



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: P188X
DBN (i.e. 01M001): 75X188
Principal: SHANIE JOHNSON
Principal Email: SJOHNSO28@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
Nancy Storms	*Principal or Designee	
Christopher Williams	*UFT Chapter Leader or Designee	
Jacqueline Cepeda- Robinson	*PA/PTA President or Designated Co-President	
N/A	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	
Gladys Sotomayor	Member/ PA	
Lenn Robinson	Member/ PA	
Dionne Turner	Member/ PA	
Janira Figeroa	Member/ PA	
Antoinette Lee	Member/ UFT	
Migda Rodriguez	Member/ UFT	
Carmen Diaz	Member/ UFT	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

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

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2014, there will be a 5% increase in student performance in ELA as evidenced by an increase in achievement results on formative and summative assessments in alignment with the 2013-2014 Citywide Instructional Expectations.

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.

Based on a comprehensive review of data, we analyzed student achievement trends based on students' grade level, subject area and service category. We focused on information gleaned from the results of our Progress Report, Inquiry Team, Learning Environment Survey, student attendance; school needs assessment surveys, and effectiveness of curriculum and instruction. The 2012-2013 school year for P188X encountered many challenges outside of our control which adversely affected attendance and instruction i.e. Hurricane Sandy, Bus Strike, and New CCLS aligned New York State Exam.

The following data was instrumental in creating Goal #1 as it relates to the school community at large:

P188X findings in ELA:

- The 2012-2013 P188X progress report reflected a decrease in the median growth percentile in ELA from 33% median growth percentile in ELA where (n=76) in 2011-2012 to a 26% medial growth percentile where (n=58).
- There was a 7% decrease in median growth percentile along with a decrease of 18 in the number of students tested.
- There was also a decrease in the Median Growth Percentile for Transient Standard Assessment Students from 45% in 2011-2012 where (n=21) to 24% in 2012-2013 where (n=16).
- There was a noted decrease in the New York State standardized assessment exam scores due to the adjustments made for CCLS alignment which adversely impacted schools across the State.
- The Learning Environment Survey from 2012-2013 reflected an increase in Academic Expectations from 7.7 2011-2012 to 8.1 2012-2013.
- There was a -0.5% decrease in student attendance based on the 2012-2013 Progress Report.
- During the 2012-2013 school year 93.2% of Alternate Assessment students scored a level 3 or 4 as per our Progress report.
- Students made reading gains based on the 2012-2013 Scantron results across the grades. Based on Scantron data 73% of students tested had significant gains based on scale score difference in relation to the Standard error measurement.
- Based on Scantron data 81% students are at risk while only 19% are on grade level.
- Our students utilized Treasures, Unique Learning Systems, Curriculum Mapping programs to improve ELA skills within the standardized and alternate assessment populations. These programs are CCLS aligned and differentiated.
- Teachers continue to work in collaborative teams to evaluate student work to identify skill deficits within the different student populations. The a common feedback based teacher teams is students becoming more reflective and engaging in enriching dialogue in the classroom setting.
- Creating CCLS aligned lesson plans reflective of activities utilizing Depth of Knowledge to enhance critical thinking skills among students.

Based on the EdPerformance data the following learning trends remain deficits:

ELA across grades (3-8)

Fiction

- The learner will extend meaning beyond the grade level fictional passages.
- The learner will interpret figurative language in grade level fictional passages.

Long Passage

- The learner will make inferences from a grade level long passage.
- The learner will evaluate a character's response in a grade level long passage.

Non Fiction

- The learner will follow directions in consumer material at grade level.
- The learner will identify the purpose of a consumer material at grade level.

Vocabulary

- The learner will identify the meaning of grade level vocabulary word presented in isolation.

Based on the aforementioned, we will endeavor to increase our student performance in ELA on summative and formative assessments by 5%.

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

- June/September, 2013- Schedules will be created conducive to supporting common planning times for teachers to engage in continued alignment of CCLS and curriculum support
- July/August, 2013- Will Participate in District Planning Team Meetings to create CCLS aligned Alternate Assessment Curriculum framework
- July/ August, 2013- Core Curriculum Design Team work in quads continuing to align CCLS to the curriculum by creating enhanced supplements to the teacher toolkits for September, 2013
- August, 2013- Student classes will be reorganized by grade level
- August, 2013- Purchase instructional programs to support ELA instruction: Unique Learning Systems, Flocabulary, etc.
- September, 2013- Toolkits will be distributed and teacher training will be provided on toolkit usage, UDL, ADVANCE, and relevant topics
- September, 2013-Commence monthly curriculum and assessment calendar distribution for all teachers.
- September, 2013- Baseline assessments for standardized and alternate assessment students in ELA will be completed i.e. running records, teacher made assessments, programmatic
- September, 2013- working group protocols and pacing calendars to be completed and distributed to common planning group members and teaching teams
- October, 2013- hard data (baseline)to be analyzed; instructional programs and AIS services aligned
- October, 2013- participate in District collegial review for baseline data evidence
- September, 2013- APs to be assigned to monitor specific planning groups and provide supports aligned to protocols and pacing calendars
- October, 2013- Common Planning community/distribution list in Outlook to be created and feedback shared.
- October/November2013- SANDI to be administered and completed
- Ongoing- Formal and informal observations from administration to provide feedback to teachers
- Ongoing common planning meetings will take place to discuss and compare work samples and analyze data along with curriculum.
- Ongoing professional development and support with CCLS integration and effective utilization for different populations.
- November, 2013- 90% of standardized assessment students to be completed their Scantron, F&P, and data will be analyzed to enhance instruction

- November/December, 2013- FAST Benchmark I to be administered and completed by identified groups
- December, 2013- 90% of identified teachers to be submitted the baselines along with NYSAA datafolios for in house collegial review
- December, 2013- Administrators and school based coach will meet with common planning groups to review student progress and create next steps
- January, 2014- School will participate in District NYSAA Collegial review
- February, 2014 all NYSAA Datafolio ELA materials are completed in Profile
- March, 2014 90% of standardized assessment students will have completed their Scantron, F&P, and data will be analyzed to enhance instruction
- Spring, 2014- FAST to be administered and completed
- April, 2014 Standardized Assessment students will take the ELA exam.
- May/June, 2014 SANDI to be administered and completed
- June 2014, there will be a 5% increase in student performance in ELA as evidenced by an increase in achievement results on formative and summative assessments in alignment with the 2013-2014 Citywide Instructional Expectations.
- *TBC –TO BE COMPLETED

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

- Assistant Principals, teachers, school and district based coaches/specialist, Common Core Curriculum, ULS, SANDI, FAST, Scantron, F&P, Tax Levy Funds, common planning, Professional Development, observations, and programs to support CCLS and ADVANCE implementation.

