



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**School Name:** THE VIDA BOGART SCHOOL FOR ALL CHILDREN

**DBN (i.e. 01M001):** 75X352

**Principal:** LOURDES MENDEZ

**Principal Email:** LMELENDEZ5@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
Lourdes Mendez	*Principal or Designee	
Maureen McCaffrey	*UFT Chapter Leader or Designee	
Emily Dejesus	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Michael Mitterbauer	Member/ Teacher	
Wendy Quintanilla	Member/ Teacher	
Hilda Perez	Member/ Paraprofessional	
Tahshema Braxton	Member/ Teacher	
Cheryl Morales	Member/ Elected Parent	
Katrina Gonzales	Member/ Elected Parent	
Tosha Little	Member/ Elected Parent	
Balbina Gonzalez	Member/ Elected Parent	
Naomi Guillon	Member/ Elected Parent	
	Member/	

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

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

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

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

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

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

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

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

## **School Receiving Title I Funds**

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

## CEP Checklist

### ***All Schools***

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

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

## Goal and Action Plan #1

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

### Annual Goal #1

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

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

- Increase levels of student progress and proficiency in English Language Arts**
- By June of 2014, there will be an increase in student proficiency in ELA as evidenced by a 3% increase in students achieving LEVEL 2 or higher on the state assessments for STANDARD ASSESSMENT STUDENTS, with a 5% increase in students' raw scores.**

### Comprehensive Needs Assessment

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

**The following table represents the proficiency level of all 98 students in, standard assessment programs, on the end of year roster in grades 3 through 8 as reported in ARIS.**

Grade	Total # Students	% Level 1	% Level 2	% Level 3	% Level 4
3	18 Students	89	11	0	0
4	17 Students	88	12	0	0
5	22 Students	81	14	5	0
6	10 Students	80	20	0	0
7	16 Students	75	19	6	0
8	15 Students	93	7	0	0

**A review of individual scale scores for students gives information as to which specific students will provide the greatest opportunity for the school to improve over-all school wide proficiency levels. Due to articulation, students in the 5<sup>th</sup> grade and 8<sup>th</sup> grade are no longer in the school and this analysis is not included below. The analysis below includes only students on the current register.**

**Of 16 students in the 7<sup>th</sup> grade during the Spring of 2013, one student scored within 10 points of the next proficiency level (level 2). Six additional students scored within 20 points of level 2 and one student was 10 points away from achieving Level 3.**

**Among students in grade 6 in the spring of 2013 currently on our school register, one student scored within 10 points of level 2, while three students scored within 20 points of level 2. The closest any 6<sup>th</sup> grade student came to level 3 performance was 18 points below the required scaled score.**

**Among students on our register who came from other schools into our middle school grade 6 program who took the 5<sup>th</sup> grade test in the spring of 2013, two students scored within 11 points of performance level 2.**

**Among our current students who took the 4<sup>th</sup> grade exam in spring of 2013, no students scored within 10 points of performance level 2. Only one scored level 2, 19 points below the next performance level (3).**

**Finally, among our current students who took the grade 3 exam in the spring of 2013, no students scored within ten points of level 2, however, 2 of the 15 students scored within 15 points of level 2. One student actually achieved level 2 by one point on the scaled score, 23 points away from level 3.**

**Based on the analysis it is likely that the school could improve over-all proficiency (students performing level 2 and above) by focusing resources on approximately 5% of the standard assessment student population most likely to improve.**

**The ATS Exam History Report and the School Progress report provide the measure of the performance of students in the NYS Alternate Assessment program.**

**For students taking (NYSAA ELA) in the 2012-2013 school year, the data shows that 82.8% performed on Level 3 and 4. The drop of 17% from the prior year is inconsistent with the history of the program and reflects technical errors in the exam procedure.**

**Given the already high performance of these students it would be considered a reasonable and achievable goal to increase student proficiency levels by 5% to 87.8%. The new exam procedures and the integration of the CCLS may affect the overall results as was seen in the standard assessment performance levels from the spring of 2013.**

#### **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**

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- strategies/activities that encompass the needs of identified student subgroups,
- key personnel and other resources used to implement these strategies/activities,
- steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- timeline for implementation.

- Furnish and staff new sites and classes throughout the organization – late summer –early fall 2013**
- Review 2012-2013 school progress report—Fall 2013**
- Review 2012-2013 NY State Assessment scores—Fall 2013**
- Administer SANDI – Fall 2013**
- Implement the common core ELA curriculum for students in 3-8 standard assessment**
- Provide professional development to new teachers in TEACCH methods – Fall 2013 – Winter 2014**
- Perform SANDI data analysis in connection to Common Core Standards – Late Fall 2013**
- Identify transient students-newly enrolled students—Ongoing throughout the school year**
- Identify baselines in median growth percentiles—identify students with growth in raw scores within level ranges—Fall 2013**
- Create/Revise ELA Units of Study and Curriculum Plan; introduce to all teachers- Fall 2013**
- Conduct ongoing teacher team meetings to analyze student work**
- Provide Professional Development in the Common Core Standards- Fall -2013**
- Identify Lead teachers and coaches**
- Attend professional development on Citywide Instructional Expectations – Ongoing throughout the year.**
- Target specific students on the border line of proficiency ratings—Fall 2013**
- Align budget to implement Teacher Teams for standardized and alternate assessment programs—Fall 2013**
- Begin Teacher Leader/Coach meetings school wide – Fall 2013**

