



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**School Name:** DAMROSCH DAY TREATMENT SCHOOL  
**DBN (i.e. 01M001):** 75x186  
**Principal:** AVA C. KAPLAN  
**Principal Email:** AKAPLAN3@SCHOOLS.NYC.GOV  
**Superintendent:** GARY HECHT  
**Network Leader:** ADRIENNE EDELSTEIN

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

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
Ava C. Kaplan	*Principal or Designee	
Donald Albright	*UFT Chapter Leader or Designee	
Monica Dixon	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Alexandra Roman	Member/ Parent	
Moultryce Johnson	Member/ Parent	
Trenise Patterson	Member/ Parent	
Sherise Mills	Member/ Parent	
Sarah Templeman	Member/ P186X	
Troy Gorodess	Member/ P186X	
Kristal Addor	Member/ P186X	
	Member/	

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

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

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

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

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

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

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

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

## **School Receiving Title I Funds**

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

## CEP Checklist

### **All Schools**

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

## Goal and Action Plan #1

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

### Annual Goal #1

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

By June 2014, there will be an improvement in Standardized Assessment students' mastery of literacy skills in phonics and word study as evidenced by students achieving growth of at least 3 independent reading levels measured by a research based formative assessment tool.

### 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.

According to the results of the 2013 NYS ELA assessment data:

- 91.9% of our Standardized Assessment students, grade 3, achieved Level 1 and 2.7% achieved a Level 2 on the 2013 NYS ELA exam.
- 89.3% of our Standardized Assessment students, grade 4, achieved Level 1 and 10.7% achieved a Level 2 on the 2013 NYS ELA exam.
- 92.5% of our Standardized Assessment students, grade 5, achieved Level 1 and 5% achieved a Level 2 on the 2013 NYS ELA exam.
- 90.2% of our Standardized Assessment students, grade 6, achieved Level 1 and 9.8% achieved a Level 2 on the 2013 NYS ELA exam.
- 97.4% of our Standardized Assessment students, grade 7, achieved Level 1 and 2.6% achieved a Level 2 on the 2013 NYS ELA exam.
- 92.8% of our Standardized Assessment students, grade 8, achieved Level 1 and 2.6% achieved a Level 2 on the 2013 NYS ELA exam.

### Instructional Strategies/Activities

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

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

1. The three-tiered Response to Intervention (RtI) framework will assist in identifying students who are not responding to current curriculum and academic intervention supports. The following research-based intervention programs will be used in Tiers II and III: Wilson Reading System, Foundations, Treasures, Great Leaps Program, Words their Way, etc.

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

1. The Coordinator of Instruction will work closely with the Data Specialist to oversee the RtI Team, intervention data, and the fidelity of the interventions. The RtI team will assist in identifying the students who will be receiving additional intervention supports as well as provide intervention instruction to students.

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

1. Progress will be monitored weekly for students identified by the RtI team, as needing additional interventions. If progress is not sufficient after 3 weeks, the RtI team will re-evaluate the data and identify a new program to be used. If after 3 more weeks, sufficient progress is still not made, the student will move to the next Tier with more intensive services. When a student has made enough progress to move to a lesser tier, a new targeted skill may be determined.

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

- a. September 2013-November 2013: Baseline data will be collected and reviewed. The RtI Team will commence. RtI professional developments will be given to staff. Tier I interventions are taking place throughout the P186X organization.
- b. November 2013-January 2014: Analysis of data and how interventions are effecting student progress. Teachers begin referring students who are not responding to current instruction and interventions to the RtI team.
- c. January 2014-March 2014: Give second set of formative assessments for a "mid-term" look, to review student progress. Adjust interventions accordingly and review new students who may benefit from a RtI referral.
- d. March 2014-June 2014: Continue referral, intervention, and review process with the RtI team. Final formative student assessments are given. RtI team will reflect on the RtI process and interventions' effectiveness based on an analysis of the final assessment data.

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

- There will be staff development to familiarize educational teams to the RtI model and expansion, information regarding data keeping and steps to refer students to the RtI Team. Information will be disseminated at Small Learning Community Meetings and Grade Level Meetings as well as in memos. Teachers will be included in the RtI meetings concerning the tier placement and progress of their students.
- Coordinators and administrators will assist in scheduling to ensure RtI instruction.

### 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).**

- Teachers refer students to the Rtl team based on assessment data. Where appropriate, parents/guardians will receive a letter introducing them to the Rtl program at P186X.
- Parents/guardians will receive suggested resources and be offered training to implement at home to continue to assist their child/guardian in the target area for which they are receiving instruction.
- Parents/guardians will receive two updates on their child’s/guardian’s progress throughout the six to eight week intervention. Parents/guardians are encouraged to contact the Coordinator of Instruction, teachers, Rtl instructors, and/or administration regarding questions, concerns, or more information.
- Information will be available to parents on ARIS Parent link.
- Parents/Guardians will be informed of their child’s/guardian’s progress at least four times throughout the year through Interim Reporting Forms.

**Budget and Resource Alignment**

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

XX	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 #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, the P186X Alternate Assessment students will demonstrate a 5% increase the Citywide Instructional Expectations (CIE) Standards of Reading for Information 1 and 10 based on their proficiency scores using SANDI.

**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.

During Fall administration of SANDI – baseline data was obtained for Alternate Assessment Classes (8:1:1; 12:1:4; 12:1:1). Based on data collected, Alternate Assessment classes will demonstrate at least a 5% increase within CIE standards for Reading for Information 1 and 10. Based on class averages, classes that were proficient in Level 1 for each standard (at least 80% average) will demonstrate an increase of at least 5% within Level 2 of each standard. Classes that were not proficient in level 1 for each standard (below 80%) will demonstrate an increase of at least 5% within Level 1 of each standard.

Fall Administration Data:

- Class V37: Reading for Information 1 ( level 1, 86%; Level 2, 13%) Reading for Information 10 ( Level 1, 71%; level 2, 26% )
- Class Z53: Reading for Information 1 ( level 1, 37%; Level 2, 0%) Reading for Information 10 ( Level 1, 14%; level 2, 0% )
- Class Z51: Reading for Information 1 ( level 1, 35%; Level 2, 0%) Reading for Information 10 ( Level 1, 16%; level 2, 0% )
- Class V31: Reading for Information 1 ( level 1, 98%; Level 2, 58%) Reading for Information 10 ( Level 1, 91%; level 2, 66% )
- Class Z52: Reading for Information 1 ( level 1, 53%; Level 2, 9%) Reading for Information 10 ( Level 1, 37%; level 2, 10% )
- Class Z52(2): Reading for Information 1 ( level 1, 59%; Level 2, 1%) Reading for Information 10 ( Level 1, 42%; level 2, 0% )
- Class Z54: Reading for Information 1 ( level 1, 61%; Level 2, 8%) Reading for Information 10 ( Level 1, 37%; level 2, 12% )
- Class V27: Reading for Information 1 ( level 1, 98%; Level 2, 46%) Reading for Information 10 ( Level 1, 80%; level 2, 31% )
- Class Z57: Reading for Information 1 ( level 1, 26%; Level 2, 1%) Reading for Information 10 ( Level 1, 12%; level 2, 1% )
- Class Z56: Reading for Information 1 ( level 1, 56%; Level 2, 7%) Reading for Information 10 ( Level 1, 29%; level 2, 12% )
- Class X16: Reading for Information 1 ( level 1, 96%; Level 2, 33%) Reading for Information 10 ( Level 1, 83%; level 2, 46% )
- Class V28: Reading for Information 1 ( level 1, 76%; Level 2, 25%) Reading for Information 10 ( Level 1, 54%; level 2, 31% )
- Class V29: Reading for Information 1 ( level 1, 87%; Level 2, 25%) Reading for Information 10 ( Level 1, 57%; level 2, 30% )

**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**

1. Inquiry teams will be created to build a collaborative culture to monitor the learning and inform interventions to assist student achievement in their academic goals. Inquiry teams will be created to analyze SANDI assessment results to create SMART plans. Teachers will collaborate on planning appropriate supports and instruction for targeted students. Inquiry teams will monitor progress of SMART plans.

