



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: 168X
DBN (i.e. 01M001): 75X168
Principal: MAUREEN FULLERTON
Principal Email: MFULLER@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
Maureen Fullerton	*Principal or Designee	
David Doorga	*UFT Chapter Leader or Designee	
Lisa Rivera	*PA/PTA President or Designated Co-President	
Roberto Santana	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	
Roy Bono	Member/ Staff	
Kristen Cote	Member/ Staff	
Sonia Dixon	Member/ Parent	
Antoinette Bennett	Member/ Parent	
Gwen Garcia	Member/ Staff	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

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

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2014, standardized assessment students will show improved proficiency in mathematical skills (model with mathematics) as evidenced by a 10-point increase in the average scale score on NYS Math test for each targeted classroom.

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 data analysis of Math in Focus data and NYS Math tests. A review of the 2013 NYS math assessments indicate that 85 % of students scored a Level 1 and 15 % of students scored a Level 2. After conducting walkthroughs and analyzing data collected the instructional team noticed a deficiency in students' ability to explain or model the math solutions in alignment with the Common Core Learning Standards of mathematics.

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

- Common planning built into the schedule for teachers to collaborate, look at student work and modify instructional strategies accordingly
- task analysis to provide specific instruction in content area
- Professional development on using data tracking and checks for understanding
- District Math Coaches will provide intense training/professional development in Math in Focus for elementary and middle school
- Instructional coaches provide individual supports to teachers to tailor curriculum to meet the needs of various student academic levels
- School-wide test preparation strategies starting in January

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

- Professional Learning Communities, which consist of teachers of both alternate and standardized assessment students from each grade band, cluster teachers, coaches.
- School Based instructional coaches
- District Coaches
- Teachers

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

- Administrative Observations evaluate the effectiveness of professional development in increasing teacher performance on the Danielson rubric
- Using Data tracking sheet to monitor progress
- Math in Focus pre and post chapter assessments

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

- Quarterly cycles of teacher for teacher observations September –May
- Math in Focus pre and post chapter assessments which will be monitored with online tool on a monthly basis (K-8) Sept-June
- District coaches monthly visits Sept-June
- 6 week support cycles from school based coaches starting in September through June

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

- Continuing to implement Math in Focus
- School Based Coaches
- Programmatic structure of common planning time

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 September, the Principal and Assistant Principals will host parent meetings where parents/caregivers are introduced to the organization, math curriculum, related service providers and new initiatives.
- School Leadership Team as well as the Professional Learning Communities will review math data monthly to make modifications accordingly
- Monthly workshops on different topics chosen through a needs assessment conducted in the beginning of the school year.
- Attendance Teacher Outreach
- Open invitations to observe and participate in mathematics class
- Parent Coordinator will provide resources and workshops for parents on mathematics
- Parent teacher conferences will provide a forum to discuss students' progress in mathematics
- School Messenger, our telephone services will provide families important updates and information on a weekly basis, especially on days of assessments in mathematics

Our 6th Annual Health Resource Fair will be held on April 19, 2014, to provide parents with resources that are available in their community to support student individual needs, including support with academic tutoring

Budget and Resource Alignment

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

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

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2014, standardized assessment students will show improved proficiency in Literacy skills of inference, prediction, summarization, determining importance, and drawing conclusions as evidenced by an increase in two levels on formal assessments.

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 data analysis of reading tracker and NYS ELA tests. A review of the 2013 NYS ELA assessments indicate that 96% of students scored a Level 1 and 4% of students scored a Level 2. According to the data from the DRA completed in October 2013, 95% of the students are reading below grade level.

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.