- ☐ **Schedule common planning time—Fall 2013**
- ☐ **Renew Study Island contract—Fall 2013;**
- ☐ **Purchase UNIQUE online learning systems, Rethink Autism, SMILE, and TEACCH resources**
- ☐ **Identify teachers in need of District 75 professional development; align budget to provide teacher coverage—Ongoing throughout the school year**
- ☐ **Identify teachers in need of District 75 coach support; adjust schedules for District 75 coaches to meet with teachers—Ongoing throughout the school year.**
- ☐ **Implement Teacher Mentoring Plan by September 2013**
- ☐ **Schedule test preparation for students—Fall 2013**
- ☐ **Purchase test preparation materials for Standard Assessment students—Fall 2013**
- ☐ **Assess both standard assessment and eligible alternate assessment students with K through 2—Fall 2013 and Spring 2014**
- ☐ **Assess all standard assessment students, grades 3-8, with Scantron in the Fall, Winter and Spring of the 2013-14 school year.**
- ☐ **Administer Benchmark exams in the winter 2014**
- ☐ **Unique Data review on a quarterly basis**
- ☐ **Identify lead NYSAA teacher; coordinate meetings across sites; purchase materials in support of NYSAA completion—Fall 2013**
- ☐ **In September 2013, implement P352X Progress Monitoring, Portfolio and Grading Policy**
- ☐ **Spring SANDI-Alternate Assessment**

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

All academic strategies will be implemented using baseline data from specific academic programs and data sources which provide a starting point. These strategies will be initiated and carried out by administrators, coaches, teachers, paraprofessionals and supported by speech and occupational therapists. In addition, counseling services from guidance staff and school psychologists are provided to support academic initiatives.

Behavioral initiatives and strategies are supported and implemented by unit teachers, crisis teachers, and counseling staff using established methods and resources including FBA's, BIP's and our school wide PBIS programs.

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

All academic/behavioral targets will be baselined in the fall of 2013 and assessed periodically through the comparison of the baseline assessment and data collected periodically throughout the school year. The school has made special efforts to select programs with built in data collection sources such as Unique, Rethink, Scantron, and SANDI. Additionally, student portfolios will be used to assess student growth from unit to unit approximately 6 times per year.

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

In the fall of 2013 new curriculum will be distributed to all classrooms and fall baseline assessments administered. The school will collect the academic and behavioral data on a monthly basis using curriculum embedded assessments, and including the administration of Scantron and Benchmark assessments in the winter of 2014, thereby monitoring system effectiveness on an ongoing basis. A midyear assessment of academic and behavioral data will coincide with collected for the principal performance review. By the spring of 2014 data will reflect the completion of the school program, summative assessment data and the effectiveness and impact of the strategies.

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

The school program was set in the spring 2013 and designed to integrate time and resources to support instructional strategies. The school has built in time and resources for common planning, coaching, mentoring, AIS, professional development, inquiry team meetings, and integration of the common core learning standards. In addition, the school is providing six additional half days with the approval of the DOE and NYS Department of Education for the purpose of advancing teaching practices through the use of Danielson's Framework for Teaching. Additionally, specific funding is provided for the expansion of programs for ELL's and the integration of new computer technology to support assessment and instruction

**Strategies to Increase Parental Involvement**

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

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). The PIP template is provided on pages 11 through 15 in this CEP.

- *Develop a monthly calendar of dates, times, and locations of parent workshops.*

- *Involve and speak with parent coordinator*
- *Meet and discuss topics that relate to related service providers needs in assisting students*
- *Provide parents with daily and weekly student feedback through weekly progress notes, daily point sheets and daily communication logs.*
- *Provide translation services to parents.*
- *Implement an arts grant for the purpose of increasing parent involvement (Parents as Arts Partners)*
- *Implement Parents as Learning Partners Program*
- *Insure the addition of parent services and trainings on student IEP's*
- *Use Rethink as key parent training tool*
- *Implement the Title III after school program for ELL's*

### **Budget and Resource Alignment**

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

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

No additional funds.

### **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.

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
- Increase levels of student progress and proficiency in MATH*
- By June 2014, there will be an increase in student proficiency in Math, as evidenced by a 3% increase in STANDARD ASSESSMENT students achieving Level 2 or higher on state assessments, with a 5% increase in students' raw scores.*

#### **Comprehensive Needs Assessment**

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

*The following table represents the proficiency level in MATH of all STANDARD ASSESSMENT students in grades 3 through 8 as reported in ARIS:*

<b>Grade – Total # Students</b>	<b>Total # of Students</b>	<b>% Level 1</b>	<b>% Level 2</b>	<b>% Level 3</b>	<b>% Level 4</b>
<b>3</b>	<b>17 Students</b>	<b>65</b>	<b>35</b>	<b>0</b>	<b>0</b>
<b>4</b>	<b>18 Students</b>	<b>83</b>	<b>11</b>	<b>6</b>	<b>0</b>
<b>5</b>	<b>21 Students</b>	<b>76</b>	<b>24</b>	<b>0</b>	<b>0</b>
<b>6</b>	<b>10 Students</b>	<b>90</b>	<b>10</b>	<b>0</b>	<b>0</b>
<b>7</b>	<b>16 Students</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>8</b>	<b>15 Students</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>0</b>