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

1. Alternate Assessment Liaison and/or Unit Coordinator will oversee the creation and implementation of Inquiry Teams. The inquiry teams will consist of homeroom teachers with students of similar grade levels and programs. Coordinator of Instruction and Alternate Assessment representation on the Rtl team will oversee necessary interventions to assist in student progress toward achieving their goals.

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

4. The number of teachers participating in inquiry teams will increase to build a collaborative learning environment. Common formative assessments will be created by these teams to monitor student progress toward goals. Students' SANDI scores will increase based on their SMART Plans.

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

- a) September 2013-November 2013: The Alternate Assessment Liaison will create an action plan for inquiry and teachers will collect baseline data.
- b) November 2013-January 2014: Inquiry Teams will be established and begin to meet to establish SMART Plans for Alternate Assessment students at the main site. The Rtl team expanded to include "whole student" interventions to allow for more accessibility of Alternate Assessment students in the Rtl framework.
- c) January 2014-March 2014: Inquiry Teams at the main site will continue to meet and monitor progress of SMART Plans. Inquiry Teams will be established and begin to meet to establish SMART Plans for Alternate Assessment students at P186X@PS306X annex.
- d) March 2014-June 2014: Inquiry Teams for Alternate Assessments programs at P186X will be fully functional and student progress will be carefully monitored.

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

- Coordinators and administrators will assist in scheduling to ensure availability of teachers for the inquiry team meetings.

**Strategies to Increase Parental Involvement**

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

- Alternate Assessment Liaison will offer parents workshop introducing SANDI and SMART Plans.
- Parents/Guardians will be informed of their child's/guardian's progress at least four times throughout the year through Interim Reporting Forms.
- Where appropriate, parents/guardians will receive a letter introducing them to the Rtl program at P186X and how it will effect their child/guardian.
- Parents/guardians will receive suggested resources and be offered training to implement at home to continue to assist their child/guardian in the target area for which they are receiving intervention.
- Parents/guardians are encouraged to contact the Coordinator of Instruction, teachers, Rtl instructors, and/or administration regarding questions, concerns, or more information related to their child/guardian's instruction, intervention, and progress.
- Information will be available to parents on ARIS Parent link

**Budget and Resource Alignment**

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

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

**Goal and Action Plan #3**

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

**Annual Goal #3**

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

By June 2014, Standardized Assessment students will demonstrate an increase in mathematical skills as evidenced by attaining a 5% increase in the mean scale scores

as measured by EdPerformance.

### **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.

According to the results of the state assessment data:

- 75% of our Standardized Assessment students, grade 3, achieved Level 1 and 11.1% achieved a Level 2 on the 2013 NYS ELA exam.
- 89.7% of our Standardized Assessment students, grade 4, achieved Level 1 and 3.4% achieved a Level 2 on the 2013 NYS ELA exam.
- 95.2% of our Standardized Assessment students, grade 5, achieved Level 1 and 0% achieved a Level 2 on the 2013 NYS ELA exam.
- 94.9% of our Standardized Assessment students, grade 6, achieved Level 1 and 5.1% achieved a Level 2 on the 2013 NYS ELA exam.
- 89.7% of our Standardized Assessment students, grade 7, achieved Level 1 and 10.3% achieved a Level 2 on the 2013 NYS ELA exam.
- 92.6% of our Standardized Assessment students, grade 8, achieved Level 1 and 7.4% achieved a Level 2 on the 2013 NYS ELA exam.

### **Instructional Strategies/Activities**

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

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

1. Professional development trainings will be given to staff regarding best teaching practices, workshop model, EdPerformance Assessments, interpreting data to use to drive instruction, and on the expansion of the P186X Rtl framework to include mathematics.
2. Staff development and collaborative meetings for discussion of EdPerformance Assessments, data, and Instruction will be held during Small Learning Community Meetings and Grade Level Meetings.
3. The three-tiered Rtl framework will be expanded to assist in identifying students who are not responding to current curriculum and academic intervention services in mathematics. The following research-based interventions will be used in Tiers II and III: Math Triumphs, EdPerformance worksheets related to goals, StarFall, Achieve It, etc.

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

1. The Data Specialist and Coordinator of Instruction will play a key role in overseeing the dissemination of information, staff trainings, and assistance in analysis of data.
2. The Coordinator of Instruction will work closely with the Data Specialist to oversee the Rtl Team, intervention data, and the fidelity of the interventions. The Rtl team will assist in identifying the students who will be receiving additional intervention services as well as provide intervention instruction to students.

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

1. Progress will be monitored weekly for students identified by the Rtl team, as needing additional interventions. If progress is not sufficient after 3 weeks, the Rtl team will re-evaluate the data and identify a new program to be used. If after 3 more weeks, sufficient progress is still not made, the student will move to the next Tier with more intensive services. When a student has made enough progress to move to a lesser tier, a new targeted skill may be determined.

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

- a. September 2013-November 2013: Baseline data will be collected and reviewed. The Rtl Team will roll-out the incorporation of mathematics within the framework. During staff orientation and Small Learning Community Meetings/Grade Level Meetings, in order to improve instructional practices, teachers will participate in professional development trainings on best teaching practices, Depth of Knowledge, Interventions for Math, and implementing the workshop model utilizing the P186X curriculum/pacing calendars.
- b. November 2013-January 2014: The Rtl team will analyze data and how interventions are effecting student progress. Teachers begin referring students who are not responding to current instruction and interventions to the Rtl team. Teachers will collaborate at Teacher Team/Grade Level meetings to analyze specific student learning targets that address specific students' needs while implementing the workshop model.
- c. January 2014-March 2014: Give second set of formative assessments for a "Mid-term" look, to review student progress. Adjust interventions accordingly and review new students who may benefit from a Rtl referral.
- d. March 2014-June 2014: Continue referral, intervention, and review process with the Rtl team. Teachers continue meeting collaboratively and assisted by administration, Coordinator of Instruction, and Data Specialist to analyze specific learning targets that address specific students' needs while implementing the workshop model. Final formative student assessments are given. Rtl team will reflect on the Rtl process and interventions' effectiveness based on an analysis of the final assessment data.

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

1. There will be staff development to familiarize educational teams to the Rtl model and expansion, information regarding data keeping and steps to refer students to the

Rtl Team. Information will be disseminated at Small Learning Community Meetings and Grade Level Meetings as well as in memos. Teachers will be included in the Rtl meetings concerning the tier placement and progress of their students

2. Coordinators and administrators will assist in scheduling to ensure Rtl instruction, in-house PDs, and collaborative teacher meetings.

**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).

- Parents/guardians will receive suggested resources and be offered training to implement at home to continue to assist their child/guardian in the target area for which they are receiving instruction.
- Parents/guardians will receive two updates on their child's/guardian's progress throughout the six to eight week intervention. Parents/guardians are encouraged to contact the Coordinator of Instruction, teachers, Rtl instructors, and/or administration regarding questions, concerns, or more information. related to their child/guardian's instruction, intervention, and progress.
- Information will be available to parents on ARIS Parent link and parent newsletters.
- Parents/Guardians will be informed of their child's/guardian's progress at least four times throughout the year through Interim Reporting Forms.

**Budget and Resource Alignment**

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

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

**Goal and Action Plan #4**

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

**Annual Goal #4**

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

By June 2014, there will be an improvement in student behaviors as evidenced by a 5% reduction in major incidents compared to the 2012-2013 school year utilizing our school wide Positive Behavior Intervention Support (PBIS) data.

**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 thorough analysis of the Positive Behavior Intervention Support (PBIS) data, the PBIS committee identified trends in student behaviors that require more intensive intervention to help correct their behavior.

**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.

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

- The PBIS committee will reflect on the effects of the Ladder of Referral created last year, and make appropriate modifications.
- The Ladder of Referral will be modified and implemented to fit into the Rtl Framework.
- A Behavior Support Team (BST) will be created to support classroom staff in identifying behavior motivators and implement appropriate interventions. The Institute for Understanding Behaviors (IUB) will be coming in to decrease behaviors that negatively impact learning in education, thus increasing academic success.

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

1. The PBIS committee will be responsible for modifying, implementing, and training staff in the Ladder of Referral. The District 75 PBIS Coach will support the staff in implementing the plan. Administration will assist in supporting and guiding staff and students through the modified Ladder of Referral. The Coordinator of Instruction and The District 75 Rtl Coach will work with the PBIS team to fit and implement the Ladder of Referral within the Rtl framework.