- **Strategies/activities that encompass the needs of identified subgroups**
- District ELA Coaches will provide training/professional development in vocabulary development and guided reading (rigor in reading)
- Common Planning Teacher Teams to focus on skills and strategies that reinforce the comprehension skills of inference, prediction, summarization and drawing conclusions, determining importance
- Book clubs during lunch period focused on the latest researched based best practices
- After-School Professional Development on reading strategies
- The Professional Learning Communities will meet twice a week to review ELA data, including student work to modify curriculum if necessary
- In addition, teachers will use Reader Tracker, an online tool to monitor progress, task analysis and support teachers with instructional strategies
- Common planning built into the schedule for teachers to collaborate, look at student work and modify instructional strategies accordingly
- Collaborative Teacher Team meetings built into the schedule to provide a forum for inquiry and instructional support for all teachers.
- Analysis of reading levels to provide specific instruction in content area will be conducted after each inquiry cycle

- District ELA Coaches will provide training/professional development in vocabulary development and guided reading (rigor in reading)
- ELA will be a blocked schedule for Balanced Literacy which includes all components; Core Knowledge, Expeditionary Learning, Guided Reading
- Differentiation of content, process and product
- Direct instruction of test taking strategies

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

- District Coaches
- School Based Instructional coaches
- Teacher Teams (PLC)
- Administration
- Programmer
- Webinars
- Computer Software

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

- District coach monthly support
- 6 week cycle for inquiry on progress
- Professional Learning Communities meet twice a week to analyze ELA data
- Development Reading Assessment (DRA)
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• Timeline for implementation and completion including start and end dates

- Quarterly cycles of teacher for teacher observations September –May
- District coaches monthly visits Sept-June
- 6 week support cycles from school based coaches starting in September through June
- DRA will be administered quarterly starting September to June
-

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

- Core Knowledge
- Expeditionary Learning
- Common Planning Teacher Teams to focus on skills and strategies that reinforce the comprehension skills of inference, prediction, summarization and drawing conclusions, determining importance
- Book clubs during lunch period focused on the latest researched based best practices
- Leveled Literacy Intervention Kits
- Guided Reading Resource Book Room

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 September, the Principal and Assistant Principals will host parent workshops on the ELA test where standardized students who scored a level 1 parents/caregivers are introduced to the organization, Literacy curriculum, related service providers and new initiatives.
- School Leadership Team as well as the Professional Learning Communities will review ELA data monthly to make modifications accordingly
- CIE monies are used to provide afterschool professional development on the reading strategies
- Attendance Teacher Outreach
- Open invitations to observe and participate in Literacy class
- Parent Coordinator will provide resources and workshops for parents on Literacy
- Parent teacher conferences will provide a forum to discuss students' progress in Literacy
- School Messenger, our telephone services will provide families important updates and information on a weekly basis, especially on days of assessments in Literacy

Budget and Resource Alignment

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

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

Goal and Action Plan #3

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

Annual Goal #3

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

By June, 2014 there will be an increase in using formative assessment in classroom instruction as measured by an increase in teacher rating on the Advance.

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 a review of the Quality Review, data collection and analysis practices should be included in actionable feedback and identify progress towards learning targets, thus promoting the acceleration of student achievement.

Instructional Strategies/Activities

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

• Strategies/activities that encompass the needs of identified subgroups

- Professional Development on assessment and how to provide feedback to students
- Review of student work with teacher feedback
- Common Planning Teams participate in inquiry cycles with focus and using assessment to track student progress

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

- Coaches facilitate analysis of assessment for more effective planning
- Coaches co-plan, co-teach, and debrief effective teaching practices that incorporate assessment
- Administrators

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

- Common Planning Teams participate in inquiry cycles with focus and using assessment to track student progress
- Increased levels on 3D in the Danielson Rubric based on observation cycles

• Timeline for implementation and completion including start and end dates

- .Quarterly cycles of Administrative Observations
- Professional development September to June

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

- Core Knowledge, Expeditionary Learning, Math in Focus used to create appropriate formative assessments at teacher team meetings
- Instructional Coaches
- Team meeting

Strategies to Increase Parental Involvement

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

- Common Planning Teams participate in inquiry cycles with focus and using assessment to track student progress and sharing results with parents regularly

- In September, the Principal and Assistant Principals will host parent workshops where parents/caregivers are introduced to the organization, Common Core, related service providers and new initiatives.
- School Leadership Team as well as the Professional Learning Communities will review student progress monthly to make modifications accordingly
- Parent Coordinator will provide resources and workshops for parents on the Common Core
- Families participate in workshops that include curriculum sessions, parenting skills, Common Core Learning Standards, skills and strategies to practice at home, etc.
- We engage the School Leadership Team members by informing them in terms of how teacher effectiveness will impact on student outcomes and the process in which teachers are engaged in professional development activities supporting instruction and student engagement.
- Provide opportunities for parents to help them understand the accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, and Learning Environment Survey Report

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
X	Tax Levy		Title IA		Title IIA		Title III		Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.										