*The table above shows the percentages of students in each grade performing at a given level. The students represented are those that were on the school register at the end of the 2012-2013 school year and took the math exam in the spring of 2013.*

*Of 15 students on the current register who took the 3<sup>rd</sup> grade exam in 2013, two students on level one scored within ten points of achieving performance level 2. Of the students who scored level 2, one was within 7 points of achieving level 3.*

*Among students who took the 4<sup>th</sup> grade exam in 2013 currently on the school register, no students on level 1 came within 10 points of achieving level 2. Of those who scored level 2, two students were within 10 points of achieving level 3.*

*On the 5<sup>th</sup> grade exam, students on the current register, no students scoring level 1 were within 10 points of achieving level 2. The closest level one student was 25 scaled score points from the level 2.*

*Among students having taken the 6<sup>th</sup> grade exam in the spring of 2013, one student scored within 10 points of achieving level 2. One student who scored level 2 was 26 points away from level 3.*

*In the 7<sup>th</sup> grade, one student on level one was within 10 points of achieving level 2. No one scored higher.*

**Available data also provides the measure of performance for students in the NYS Alternate Assessment program. In addition the School Progress Report shows that these students are performing at very high levels in comparison to the peer group.**

<b>Students Taking Test (NYSAA MATH)Percent on Level 3 and 4</b>
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<b>100%</b>
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- *Given the new format of the NYSAA exams and the already strong performance of our students we believe it reasonable to expect students to perform within the same range as last year despite the integration of the CCLS. It is anticipated that at least 95% of students taking NYSAA will score on Level 3 and Level 4.*

### **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**

- Review 2012-2013 school progress report—Fall 2013*
- Review 2012-2013 NY State Assessment scores—Fall 2013*
- Identify transient students-newly enrolled students—Ongoing throughout the school year*
- Identify baselines in median growth percentiles—identify students with growth in raw scores within level ranges—Fall 2013*
- Target specific students on the border line of proficiency ratings—Fall 2013*
- Align budget to implement teacher teams for standardized and alternate assessment programs—Fall 2013*
- Schedule common planning time—Fall 2013*
- Ensure that core curriculum includes Impact Math and Everyday Math current versions—Fall 2013*
- Create/Revise MATH Units of Study and Curriculum Plan in alignment with the common core standards; introduce to all teachers- Fall 2013*
- Provide Professional Development in the Common Core Standards- Fall 2013*
- Identify teachers in need of District 75 professional development; align budget to provide teacher coverage—Ongoing throughout the school year*
- Identify teachers in need of District 75 coach support; adjust schedules for District 75 coaches to meet with teachers—Ongoing throughout the school year*
- Implement Mentoring Plan by September, 2013*
- Purchase Unique and Rethink curriculum for AA students –Fall 2013*
- Schedule test preparation for students—Fall 2013*
- Purchase test preparation materials for Standard Assessment students—Fall 2013*

- Assess grades 3-5 students using benchmark assessments—Ongoing throughout the school year
  - Assess alternate assessment students with SANDI—Fall 2013 and Spring 2014
  - Assess standard assessment students, grades 6 through 8 through CMP3 pre/post chapter assessments—Ongoing throughout the school year
  - Standard assessment students tested using Scantron/Edperformance – Fall 2013
  - Use GO MATH and CMP3 for Standard Assessment students
  - Purchase Study Island- Winter 2014
  - Assess all standard assessment students, grades 3-8, with Scantron in the Fall, Winter and Spring of the 2013-14 school year
  - Review 2013-2013 Acuity data from ARIS; perform Benchmark Exams in the fall/winter 2013-2013; ongoing throughout the school year
  - Identify lead NYSAA teacher; coordinate meetings across sites; purchase materials in support of NYSAA completion—Fall 2013
  - Administer Benchmark Exams—January 2014
  - In September 2013, implement P352X Progress Monitoring, Portfolio and Grading Policy
  - Train teachers in the use of SANDI-Alternate Assessment Performance Based Assessment
- Engage the support of district coaches.

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

All academic strategies will be implemented using baseline data from specific academic programs and data sources which provide a starting point. These strategies will be initiated and carried out by administrators, coaches, teachers, paraprofessionals and supported by speech and occupational therapists. In addition, counseling services are provided to support academic initiatives. Behavioral initiatives and strategies are supported and implemented by unit teachers, crisis teachers, and counseling using established methods and resources including FBA's, BIP's and PBIS programs.

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

All academic/behavioral targets will be baselined in the fall of 2013 and assessed periodically through the comparison of the baseline assessment and data collected periodically throughout the school year. Portfolio assessments combined with midyear benchmarks using Scantron and curriculum embedded pre and post test will provided an ongoing measure of effectiveness.

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

In the fall of 2013 new curriculum will be distributed to all classrooms and fall baseline assessments administered. The school will collect the academic and behavioral data on a monthly basis thereby monitoring system effectiveness on an ongoing basis. A midyear assessment of academic and behavioral data will coincide with data collected for review. By the spring of 2014 data will reflect the completion of the school program, summative assessment data and the effectiveness and impact of the strategies.

