ELL teachers and staff to support the ELL students. Teachers and support staff develop age and grade appropriate activities and tasks that address the IEP goals and functional levels of students. All activities target students individual academic and social needs.

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.

P17X is a 12 month school. We have activities and programs that support the ELL population throughout the school year. These programs are available to all ELL students. Activities such as trips, school related activities, barbecues, monthly activities, dances, etc. are on-going and all ELL students are encouraged to participate. Parents are communicated all information regarding the school activities in both English and their native language. All new students are strongly encouraged to participate in Chapter 683. Maria Arias, the parent coordinator, invites parents to an orientation, gives them a tour of the school, and provide with a full detailed description of the programs and support services available. Translators are available to support language needs and assist parents and students familiarize with the school culture.

18. What language electives are offered to ELLs?

Language electives are currently not offered at P17X.

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)?

P17X does not have a dual language program at this time.

### **C. Professional Development and Support for School Staff**

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

Professional development topics for teachers of ELLs include the following: Strategies and Materials for Native Language instruction, the NYS ESL and NLA common core standards, Balanced Literacy, and NYSAA. Additional topics addressed by the Title III Professional Development plan are Standardized Assessment and Alternative Assessment Methods for ELLs, the use of Technology in Bilingual and ESL Education, and the adaptation of Bilingual and ESL materials for education of ELLs with severe disabilities. ALL P17X's staff (APs, bilingual and common branch teachers, clusters, counselors, related service providers and parent coordinators) are invited and encouraged to attend all district and city workshops and trainings. In addition, the school will ensure the attendance of bilingual, ESL, and monolingual teachers and paraprofessionals at district, city and statewide conferences focusing on the education of ELLs, and transitioning of our middle schools students to the high school.

Furthermore, school administrators provide teachers whose students are transitioning from one school level to another with assistance from guidance counselors and school coach in preparing the teachers and students for transitioning. Their collaboration ensures smooth transitions for our students. Staff is provided with information on Jose P. training at the district and city. Staff that attends the training provide Ms. Colon, the AP, with a copy of agenda and hours completed. ELL compliance binder has updated information on staff that has been trained and/or are still in need of completing the hours. All are encouraged to attend and complete the necessary hours to meet requirements. All staff attending ELL training have to provide documentation to assistant principal, Ms. Colon which will be filed in the ELL compliance binder, as well as, the teacher's file.

Guidance counselors work closely with all ELL students, both at the elementary and middle school level, to help students come up with future plans and goals as they transition to a new school. Counselors work and collaborate in following up with teachers and providing instruction aligned to the common core that will help support the academic needs of all ELL students.

## 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?

The Parent Coordinator at P17x will continue to offer parents of ELLs on-going information in their home languages and training on different aspects of their children's education such as, home activities to support learning, outside supports in their local community, and parent interest needs survey. Various community agencies and organizations, such as Ramapo, provide support to our parents by inviting them to participate in their workshops and providing services to the families. Parents obtain practical tools and tactics to create environments that foster positive behavior and promote success in children through workshops, coaching and other supports. P17X also offers Saturday Academy for parents where a variety of workshops are geared towards the improvement of academic achievement and support services available to parents. Translators are available, as well as childcare, so parents are able to attend. Our goal is to increase parent outreach and participation by offering continuous parent training at the school and District 75 level with the assistance of an interpreter and/or a translator. Translators are available for our ELL parents including materials provided to our parents. Our school communication with parents of LEP/ELLs is conducted in a variety of ways. Our bilingual Parent Coordinator handles telephone and walk-in inquires. All written communication is translated into Spanish, by our bi-lingual Assistant Principal, Jacqueline Colon and our Parent Coordinator, Maria Arias. In addition, our LAP committee works on different aspects of the program to serve parents of ELL students. Some of the services include, but are not limited to translations, interpretation, newsletters, emails, phone calls, annual reviews etc. Parents of newly enrolled LEP/ELLs are provided with an orientation to inform them of NYS common core standards and assessments, school expectations and general program requirements for bilingual education and freestanding ESL programs. To better serve the needs of our ELL parents, the intake process is handled by a bilingual staff member, Maria Arias, our parent coordinator or Jacqueline Colon, the bilingual administrator. Parent meetings are scheduled on a monthly basis at each of our sites for all parents to attend. At these meetings specific topics are discussed that pertain to academic, social, instructional and the physical well being of all students. This includes providing the family with all the necessary support so they can help not only their children succeed but themselves. The parent coordinator and/or assistant principal will translate for parents and help them voice their concerns and opinions. Surveys are sent to parents to determine their immediate needs as well as that of their families, such as medical insurance, afterschool programs for the children, computer literacy, GED or college courses among others. In cases, where our staff does not speak a specific language, the Office of Translations is contacted so a translator can be assigned to assist parents and facilitate communication with the school.