Goal and Action Plan #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.
By June 2014, students will demonstrate increased proficiency across basic subject areas as evidenced by a 10% decrease of the number of Level 1 students on the SANDI/FAST.

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.
<ul style="list-style-type: none"> • According to the 2013 Quality Review, data needs to be more comprehensively integrated into all stages of delivery of instruction. • Teachers need further Professional Development (PD) to be able to provide interventions that directly relates to individual students in terms of assessment, strategies, goal tracking, and work sampling. • Common Planning Teacher Teams need added structures to facilitate and evaluate interventions and strategies, such as cohort review and analyze work samples. Classrooms there is a need to provide more opportunities for small group and 1:1 instruction and independent work that is consistent with curriculum, using aligned learning tools and programs

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
1. Strategies/activities that encompass the needs of identified subgroups
<ul style="list-style-type: none"> • Professional Development on structured teaching, SANDI, ABA and SMILE • Teacher teams will engage in Data Driven Instruction using SMART plans developed in common planning • Student work will be analyzed to implement instruction practices that meet student needs • Professional Learning Committees from each site will create SMART Plans using SANDI data • Instructional coaches participating in the Teacher Leadership Program to implement action plans to increase student achievement •
2. Key personnel and other resources used to implement each strategy/activity
<ul style="list-style-type: none"> • School Based Instructional Coaches • Teachers • District Coaches • Outside Professional development providers
3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

- Data Driven Instruction using SMART plans developed in common planning are reviewed every six week cycle for progress
- Increase in Sandi/FAST result
-

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

- September 2013- May 2014

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

- Structure Time for team meeting to develop plans using Core Knowledge, Expeditionary Learning, District Alternate Assessment Curriculum
- Per- Session paid to support after- school professional development
- SMILE
- ABA

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 September, the Principal and Assistant Principals will host parent workshops where parents/caregivers are introduced to the organization, Common Core, related service providers and new initiatives.
- School Leadership Team as well as the Professional Learning Communities will review ELA and Math data monthly to make modifications accordingly
- Monthly workshops on different topics chosen through a needs assessment conducted in the beginning of the school year
- Attendance Teacher Outreach
- Open invitations to observe and participate in class
- Parent Coordinator will provide resources and workshops for parents on the Common Core
- Parent teacher conferences will provide a forum to discuss students' progress in the Common Core

Budget and Resource Alignment

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

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

Goal and Action Plan #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.

- **Strategies/activities that encompass the needs of identified subgroups**

1.

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

1.

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

- 1.
- **Timeline for implementation and completion including start and end dates**
- 6.
- **Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- 1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Guided Reading instruction with a focus on reading comprehension along with close reading strategies Fountas and Pinnell LLI	Small group	The services are provided during the school day
Mathematics	Grade specific skills/strategies along with Common Core test taking strategies	Small group	The services are provided during the school day
Science	Guided Reading instruction with a focus on reading comprehension of informational texts and content specific vocabulary	Small group	The services are provided during the school day
Social Studies	Guided Reading instruction with a focus on reading comprehension informational texts and content specific vocabulary	Small group	The services are provided during the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counselors provide crisis intervention sessions along with weekly mandated IEP counseling services	Small group and one to one according to the needs of the individual student	The services are provided during the school day

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

High Quality and Ongoing Professional Development

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

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

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

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

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

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information

District 75	Borough Bronx	School Number 168
School Name Success Express		

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 Maureen Fullerton	Assistant Principal Ana Zambrano
Coach Kristin Cote	Coach Melissa Vargas
ESL Teacher Mark Ferguson	Guidance Counselor Hector Mazabel
Teacher/Subject Area Karine Agosto/Bilingual	Parent Lisa Rivera
Teacher/Subject Area Wanda Guerrero/Bilingual	Parent Coordinator Roberto Santana
Related Service Provider Jackie Rubinstein	Other Desiree DeMarco
Network Leader(Only if working with the LAP team)	Other Stacey O'Neil