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

1. The PBIS team will review and analyze PBIS data to identify students who require additional support. The staff working with this sub group will be part of a BST which analyzes antecedents and consequences to try to minimize major incidents.

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

- a) September 2013-November 2013: The BST Action Plan will be created, student selection criteria will be determined, and core team will be established. The Principal and UFT Chapter Leader will attend a IUB meeting to become oriented and introduced to the new behavioral program.
- b) November 2013-January 2014: The Action Plan will be implemented by core team. IUB will come to the school to meet and begin training staff. PBIS committee will constantly monitor the fidelity of this intervention and will assess students' long term improvement.
- c) January 2014 – March 2014: The BST will be expanded to include all clinicians and core team will provide training to the clinicians.
- d) March 2014-June 2014: PBIS committee will continue to monitor this intervention and analyze the effects of the BST on student maladaptive behavior.

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

- 1. During Small Learning Community Meetings, Pedagogical Meetings, and weekly Principal updates via ARIS email; information will be disseminated and staff will be trained in using the Ladder of Referral. A poster of the Ladder of Referral will be posted in every classroom.
- 2. All staff will be registered for, Therapeutic Crisis Intervention for Schools (TCIS) in order to use appropriate language and intervention strategies to work with our challenging students.
- 3. Coordinators and administrators will assist in scheduling to ensure meetings with teachers, clinicians, and related service providers; as well as in-house PDs.

**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).

- During the intake process, parents/guardians are introduced to administration, instructional team, clinical team and Parent Coordinator. A discussion is held to acclimate and describe to the families the academic programs, PBIS and community outreach the school does to support the school and home.
- Information on the Ladder of Referral and PBIS will be available to parents on ARIS Parent link and parent newsletters.
- Parents/Guardians will be informed of their child's/guardian's progress at least four times throughout the year through Interim Reporting Forms.
- A Ladder of Referral workshop will be offered to parents/guardians.
- Information will be given to parents at monthly parent meets and School Leadership Team meetings.
- Parent trainings will be held by the IUB staff.

**Budget and Resource Alignment**

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

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

**Goal and Action Plan #5**

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

**Annual Goal #5**

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

**Comprehensive Needs Assessment**

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

**Instructional Strategies/Activities**

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

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

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

8.

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

1.

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

1.

**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.

	<b>Tax Levy</b>	<b>Title IA</b>	<b>Title IIA</b>	<b>Title III</b>	<b>Set Aside</b>	<b>Grants</b>
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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**

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	- Words Their Way: Word study for phonics, phonemic awareness, vocabulary, and spelling	- Small Group and one-to-one	- During the day
	- Great Leaps: Reading Drill and practice for reading fluency through sight sound relationships, sound awareness, sight phrases, and reading passages	- Small group and one-to-one	- During the day
	- Leap Frog/ Quantum Pad/ Tag Reading System: Phonics, phonological awareness decoding, vocabulary, reading fluency, and comprehension	- Small group and one-to-one	- During the day
	- Rewards: Strategies for decoding multi-syllabic vocabulary words, fluency, comprehension, test-taking strategies, content-area reading and writing	- Small group and one-to-one	- During the day
	-Steck Vaughn Power Up: Reading comprehension skills coupled with test strategies	- Small group and one-to-one	- During the day
	- Quick Reads: Small-sized non-fiction emergent readers for adolescents focusing on reading comprehension, reading fluency, phonemic awareness and writing	- Small group and one-to-one	- During the day

	<p>skills</p> <ul style="list-style-type: none"> <li>- Reading Attainment System: Reading comprehension, vocabulary building, and word attack skills</li> <li>- Wilson Reading System/Fundations: Multi-sensory strategies to work on all 5 pillars of reading.</li> <li>- Step Up to Writing: Multi-sensory strategies for narrative, persuasive and expository writing</li> </ul>	<ul style="list-style-type: none"> <li>- Small group and one-to-one</li> <li>- Small group and one-to-one</li> <li>- Small group and one-to-one</li> </ul>	<ul style="list-style-type: none"> <li>- During the day</li> <li>- During the day</li> <li>- During the day</li> </ul>
<p><b>Mathematics</b></p>	<ul style="list-style-type: none"> <li>-Great Leaps Math: Drilled exercises in building mathematics facts in addition, subtraction, multiplication and division</li> <li>- Everyday Mathematics Games: Drill exercises aimed primarily at building fact and operations skills</li> <li>- Math Steps: Practice in basic number concepts, addition, subtraction, multiplication, division, fractions, decimals, rates, ratios, proportions, and percents</li> <li>- Math Triumphs: Practice in basic number sense and operations, fractions, rates, ratios, proportions, and percents</li> <li>- Achieve It!: Differentiated instruction: diagnose, instruct, prescribe, develop, reteach, and achieve; skill by skill, individualized instruction &amp; practice, test-taking</li> </ul>	<ul style="list-style-type: none"> <li>- Small group and one-to-one</li> <li>- Small group and one-to-one</li> <li>- Small group and one-to-one</li> <li>- One-to-one</li> <li>- Small group and one-to-one</li> </ul>	<ul style="list-style-type: none"> <li>During the day</li> <li>- During the day</li> <li>- During the day</li> <li>- During the day</li> <li>- During the day</li> </ul>

	strategies - Impact Test Practice: Test taking strategies- mathematic practice	- Small group and one-to-one	- During the day
<b>Science</b>	- Quick Reads: Increase reading strategies and comprehension using Science reading passages	- Small group and one-to-one	- During the day
<b>Social Studies</b>	Quick Reads: Increase reading strategies and comprehension using Social Studies reading passages	Small group and one-to-one	- During the day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Psychologist: Early Childhood- 37 Elementary-121 Middle School- 107 Social Worker: Early Childhood- 0 Elementary-57 Middle School-1 Guidance Counselor: Middle School-30	All students are mandated for Counseling 1x301:1 and 1x301:2	Counseling services take place during the school day.

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

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

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

**Title I Status**

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

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

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

**High Quality and Ongoing Professional Development**

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

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

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

**SWP Schools Only**

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

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

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

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

**TA Schools Only**

**Use of Program Resources**

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

**TA Coordination with the Regular Program**

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

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

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

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

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**Parent Involvement Policy (PIP) Template**

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

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

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

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

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

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

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

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

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

The 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;
- Response to Intervention (RTI) framework is in place to support students not showing sufficient academic and behaviorally progress;
- providing rigorous instruction to ALL students throughout the school day

*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;
- 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; i.e. monthly SLT and PA Meetings
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information; including daily behavioral point sheets
- ensuring that the School-Parent Compact are distributed and discussed with parents each year;
- for the 2013-2014 school year, 4 or more Interim Reporting (IR) forms will be sent home for parents/guardians to track academic and behavioral progress
- 

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- offering monthly, pertinent workshops to parents/guardians
- offering community support through the Clinical Team and Parent Coordinator

## **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 SLT, Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups;
- share responsibility for the improved academic achievement of my child;
- check your child's/guardian's homework daily when needed

## **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 (follow school wide PBIS);
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn;
- embrace cultural diversity, Respect For All is disseminated

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

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

## Part I: School ELL Profile

### A. School Information

District <b>75</b>	Borough <b>Bronx</b>	School Number <b>186</b>
School Name <b>Walter J. Damrosch School</b>		

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

Principal <b>Ava C. Kaplan</b>	Assistant Principal <b>Vito Faccilonga</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Andrea Szecsenyi</b>	Guidance Counselor
Teacher/Subject Area <b>Yelena Vassilyeva/ESL</b>	Parent <b>Aceveda Manlyn</b>
Teacher/Subject Area <b>Alena Medzyanovskaya/ESL</b>	Parent Coordinator <b>Mildred Diaz</b>
Related Service Provider <b>type here</b>	Other <b>Troy Gorodess, Data Specialist</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>543</b>	Total number of ELLs	<b>157</b>	ELLs as share of total student population (%)	<b>28.91%</b>
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and EPs)</b> Check all that apply	K <input checked="" type="checkbox"/>	1 <input checked="" type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input checked="" type="checkbox"/>
	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