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

- June/September, 2013- Schedules created conducive to supporting common planning times for teachers to engage in continued alignment of CCLS and curriculum support- completed and tweaked September, 2013
- July/August, 2013- Participated in District Planning Team Meetings to create CCLS aligned Alternate Assessment Curriculum framework- completed and shared with staff October, 2013
- July/ August, 2013- Core Curriculum Design Team worked in quads continuing to align CCLS to the curriculum by creating enhanced supplements to the teacher toolkits for September, 2013- Toolkits Distributed 9/13
- August, 2013- Student classes reorganized by grade level- Class Lists Distributed 9/3/13
- August, 2013- Purchased instructional programs to support ELA instruction: Unique Learning Systems, Flocabulary, etc.- Programs activated & finalized by October, 2013
- September, 2013- Toolkits distributed and teacher training provided on toolkit usage, UDL, ADVANCE, and relevant topics- 9/13 completed
- September, 2013-Commenced monthly curriculum and assessment calendar distribution for all teachers. – Distributed 9/13 & 10/13
- September, 2013- Baseline assessments for standardized and alternate assessment students in ELA completed i.e. running records, SANDI – Completed 9/13 & 10/13
- September, 2013- working group protocols and pacing calendars completed and distributed to common planning group members and teaching teams— Completed 9/13
- October, 2013- hard data (baseline) analyzed; instructional programs and AIS services aligned- Completed October, 2013
- October, 2013- participated in District collegial review for baseline data evidence- 10/13 completed and feedback turn-keyed and shared
- September, 2013- APs are assigned to monitor specific planning groups and provide supports aligned to protocols and pacing calendars- Completed 9/13
- October, 2013- Common Planning community/distribution list in Outlook created and feedback shared.- Completed October, 2013
- October/November2013- SANDI administered and completed- Completed November, 2013
- On Ongoing- Formal and informal observations from administration to provide feedback to teachers- IPC's completed October, 2013
- Ongoing common planning meetings will take place to discuss and compare work samples and analyze data along with curriculum. – taking place weekly
- Ongoing professional development and support with CCLS integration and effective utilization for different populations- as requested and during ½ day PD sessions held October and December, 2013.
- November, 2013- 90% of standardized assessment students will have completed their Scantron, F&P, and data will be analyzed to enhance instruction- Completed November, 2013
- November/December, 2013- FAST Benchmark I administered and completed by identified groups- Completed November, 2013
- December, 2013- 90% of identified teachers will have submitted the baselines along with NYSAA datafolios for in house collegial review- In process now collegial reviews Scheduled in house 12/9, 12/13, & 12/16
- December, 2013- Administrators and school based coach will meet with common planning groups to review student progress and create next steps- In progress

- January, 2014- School will participate in District NYSAA Collegial review - TBC
- February, 2014 all NYSAA Datafolio ELA materials are completed in Profile- TBC
- March, 2014 90% of standardized assessment students will have completed their Scantron, F&P, and data will be analyzed to enhance instruction-TBC
- Spring, 2014- FAST will be administered and completed- TBC
- April, 2014 Standardized Assessment students will take the ELA exam- TBC.
- May/June, 2014 SANDI will be administered and completed- TBC
- June 2014, there will be a 5% increase in student performance in ELA as evidenced by an increase in achievement results on formative and summative assessments in alignment with the 2013-2014 Citywide Instructional Expectations-TBD

1.

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

1. Included in A&C

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

- Per session from tax levy funds will be allocated in Galaxy for Professional Development sessions.
- Tax Levy Funds and NYSTL funds will be used to purchase supplies and materials.
- Tax Levy funds will support per session activities.
- Common preps and block scheduled to provide opportunities for teachers to meet and plan.

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).

- August, 2013- the Administrative Cabinet will meet with Parent Coordinator and PA President to develop a survey to determine the needs of the parents, including workshop topics, meeting times and preferred modes of communication.
- August/September 2013 – create systems of organization for parental communication and information distribution.
- September/October 2013- Create effectiveness survey to ensure Global Connect is meeting the needs of our parents.
- September, 2013- Update the school calendar of parent workshops/activities
- September, 2013 – Funds to support parent participation will be allocated in Galaxy from Tax levy dollars. Title III funds will be used for translation services when needed.
- September, 2013- Distribute parent survey to assess needs for additional workshop offerings.
- Ongoing-Offer engaging, current workshops and activities aligned to District, School, and DOE initiatives in the evening and during school hours.
- Ongoing- Remind the parents of the importance of completing the Learning Environment Survey by April deadline
- Ongoing – Communicate curriculum and instructional information.
- Ongoing – Workshop information will be included in Parent communications sent home monthly.
- Ongoing – Parent Coordinator will ensure all information is provided to all sites for parents.
- Ongoing – Parents will be encouraged to join the Parent Association.
- Ongoing – Administrators and School-Based Coach will model instructional skills and strategies on an ongoing basis for parents through practical, hands-on approaches/workshops.
- Ongoing – Administrators and Behavioral Support Staff will demonstrate behavioral skills and strategies for parents through practical approaches and techniques for at-home use.
- Ongoing- Flyers will be sent home to remind parents about parent/teacher conferences and school events
- February, 2014- Parents will be notified of the LES window and encouraged to complete
- Spring 2014 – Staff will be available to assist parents in completing the Learning Environment Survey.

Budget and Resource Alignment

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

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

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2014, there will be a 5% increase in student performance in Mathematical competencies as evidenced by an increase in achievement results on formative and summative assessments in alignment with the 2013-2014 Citywide Instructional Expectations

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.

Based on a comprehensive review of data, we analyzed student achievement trends based on students' grade level, subject area and service category. We focused on information gleaned from the results of our Progress Report, Inquiry Team, Learning Environment Survey, student attendance; school needs assessment surveys, and effectiveness of curriculum and instruction. The 2012-2013 school year for P188X encountered many challenges outside of our control which adversely affected attendance and instruction i.e. Hurricane Sandy, Bus Strike, New CCLS aligned New York State Exam.

The following data was instrumental in creating Goal #2 as it relates to the school community at large:

P188X findings in Math:

- The 2012-2013 P188X progress report reflected a decrease in the median growth percentile in Math from 37% median growth percentile in Math where (n=76) in 2011-2012 to a 28.5% medial growth percentile where (n=58).
- There was a 8.5% decrease in median growth percentile along with a decrease of 18 in the number of students tested.
- There was also an 1% increase in the Median Growth Percentile for Transient Standard Assessment Students from 25.5% in 2011-2012 where (n=20) to 26.5% in 2012-2013 where (n=16).
- There was a noted decrease in the New York State standardized assessment exam scores due to the adjustments made for CCLS alignment which adversely impacted schools across the State.
- The Learning Environment Survey from 2012-2013 reflected an increase in Academic Expectations from 7.7 2011-2012 to 8.1 2012-2013.
- There was a -0.5% decrease in student attendance based on the 2012-2013 Progress Report.
- During the 2012-2013 school year 96.4% of Alternate Assessment students scored a level 3 or 4 as per our Progress report.
- Students made math gains based on the 2012-2013 Scantron results across the grades. Based on Scantron data 33% of students tested had significant gains based on scale score difference in relation to the Standard error measurement.
- Based on Scantron data 69% students are at risk while only 31% are on grade level.
- Teachers utilized tool kits and planning time to explore the new curriculums and existing programs integrated into different grade bands via Math in Focus, Touch Math, Everyday Math, Unique Learning Systems, and Impact math.
- Teachers continue to work in collaborative teams to evaluate student work to identify skill deficits within the different student populations. The a common feedback based teacher teams is students becoming more reflective and engaging in experiential math problems that involve real life contextualization.
- Creating CCLS aligned lesson plans reflective of activities utilizing Depth of Knowledge to enhance critical thinking skills among students.