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	4	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	4

D. Student Demographics

Total number of students in school (Excluding Pre-K)	500	Total number of ELLs	105	ELLs as share of total student population (%)	21.00%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input 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 #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In														0
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	105	Newcomers (ELLs receiving service 0-3 years)	62	ELL Students with Disabilities	105
SIFE		ELLs receiving service 4-6 years	17	Long-Term (completed 6+ years)	26

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	17		17	6		6	5		5	28
Dual Language										0
ESL	45		45	11		11	21		21	77
Total	62	0	62	17	0	17	26	0	26	105

Number of ELLs who have an alternate placement paraprofessional: 14

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	5			1	1	4	9	5	3					28
SELECT ONE														0
SELECT ONE														0
TOTAL	5	0	0	1	1	4	9	5	3	0	0	0	0	28

*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
TOTAL	0																			

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	5	4	7	6	3	9	8	13	8	1		1	2	67
Chinese			1											1
Russian														0
Bengali			1				2							3
Urdu		2												2
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other				1		1	1	1						4
TOTAL	5	6	9	7	3	10	11	14	8	1	0	1	2	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)	10	6	9	7	3	12	11	15	9				1	83

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)					1	2	7	2	2	1			1	16
Advanced (A)				1			2	2				1		6
Total	10	6	9	8	4	14	20	19	11	1	0	1	2	105

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

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

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

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

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

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
To assess the early literacy skills of our standardized assessment ELLs, our school uses ECLAS-2. To assess the literacy skills of our alternate assessment ELLs, our school uses Sandi/Fast. This data helps our staff determine the reading level of our students and allows us to provide targeted instruction in the students' classes and during pull-out ESL sessions.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data from the NYSESLAT reveals that our students perform better in the Listening/Speaking portions of the test, and lower in the Reading/Writing portions. ELL instruction for these students will focus on literacy skills, grade level reading and writing, and the ESL staff will work in close collaboration with the homeroom teachers to bring the students to grade level proficiency. ELL periodic assessments are administered to continuously provide data on ELLs' progress throughout the school year. The information attained from these assessments are used to shape the structure and curriculum of the ELL program.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Based on the data trends across the NYSESLAT modalities, our ESL teachers employ strategies that allow students numerous opportunities to practice reading, writing, speaking and listening. The data of our AMAO assists us in planning our Title 3 supplemental program for ELLs. We target deficit areas in order to promote achievement gains in our ELL population.
4. For each program, answer the following:
 - 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?According to the data, the patterns across proficiencies and grade levels indicate that ELLs at P168X consistently perform higher in listening and speaking versus reading and writing. We currently do not administer the ELL periodic assessment.
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](#).)
Data is used to determine the effectiveness of current programs that are provided for the ELL students at our school. The data is then used to effectively structure curriculum changes and provide the necessary supports for our students. In following the RTI model and in conjunction with each student's IEP we develop instruction that is targeted to their needs.
6. How do you make sure that a child's second language development is considered in instructional decisions?
ESL Teachers work closely with classroom teachers and coaches to develop second language growth. IEP goals and objectives are set for each student to tailor instruction for language growth.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?Our school currently does not have dual language programs.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We evaluate the success of our programs for ELLs based on progress on the NYSESLAT and in the achievement of their individualized educational goals.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