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

The school program was set in the spring 2013 and designed to integrate time and resources to support instructional strategies. The school has built in time and resources for common planning, coaching, mentoring, AIS, professional development, inquiry team meetings, and integration of the common core learning standards. In addition, the school is providing six half days with the approval of the DOE and NYS Department of Education for the purpose of advancing teaching practices through the use of Danielson's Framework for Teaching.

**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).

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). The PIP template is provided on pages 11 through 15 in this CEP.

- *Develop a monthly calendar of dates, times, and locations of parent workshops.*
- *Involve and speak with parent coordinator*
- *Meet and discuss topics that relate to related service providers needs in assisting students*
- *Provide parents with daily and weekly student feedback through weekly progress notes, daily point sheets and daily communication logs.*
- *Provide translation services to parents.*
- *Implement an arts grant for the purpose of increasing parent involvement*

- *Implement Parents as Learning Partners Program*
- *Insure the addition of parent services and trainings on student IEP's*
- *Use Rethink as key parent training tool*

**Budget and Resource Alignment**

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

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

**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.

- Increase levels of students' progress and proficiency in Communication Skills.**
- By June 2014, there will be an increase in alternate assessment student communication skills evidenced by a 5% increase in students overall performance in the Common Core standards of speaking and listening as measured by the appropriate formative assessment.**

**Comprehensive Needs Assessment**

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

**A review of assessment data aligned to the Common Core speaking and listening standards points to items number 55, 56, and 57 in the communication Development checklist for the Fall 2013 assessment. The chart below shows the overall percentage of the total possible number of points earned for all students on these items.**

<b>Item # 55</b>	<b>Item # 56</b>	<b>Item # 57</b>
33%	35%	28%

**An increase in these scores would represent student achievement in communication skill related to expressive language and a move towards greater independence in communication. A score of 100% on any item would represent complete independence for all students in the school on the given skill item. Last year the school outperformed it's goal by approximately 5% in each item. However this year the fall assessment shows a baseline that is approximately 5% higher than the baseline set in the fall of 2012. Therefore the school will maintain the goal to increase communication skill based on the summative SANDI assessment by 5% in each item in the Spring of 2014.**

**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**

- Conduct SANDI Assessment – Fall 2013**
  - Administrators and teacher collaborating to identify student's mode of communication.**
  - Review IEP goals to ensure alignment between SANDI results and IEP goals.**
  - Regularly scheduled meetings of administrators, speech providers, and teachers as evidenced by agendas and sign in sheets.**
  - Training provided in the use of SANDI, AAC devices, and PECS for staff provided by District 75 coaches and speech department as evidenced by agendas and sign in sheets.**
1.  **Communication training provided to parents by staff as evidenced by agendas and sign in sheets.**

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

All academic strategies will be implemented using baseline data from specific academic programs and data sources which provide a starting point. These strategies will be initiated and carried out by administrators, coaches, teachers, paraprofessionals and supported by speech and occupational therapists. In addition, counseling services are provided to support academic initiatives. In this case alternate assessment teachers will administer SANDI.

Behavioral initiatives and strategies are supported and implemented by unit teachers, crisis teachers, and counseling using established methods and resources including FBA and PBIS programs.

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

All academic/behavioral targets will be base lined in the fall of 2013 and assessed periodically through the comparison of the baseline assessment and data collected periodically throughout the school year.

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

In the fall of 2013 specific curriculum (Smile, Rethink and Unique) to advance student communication along with the implementation of other strategies specifically designed to increase interaction among students will be available in all alternate assessment classrooms. The school will collect the academic and behavioral data on a monthly basis thereby monitoring system effectiveness on an ongoing basis. A benchmark assessment will be administered during the winter of 2014 to monitor progress. In the fall of 2014 specific items from the SANDI will be measured for student growth as related to the goal.

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

The school program was set in the spring 2013 and designed to integrate time and resources to support instructional strategies. The school has built in time and resources for common planning, coaching, mentoring, AIS, professional development, inquiry team meetings, and integration of the common core learning standards. In addition, the school is providing half days with the approval of the DOE and NYS Department of Education for the purpose of advancing teaching practices through the use of Danielson’s Framework for Teaching. In addition, the school is providing technology resources to speech teachers, including adaptive devices and IPAD applications specifically designed to support students in communication particularly in the area of expressive language. The school has also provided rubrics for all academic instruction permitting students to maximize performance in their preferred mode of communication.

**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).

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). The PIP template is provided on pages 11 through 15 in this CEP.

- *Develop a monthly calendar of dates, times, and locations of parent workshops.*
- *Involve and speak with parent coordinator*
- *Meet and discuss topics that relate to related service providers needs in assisting students*
- *Provide parents with daily and weekly student feedback through weekly progress notes, daily point sheets and daily communication logs.*
- *Provide translation services to parents.*
- *Implement an arts grant for the purpose of increasing parent involvement*
- *Implement Parents as Learning Partners Program*
- *Insure the addition of parent services and trainings on student IEP’s*
- *Use Rethink as key parent training tool*

**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.

No additional funds

**Goal and Action Plan #4**

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

**Annual Goal #4**

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

**Comprehensive Needs Assessment**

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

**Instructional Strategies/Activities**

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

<b>A. Strategies/activities that encompass the needs of identified subgroups</b>
1.
<b>B. Key personnel and other resources used to implement each strategy/activity</b>
1.
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
1.
<b>D. Timeline for implementation and completion including start and end dates</b>
1.
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
1.