Based on the EdPerformance data the following learning trends remain deficits:

Math across grades (3-8)

Algebra

- The learner will solve a mathematical proportion using algebraic methods.
- The learner will graphically represent systems of equations and identify the solution from the graph.

Data Analysis and Probability

- The learner will predict the outcomes of probability experiments.

Geometry

- The learner will be able to identify the fractional portion of a given set ($\frac{?}{?}$, whole).
- The learner will apply knowledge of angles, angle bisectors, perpendicular bisectors, and/or congruent angles to solve geometry problems.

Measurement

- The learner will find the area of a triangle when a formula is given.
- The learner will find the circumference of a circle given the diameter or radius.

Number and Operations

- The learner will determine the correct order of operations when more than one operation is to be performed.
- The learner will compare fractions with different denominators.

Based on the aforementioned, we will endeavor to increase our student performance in Math on summative and formative assessments by 5%.

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

- July/August, 2013- Participate in District Planning Team Meetings to create CCLS aligned Alternate Assessment Curriculum framework August, 2013- Instructional programs will be selected/purchased for both alternate and standardized assessment students (Go Math, MIF, Connected Math, and Unique Learning Systems)
- August, 2013- Teachers will receive pacing calendars and action plans for mathematics instruction for the 2013-2014 school year
- September, 2013 & Ongoing- PD will be provided and teacher training opportunities to all staff
- September, 2013- Administration will assign teachers to meet during common planning time and establish guidelines and expectations for the work groups
- September, 2013 working group protocols and pacing calendars to be completed and distributed to common planning group members
- September, 2013- APs will be assigned to monitor specific planning groups and provide supports aligned to protocols and pacing calendars
- September, 2013 Assistant Principals will monitor group progress and support initial meetings
- September, 2013 90% of students will participate in baseline assessments in order to select/implement appropriate instructional programs i.e. Options and programmatic assessments
- September, 2013 AIS teacher and SBC will be provided with appropriate tools to support staff and students
- October, 2013- teachers will participate in District collegial review for baseline data evidence
- October/November 2013- SANDI to be administered and completed
- November, 2013- 90% of standardized assessment students will have completed their periodic assessments and data will be analyzed to enhance instruction
- November/December, 2013- FAST Benchmark I to be administered and completed by identified groups
- December, 2013- 90% of identified teachers will have submitted the Math portion of NYSAA datafolios and baselines for collegial review
- December, 2013 Teachers will use assessment data to enhance instruction by analyzing data findings and implication utilized from EdPerformance data
- December, 2013 Admin and grade level teams will meet to review student progress and develop next steps

- January, 2014 Benchmark #2 will be completed and data analyzed
- Ongoing coaching supports and professional development
- Ongoing professional development for Connected Math, MIF, and Go Math groups
- Ongoing- Formal and informal observations from administration to provide feedback to teachers
- Ongoing – programmatic data will be recorded and utilized to drive instruction
- Ongoing teachers will meet in grade level groups to review work samples and provide feedback and support
- December, 2013- 90% of identified teachers will have submitted the baselines along with NYSAA datafolios for in house collegial review
- January, 2014 Benchmark #2 will be completed and data analyzed
- January, 2014- School will participate in District NYSAA Collegial review
- February, 2014 all NYSAA Datafolio Math materials are completed in Profile
- March, 2014 Admin and grade level teams will meet to review student progress and develop next steps
- Spring, 2014- FAST to be administered and completed
- April/May, 2014 Standardized Assessment students will take the Math exam
- May/June, 2014 SANDI to be administered and completed
- May, 2014 Benchmark #3 will be completed and data analyzed
- By June 2014, there will be a 5% increase in student performance in Mathematical competencies as evidenced by an increase in achievement results on formative and summative assessments in alignment with the 2013-2014 Citywide Instructional Expectations

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

1. Assistant Principals, teachers, school and district based coaches/specialist, Common Core Curriculum, ULS, SANDI, FAST, Scantron, Options, Tax Levy Funds, common planning, Professional Development, observations, and programs to support CCLS and ADVANCE implementation.

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

- July/August, 2013- Participate in District Planning Team Meetings to create CCLS aligned Alternate Assessment Curriculum framework- completed and shared with staff October, 2013
- August, 2013- Instructional programs will be selected/purchased for both alternate and standardized assessment students (Go Math, MIF, Connected Math, and Unique Learning Systems))- Programs activated & finalized by October, 2013
- August, 2013- Teachers will receive pacing calendars and action plans for mathematics instruction for the 2013-2014 school year- completed 9/13
- September, 2013 & Ongoing- PD will be provided and teacher training opportunities to all staff- completed 9/13 and continue
- September, 2013- Administration will assign teachers to meet during common planning time and establish guidelines and expectations for the work groups- completed 9/13
- September, 2013 working group protocols and pacing calendars to be completed and distributed to common planning group members- completed 9/13
- September, 2012- APs will be assigned to monitor specific planning groups and provide supports aligned to protocols and pacing calendars- completed 9/13
- September, 2013 Assistant Principals will monitor group progress and support initial meetings- completed 9/13
- September, 2013 90% of students will participate in baseline assessments in order to select/implement appropriate instructional programs i.e. Options and programmatic assessments- completed Sept. & Oct. 2013
- September, 2013 AIS teacher and SBC will be provided with appropriate tools to support staff and students- completed 9/13
- October, 2013- teachers will participate in District collegial review for baseline data evidence- 10/13 completed and feedback turn-keyed and shared
- October/November2013- SANDI to be administered and completed-- completed 10/13
- November, 2013- 90% of standardized assessment students will have completed their periodic assessments and data will be analyzed to enhance instruction- completed 11/13
- November/December, 2013- FAST Benchmark I to be administered and completed by identified groups Completed November, 2013
- December, 2013- 90% of identified teachers will have submitted the Math portion of NYSAA datafolios and baselines for collegial review- In process now collegial reviews Scheduled in house 12/9, 12/13, & 12/16
- December, 2013 Teachers will use assessment data to enhance instruction by analyzing data findings and implication utilized from EdPerformance data
- December, 2013 Admin and grade level teams will meet to review student progress and develop next steps
- January, 2014 Benchmark #2 will be completed and data analyzed