All new students to the New York City school system are issued a Home Language Survey during intake procedures. If another language other than English is indicated twice or more on questions one through four and once or more on questions five through eight of the home language survey then the student is eligible to take the LAB-R. Prior to administering the LAB-R Mark Ferguson or Stacey O'Neil conduct an informal interview with the parent and the student to ensure that they are eligible to take the LAB-R. All new entrants that are eligible to take the LAB-R are administered the assessment and dependent on the results are placed in the appropriate program within 10 days of being admitted. For students who have a home language of Spanish and require ESL and/ or Bilingual services Stacey O'Neil administers the Spanish LAB to determine the students literacy level in their native language. For students that are transferring from another school within the NYC school system there are procedures to ensure they are identified as ELLs and placed correctly. These procedures include checking the IEP, SESIS and using reports from ATS (i.e. RLAT, RLER, and RYOS). Mark Ferguson or Stacey O'Neil, our ESL teachers, are responsible for conducting the initial screening for new students and their parents. If necessary the ESL teachers will also administer the LAB-R to eligible new students and based on the results place them in the appropriate classes.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

Parents are informed during the CSE review of the different programs that are available to ELLs within District 75 and are able to choose the one that is most appropriate for their child. P168X has 4 transitional bilingual classes (3 6:1:1 and 1 12:1:1) and an ESL push-in/ pull-out program. Parents are constantly updated and informed of any changes to the educational program at P168X. Parents are also invited to attend various workshops that are held throughout the school year. Identified ELLs are placed in accordance with their IEP mandates that are determined during their initial evaluation at the CSE. Parents are involved in the IEP process and to determine the correct program for their child.

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 [\[see tool kit\]](#).)

Decisions for program placement are determined initially by the CSE in collaboration with the parents. Program continuation is determined at the IEP meeting by evaluating the students academic needs .

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.

Students are placed into the appropriate program at the initial IEP evaluation conducted by CSE. Parents who require translations are provided them during this evaluation to ensure they understand the program options available for their child. In the event a change of placement is required a re-evaluation can be done at the school level.

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.

Students who are entitled for the NYSESLAT are administered the exam on a yearly basis to determine their continued eligibility for ESL or bilingual services. In order to determine which students are eligible for the NYSESLAT Mark Ferguson and Stacey O'Neil review ATS reports such as the RLAT, RLER and RYOS. In order to ensure that all students take all four parts (listening, speaking, reading, and writing) of the NYSESLAT exam we establish a testing schedule that maximizes the time allowed for those students who are absent to make up the sections of the test that they missed.

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. 
- Our academic programs are geared towards the nature of our students' disabilities and needs and therefore the salient factor in program placement is the child's disability. All of our students have IEPs and the placement is determined at the CSE level with input from the parents. Our programs are built in alignment with the students' IEP requirements and students are placed based on the program they were mandated for.

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])?
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)?

Those students in standardized and alternate assessment receive the mandated number of minutes of ESL instruction per week as outlined by CR-154. The majority of our ESL students in grades K to 8 perform at a beginner or intermediate proficiency level and thus receive 360 minutes of instruction. Our Advanced ESL students in grades K-8 receive 180 minutes of ESL and 180 minutes of ELA instruction. For our high school students, the beginner level ESL students receive 540 minutes of ESL, the intermediate level ESL students receive 360 minutes of ESL, and the advanced level ESL students receive 180 minutes of ESL and 180 minutes of ELA instruction. Students in our bilingual programs receive 360 minutes of ESL instruction and 180 minutes of NLA instruction per week.

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

Our ESL teacher collaborates with the classroom teachers, who have all been trained in ESL methodologies, to teach content areas and literacy during the ESL period. Our school is divided into seven different sites. The ESL staff ensures that all students receive the mandated number of minutes as per CR Part 154 by creating schedules that divide students into heterogeneous groups at each site. Our bilingual program consists of three elementary and one middle school transitional bilingual classes taught by certified teachers. All four are alternate assessment classes. Our teachers follow the New York State ESL Standards. Our

bilingual students receive 60% of their content area instruction in their native language, which is Spanish and 40% in English. The teachers use balanced literacy strategies in the student's native language, as well as in English to teach their students. All the students in the bilingual class are beginner and intermediate level students and thus receive 360 minutes of ESL instruction and 180 minutes of NLA instruction. Our school has a program wide curriculum based on the Common Core Learning Standards. Our ESL teachers connect their instruction to this curriculum in order to meet the demands of Common Core Learning Standards.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
To ensure that Spanish speaking ELLs are evaluated appropriately in their native language upon enrollment they are administered the Spanish LAB. When appropriate students who are native language dominant are administered standardized assessments in their native language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
ELL teachers build lesson plans that assess all four modalities on a daily basis. In addition, ELLs are assessed in all four modalities on the ELL interim assessments.
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).