## 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.

n/a

## Part VI: LAP Assurances

**School Name: P17X**

**School DBN: 75X017**

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

| Name (PRINT)        | Title                | Signature | Date (mm/dd/yy) |
|---------------------|----------------------|-----------|-----------------|
| Marlin Hoggard      | Principal            |           | 11/17/13        |
| Jacqueline T. Colon | Assistant Principal  |           | 11/17/13        |
| Maria Arias         | Parent Coordinator   |           | 11/17/13        |
| Carlos Bonilla      | ESL Teacher          |           | 11/17/13        |
| Rufina Carreto      | Parent               |           | 11/17/13        |
| Joan Carrig         | Teacher/Subject Area |           | 11/17/13        |
|                     | Teacher/Subject Area |           | 1/1/01          |
|                     | Coach                |           | 1/1/01          |
|                     | Coach                |           | 1/1/01          |
|                     | Guidance Counselor   |           | 1/1/01          |
|                     | Network Leader       |           | 1/1/01          |
|                     | Other                |           | 1/1/01          |

**LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015**

*Requirement under Chancellor's Regulations – for all schools*

**DBN:** 75X017      **School Name:** P17X

**Cluster:** Gary Hecht      **Network:** 2

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

**Part A: Needs Assessment Findings**

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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.

Surveys are sent home and phone calls are made to parents in order to identify language needs of our parents. The home language survey is also a crucial tool in identifying the primary language at home and mode of communication. This helps us identify the translation services 17X has to provide to ensure that all information is given in their native language.

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.

During intakes, parents are asked their home language. Our school staff will provide parents with translators. If parents speak a language that translators are not available at the school level, the unit of interpretation and translation will be contacted to get a translator that can help communicate in parents' home language. Our school communication with parents of LEP/ELLs is conducted in a variety of ways. Our bilingual Parent Coordinator handles telephone and walk-in inquires. Written communications are translated into Spanish by our bi-lingual Assistant Principal, Ms. J. Colon, and our Parent Coordinator, Maria Arias. In addition, our LAP committee works on different aspects of the program to serve parents of ELL students. Some of the services include, but are not limited to translations, interpretation, newsletters, phone calls, annual reviews, Saturday Academy workshops, afterschool workshops, etc.

## Part B: Strategies and Activities

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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.

Maria Arias, Parent coordinator and one of the assistant principals, Ms. J. Colon, speak Spanish and are able to translate documents in a timely fashion. In case of school activities, meetings, workshops and parent conferences, letters are sent home in both languages and calls are made by Spanish speaking staff members. Parents are asked in advance if a translator is needed. Arrangements are in place in advance to accommodate parents and meet their specific language needs.

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.

Written and oral translations are done by Assistant Principal, Ms. J. Colon, and parent coordinator, Maria Arias, in advance to make sure parents are aware that a staff member will be able to assist with translation. Appointments are scheduled and confirmed with parents. Notices and crucial information is sent home in both English and Spanish to facilitate communication process. Most translation services are provided by the school staff such as administrator, J. Colon or teachers that are available and speak their language.

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>.

All staff is aware of the translation and interpretation services available through the Chancellor's regulation A-683. Arrangements are done in advance at each site to ensure that school personnel is always available to assist parents with translation and interpretation services.