- Ongoing coaching supports and professional development
- Ongoing professional development for Connected Math, MIF, and Go Math groups
- Ongoing- Formal and informal observations from administration to provide feedback to teachers
- Ongoing – programmatic data will be recorded and utilized to drive instruction
- Ongoing teachers will meet in grade level groups to review work samples and provide feedback and support
- December, 2013- 90% of identified teachers will have submitted the baselines along with NYSAA datafolios for in house collegial review- In process now collegial reviews Scheduled in house 12/9, 12/13, & 12/16
- January, 2014 Benchmark #2 will be completed and data analyzed-TBC
- January, 2014- School will participate in District NYSAA Collegial review-TBC
- February, 2014 all NYSAA Datafolio Math materials are completed in Profile-TBC
- March, 2014 Admin and grade level teams will meet to review student progress and develop next steps-TBC
- Spring, 2014- FAST to be administered and completed-TBC
- April/May, 2014 Standardized Assessment students will take the Math exam. -TBC
- May/June, 2014 SANDI to be administered and completed-TBC
- May, 2014 Benchmark #3 will be completed and data analyzed
- By June 2014, there will be a 5% increase in student performance in Mathematical competencies as evidenced by an increase in achievement results on formative and summative assessments in alignment with the 2013-2014 Citywide Instructional Expectations-TBD

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

1. Included in A&C

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

- Per session from tax levy funds will be allocated in Galaxy for Professional Development sessions.
- Tax Levy Funds and NYSTL funds will be used to purchase supplies and materials.
- Tax Levy funds will support per session activities.
- Common preps and block scheduled to provide opportunities for teachers to meet and plan.

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).

- August, 2013- the Administrative Cabinet will meet with Parent Coordinator and PA President to develop a survey to determine the needs of the parents, including workshop topics, meeting times and preferred modes of communication.
- August/September 2013 – create systems of organization for parental communication and information distribution.
- September/October 2013- Create effectiveness survey to ensure Global Connect is meeting the needs of our parents.
- September, 2013- Update the school calendar of parent workshops/activities
- September, 2013 – Funds to support parent participation will be allocated in Galaxy from Tax levy dollars. Title III funds will be used for translation services when needed.
- September, 2013- Distribute parent survey to assess needs for additional workshop offerings.
- Ongoing-Offer engaging, current workshops and activities aligned to District, School, and DOE initiatives in the evening and during school hours.
- Ongoing- Remind the parents of the importance of completing the Learning Environment Survey by April deadline
- Ongoing – Communicate curriculum and instructional information.
- Ongoing – Workshop information will be included in Parent communications sent home monthly.
- Ongoing – Parent Coordinator will ensure all information is provided to all sites for parents.
- Ongoing – Parents will be encouraged to join the Parent Association.
- Ongoing – Administrators and School-Based Coach will model instructional skills and strategies on an ongoing basis for parents through practical, hands-on approaches/workshops.
- Ongoing – Administrators and Behavioral Support Staff will demonstrate behavioral skills and strategies for parents through practical approaches and techniques for at-home use.

- Ongoing- Flyers will be sent home to remind parents about parent/teacher conferences and school events
- February, 2014- Parents will be notified of the LES window and encouraged to complete
- Spring 2014 – Staff will be available to assist parents in completing the Learning Environment Survey.

Budget and Resource Alignment

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

Goal and Action Plan #3

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

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, there will be a 5% increase in Less Restrictive Environment (LRE) referrals as evidenced by movement to LRE within and outside District 75.

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.
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Based on a comprehensive review of data, we analyzed student achievement trends based on students' grade level, subject area and service category. We focused on information gleaned from the results of our Progress Report, Inquiry Team, Learning Environment Survey, student attendance; school needs assessment surveys, and effectiveness of curriculum and instruction. The 2012-2013 school year for P188X encountered many challenges outside of our control which adversely affected attendance and instruction i.e. Hurricane Sandy, Bus Strike, New CCLS aligned New York State Exam.

The following data was instrumental in creating Goal #3 as it relates to the school community at large:

- The 2012-2013 Progress report noted an increase in movement to a less restrictive environment within District 75 from 3.1 % in 2011-2012 to 4.5% in 2012-2013.
- An increase of 1.4% of LRE movement from 2011-2012 to 2012-2013 within D'75.
- The 2012-2013 Progress Report noted an increase in integration into General Education from 4.6% in 2011-2012 to 7.2% in 2012-2013.
- An increase of 2.6% in integration into General Education on the Progress report from 2011-2012 to 2012 to 2013.
- Based on the Learning Environment Survey we received a 8.4 2012-2013 an increase from 7.7 2011-2012 on the following question: My child's school offers a wide variety of activities and services (including related services and assistive and adaptive technologies where appropriate) to help improve life outcomes for my child.
- Based on the Learning Environment Survey we received a 8.4 2012-2013 an increase from a 7.9 2011-2012 on the following question: My child's school works with me to help my child transition smoothly to the next level.
- Based on the Learning Environment Survey we received a 8.1 2012-2013 an increase from a 7.2 2011-2012 on the following question: My school offers a wide variety of classes, programs, and activities to keep me interested in school.
- On the following question: For high students teachers only: My school does a good job of supporting students who aspire to enter the workforce90 teachers agreed and strongly agreed 2012-2013 and 79 teachers agreed or strongly agreed 2011-2012.

Based on the aforementioned, we will endeavor to increase in Less Restrictive Environment (LRE) referrals as evidenced by movement to LRE within and outside District 75 by 5%.

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.
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1. Strategies/activities that encompass the needs of identified subgroups

- September, 2013 & Ongoing- Key staff to be provided with timelines for LRE timelines and requirements
- October, 2013- Counseling Dept. and Principal will plan school-wide high school fair for our middle school students 7th & 8th graders
- January, 2013- Counseling and PA will parent outreach/invites parents and organizations to Winter high school fair
- Ongoing Teachers and counselors will identify students appropriate for LRE and begin outreach and clinical assessments and parent outreach will commence.
- Ongoing 8th graders will participate in high school tours arranged by the guidance counselors/Inclusion dept.
- Ongoing High School directories will be sent home and appointments made to plan for appropriate options and selections
- Ongoing parent meetings to discuss LRE options for students
- Ongoing progress monitoring
- Ongoing formal and informal observations will occur to evaluate instructional practices
- January, 2014- Identified students will be discussed for re-evaluation process
- March, 2014 Identified students will be submitted for re-evaluation
- Ongoing students will participate in site visits and interviews where appropriate for 2014-2015 school year
- Spring, 2014- 2nd High school fair hosted to let parents make inquires for 7th grade and 8th grade parents who have not made a tour can receive material/info regarding schools for September 2014.
- May, 2014 90% of identified students will have Re-evaluations completed
- June, 2014 Data analyzed to establish if objective met

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

1. Assistant Principals, teachers, school and district based coaches/specialist, Common Core Curriculum, ULS, SANDI, FAST, Scantron, Options, Tax Levy Funds, common planning, Professional Development, observations, and programs to support CCLS and ADVANCE implementation.