### This school offers (check all that apply):

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

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

ELL Program Breakdown															
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #	
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	<input type="text"/>	0													
<b>Dual Language</b> <small>(50%:50%)</small>	<input type="text"/>	0													
<b>Freestanding ESL</b>															
Push-In	0	0	0	0	0	0	0	0	0	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0	
self-contained	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	157	Newcomers (ELLs receiving service 0-3 years)	110	ELL Students with Disabilities	157
SIFE	4	ELLs receiving service 4-6 years	33	Long-Term (completed 6+ years)	14

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	□□□□	□□□	□□□	□□□□	□□□	□□□	□□□□	□□□	□□□	0
Dual Language	□□□□	□□□	□□□	□□□□	□□□	□□□	□□□□	□□□	□□□	0
ESL	110	4	110	33	□□□	33	14	□□□	14	157
Total	110	4	110	33	0	33	14	0	14	157

Number of ELLs who have an alternate placement paraprofessional: 29

### C. Home Language Breakdown and ELL Programs

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

\*EP=English proficient student

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

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

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	9	15	28	14	15	14	22	13	11	<input type="text"/>	<input type="text"/>	<input type="text"/>	1	142
Chinese	<input type="text"/>	0												
Russian	<input type="text"/>	0												
Bengali	1	<input type="text"/>	1											
Urdu	<input type="text"/>	0												
Arabic	<input type="text"/>	0												
Haitian	<input type="text"/>	0												
French	<input type="text"/>	0												
Korean	<input type="text"/>	0												
Punjabi	<input type="text"/>	0												
Polish	<input type="text"/>	0												
Albanian	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	1	<input type="text"/>	1							
Other	1	1	3	<input type="text"/>	3	<input type="text"/>	<input type="text"/>	2	3	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	13
<b>TOTAL</b>	<b>11</b>	<b>16</b>	<b>31</b>	<b>14</b>	<b>19</b>	<b>14</b>	<b>22</b>	<b>15</b>	<b>14</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>157</b>

## 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)	11	10	22	9	12	11	13	7	11	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	106
Intermediate(I)	<input type="text"/>	5	9	5	7	2	6	5	1	<input type="text"/>	<input type="text"/>	<input type="text"/>	0	40
Advanced (A)	<input type="text"/>	1	<input type="text"/>	<input type="text"/>	<input type="text"/>	1	3	3	2	<input type="text"/>	<input type="text"/>	<input type="text"/>	1	11
Total	<b>11</b>	<b>16</b>	<b>31</b>	<b>14</b>	<b>19</b>	<b>14</b>	<b>22</b>	<b>15</b>	<b>14</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>157</b>

**NYSESLAT Modality Analysis**

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

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	4	□□□	□□□	□□□	!Und
4	6	□□□	□□□	□□□	
5	5	□□□	□□□	□□□	
6	6	1	□□□	□□□	
7	8	1	□□□	□□□	
8	4	□□□	□□□	□□□	
NYSAA Bilingual (SWD)	□□□	□□□	4	26	

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	3	□□□	□□□	□□□	1	□□□	□□□	□□□	
4	6	□□□	1	□□□	□□□	□□□	□□□	□□□	
5	5	□□□	□□□	□□□	□□□	□□□	□□□	□□□	
6	6	□□□	1	□□□	□□□	□□□	□□□	□□□	
7	8	□□□	1	□□□	□□□	□□□	□□□	□□□	
8	4	□□□	1	□□□	□□□	□□□	□□□	□□□	
NYSAA Bilingual (SWD)	□□□	□□□	3	□□□	1	□□□	26	□□□	

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	3	□□□	2	□□□	1	□□□	2	□□□	
8	1	□□□	□□□	□□□	□□□	□□□	□□□	□□□	

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)	1	□□□	1	□□□	1	□□□	9	□□□	

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	□□□	□□□	□□□	□□□	□□□	□□□	□□□	0

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

- 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.  
Our school uses ECLAS to assess the early literacy skills of our standardized assessment ELLs. The early literacy skills of alternative

assessment ELLs are assessed through SANDI. Last year, our school only had one standardized assessment ELL who participated in ECLAS and at this time there is not sufficient data available to inform instructional planning. Classroom and ESL teachers differentiated instructions on the basis of student assessment results. They described grouping strategies, increased instructional time for individual students on the topics they are weak on, and alternative instructional approaches. When analyzing SANDI scores, no significant difference can be observed between the achievement of ELLs and non-ELLs.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

Both standardized assessment and alternative assessment students participate in the NYSESLAT every year. The latest result of current students reflect that out of 157 students 39 students did not complete all parts of the assessment and did not receive valid scores. When analyzing the test scores of 107 students who have completed all four parts of the NYSESLAT in the past year, data indicates that 61% (65 students) of our students are at the beginner level, 30% (32 students) are at the intermediate, and 9% (10 students) are at the advanced level. 94% (37) of the students who did not receive valid scores on the NYSESLAT because they were unable to complete all four parts of the assessment are Alternative Assessment students. A majority of these students are nonverbal, therefore cannot answer any question on the Speaking part of the assessment. Out of the 107 ELLs who finished all 4 parts of the assessment 70 (65%) were Alternative Assessment and 37 (35%) were Standardized Assessment students. Alternative Assessment ELLs scored at the following levels: 64 beginner, 5 intermediate and 2 advanced. Scores of Standardized Assessment ELLs are the following: 13 beginner, 19 intermediate and 5 advanced.

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](#))

English Language Learners at P186X are performing better in the speaking and listening part of the test and their improvement is faster in these areas. Most of these ELLs have severe developmental delays or learning disabilities, therefore acquiring literacy in any language is particularly challenging for them. The RLAT and REXH statistical reports were used to analyze NYSESLAT modalities since the RMNR report was not available. While only 40% of students (59 students) are at the beginning level in the modality aggregate of speaking and listening, 77% (112 students) performed at the beginning level in reading and writing. Teachers who are working with ELLs are aware that reading and writing are more difficult for the students, and concentrate on improving literacy skills, keeping in mind that the four modalities, listening, speaking, reading, and writing cannot be taught separately. Even though a large number of the students remain on the same proficiency level an improvement can be observed in the raw scores of students in all language skills. When comparing the scores to those from two years ago we can also see that the percentage of students scoring at the intermediate or above level increased from 34% to 39% from 2011 to 2013. We contribute this increase largely to the fact that due to a family outreach more standardized assessment students participated in the Title III after school program and all standardized assessment students who participated in the afterschool program scored at least at the intermediate level.

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?

ELLs at our school perform better in the speaking and listening part of the NYSESLAT than in the reading and writing part. This is true for all our students across proficiencies and grade levels. The only native language assessment our students take is the Spanish LAB-R.

This assessment helps teachers of Spanish-speaking ELLs determine the language dominance of a student and plan native language support for students. P186X does not administer Periodic Assessments for ELLs at this time.

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](#).)

All students at our school have IEPs and have demonstrated a need for more targeted and intensive academic support. This extra support occurs in the classroom, but also for ELLs in separate settings with the direction of ESL teachers where instruction is focused on specific learning targets such as oral language development and vocabulary development in the content areas. ESL teachers with the help of the school's data and RTI specialists look at the NYS Math and ELA scores of ELLs every year and while encouraging all ELLs to participate in the Title III program they reach out specifically for those ELLs who have demonstrated continued progress on these state assessment and have a good chance of scoring at level 2 or higher.