**Strategies to Increase Parental Involvement**

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

**Budget and Resource Alignment**

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

**Goal and Action Plan #5**

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

**Annual Goal #5**

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

**Comprehensive Needs Assessment**

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

**Instructional Strategies/Activities**

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

<b>A. Strategies/activities that encompass the needs of identified subgroups</b>
1.
<b>B. Key personnel and other resources used to implement each strategy/activity</b>
1.
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
1.
<b>D. Timeline for implementation and completion including start and end dates</b>
1.
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
1.

**Strategies to Increase Parental Involvement**

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

***Budget and Resource Alignment***

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

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

## Academic Intervention Services (AIS)

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

### Description

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	<p><b>SMILE:</b> for students in alternate assessment classes grade K-5, develop students' speaking, reading and writing in an integrated way.</p> <p><b>Core knowledge</b> for students in both alternate and standard assessment grades K-5 to develop students listening and decoding skills.</p> <p>Study Island – A technology based instruction and assessment tool providing one to one and small group instruction opportunities</p> <p>Rethink- Rethink Autism's curriculum is based on applied behavior analysis (ABA) and provides support in academic , behavioral and transitional skills.</p> <p>Writing With Power- a language arts intervention program for students in standard assessment classes grades 6- 8. Will be used to improve students grammar and further develop writing skills</p>	<p>All services are provided in one to one and small group instruction.</p>	<p>All services are provided during the school day</p>
<b>Mathematics</b>	<p>E-Math is an artificial intelligence powered, web-based adaptive learning platform for real-time personalized teaching, learning, and remediation that will be used by alternate and standardize assessment.</p> <p>Go Math! Is the common core curriculum with an integrated response to intervention used by alternate standard assessment.</p> <p>Equals it encompasses pre-readiness math skills (attending, cause and effect, etc.), fundamental math skills (numbers and operations, measurement, and estimation), and higher order math skills (data analysis, probability, spatial sense, geometry, algebra, and problem solving). Each lesson provides three levels of instruction for students with mild, moderate, and severe disabilities.</p>	<p>All services are provided in one to one and small group instruction</p>	<p>All services are provided during the school day</p>

	Study Island A technology based instruction and assessment tool providing one to one and small group instruction opportunities		
<b>Science</b>	Study Island – A technology based instruction and assessment tool providing one to one and small group instruction opportunities	All services are provided in one to one and small group instruction	All services are provided during the school day
<b>Social Studies</b>	Study Island – A technology based instruction and assessment tool providing one to one and small group instruction opportunities	All services are provided in one to one and small group instruction	All services are provided during the school day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	<p>Therapeutic Crisis Intervention and Functional Behavioral Analysis: for students in standardized and alternate assessment classrooms grades K-8, both services assist students in identifying behaviors that prevent effective learning in the classroom, clinical support and follow-up are integral to these intervention services.</p> <p>Adaptive Communication Devices: for students in alternate assessment classrooms, grades K-5, for students with severe communication delays, symbols and communication devices are used to identify and follow-up behavioral disorders to ensure optimal classroom performances of students.</p> <p>Students in the Astor Day Treatment program, grades 6-8, receive individual psychiatric and clinical support throughout the school day. Teacher schedules reflect weekly meetings with clinicians in the treatment of students with severe emotional disturbances in order to ensure positive student's academic outcomes.</p>	All services are provided in one to one and small group instruction	All services are provided during the school day

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

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

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

**Title I Status**

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

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

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

**High Quality and Ongoing Professional Development**

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

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

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

**SWP Schools Only**

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

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

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

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

**TA Schools Only**

**Use of Program Resources**

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

**TA Coordination with the Regular Program**

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

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

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

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

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**Parent Involvement Policy (PIP) Template**

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

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

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

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

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

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

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

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

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

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

## **I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

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

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

## **III. Student Responsibilities:**

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

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

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

## Part I: School ELL Profile

### A. School Information

District <b>75</b>	Borough <b>Bronx</b>	School Number <b>352</b>
School Name <b>The Vida Bogart School For All Children</b>		

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

Principal <b>Lourdes Mendez</b>	Assistant Principal <b>Glenn Devino</b>
Coach <b>Addia Perez</b>	Coach <b>type here</b>
ESL Teacher <b>Samary Rodriguez</b>	Guidance Counselor <b>Cordia Cedeno</b>
Teacher/Subject Area <b>Gina Pesca</b>	Parent <b>Emily DeJesus</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Cindy Hernandez</b>
Related Service Provider <b>Jocelyn Hernandez/ speech</b>	Other <b>Elena Ertas (ESL)</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>Mayra Nunez (Bilingual)</b>

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>507</b>	Total number of ELLs	<b>106</b>	ELLs as share of total student population (%)	<b>20.91%</b>
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## Part II: ELL Demographics

### A. ELL Programs

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

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

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

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

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	106	Newcomers (ELLs receiving service 0-3 years)	72	ELL Students with Disabilities	106
SIFE	1	ELLs receiving service 4-6 years	34	Long-Term (completed 6+ years)	0