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

- September, 2013 & Ongoing- Key staff will be provided with timelines for LRE timelines and requirements- Completed and ongoing
- December, 2013- Counseling Dept. and Principal plan school-wide high school fair for our middle school students 7th & 8th graders- Planning sessions to take place 12/10 & 12/16
- January, 2013- Counseling and PA parent outreach/invites parents and organizations to Winter high school fair- TBC
- Ongoing Teachers and counselors will identify students appropriate for LRE and begin outreach and clinical assessments and parent outreach will commence.-ONGOING
- Ongoing 8th graders will participate in high school tours arranged by the guidance counselors/Inclusion dept-ONGOING
- Ongoing High School directories will be sent home and appointments made to plan for appropriate options and selections-ONGOING
- Ongoing parent meetings to discuss LRE options for students-ONGOING
- Ongoing progress monitoring-ONGOING
- Ongoing formal and informal observations will occur to evaluate instructional practices- ONGOING
- January, 2014- Identified students will be discussed for re-evaluation process-TBC
- March, 2014 Identified students will be submitted for re-evaluation-TBC
- Ongoing students will participate in site visits and interviews where appropriate for 2014-2015 school year-ONGOING
- Spring, 2014- 2nd High school fair hosted to let parents make inquires for 7th grade and 8th grade parents who have not made a tour can receive material/info regarding schools for September 2014. -TBC
- May, 2014 90% of identified students will have Re-evaluations completed-TBC
- June, 2014 Data analyzed to establish if objective met-TBD

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

1. Included in A&C

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

- Per session from tax levy funds will be allocated in Galaxy for Professional Development sessions.
- Tax Levy Funds and NYSTL funds will be used to purchase supplies and materials.

- Tax Levy funds will support per session activities.
- Common preps and block scheduled to provide opportunities for teachers to meet and plan.

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).

- August, 2013- the Administrative Cabinet will meet with Parent Coordinator and PA President to develop a survey to determine the needs of the parents, including workshop topics, meeting times and preferred modes of communication.
- August/September 2013 – create systems of organization for parental communication and information distribution.
- September/October 2013- Create effectiveness survey to ensure Global Connect is meeting the needs of our parents.
- September, 2013- Update the school calendar of parent workshops/activities
- September, 2013 – Funds to support parent participation will be allocated in Galaxy from Tax levy dollars. Title III funds will be used for translation services when needed.
- September, 2013- Distribute parent survey to assess needs for additional workshop offerings.
- Ongoing-Offer engaging, current workshops and activities aligned to District, School, and DOE initiatives in the evening and during school hours.
- Ongoing- Remind the parents of the importance of completing the Learning Environment Survey by April deadline
- Ongoing – Communicate curriculum and instructional information.
- Ongoing – Workshop information will be included in Parent communications sent home monthly.
- Ongoing – Parent Coordinator will ensure all information is provided to all sites for parents.
- Ongoing – Parents will be encouraged to join the Parent Association.
- Ongoing – Administrators and School-Based Coach will model instructional skills and strategies on an ongoing basis for parents through practical, hands-on approaches/workshops.
- Ongoing – Administrators and Behavioral Support Staff will demonstrate behavioral skills and strategies for parents through practical approaches and techniques for at-home use.
- Ongoing- Flyers will be sent home to remind parents about parent/teacher conferences and school events
- February, 2014- Parents will be notified of the LES window and encouraged to complete
- Spring 2014 – Staff will be available to assist parents in completing the Learning Environment Survey.

Budget and Resource Alignment

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

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

Goal and Action Plan #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.

N/A

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.

1. Strategies/activities that encompass the needs of identified subgroups

1.

2. Key personnel and other resources used to implement each strategy/activity
1.
3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
6.
4. Timeline for implementation and completion including start and end dates
1.
5. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

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

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

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

Goal and Action Plan #5

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

Annual Goal #5
 Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
 N/A

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

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

- Strategies/activities that encompass the needs of identified subgroups**
- Key personnel and other resources used to implement each strategy/activity**
- Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- Timeline for implementation and completion including start and end dates**
- Describe programmatic details and resources that will be used to support each instructional strategy/activity**

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

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<ul style="list-style-type: none"> • Fundations & Wilson Language Programs: decoding, encoding, sight word fluency, vocabulary, oral expressive language development & comprehension program. • Preventing Academic Failure (PAF): sensory reading, spelling and handwriting program • Reading A to Z: web based reading program. • SMILE (structured methods in language education): highly structured, multi-sensory program that engages learners in a sequential program beginning with imitation tasks, through phoneme and syllable learning, noun vocabulary, going on to simple sentences and then short stories. • Unique: Unique Learning System is an online, standards-based curriculum specifically focuses on beginning reading and language development for non-readers. • Edmark: sight word recognition skills program. • Edperformance (Skills Connection Online): targeted instruction based on student specific assessment results. • IPads, Smartboards & Apple Laptop carts are incorporated into instruction. 	<p>Small group, one-to-one tutoring and peer tutoring will be used as appropriate a minimum of one period per week. An AIS school based coordinator will be integrated to assist teachers and students.</p>	<p>Academic Intervention Services will be provided to all students during the school day.</p>

	<p>* Specifically for alternate assessment - TEACCH (Treatment & Education of Autistic & related Communication-handicapped Children), PECS (Picture Exchange Communication System)</p>		
<p>Mathematics</p>	<ul style="list-style-type: none"> • Go Math: strategic and intensive intervention student guides • Touch Math: multisensory program that uses its signature touch points to engage students in number recognition & operation skills. • Edperformance (Skills Connection Online): targeted instruction based on student specific assessment results. • IPads, Smartboards & Apple Laptop carts are incorporated into instruction. • Interactive online math sites such as www.kidsnumbers.com & www.mathplayground.com <p>* Specifically for alternate assessment - TEACCH (Treatment & Education of Autistic & related Communication-handicapped Children), PECS (Picture Exchange Communication System)</p>	<p>Small group, one-to-one tutoring and peer tutoring will be used as appropriate a minimum of one period per week. An AIS school based coordinator will be integrated to assist teachers and students</p>	<p>Academic Intervention Services will be provided to all students during the school day.</p>
<p>Science</p>	<ul style="list-style-type: none"> • FOSS kits: hands on science materials used in addition to science curriculum. • IPads, Smartboards & Apple Laptop carts are incorporated into instruction. • Web based science sites such as Brain Pop & Brain Pop Jr.- 	<p>Small group, one-to-one tutoring and peer tutoring will be used as appropriate a minimum of one period per week. An AIS school based</p>	<p>Academic Intervention Services will be provided to all students during the school day</p>

	<p>Interactive content, web-based differentiated instructional learning toolkit (K-12)</p>	<p>coordinator will be integrated to assist teachers and students.</p>	
<p>Social Studies</p>	<p>Social Studies State exams are no longer administered, however, in accordance with Common Core Learning Standards and Citywide Expectations, the following programs/strategies are used:</p> <ul style="list-style-type: none"> • Informational text from Social Studies concepts and facts in accordance with common core standards • Map Skills • IPads, Smartboards & Apple Laptop Carts are incorporated into instruction. • Web based Social Studies sites such as BrainPop & BrainPop Jr.- Interactive content, web-based differentiated instructional learning toolkit (K-12) 	<p>Small group, one-to-one tutoring and peer tutoring will be used as appropriate a minimum of one period per week. An AIS school based coordinator will be integrated to assist teachers and students.</p>	<p>Academic Intervention Services will be provided to all students during the school day.</p>
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Power of Choice Emotional Literacy Clubs</p>	<p>Small group, one-to-one sessions and peer tutoring will be used as appropriate. In addition to related service mandates for counseling, students in crisis are seen immediately on an individual basis.</p>	<p>Academic Intervention Services will be provided to all students during the school day.</p>

**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 *TA Schools Only* section

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

High Quality and Ongoing Professional Development

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

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

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

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

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

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information

District 75	Borough Bronx	School Number 188
School Name 188X		

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 S. Johnson	Assistant Principal J. Tubiolo
Coach C. Stokes	Coach
ESL Teacher N. Espana	Guidance Counselor M. Branch
Teacher/Subject Area S. Parra Sanchez/ESL	Parent Gladys Sotomayor
Teacher/Subject Area G. Barrett/ESL	Parent Coordinator D. Zerbo
Related Service Provider E. Barrera	Other N. Isaac/Bilingual Teacher
Network Leader(Only if working with the LAP team)	Other G. Manosalvas/Bilingual Pysch.