6. How do you make sure that a child's second language development is considered in instructional decisions?  
ESL teachers collaborate with each ELL's classroom and specialty teachers and guide all teachers of ELLs about taking second language development into consideration when planning and delivering lessons, giving feedback and assessing students. Furthermore the Common Core aligned curriculum for Math, ELA and Science our school adapted offers differentiated instruction for English Language Learners.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Our school does not have a dual language program.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
When evaluating the success of our programs for ELLs we look at how ELLs performed on New York State assessments. 35 Standardized Assessment ELLs participated in the Spring 2013 NYS ELA assessment. 33 (94%) of them scored at Level 1, and 2 students scored at level 2. 37 Standardized Assessment ELLs participated in the Spring 2013 NYS Math assessment. 32 ELLs scored at Level 1 (87%), 4 ELLs at Level 2 (11%) and 1 students at Level 3 (2%). 9 Standardized Assessment ELLs participated in last year's state science assessment, 4 of them scoring at Level 1 and 2 of them scoring at Level 2, 1 of them at Level 3 and 2 of them at Level 4. We contribute the success of elementary ELLs on the state science assessment to the fact that the elementary science and ESL teacher developed a co-teaching model with classes that had the highest concentration of ELLs. This year our school plans to develop such a model at the middle school level as well. The fact that ELLs performed better on the math assessment than on the ELA assessment indicates that both ESL and classroom teachers have to concentrate on improving literacy skills of ELLs. However ESL teachers will keep integrating content area concepts and vocabulary into their lessons.  
ELL Alternate Assessment ELLs participate in the NYSAA Datafolios every year. They participate in this assessment in English, but bilingual paraprofessionals are available to assist them during the assessment process. Last year 30 ELLs participated in NYSAA ELA, 4 (13%) scoring at Level 3 and 26 (87%) scoring at Level 4. 30 ELLs participated in NYSAA Math test, 3 (10%) scoring at Level 2, 1 (10%) scoring at Level 3, and 26 (87%) scoring at Level 4. 12 ELLs who participated in the NYSAA Science test scored as follows: 1 ELL Level 1, 1 ELL Level 2, 1 ELL Level 3 and 9 ELLs Level 4 (75%). Data does not show any significant difference between the test scores of ELLs and non-ELLs on the NYSAA. ESL Teachers will continue to support Alternative Assessment ELLs to perform well on the NYSAA, and will help them to prepare especially for the ELA part of the assessment.

## Part IV: ELL Identification Process

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

- 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](#).)  
Our school ensures that all new entrants to the NYC school system have a Home Language Identification Survey (HLIS) on file. If the HLIS is not completed at the CSE level Bilingual Counselors or Monolingual Counselors who are trained in student intake procedures with the assistance of Bilingual Parent Coordinator, Mildred Dias, conduct the home language interviews during the intake process. Spanish speaking ESL Teachers, Bilingual Counselors and Parent Coordinator are available at our school; however the school ensures that the HLIS is available in the native language of the parents. If the parent/guardian checks "Other" at least once in items 1-4 and at least twice in items 5-8 on the HLIS, then the child is eligible for LAB-R testing after an informal interview. If "Other" is checked in item number 5 and all others are checked "English" in 5-8, then the Counselor conducting the interview, the Parent coordinator and one of the licensed ESL pedagogues (Andrea Szecsenyi, Florence Levine, Djamilia Iagia, Yelena Vassilyeva, Alena Medzyanovskaya, or Suzanna Tielis) establish home language based on the interview. The ELL Team

reviews the RLER report on a weekly basis in order to identify students eligible for LAB-R testing - both new entrants and students who have been in the school system. Certified ESL Teachers, Andrea Szecsenyi (Spanish/English), Florence Levine (Spanish/French/English), Djamilia Iagia (Spanish/English), Yelena Vassilyeva, and Alena Medzyanovskaya (Russian/English), and Susanne Tielis (English), administer the LAB-R to eligible students within 10 days of initial enrollment. ESL teachers keep a record of LAB-R scores in order to decide on appropriate services. Students who speak Spanish at home and score below proficiency on the LAB-R are administered the Spanish LAB to determine language dominance.

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.  
CSE informs parents of the three program choices (Transitional Bilingual Education, Dual Language and Freestanding ESL) available in New York City public schools. The CSE also decides with the involvement of a multidisciplinary team and the parents which program model each student with disabilities would benefit the most from. The school provides an ELL parent orientation at the beginning of each school year. Certified ESL teachers with the assistance of the Parent Coordinator organize and conduct this parent orientation. Parents are notified about the parent orientation in writing both in English and in their native language.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)  
Parents learn about which program choice their child is placed in at the CSE conference.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.  
The CSE decides with the involvement of a multidisciplinary team and the parents which program the student will be placed in. At this time our school only offers Freestanding ESL, therefore students who are recommended Transitional Bilingual Education by the CSE are served by both an ESL teacher and an Alternate Placement Paraprofessional who speaks the child's native language.
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.  
Licensed ESL Teachers, Andrea Szecsenyi, Yelena Vassilyeva, Alena Medzyanovskaya, Florence Levine, Djamilia Iagia, and Susanne Tielis, find out biographical information, levels of proficiency, and prior education information on ELLs using the ATS system. ESL Teachers check RLER, RLAT, RHSP, HISE, REXH, RLAB, RADP weekly to ensure all ELLs receive the NYSESLAT annually. Certified ESL Teachers make testing schedules before the NYSESLAT is given to ELLs to ensure that each of the four components is administered in the allotted time. ESL Teachers annually evaluate listening, speaking, reading and writing skills of ELLs using the New York State English as a Second Language Achievement Test. This test determines whether or not the student continues to be eligible for ELL services. Both standardized assessment and alternative assessment students participate in the NYSESLAT every year. All ELLs who do not score proficient on the NYSESLAT continue to participate in this assessment each year. All students are given the opportunity to participate in this assessment, but some alternative assessment students are unable to complete all parts of the test due to their disability.
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.   
Currently all our students are placed in a Freestanding ESL program. 82% (128) of our students have been designated as ESL only by the CSE on their IEPs. Our school makes every effort to provide Alternative Placement paraprofessionals for all students who are designated as Bilingual on their IEPs. At this time 29 students are designated as Bilingual at our school and all of them are supported by Alternative Placement paraprofessionals.

## 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])?

All of our ELL students participate in an instructional program that addresses their academic, language, social, and cultural strengths and needs, and is based on New York State ESL and the Common Core Learning Standards. One-hundred fifty-seven students are mandated for Bilingual or English as Second Language (ESL) services. 29 ELLs are mandated for bilingual instruction services (BIS) and 128 ELLs for ESL services only. P186x provides an ESL program by six New York State ESL certified teachers, who serve ELLs both at the main site, and at the off-sites. Four ESL teachers work at the main site, one of them primarily serving standardized assessment ELLs and two provide the mandated number of instructional minutes to alternate assessment students. The two ESL teacher serving ELLs at the off-sites work with both alternative assessment and standardized assessment students. Five ESL teachers provide the majority of their services in a push-in (co-teaching

organizational model where they co-teach lessons with classroom and specialty teachers in classes that has a large number of ELL students. When ELLs are placed in classrooms with few ELLs ESL teachers provide pull-out services to groups of ELLs with similar proficiency and grade levels. 1 ESL teacher who is also a certified Special Education and General Education teachers provide self-contained ESL services to early elementary alternate assessment ELLs.

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)?

Each ESL Teacher serve about 30 students in four different groups. The ESL teachers's schedule ensures that they can provide academic support and instruction in English, 360 minutes a week for both Alternate Assessment and Standardized Assessment students, who are at the beginner or intermediate level Kindergarten through 8th grade. Students who reach the advanced level receive 180 minutes per week ESL instruction, and 180 minutes per week ELA instruction. Students who are mandated for bilingual instruction, as per their IEPs, are provided with ESL services by a certified ESL teacher, as per CR Part 154 mandates, as well as the services of an Alternate Placement Paraprofessional, who speak the students' native languages and English. The Alternate Placement Paraprofessional works in conjunction with the ESL and the classroom teacher to provide comprehensible input for the students. The goal of the instructional program is to assist students in improving English proficiency and meeting the demands of the Common Core Learning Standards.

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.