Our program differentiates instruction for ELL sub-groups by grouping students based on proficiency level, IEP madates and/or individual needs. To ease the transition into the classroom for SIFEs the ESL teachers work closely with the classroom teacher to develop adapted expectations, provide intensive supports to bridge deficits and work collaboratively to address their specific needs. For our newcomer students we will provide supplemental instruction to ensure a smooth transition into the new school system. Our newcomers will be grouped together to provide instruction based upon their unique needs. Instruction will focus on vocabulary development, literacy and fluency in English and the native language. They will also be invited to attend our Title III Saturday Academy and will be provided with AIS services where possible. Due to the nature of the severe disabilities of our students, many require extended time to achieve proficiency in English. The ESL staff works collaboratively with the instructional team to help develop a need - specific program of instruction. Our long term ELLs will continue to receive their mandated ESL services, which are determined by their English language proficiency level and their IEP recommendations. The long term ELLs will be invited to attend the Saturday Academy to help with their transition out of ESL. Service termination or continuation for these students will be evaluated at their CSE review, triennial review, or EPC.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
Each classroom has also been outfitted with a SMARTBoard that provides a multi-sensory approach for learning language. Our ESL teachers, classroom teachers, and our certified technology teacher provide this service. ELL students with IEP driven technology-based augmentative communication devices also utilize their devices for at least two 30-minute sessions a week and with their classroom teachers and ESL teachers on a daily basis. For our English Language Learners (ELLs) with Autism, our ESL teachers, 6:1:1 classroom teachers, and speech therapist, immerse them in left to right work systems that are functional, sensory, and researched-based, academic tasks. Our students who are eligible to take the ELA exam are supported with AIS, instructional technology, and dictionaries in the student's native language..
8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
Our school is composed entirely of SWD and provides students with a range of programs and services to enable them to reach their IEP goals and attain English proficiency within the least restrictive environment. We offer a continuum of services for SWD ranging from a ratio of 6:1:1 to inclusion programs within general education settings. The curriculum is based on common core standards and is differentiated according to the students' abilities.

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

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

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

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

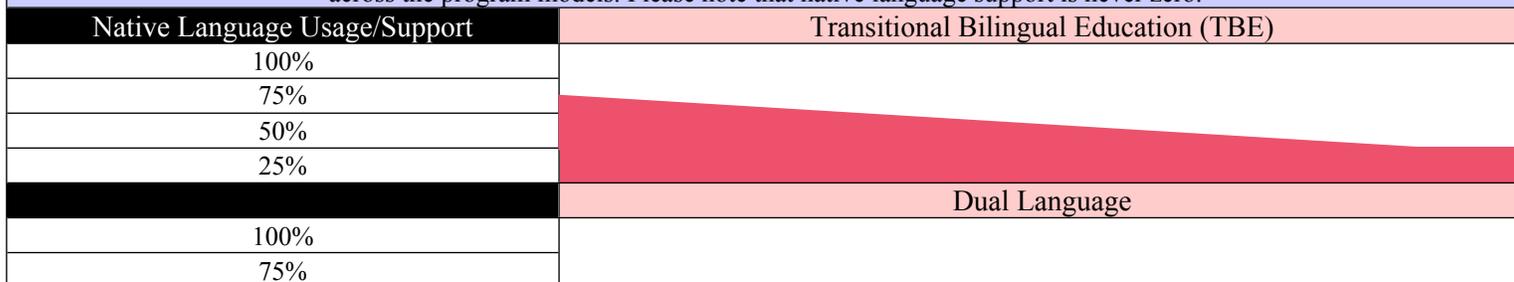
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Our targeted intervention programs include, providing small group instruction, AIS, SMILES (a reading program for students with autism), Edmark Reading Program, Title III Saturday Academy and we are hoping to implement an after school program. These programs are offered in English. The Title III Saturday Academy is designed to combine literacy and the arts to assist students in their acquisition of the English language.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The effectiveness of our ESL and bilingual programs is determined by whether ELLs meet their annual goals on their IEP. We work closely with content teachers to develop lessons that increase language development through the content areas.
11. What new programs or improvements will be considered for the upcoming school year?
- We will offer the same programs as in the previous year.
12. What programs/services for ELLs will be discontinued and why?
- We will offer the same programs as in the previous year.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are invited to attend our Title III Saturday Academy and will be provided with AIS services where possible. Our program is a 12 month program and all of our students are encouraged to attend the Chapter 683 program in the summer to maintain academic progress. ELLs are invited to attend all activities that P168X offers for our monolingual students.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Our ESL teachers use The Reading Rabbit program with their students to help develop reading language skills. For our non-verbal students we use augmentative communication devices including Cheap Talk 2 and Cheap Talk 8. Our ESL and bilingual teachers have Ipads and most classrooms have smartboards to be used as instructional tools in the development of language proficiency.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- The ELLs in the TBE program are provided with native language instruction in the content areas of math, science and social studies. For ELLs who are mandated for bilingual services and placed in a monolingual classroom they are assigned an alternate placement paraprofessional. The alternate placement paraprofessional provides native language support and translation services to ensure that the student is able to access instruction.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?
- Our ESL teachers work closely with classroom teachers to align instruction with grade level expectations in curriculum. Required support services and resources are designed to correspond to the individual needs of our students as designated in their IEPs.
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.
- Newcomers are invited to participate in the Chapter 683 program to help their transition into the school.
18. What language electives are offered to ELLs?
- Spanish classes are offered as a language elective to all middle school students.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?
- Our school does not currently offer a dual language program.