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.	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	1	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	3
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	2

D. Student Demographics

Total number of students in school (Excluding Pre-K)	492	Total number of ELLs	115	ELLs as share of total student population (%)	23.37%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K <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 checked="" type="checkbox"/>	10 <input checked="" type="checkbox"/>	11 <input checked="" type="checkbox"/>

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	115	Newcomers (ELLs receiving service 0-3 years)	57	ELL Students with Disabilities	115
SIFE	9	ELLs receiving service 4-6 years	36	Long-Term (completed 6+ years)	22

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	12									12
Dual Language										0
ESL	45	6	57	36	3	36	22	0	22	103
Total	57	6	57	36	3	36	22	0	22	115

Number of ELLs who have an alternate placement paraprofessional: 6

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
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		1	1		8	7	11	17	15	1	2	1	23	87
Chinese														0
Russian														0
Bengali									2		1		1	4
Urdu														0
Arabic														0
Haitian													2	2
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other			1				2	3	1			1	2	10
TOTAL	0	1	2	0	8	7	13	20	18	1	3	2	28	103

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)		1			5	3	8	18	9	1	1		21	67

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)		1			2	2	1	1			1	1	8	17
Advanced (A)					1	1	2		1			1	1	7
Total	0	2	0	0	8	6	11	19	10	1	2	2	30	91

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	1			!Und
4	2				
5	1				
6	2				
7	1				
8	1	2			
NYSAA Bilingual (SWD)	3	1	2	51	

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1		1						
4	2								
5	1								
6	2								
7	1								
8	1		2						
NYSAA Bilingual (SWD)					5		51		

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	4		1		2				
8	2		1						
NYSAA Bilingual (SWD)	2		1		1		41		

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	2		2	
Integrated Algebra	2		2	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	2		2	
Physics				
Global History and Geography	2		2	
US History and Foreign Language				
Government				
Other				
Other				
NYSAA ELA	4		4	
NYSAA Mathematics	4		4	
NYSAA Social Studies	4		4	
NYSAA Science	4		4	

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
188X uses the ECLAS-2 to assess early literacy skills and SANDI for Alternate Assessment K-8 ELLs. The data shows lower literacy skills, which is then targeted.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The 2013 NYSESLAT scores showed 67 testing as Beginners, 17 as Intermediate, 7 as Advanced. One student scored Proficient. The Intermediate and Advanced scores began appearing from grades 4 and on, suggesting greater language acquisition with time in the program. Cognitive delays may play a role in the large number of students testing at the beginning level. Students must be accustomed to test taking and strategies for success. Instructors use NYSESLAT samplers to reduce anxiety.
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](#))
The modality analysis is not available because the ATS RNMR report does not yet contain data for 2013. Analysis of the previous year's data demonstrates a significant proficiency gap between listening/speaking (7 Beginners, 26 Intermediate, 23 Advanced, 13 Proficient) than reading/writing (44 Beginners, 14 Intermediate, 8 Advanced, 1 Proficient). ESL instructors have thusly focused their efforts on reading and writing language acquisition. Attention must be paid to pre-writing strategies to help students organize their ideas.
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?Students did not take native language tests or periodic ELL assessments.
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](#).)
NYSAA data indicates where intensive levels of targeted instruction are to be provided to address the needs of individual students demonstrating sub-standard progress in any of the core areas of study.
6. How do you make sure that a child's second language development is considered in instructional decisions?
Teachers working with ELLs regularly collaborate to differentiate instruction for students acquiring English as a second language. 188X uses strategies for English language development with native language support so that students develop language and content knowledge in English. By providing targeted solutions for our different ELL populations, we create a rigorous learning environment that focuses on academic achievement, language development, and cross-cultural support.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?188X does not currently have a dual language program.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The success of our ESL program is evaluated in terms of NYSESLAT, NYSAA, ELA, Math student performance, while factoring in their differing abilities (ED, MR, Autistic, Multiple Disabilities).

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).) As District 75 schools are not typically schools of first admit, students have already been administered the HLIS and LAB-R by the time they arrive at our school. Only in cases of severe disability are District 75 schools the schools of first admit. In this scenario, the CSE team administers the HLIS and LAB-R at intake. The CSE identifies potential LAB-R test takers based on the completion of the Home Language Identification Survey (HLIS). Both the CSE and schools utilize ATS reports to identify students eligible for LAB-R testing (RLER - LAB-R). Students whose native language is Spanish are also administered the Spanish LAB if they did not pass the LAB-R. In the event that the aforementioned procedure is not undertaken at CSE, the certified ESL teachers, S. Parra Sanchez, N. Espana, or G. Barrett, will identify newly admitted ELLs using the RLAT ARIS report and conduct the HLIS and LAB-R, within ten days of student intake. Translation services are available during the ELL identification process. The NYESLAT is administered to all our ELL students in the spring. Each year, the ESL teachers place students in appropriate groupings for instruction based on the NYSELAT scores.
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.
During the Educational Planning Conference with the CSE, parents are informed of the two District 75 DOE program choices (TBE and Freestanding ESL), which are both offered at 188X. At school orientation and new enrollment intakes, qualified bilingual school staff provide outreach to parents of ELLs in their preferred language. In school meetings, conferences, letters, and phone calls, communication is delivered in a language they understand in the same timeframe as other parents. Parents meet with ESL teachers to discuss the program goals and strategies.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
Entitlement letters and parent surveys are conducted at CSE.
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.
During the Educational Planning Conference with the CSE, parents are informed of the two District 75 DOE program choices (TBE and Freestanding ESL), which are both offered at 188X. Based on the HLIS, LAB-R, NYSESLAT scores, and parent choice, students are placed in either TBE or freestanding ESL instructional groupings. Student's learning styles, chronological age, mandated class ratio and grade levels are all factors in determining groupings. Differentiated instruction is used in all groupings. To enhance acquisition, ESL teachers share thematic units with parents in their preferred 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.
ARIS RLAT and RDGS reports are utilized to identify ELLs eligible for the NYSESLAT test, which is administered to all ELLs present at the time of testing each May. Each of the four modalities are tested on separate days, with make up sessions provided as needed, during the official testing period. 188X has three ESL teachers (G. Barrett, N. Espana, S. Parra-Sanchez) to administer the test. The Bilingual teacher administers the test within the bilingual classroom.
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. ⓘ
Parent surveys and program selection take place at the CSE level. Program models are aligned to parent selection.