The ESL teachers implement a push-in and pull out program, with homogeneous classes for Standardized Assessment Students. Students at the beginner and intermediate level receive 360 minutes per week ESL instruction, while students at the advanced level receive 180 minutes as required under CR Part 154. ESL teachers' schedules ensures serving beginner and intermediate ELLs 8 sessions a week for 45 minutes, and serving advanced ELLs 4 sessions a week for 45 minutes. Literacy instruction for standardized assessment ELLs is provided by both the monolingual classroom teachers and the ESL teachers. Primary literacy instruction is based on programs like Foundations and Core Knowledge Language Arts with the use of technology and adaptation of literacy materials to meet the needs of students with a variety of disabilities. ESL teachers, classroom teachers and content area teachers collaborate on finding effective strategies for ELLs to improve their Math, Science and Social Studies skills. Content area instruction is delivered in English to ELLs using strategies that improve both the understanding of content concepts and academic English proficiency. Classroom teachers, specialty teachers and ESL teachers use strategies that make subject matter comprehensible while promoting students' language development such as activating prior knowledge, teaching thematic units, preteaching academic vocabulary, using visuals, gestures, realia and technology, providing hands-on learning opportunities and lots of varied grouping activities that promote cooperative learning and meaningful classroom interaction about the concepts being taught. The Harcourt Science program science teachers use at the school provides systematic ESL/ESOL

support. ESL teachers supplement content area instruction by providing explicit vocabulary and academic language instruction to make content more accessible for ELLs. In social studies ESL and classroom teachers preteach reading assignments and vocabulary and help ELLs link the unfamiliar with the familiar in order to activate prior knowledge through the use of graphic organizers and thinking maps. When using the Math in Progress program classroom teachers differentiate instruction for ELLs by giving English language learners the opportunity to explore concepts in their own language, providing students with as many visual supports as possible so that they do not have to rely only on listening to the teacher to understand the instructions for activities, providing students with opportunities to demonstrate what they know with pictures and symbols in addition to verbal language and providing students with a context for the problem whenever possible. ESL teachers and classroom teachers of ELLs meet once a week during common preparation periods to discuss student progress, plan lessons, create materials and assessment tools, and evaluate lessons. Standardized Assessment ELLs also receive academic support from ESL teachers using of various ESL approaches, methodologies, and classroom techniques; such as Cooperative Learning, Whole Language Instruction, Community Language Learning, Language Experience and Natural Approach, as well as different types of scaffolding instruction strategies such as Modeling, Bridging, Contextualization, Schema Building, Text Representation, and Meta Cognitive Development. The instructional program's goal is to raise academic achievement, develop and improve academic language, acquire English proficiency, and achieve state standards for ELLs.

ELL students in Alternate Assessment Programs are exposed to a variety of learning strategies to improve their English proficiency and emergent literacy skills. The ESL teachers implement push-in and pull-out programs. Alternative assessment students at the beginner or intermediate level receive 360 minutes per week ESL instruction, and students at the advanced level receive 180 minutes per week ESL instruction. The push-in model consists of collaborative team teaching involving the ESL teacher and classroom teachers working collaboratively, planning lessons and curriculums during scheduled common preparation periods. Classroom teachers and ESL Teachers plan lessons, create materials and assessment tools, and evaluate the effectiveness of lessons once a week during common preparation periods both at the elementary and at the secondary level. Lessons include teacher / student created emergent literacy books that utilize repetition and picture representation symbols. Our school has adapted the Unique curriculum for English Language Arts and the Equals curriculum for Math in order to meet the demands of the Common Core Learning Standards. Starting this year Alternative Assessment students also engage in Focus on STEM weekly readers where they read math and science non-fiction books. ESL teachers collaborate with classroom teachers in order to support language and concept development for ELLs through developing language development objectives and activities for each of the curriculum. Through listening and sensory processing techniques, an extensive use of technology ELL students learn sound/symbol relationships, and improve their vocabulary and expressive and receptive language skills. The ESL teachers also use strategies such as Total Physical Response (TPR) and Auditory Representation to support student learning. The instructional intervention program for ELL students has been effective in assisting students in achieving academic, functional, social and transitional goals.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
ELLs at P186X have a variety of opportunities to demonstrate their understanding of content in their native languages. ESL teachers use a variety of bilingual materials including Scholastic Bilingual Minibooks, bilingual dictionaries and teacher made materials. Alternate Placement paraprofessionals help classroom and specialty teachers to check for student understanding and assess their learning.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
ELLs at P186X are informally evaluated in all four modalities after each lesson. More formal assessment follow each unit of study. The Zip Zoom English Curriculum our school uses with English Language Learners requires that teachers evaluate their students in the areas of listening & speaking, speaking & communicating, connecting sounds & letters, reading & writing after each unit. Furthermore the students also have to complete an assessment on the Zip Zoom English software after every other lesson in order to proceed to the next lesson and levels.
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 second language learner population is diverse in terms of disabilities, language and cultural backgrounds, oral language

proficiency. Literacy ability and the time they have spent learning English Instruction is carefully differentiated for students' varying needs, interests, and abilities. Multiple sources of data used to determine individual levels of students proficiency in the four language skills and mandated services are planned and delivered to maximize student learning for each ELL. In addition to mandated ESL services, ELL students within the 4 to 6 years of services, SIFE students, newcomers, and former ELL students at P186x receive Academic Intervention Services, Positive Behavioral Support, bilingual counseling, native language support, and they also participate in Title III afterschool program. Plans for long term ELLs include: daily AIS in the content areas, extended day, and the use of technology. ELL students with 4-6 years of ESL services will receive differentiated instruction according to their language proficiency level. Students will be engaged in challenging activities in the areas of English, mathematics, social studies, and science. The Unique Learning System Curriculum is an online, comprehensive, age appropriate differentiated curriculum designed for students with significant disabilities and it will be used as well. In addition, they receive AIS in reading and the content areas, PBS, counseling and they can participate in the Title III after school program.

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?

All of our school's ELLs are also students with disabilities. Teachers of ELLs use the following strategies to provide access to academic content and accelerate English Language development:

- Re-word the text of the reading assignment in simple phrases.
- Write hints or reminders in the text.
- Use real life experiences when discussing the reading material.
- Have the work or tests read orally.
- Use manipulatives or hands-on aids.
- Use a tape recorder to play books on tape.
- Provide native language support to the student in the classroom.
- Explicitly teach study skills/habits, vocabulary as well as effective ways of using educational resources and materials.
- Use the student's name in instructional examples.
- Break work into smaller pieces and do task analysis.
- Provide visuals to support academic work.
- Encourage re-reading of tasks/instructions.
- Provide more time to finish assignments/tests.

All materials and curricula used in the classrooms at each grade level include differentiated instruction for ELLs. All materials are used interchangeably between the content areas of English, mathematics, social studies, science, and the arts.

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?

ESL teachers closely collaborate with classroom and specialty teachers in order to ensure all teachers of ELLs work toward helping ELLs to achieve both their IEP goals and improve their social and academic English. Whenever it is possible ELL students are placed in the same classroom providing opportunities for ESL teachers to provide the majority of their services through pushing into classrooms and planning and delivering co-teaching lessons with classroom and specialty teachers. The use of teaching materials and the planning of lessons are always guided by both IEP goals and accelerating English language development.

**Courses Taught in Languages Other than English ⓘ**

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

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

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:			

### Courses Taught in Languages Other than English

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

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

Social Studies:				
Math:				
Science:				

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

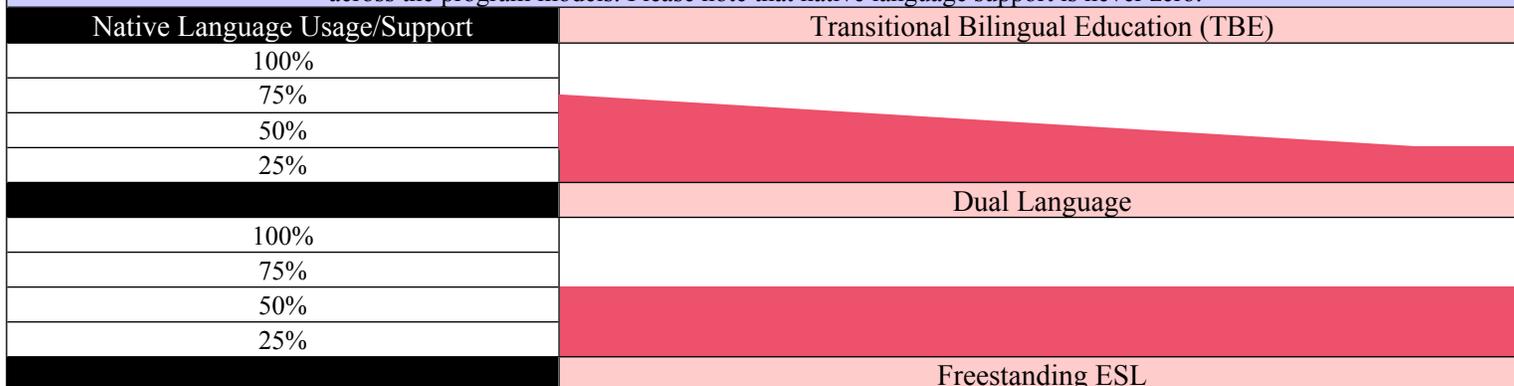
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

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

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

### Native Language Usage and Supports

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



100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
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.