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							12
Dual Language										0
ESL	60	2	60	34		34				94
Total	72	2	72	34	0	34	0	0	0	106

Number of ELLs who have an alternate placement paraprofessional: 4

### C. Home Language Breakdown and ELL Programs

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

\*EP=English proficient student

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

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

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

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

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	12	15	11	18	16	9		1	3					85
Chinese														0
Russian														0
Bengali			1	1										2
Urdu														0
Arabic														0
Haitian														0
French	1													1
Korean														0
Punjabi				1										1
Polish														0
Albanian														0
Other			3	1	1									5
<b>TOTAL</b>	13	15	15	21	17	9	0	1	3	0	0	0	0	94

## 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)	13	14	14	20	20	9			1					91

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		5	2									8
Advanced (A)			1	1		2		1	2					7
Total	13	15	15	26	22	11	0	1	3	0	0	0	0	106

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	23	2	0	0	!Und
4	17	2	0	0	
5	8	1	0	0	
6	12	2	0	0	
7	12	3	1	0	
8					
NYSAA Bilingual (SWD)	4	0	0	12	

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	19	0	7	0	0	0	0	0	
4	17	0	3	0	1	0	0	0	
5	9	0	0	0	0	0	0	0	
6	13	0	1	0	0	0	0	0	
7	16	0	0	0	0	0	0	0	
8	0	0	0	0	0	0	0	0	
NYSAA Bilingual (SWD)	0	0	0	0	2	0	14	0	

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1	0	2	0	8	0	6	0	
8	0	0	0	0	0	0	0	0	
NYSAA Bilingual (SWD)	0	0	0	0	0	0	4	0	

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

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
Alternate assessment students are assessed using the SANDI assessment. Additional assessments specific to student needs are also used. Unique, Smile, and Rethink are used to assess reading, writing, math and communications skills. The data provided is used to guide the instructional program. As a result of the data from the SANDI assessment the school developed a specific goal for student communication. The goal to increase communication development in specific items from the SANDI of 5% when comparing beginning of year and end of year data was met and exceeded.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
Data reflects that alternate assessment students perform better in listening activities rather than reading because it requires non-verbal responses. Data patterns across proficiency levels on the Lab, Nyseslat and grades reflect that most of our students are performing as beginners. For students who were administered the nyseslat and were unable to complete a modality and received a score of invalid, these students were classified as beginners.
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](#))  
Data showing patterns across NYSESLAT modalities were not available for current school year.
4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

A. The data from nyStart shows that ELL's in alternate assessment perform at the same levels across proficiencies and grades as their non-ELL peers.

B. We do not participate with ELL periodic assessment.

C. The school currently has a TBE program. Native language is used as an integral part of instruction in all the subject areas. Classroom support services are delivered in the native language.
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](#).)  
The purpose of the RTI model in our school is to identify and diagnose skill defecits evident in the data. Prescriptive strategies are then implemented for the purpose of alleviating the skill defecits. This same process applies to all students in the school, both standard and alternate assessment and ELL's. .
6. How do you make sure that a child's second language development is considered in instructional decisions?  
Students are provided an instructional program designed to develop interaction and communication in the second language within the academic setting. Student communication modes provide the foundation for these inter-actions. Additionally the push-in support of related service providers in speech helps to further develop these interactions. When possible students are matched with related service providers who speak the native language. The teacher also assess student performance in English through observation and anecdotal assessment, in addition to summative assessment in SANDI and benchmarking monthly using Unique. The students exam history, educational history provided by the parent, combined with the information in the IEP and a survey of communication in the home provide a baseline for the use of English and the acquisition of academic language. Speech teachers also collaborate with the teacher to provide student performance updates which may signal the need for additional support or adequate aquisition of academic language in English. Content areas teachers also provide feedback on the students development of academic language.
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?

The school 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.).  
Program success is evaluated using student performance data in NYS exams and data collected to measure specifically targeted performance outcomes. The ELL subgroup data is observed in isolation to help us identify any patterns or discrepencies specific to

the subgroup.

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
The CSE performs initial evaluations on all students referred to District 75 and determines the appropriate program (ESL or Bil.) for the student. Students are then referred to the school by the district 75 placement office. A referral document will often identify the student as being in need of services for ELL. When a parent and student arrive to visit the school and register the school provides an intake procedure which includes orientation to the school and a home language identification survey. Prior to completing the survey, the parents are asked about their native language; staff responsible for assisting parents/guardians in the completion of the portion of the intake packet include unit coordinators, school aids and the parent coordinator. All staff responsible for the completion of the HLIS are bilingual English, Spanish and Russian pedagogues. These individuals, Samary Rodriguez and Elena Ertas are State certified ESL teachers. If the parent states a language other than English, besides providing them with the survey in their native language, our organization attempts to provide the parent with someone who is fluent in their native language to conduct the interview. At this time, the ESL teachers screen the survey. The LAB R is then administered to the student within ten days of the child being present in school. Students in need of Spanish LAB administration receive the assessment in Spanish by the bilingual ESL teacher. Both ESL teachers are bilingual; one is bilingual English and Spanish, the other is bilingual English and Russian.
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.  
The school currently, has a free standing ESL program and a Transitional Bilingual program. In District 75 program choices are given to parents when the child is initially evaluated by the CSE. CSE determines the options for the student. Once a choice of school is determined parents are informed of the available options during a pre-registration visit. During the visit certified ESL teachers, Ms. Rodriguez and Ms. Ertas and the certified bilingual teacher Ms. Nunez explain to the parent the structure of the program and the benefits of the program for meeting the mandates of the IEP and developing the students academic language.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)  
In District 75 this work is done by the 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.  
Currently, we have a free standing ESL program and Transitional Bilingual program. For district 75, parents are informed of ELL's placement at the CSE level. The CSE aligns ESL/Bilingual program with parents request.
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.  
Annually, the school provides training for ESL and non-ESL pedagogues in the administration of the NYSESLAT. Our first step, is to identify all of the ELL's in the school using our ATS reports (RLER, RLAT, REXH, RMSR). We then create a testing data base of students that require NYSESLAT testing. Next, we distribute a testing schedule to all teachers trained to administer the NYSESLAT. Our trained teachers include Certified ESL teachers Ms. Rodriguez and Ms. Ertas and Bilingual certified teacher Ms. Nunez. Our schedule is based on the students modalities and school site location. Finally, a scoring committee is formed to evaluate the student performance in speaking and writing. Speaking is also scored by trained pedagogues that are not ELL