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])? 188X's ELLs are spread out are over thirteen different grade levels (K-12) with varied class-size mandates (6:1:1, 8:1:1, 12:1:1), different English language proficiencies (Beginner, Intermediate, Advanced) and differing abilities (ED, MR, Autistic, Multiple Disabilities) at three separate sites. ELLs receive ESL with native-language alternate placement para-professionals present in all classes. We employ a freestanding ESL program which primarily utilizes the push-in model (at 188@34) and a push-in/pull-out combination (at 188@301 and 188@BLA II) due to specific student needs. Additionally, we offer a 1st grade Transitional Bilingual Class.

Our ELLs are grouped with regard to their class-size mandate (6:1:1, 8:1:1, 12:1:1), English language proficiencies (Beginner, Intermediate, Advanced), and testing categorization (Standard, Alternate). The program model is ungraded, heterogeneous push-in and pull-out.
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)?

188X@34, 188X@301, 188X@790 each have a full time, certified ESL teacher on staff to provide all ELLs at those sites with the mandated service. Beginners and Intermediate ELLs receive 360 minutes of ESL per week, while Advanced ELLs receive 180 minutes of ESL and 180 minutes of ELA. High school Beginners receive 540 minutes, Intermediate ELLs receive 360 minutes, and Advanced ELLs receive 180 minutes of ESL. The 1st grade TBE program provides 45 minutes of NLA instruction daily and 360 minutes of ESL per week. We also provide native language support through alternate placement para-professionals, books, and materials.

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.

ELL teachers utilize classroom and content area texts/materials for instruction. For standardized assessment students, Connected Mathematics (Math), BrainPop (Social Studies, Science), and Codex (ELA) are regularly used. With alternate assessment students, Math In Focus (Math), BrainPop (Social Studies, Science), Starfall (Literacy) and the D75 Alternate Assessment Curriculum Framework (ELA, Math) are used. ESL materials include leveled readers (Penguin), photo dictionaries (Longman), Word by Word (Longman), and Moving Into English (Harcourt). ELLs are not pulled out of content area classes to prevent interfering with test preparation and content area learning. ESL teachers will push-in and collaborate with content area instruction.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
188X is planning to use native language Brigance to evaluate native language throughout the year.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Starting this year, 188X is using periodic ESL assessments to evaluate all four modalities of English acquisition throughout the year.
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).

Services for newcomers include AIS tutoring, developing literacy skills, and providing a nurturing environment to facilitate language production. SIFEs receive AIS tutoring and native language literacy development. Extension of Service (more than 3, but less than 6 years of service) are recommended for tutoring, developing literacy skills, academic intervention, and providing an environment to facilitate language production. Long Term ELLs (6+ years of service) receive AIS interventions, literacy coaching, Title III participation. All 188X's students have special needs and receive instruction, services in line with their IEP mandates. Students who have transitioned out of the ESL program (former ELLs) are included in ESL groupings for two years and continue to receive ELL testing accommodations for two years following entitlement.

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?

Teachers utilize classroom and content area texts/materials for instruction. For standardized assessment students, Connected Mathematics (Math), BrainPop (Social Studies, Science), and Codex (ELA) are regularly used. With alternate assessment students, Math In Focus (Math), BrainPop (Social Studies, Science), Starfall (Literacy) and the D75 Alternate Assessment Curriculum Framework (ELA, Math) are used. ESL materials include leveled readers (Penguin), photo dictionaries (Longman), Word by Word (Longman), and Moving Into English (Harcourt). ELLs are not pulled out of content area classes to prevent interfering with test preparation and content area learning. ESL teachers will push-in and collaborate with content area instruction.

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?

188X uses flexible strategies for English language development with native language support so that students develop language

and content knowledge in English while achieving their IEP goals in the least restrictive environment. By providing targeted solutions for our many differentiated ELL populations, we create a rigorous learning environment that focuses on academic achievement, language development, and cross-cultural support.

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:	Spanish			
Social Studies:				
Math:				
Science:				