All intervention programs for ELLs are delivered in English. LeapFrog products are used as research-based targeted intervention for struggling readers, including ELLs. LeapFrog's personal learning tools provide multisensory learning experiences that can be individualized to the learning pace and objectives of each student. Direct instruction in phonemic awareness, phonics, comprehension and fluency are also provided. Vocabulary intervention and instruction of oral English skills to enhance reading skills are emphasized for ELLs. While Zip Zoom English is used as a core reading programs for ELLs in the primary grades and for newcomers, it is used as a targeted intervention program in the higher grades and with SIFE students and long-term ELLs. Sam and Pat basal readers are also used with ELLs with low literacy skills in the higher grades and are also planned to be used with SIFE students. Technology is used to help students who are struggling with math. As a math intervention program students are enrolled in iPass. iPASS is the internet-delivered software from iLearn that manages the entire math intervention process, it assesses, prescribes, instructs and reports. Elementary ELLs also receive systematic support in math from the math component of the Learning Today software.

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

Our school evaluates the educational outcomes of its ESL program by looking at the achievement of ELLs on formative assessments, state tests, measuring student achievement relative to teaching and learning objectives (both content and language objectives) and evaluating how ELLs achieve relative to their non-ELL peers. The main goal of the program is to facilitate ELLs' development of English language acquisition and enable them to participate with their classmates in all activities of the school. When evaluating NYSESLAT results we can see that even though a large number of the students remain on the same proficiency level an improvement can be observed in the total scale scores of students in all language skills. 71% percent of ELLs who maintained the same proficiency level made a total score gain on the NYSESLAT from 2012 to 2013. Out of the 51 students who scored above the Intermediate level on the NYSESLAT 35 advanced one overall proficiency level between 2012 and 2013. Alternative Assessment students are more likely to remain on the same proficiency level, however data clearly indicates that their scale scores are also increasing. ESL teachers and classroom teachers meet once a week to evaluate whether the content and language objectives of their lessons have been achieved and whether ELLs have been fully able to participate in lessons.

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

A wider use of iPads and Mini iPads among ELLs is planned for this school year. ELLs will be creating their own e-books on the iPads and will use the following apps designed for ESL students in order to accelerate their English language development: Simplex Phonics, Word Bingo, Sentence Builder, Speech Tutor, Kidioms, ESL Express and Rainbow Sentences.

New curriculum adapted by the schools such as Equals and Focus on STEM that ESL teachers use in co-teaching lessons provide differentiated instruction for ELLs..

ESL teachers and specialty teachers will plan and conduct co-teaching lessons not only at the elementary, but also at the middle school level.

All these new programs are being adapted in our school in order to meet the demands of the Common Core Learning Standards.

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

Discontinuation of programs or services are not planned for this school year. New programs will be integrated into programs that are already in use in order to differentiate instruction for the varied needs of ELLs.

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

P186X provides a Title III after school instructional program for both alternative and standardized assessment English Language Learners who are performing below grade level in reading and all content areas. The focus of the program is integrating technology into language learning. Technology can motivate students in their efforts to improve English proficiency skills and acquire content area knowledge. Students with disabilities are also receptive to learning experiences that involve the computer, and an increased motivation leads to increased language use, and result in improved proficiency and higher standards in content area learning. Computer-assisted Language Learning (CALL) has been used for language teaching since the 1960's. Research (Blake, 1987; Chun & Brandl 1992; Egbert & Petrie, 2003) and practice suggest that the use of technology in the classroom is

effective if used appropriately. Students' motivation is a key factor in this effectiveness, but there are other factors including the individualization of learning, the presentation of materials in a non-linear sequence, an access to a variety of authentic materials, immediate feedback and the fact that students are learning by doing things themselves.

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

ESL teachers supplement content area instruction by providing explicit academic language instruction to make content more accessible for ELLs. ESL teachers also promote the use of jigsaw learning to support ELLs in the content areas. The state of the art school library, classroom libraries and the ESL classroom library contain leveled literacy in English, multicultural books, recorded books in a variety of genres that reflect the cultural background of ELLs. Most of our ELLs are not literate in their first language, therefore they are not able to transfer these skills into second language literacy. However, ESL teachers encourage staff and parents to read to ELLs in their first language because they are aware that literacy in the first language promotes literacy in English.

ESL teachers also use a comprehensive technology based literacy program, Scholastic Zip Zoom English, to supplement literacy instruction for ELLs in the early elementary grades. ELLs in the higher grades also participate in a Computer Assisted Language Learning program, and are enrolled in OpenBook English, a research-based English language software solution that teaches reading, writing, speaking and listening. The instructional program's goal is to raise academic achievement, acquire English proficiency, and achieve state standards for ELLs. Scholastic Zip Zoom English is also used with all Alternative Assessment students to enhance their phonemic awareness, phonics, and sight word recognition, and computer literacy. Augmentative communication devices for Alternate Assessment students are provided for additional support.

Standardized assessment ELLs are also enrolled in an award-winning, research and standard based online program called Spotlight on English Learning Today designed to help them develop English language proficiency, access grade-level content, and help students to build critical elementary level reading and math skills. The ESL program for Alternative Assessment English Language Learners also use the multimedia and print activities in Look, Listen, & Speak published by Evan-Moor Educational Publishers. This award-winning teacher resource uses theme-based lessons rich in survival language to build vocabulary, language patterns, and student confidence.

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

At this time our school only offers a freestanding ESL program. In our ESL program bilingual paraprofessionals support ELLs, bilingual books and dictionaries and teacher made bilingual materials are available both at the school library and in classrooms to support instruction for ELLs.

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

All materials and resources used by teachers of ELLs are evaluated for their age and grade level appropriateness. Teachers use strategies and create and adapt materials that correspond to ELLs' ages and grade levels.

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.

When newly enrolled ELL students start to attend the Chapter 683 Summer School Program our District offers ESL teachers are available to support ELLs' adjustment to the academic and social life of the school and start servicing newly enrolled ELLs with the mandated minutes. New ELLs at the early childhood and elementary level who enroll throughout the school year and have limited oral language are supported through the use of ALTA Book Center Publishers' program This is Me and All Around Me designed for New Students of English and are also enrolled in the Scholastic Zip Zoom English program. Newly enrolled ELLs at the secondary level are offered Group Source Education Group's Newcomers program that emphasizes both subject area content - in social studies, English, math and science - and language skills.

18. What language electives are offered to ELLs?

At this time our school does not offer language electives to any of its students.

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?

- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Our school does not have a Dual Language Program.

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

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

The District 75 Office of English Language Learners provides English as Second Language Teachers with professional development throughout the year. This professional development supports research-based data and resources on ESL strategies for supporting ELLs as they engage in the Common Core Learning Standards and differentiated instruction for ELLs with disabilities. Teachers are encouraged to attend Professional Development workshops, ELL conferences provided by the DOE ELL Central Office and professional organizations such as NYS TESOL. Our teachers participate each year in the professional development courses on the Common Core Learning Standards in Math and ELA offered by the DOE ELL Central Office. Each year ESL teachers and classroom teachers participate in co-teaching workshops in order to provide more effective services for ELLs in push-in classes. All newly hired teachers participate in a 10-hour Jose P. ESL Training offered by the District 75 Office of English Language Learners. ESL teachers provide ongoing training every year for teachers, assistant principals, paraprofessionals, guidance counselors, psychologists, occupational/physical therapists, speech teachers, secretaries and the parent coordinator about research-based strategies teachers can use with ELLs in their classroom and legislation concerning ELLS. All teachers are offered a number of professional development opportunities throughout the school year. The following professional development will be offered in the 2013-2014 school year for all school personnel by ESL Teachers : Oral Language Practice for ELLs in the Content Areas (November 2013), Technology and teaching English Language Learners, Educational Software and Educational Websites for English Language Learners (January 2014), Effective Strategies for Teaching Special Needs English Language Learners (April 2014).

Since our school has an elementary and a middle school program teachers who work with elementary ELLs provide support to teachers who work with middle school ELLs to aid the transition of ELLs to middle school. ESL specialists also meet with teachers of ELLs in the 8th grade to discuss and assist the students' appropriate placement and transition into high school.