C. Professional Development and Support for School Staff

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

All of our staff including therapists, administration, teachers and paraprofessionals are given access to numerous opportunities for ELL professional development as offered by the district, as well as those provided through local universities and publishers. Professional development will be offered to staff to address the reading and writing needs of ELLs. In addition, we will continue to conduct our monthly study groups as a part of our Title III Saturday Academy. With the implementation of the common core learning standards all teacher including teachers of ELLs will be provided with professional development. These PDs are offered by the NYCDOE and by various vendors and organizations. ELL teachers are scheduled to attend professional development sessions throughout the school year on the following dates: October 22nd, January 22nd, March 21st and June 13th. In order to ease the transition of moving from middle school to high school students are encouraged to attend our Chapter 683 program. Additionally, the guidance counselor works in collaboration with the ELL department to ensure that students are prepared for the transition to high school. During the summer program our ELL teachers focus on teaching the students skills necessary for the upcoming school year. As mandated, we will continue to provide all new teachers to our organization with Jose P. training to develop an understanding of ESL strategies and methodologies. Our ESL and bilingual teachers continue to work closely with one another, sharing information learned at workshops and teaching techniques that work for them. Our classroom and cluster teachers collaborate with our ESL and bilingual teachers to discuss the ELL students and what strategies work with each individual student. All new teachers are invited to attend the annual Jose P training offered by the district. Upon completion of the training the certificate is added to their personal file.

D. Parental Involvement

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

Parents have many opportunities to be involved in our school and in their children's education. All parents are invited to an annual Meet the Principal gathering, where they also have the opportunity to meet related service providers. These are held during the day and in the evening to cater to parents' different schedules. We host an annual Special Education Fair to provide information about outside organizations, CBOs, and services for children and families. We have many bilingual staff members including our Assistant Principal, our school counselor, our parent coordinator, our family worker to provide translation services to any and all who require them. Our Parent Coordinator sends a bilingual monthly newsletter home to inform parents of school activities and resources. The PTA holds periodic meetings to evaluate the needs of parents and keep them informed of our school curriculum and programs. Our Title III program provides further opportunities for parents of ELLs to be involved in their children's education by offering programs for parents to attend with their children. Our school welcomes parents to come and speak with staff at any time during the school year.

E. Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste response to question here:

Part VI: LAP Assurances

School Name: The Success Express

School DBN: 75X168

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Maureen Fullerton	Principal		11/1/13
Ana Zambrano	Assistant Principal		11/1/13
Roberto Santana	Parent Coordinator		11/1/13
Mark Ferguson	ESL Teacher		11/1/13
Lisa Rivera	Parent		11/1/13
Karine Agosto/Bil Teacher	Teacher/Subject Area		11/1/13
Wanda Guerrero/Bil Teacher	Teacher/Subject Area		11/1/13
Melissa Vargas-Santos	Coach		11/1/13
Kristen Cote	Coach		11/1/13
Hector Mazabel	Guidance Counselor		11/1/13
	Network Leader		
Stacey O'Neil	Other <u>ESL</u>		11/1/13
Jackie Rubenstein	Other <u>Speech</u>		11/1/13
Desiree DeMarco	Other <u>Speech</u>		11/1/13
Jay Liriano	Other <u>OT</u>		11/1/13

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **75X168** School Name: **The Success Express**

Cluster: _____ Network: **2**

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

Part A: Needs Assessment Findings

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

P168X has bilingual staff (English/ Spanish, English/ Korean, English/ Nigerian, English/ Russian and English/ Filipino) including the Assistant Principals, the parent coordinator, the family worker, four bilingual teachers (licensed), and numerous other teachers, paraprofessionals and school aides from Spanish- speaking descent. We use the home language survey to assess the language and interpretation needs of our parents. Our teachers correspond verbally and in writing with their bilingual parents in their native language. The parent coordinator also offers workshops throughout the year that address parents' area of concerns such as support systems and services for ELLs. In addition, he is always available to speak to parents via cell phone and in person. He keeps in contact with parents on a regular basis.

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.

P168X translates all letters and communications to Spanish as we want our parents to be well informed. We currently have 67 Spanish speaking ELL's and we provide translation services for all their parents as needed. For parents that speak languages other than Spanish we use the NYCDOE translation unit to translate documents and letters that are distributed by the school. We are helping the home/school community by providing parents with information in their native language. As part of one of the Chancellor's initiatives, a translator will be present during our afternoon and evening Parent/ Teacher Conference sessions for those parents who required assistance in communicating with school personnel.

Part B: Strategies and Activities

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

Parent letters/ notices are translated into native language (Spanish) by school personnel and distributed to parents in a timely manner. Additionally, we use the translation and interpretation unit to translate critical communications in the form of letters, notices, flyers, consent forms and/ or the parent handbook. The parent coordinator also uses the DOE translation and interpretation unit for the school newsletter. When using the translation and interpretation unit we follow up via email to ensure that we receive the documents in a timely fashion. Parents are also offered the assistance of an interpreter for parent-teacher conferences, IEP reviews, performance updates, and health issues. In the event that we encounter a parent that speaks a language that we do not have an in-house interpreter, we will use the NYCDOE Translation and Interpretation Unit. Parents who require their child's IEP translated will be provided with a copy in their native language. Translation of IEPs are completed by the translation unit of the DOE.

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.

Bilingual school personnel are always available to provide oral interpretation services for those parents who are not fluent in the English language. P168X's bilingual administrators and staff are also available to provide oral interpretation. Oral translation services will be provided by in-house personnel because we have staff that are able to do so. In the event that a parent requires translation services in a language not spoken by staff, then we will enlist the assistance of an outside contractor to satisfy the translation needs and ensure that the parents are given the services that they require.

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>.

The school provides parents with bilingual translation of critical documents such as those pertaining to a child's health, safety, legal or disciplinary matters such as the Citywide Standards of Discipline and Intervention Measures, programs and services for special education students, permission slips and consent forms, as described in Chancellor's Regulation A-663. P168X also provides school signage in all eight languages that are provided on the DOE website. Parents who may need additional assistance are also provided with verbal translation of the above mentioned critical documents by bilingual school personnel. P168X's intake process is conducted in English or in Spanish, depending on the needs of the parent. In the event that the parents speak a language other than English or Spanish we provide them with a translator from the translation and interpretation unit. The Home-Language Survey helps the school in determining which parents require bilingual assistance.