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

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

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

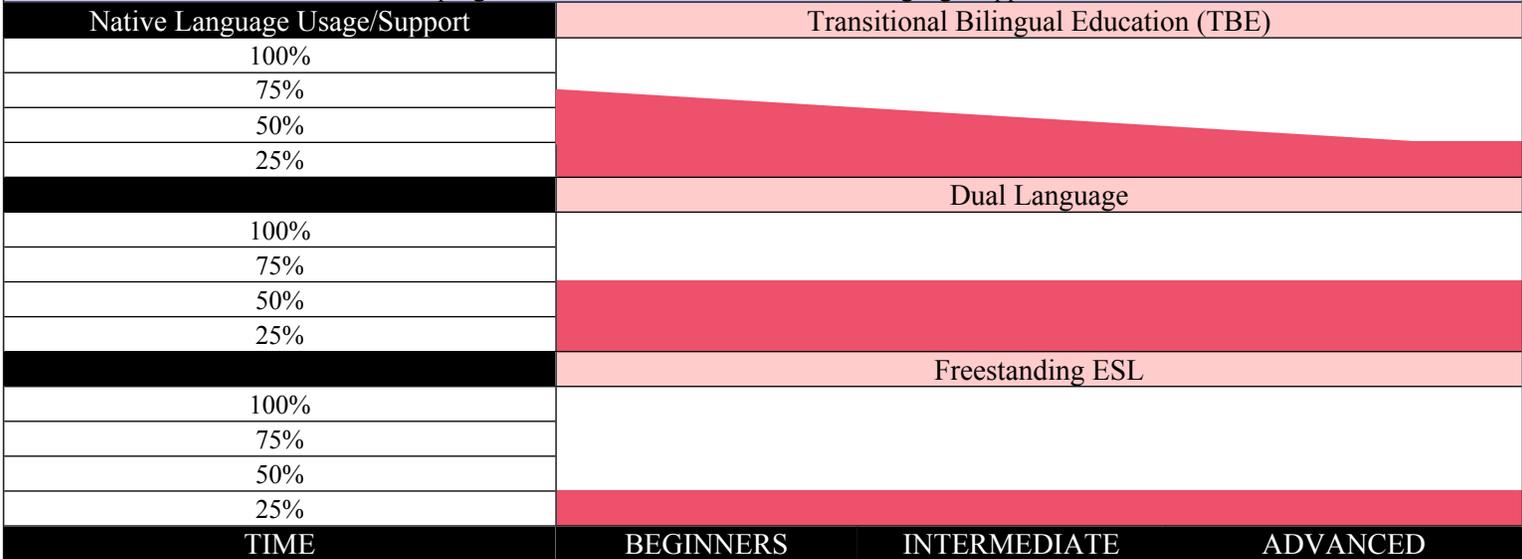
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- RTI and AIS services are provided in English to assist ELLs in need of ELA, math, and other content area tutoring. For ELA intervention, we use: Foundations, Wilson Language, Preventing Academic Failure (PAF), Reading A to Z, SMILE, Unique, Edmark, and Edperformance. For Math intervention, we use Go Math, Touch Math, and Edperformance. For Science intervention, we use FOSS kits, Brain Pop, and Brain Pop Jr. For Social Studies intervention, we use informational text, Brain Pop, and Brain Pop Jr.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The effectiveness of our ESL program is evaluated in terms of NYSESLAT while factoring in their differing abilities (ED, MR, Autistic, Multiple Disabilities). NYSAA, NYS ELA, NYS Math, NYS Science, and NYS Social Studies exams are used to evaluate the effectiveness of meeting our ELLs content area development.
11. What new programs or improvements will be considered for the upcoming school year?
- Starting this year, 188X is using periodic ESL assessments to evaluate all four modalities of English acquisition throughout the year.
12. What programs/services for ELLs will be discontinued and why?
- There are no ELL programs/services scheduled for discontinuation.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are afforded equal access to all school programs. Bilingual speech providers and counselors serve ELLs. ELLs are invited, by parent/guardian letter in their preferred language, to participate in the Title III ELL after school program.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- ELL teachers utilize classroom and content area texts/materials for instruction. For standardized assessment students, Connected Mathematics (Math), BrainPop (Social Studies, Science), and Codex (ELA) are regularly used. With alternate assessment students, Math In Focus (Math), BrainPop (Social Studies, Science), Starfall (Literacy) and the D75 Alternate Assessment Curriculum Framework (ELA,Math) are used. ESL materials include leveled readers (Penguin), photo dictionaries (Longman), Word by Word (Longman), and Moving Into English (Harcourt).
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- In the TBE model, 188X uses native language books, manipulatives, and A-Z Books online to support students in their native language. All paraprofessionals speak the native language and provide ongoing support throughout the day. One period of Native Language instruction is delivered daily. With the ESL model, alternate placement paraprofessionals are provided, with native language books, manipulatives, and A-Z Books online to support students in their native language.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?
- Required services and resources support and 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.
- As a District 75 school, students may participate in Chapter 683 during the summer session. Services for newcomers include AIS tutoring, developing literacy skills, and providing a nurturing environment to facilitate language production. SIFEs receive AIS tutoring and native language literacy development. Beginners and Intermediate ELLs receive 360 minutes of ESL per week, while Advanced ELLs receive 180 minutes of ESL and 180 minutes of ELA. High school Beginners receive 540 minutes, Intermediate ELLs receive 360 minutes, and Advanced ELLs receive 180 minutes of ESL. The 1st grade TBE program provides 45 minutes of NLA instruction daily and 360 minutes of ESL per week. We also provide native language support through alternate placement

para-professionals, books, and materials.

18. What language electives are offered to ELLs?

As part of District 75, we do not offer language electives.

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)?

188X does not offer a dual language program.

C. Professional Development and Support for School Staff

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

Two English Language Learning professional development sessions of 150 minutes each will be provided to the all staff (administrators, secretaries, parent coordinator, teachers, paraprofessionals, and related service providers) working with ELLs , during our Election Day Professional Development (November) and Chancellor's Conference Day (June), totaling 300 minutes (5 hours) per academic year. Additionally, staff are encouraged to attend District 75 ELL professional development workshops in order to support ELLs as they engage with the Common Core Learning Standards. Counselors assist staff in transitioning ELLs from elementary to middle and middle to high school. The DOE provides professional development workshops to all special education teachers required to have the minimum 10 hours of Jose P. training. We expect all new teachers to attend these workshops. A list of teachers having completed Jose P. training is annually compiled and maintained in the ELL Compliance Binder.

D. Parental Involvement

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

Parents, including parents of ELLs, actively participate in monthly Parent Teacher Association meetings. Eleven additional parent workshops and events take place throughout the year as detailed in the parent/community calendar distributed to all parents, including the parents of ELLs, in their preferred language, at the start of the school year. Our school does not partner with outside agencies, but utilizes 188X staff for parent workshops. Parent needs, including the needs of parents of ELLs, are surveyed by the parent coordinator, D. Zerbo. Parent activities are generated by feedback from the PTA and parent surveys.

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:

School Name: **188X**

School DBN: **75X188**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
S. Johnson	Principal		11/7/13
J. Tubiolo	Assistant Principal		11/7/13
D. Zerbo	Parent Coordinator		11/7/13
N. Espana	ESL Teacher		11/7/13
G. Sotomayor	Parent		11/7/13
G. Barrett/ESL	Teacher/Subject Area		11/7/13
S. Parra-Sanchez/ESL	Teacher/Subject Area		11/7/13
C. Stokes	Coach		11/7/13
	Coach		11/7/13
M. Branch	Guidance Counselor		11/7/13
	Network Leader		11/7/13
G. Manosalvas	Other <u>Bilingual Psych</u>		11/7/13
N. Isaac	Other <u>Bilingual Teacher</u>		11/7/13
	Other		11/7/13
	Other		11/7/13

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 75X188 School Name: 188X

Cluster: 1 Network: 751

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

Part A: Needs Assessment Findings

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

An inventory of the Home Language surveys, ATS RPOB report, and Parent-Indicated Preferred Language of Communication is maintained to ensure that written and oral services are provided in the language requested. This is also noted on the Student Information Cards, or "Blue Cards". Spanish and Bengali communication are currently the non-English languages most requested. We have staff members who speak these languages and communicate with the parents and provide translation of necessary information on a regular basis. For languages other than Spanish and Bengali, we utilize over-the-phone interpretation services provided by the NYC DOE.

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.

Spanish (17 parents), Bengali (2 parents), and other languages (4 parents) are currently the non-English languages requested for oral interpretation. Translation and interpretation service options are explained to the staff members working directly with our LEP students in group and one-on-one meetings. Parents are notified of translation services at new student intake, at school orientation, in the Parents Bill of Rights, and by posted interpretation notice signs..

Part B: Strategies and Activities

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

Written translation services are provided in-house by school staff. Documents are given two days in advance to the in-house translators. Parents are notified of translation services at new student intake, at school orientation, in the Parents Bill of Rights, and by posted interpretation notice signs.

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 services are provided in-house by school staff at group and one-on-one meetings. We have staff members who speak Spanish and Bengali and communicate with the parents and provide translation of necessary information on a regular basis. For languages other than Spanish and Bengali, we utilize over-the-phone interpretation services provided by the NYC DOE. Parents are notified of interpretation services at new student intake, at school orientation, in the Parents Bill of Rights, and by posted interpretation notice signs.

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>.

Within the first 30 days of the 2013-2014 school year, we will audit the requested parent languages. Parents are notified of interpretation services at new student intake, at school orientation, in the Parents Bill of Rights, and by posted interpretation notice signs. All LES parents will be notified of the services provided in-house. We will utilize the DOE's Translation & Interpretation Unit when necessary for assistance.