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## **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?

P186X encourages parents to increase their involvement and awareness in the academic activities and emotional and social growth of their children. ESL specialist at the school are aware of the impact of strong parental involvement on the success of students, especially ELLs and the school provides a positive and welcoming environment to encourage the involvement of parents of ELLs. The school makes effort to stay in close contact with ELL parents from administering the HLIS, the informal interview during the intake process to informing parents of their child's eligibility for ELL services and the ELL program provided at the school. Parents are also informed of any other service, including the Title III after-school program that their child is entitled to receive. The intervention for ELL students begins with an intake procedure that describes the mandated services and the ESL program to the parents. The options for parents of ELL students are discussed during the Committee on Special Education (CSE) process at the Educational Planning Conference. Parents are encouraged to be involved in the decision-making process through participation on a committee that supports and advocates the students' academic achievement. This committee includes the Homeroom, ESL, and Speech teachers, Counselors, Social Workers, other Related Service providers, one to one paraprofessionals if mandated, and parents or family members of ELLs. CSE with the involvement of ESL specialists informs ELL parents of the three program choices available in NYC public schools, and it also explains that in District 75 schools the CSE with the involvement of a multidisciplinary team and the parents decides which program model is the most appropriate for their child.

Besides the ELL parent orientation at the beginning of the school year ESL teachers try to contact ELL parents at least twice each school year during IEP meetings, parent-teacher conferences, and whenever the need arises. They follow up with calls and notices when parents are hard to reach or non-responsive. ESL teachers also work closely with counsellors of ELLs who contact parents of ELLs on a regular basis to discuss their child's social, emotional and academic progress. The needs of the parents of ELLs are evaluated in informal interviews during the intake process, the parent orientation and follow-up meetings and calls. Currently there is no partnership between the schools and Community Based Organizations to meet the needs of the parents of ELLs, but the parent coordinator, counsellors and ESL teachers provide information about community services to parents whenever it is needed.

The enhancement of communication between the school and the parents of ELLs is ongoing throughout the school year; the Parent Coordinator ensures that there is good communication by providing translated school documents and any information that needs to be sent home. Parent outreach includes opportunities for meetings that will inform the parents of the school system, program objectives, state and city standards, curriculum, assessment, student expectations, and the educational program regulation. The parent coordinator also ensures that parents of English Language Learners will be informed of parent engagement and school activities and meetings through monthly parent newsletters.

## **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: P186X****School DBN: 75X186**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ava C. Kaplan	Principal		10/30/13
Vito Faccilonga	Assistant Principal		10/30/13
Mildred Diaz	Parent Coordinator		10/30/13
Andrea Szecsenyi	ESL Teacher		10/30/13
Acevedo Manlyn	Parent		10/30/13
	Teacher/Subject Area		10/30/13
	Teacher/Subject Area		10/30/13
Kristal Addor	Coach		10/30/13
	Coach		10/30/13
	Guidance Counselor		10/30/13
	Network Leader		10/30/13
Yelena Vassilyeva	Other <u>ESL Teacher</u>		10/30/13
Troy Gorodess	Other <u>Data Specialist</u>		10/30/13
Alena Madzyanovskaya	Other <u>ESL Teacher</u>		10/30/13
	Other		10/30/13

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

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

DBN: 75X186 School Name: The Damrosch Day Treatment Center

Cluster: Gary Hecht Network: 2

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

### **Part A: Needs Assessment Findings**

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

Based on family input, data from the Home Language Survey (HLS), Report of Preferred Language (RAPL) from ATS, and the school's intake process, the school is able to determine the parents'/guardians' specific language needs in order to provide and include them in all facets of their child's academic/ behavioral progress and school celebrations/trainings.

When a parent and child arrive at P186X, we create a rapport with the family in order to establish a positive working relationship with them. During the intake process, individual interviews are conducted by bilingual counselors and monolingual counselors with the help of the parent coordinator and ESL teachers to discuss and obtain information from the family by:

- Completing a Home Language Survey
- Reviewing IEP information and conducting interviews to assess the primary language needs of the family and the child.
- Completing a Parent's needs assessment/survey form
- Where applicable translators assist monolingual clinicians in the intake process.
- Where applicable an Alternate Placement Paraprofessional is assigned to the student in order to translate instruction from English to the child's Native Language and is introduced to the parent to increase the comfort level.
- P186X parent coordinator completed training and is a certified Spanish to English, English to Spanish interpreter/translator

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

The students and their families come from diverse backgrounds. During the intake process, families inform us of their language needs. Their needs are also identified through the above noted data systems. Families receive information through Parent Newsletters, Monthly Parent Meetings, flyers, ARIS Parentlink, and attending celebrations, IEP meetings and parent/teacher conferences.

P186X has 153 (26%) families whose primary language is not English. The primary language of 92% of these families (140) is Spanish. The school's needs assessment survey found that 60% (91) of the non-English speaking families need language assistance services. In case of Spanish translation and interpretation are done immediately at the school, in the case of other languages (Wolof, Afrikaans, French, Russian, Twi, Bengali, Mandingo and Soninke) the school requests the services of the Central Office of Interpretation and Translation, and bilingual paraprofessionals also assist the families.

P186X determines within 30 days of a student enrollment the primary language of each parent and whether they require language assistance services. The school maintains records of the primary language of each parent in ATS and on the student's emergency card. Home Languages are also recorded on each student's IEP. These records are available to school personnel who are involved in the education of the child. School personnel and parents also receive notifications about the availability of translation and interpretation services. Teachers and counselors are notified about the languages represented in our school.

Invitations are sent out in the families' Native Language informing them of the specific workshop/training. The Parent Coordinator and clinicians also notify families, via phone calls and newsletters, to inform them of the workshops/trainings.

During parent workshops, the parent coordinator or Bilingual clinicians translate the information into Spanish as the English speaker makes his/her presentation. The school request the services of the Central Office of Interpretation and Translation in the case of other languages.

All memos/letters sent home in English are immediately transcribed into the family's Native Language and sent home simultaneously.

A Parent Newsletter is sent home in languages compatible to our school community.

## **Part B: Strategies and Activities**

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

The students and their families come from diverse backgrounds. During P186x's intake process, families inform us of their language needs. Their needs are also identified through the above noted data systems. Families receive information through Parent Newsletters, Monthly Parent Meetings, flyers, ARIS Parentlink, and attending celebrations.

As stated above Native Language Translation of newsletters or any other communications are sent home simultaneously with letters printed in English. P186X uses the parent coordinator and other in-house bilingual personnel to translate documents or trainings into our families' native

languages.

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

Oral interpretation is provided by the P186x staff (parent teacher coordinator, bilingual counsellors, teachers and paraprofessionals); however, if needed the school requests the translation services from the NYCDOE Translation and Intrepretation Unit/over the phone services for Parent-Teacher conferences, trainings or clinical-parental interventions. P186x has not used an outside vendor to assist in this area.

Interpretation needs will be addressed by in house staff; parent coordinator; Bilingual Clinicians or Alternate Placement Paraprofessionals. Presently during parent workshops or meetings the staff member sits with a small group of parents while they interpret the information being presented into the appropriate language of that grouping of parents. P186X informs the parents of their rights to bring their own interpreters.

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>.

Written notification to parents/guardians, when not available on the NYCDOE website, will be translated in the families native language by the Parent Coordinator or Translation and Interpretation Unit. On site and over the phone interpretation services are made available to parents/guardians during school hours. Language signs and posters are posted near the main office and the school's entranceway that indicates the availability of specific language services.

Notice for parents regarding language assistance services will be given out to parents in English and in the parents' primary language every September and it is included in the intake packet of every new admit.

P186X provides each parent whose primary language is a covered language by Translation and Interpretation Unit and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services.

P186X posts on the Parent Bulletin Board in front of the main office a sign in the most prominent of the covered languages (Spanish), English and the 2 other languages covered by the Translation and Interpretation Unit (Bengali and French) indicating the availability of translation and

interpretation services.

The school's safety plan procedures ensure that every parent who needs language access services understands their rights to translation and interpretation and how to access such services and will not be prevented from reaching the school's administrative offices solely due to language barriers.