providers. Other parts of the test are scored at the district scanning center. Throughout the testing period we verify that every ELL is administered testing in each modality.

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.  The CSE provides the parent with program options. These options are discussed during the EPC with the CSE. The district placement office then determines the schools within District 75 which provides the selected program and is likely to have available seating. Parents are provided with a detailed description of the programs available to ELL students and the options available to their children based on the child's IEP. An explanation is given to the parents on the mandates and duration of the ESL services that the child will receive in school. Parents may communicate any concerns and /or cultural customs and traditions that may be helpful in providing the best educational experience for their child. Immediately following this procedure, the ESL teachers begin supporting the student with their appropriate native language support with the help of all of the individuals that service this student. Because the need for additional seating was evident the district has provided the resources to create the transitional bilingual program available this year.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))

- a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
- b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

The ELL students in P352X are students identified by the CSE as having severe disabilities impacting both communication, and academic achievement. In order to accommodate the learning needs for our ELL students, the organization uses both a push-in and pull-out program model. In the push-in model, the ESL teacher collaborates with the classroom teacher in an effort to provide maximum support of the students communication and academic needs. The pull-out component includes combining students in the cluster grades K-2, 3-5, and 6-8 at the same proficiency level in homogeneous groups. The school now has a self-contained Transitional Bilingual classroom of elementary grades from 2 to 4. Children are placed in a 12:1:1 self-contained classroom according to their mandated program ratio.

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)?

As per CR Part 154 all students who perform at the beginning or intermediate level based on the most recent NYSESLAT scores receive 360 minutes of instruction per week, 180 of ESL and 180 minutes of ELA if they are advanced. Kindergarten students with LAB scores will receive the 360 minutes if they are at beginning and intermediate levels and 180 minutes of ESL and ELA if they are advanced. In addition, our students in our Transitional Bilingual class who are at the Beginning, Intermediate and Advanced levels will receive 45 minutes of NLA per day.

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.

For the 2013-2014 school year, our ESL teachers will be implementing our units of study in the areas of instruction in English Language Arts, math, science and Social Studies that are aligned and connected to the curriculum and the common core standards. The curriculum, which is integrated in most ESL lessons, is intended to meet the cognitive needs of each student through Total Physical Response (TPR), multi-sensory activities, art, music and literacy, in addition to the four modalities of communication listening, speaking, reading and writing. Our ESL teachers follow the NYS Common Core Standards and integrate ESL strategies such as TPR, Language experience, Scaffolding techniques, and graphic organizers in order to ensure that students are meeting standards required by state and local assessments. While working with alternate assessment students, the focus pertains to expressive language through PECS, Mayer Johnson symbols, and /or speech therapy strategies used to encourage verbal communication. Read alouds and tasks are designed to assess reading comprehension across all academic curriculum areas. In the self-contained Transitional Bilingual class the teacher follows the common core standards and aligns the curriculum to teach ELA, math and the native language. Content areas such as science, social studies and art are provided in English. Although content is the main focus of instruction, students are taught strategies directly connected to the ELA CCLS for the purpose of further development of English language acquisition.

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

In order to ensure that ELLs are appropriately evaluated in their native language, proper staff proficient in the student's native language administers the Spanish LAB. In addition, the Bilingual teacher does informal assessment in their native language. The bilingual psychologist also evaluates the child in their native language.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

In order to ensure that ELLs are appropriately evaluated in all four modalities we have created a data sheet that captures speaking, listening, reading and writing of all our ELLs that we service. Also we take data through teacher observation, classroom activities and portfolios and we use it to evaluate progress throughout the school year. In the spring, we administer the Nyseslat.

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).

352X currently has students that are identified as SIFE, newcomers, and long term ELLs. For SIFE students, re-introducing the student to current school practices is the first step. If a LAB-R was never administered to designated SIFE students, then the first action is to administer the assessment. Student with 0-3 years of ESL services are considered newcomers. Long-terms, SIFE and newcomers are provide with native language support, academic intervention services (AIS), a school orientation, augmentative communication devices, Picture Exchange Communication Systems (PECS), TPR and the P352 units of Study. Our curriculum also includes additional instructional support through music, technology and art. Students receiving services for more than 4 but less than 6 years are being supported through small group and individual instruction, in addition to specific curriculum programs that further develop student's literacy skills. Currently, we do not have students receiving services beyond six years. Should our school expand to include LTE's in the future our plan is to continue to provide the same supports as given to students as newcomer's and other subgroups. For ELLs students that have reached proficiency on the Nyseslat, their IEP will be ammended in SESIS to reflect their current status level. However, these students can participate in our title III program.

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

The initial assessment (SANDI and Scantron) are administered and overseen by the ELL teacher to ensure that the results are not skewed due to lack of language. Additional support is provided through AIS and through our Title III after school program. The teaching methodologies include small group instruction for students with individual instruction throughout the day. The schedule of ESL teachers include sessions of classroom push-in and collaborations with the classroom teachers, in addition to pulling out student for individual ESL instruction. In addition, sthe school provides computers, iPads and Smart Boards to all teachers in order to support growth towards the CCLS standards and the needs of ELL's. In addition, the school provides all classess with instruction using the core curriculum materials provided by the school district, and adapted for the use of ELL's and SWD's. We also provide addiitonal resources designed to supplement the core curriculum. These resources include Unique, Rethink, and E-math, among others. Each is designed to target the students age and grade level yet provides material and instruction which is specifically adapted to meet the functioning and academic needs of the student.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Our school uses mutiple curricula designed to support the diverse population. Among these curricula are Rethink, Unique, Core Knowledge, E-Mathematics, Go Math, Smiles, and others. Classrooms are structured around the TEACCH model with an ongoing partnership with Birch. Students in 352X have the flexibility to move along the continuum of program options as the school has class ratios of ( 12:11, 8:1:1, 6:1:1) and in inclusive education (SETTS).

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

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

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

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

### 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

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

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

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

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

### Native Language Usage and Supports

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



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

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

Our targeted intervention program for all of our ELL (0-3, 4-6, and long term Ells) in ELA, math and other content areas are aligned to the Common Core Standards throughout the push in and pull out programs. P352X has established units of study in literacy, math, science and social studies all aligned with the state Common Core Standards. Literacy programs for alternate assessment students used by teachers in support of these units of study include HEADSPROUT, EDEN CURRICULUM, SMILE READING INTERVENTION AND UNIQUE, and Rethink. All are research based literacy programs designed to target deficiency areas in literacy. Literacy skills emphasize language development across monthly themes throughout the school year. Content area curriculum includes the citywide social studies core curriculum and the science core curriculum. Art instruction is based on thematic unit's printmaking, bookmaking, and stamp art and foiling all aligned with the NYC Blueprint for the arts. All curriculum is in English, any native language support needed is given by classroom personnel including the classroom teacher, paraprofessional and the ESL teacher. ELLs are afforded equal access to all school programs throughout the school day and in supplemental programs. The Title III funds are used to support an afterschool program to supplement instruction during the school day. The ESL teacher and paraprofessional deliver instruction in the afterschool program. The ESL teacher and a bilingual paraprofessional deliver instruction in the afterschool program using Birch and Rethink. Selection of ESL students to the program is based on timeliness of submission of application by parent/guardian. Throughout the school day ELLs participate, as evidenced in student schedules, in all content area activities such as art, physical education, technology and instructional breakfast and lunch.

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 ELLs teachers take data to evaluate the effectiveness of our current program on a weekly basis to see if their ESL goals are met in the four modalities (Speaking, Listening, Reading and Writing). In addition student portfolios of authentic work are reviewed at the end of each unit (Approx. every six weeks). Other data is collected from individual programs and curriculum embedded assessments. These provide data on a daily, weekly, or monthly basis, depending on the program. Throughout our push in and pull out program, we are meeting the needs of our ELLs in both content and language development. We push in during Math, Social Studies and Science blocks to further improve the rigorous language development for our ELLs with disabilities. As a result of the program students are further developing and acquiring academic language more rapidly in addition to improving basic reading and other communications skills. This is evident in the schoolwide results of state exams which show the performance ELL's on a par with other non-ELL students.

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

Multi-sensory methods and materials are being implemented in classrooms through the use of technology. Instruction for ESL students is supported through the use of technology such as computers, IPADS, laptops and smart-boards. In addition to the technology component, think-pair share and graphic organizer, cooperative learning projects and field trips will address the needs of our ELL students. Communication devices are also provided to our students with limited verbal communication. Multicultural library books and the use of technology follow our P352X units of study which support literacy instruction. All instructions provided to our ELLs address their age and grade level abilities. For students in both alternate and standard assessment programs, test accommodations are detailed in the student's IEP's and honored during the administration of all state exams. For the coming school year, special attention to reading and writing will be afforded to ESL students through programs such as Smile, Rethink, the Eden curriculum and Unique. All programs are for students grades K-8 and research based. This year we have opened a new Transition Bilingual classroom to meet the needs of our Bilingual Spanish speaking students. The Bilingual teacher is fully certified. In addition, all of our new programs are aligned with the Common Core Standards.

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

All curricular programs not in alignment with the common core standards have been discontinued for obvious reasons. No other programs have been discontinued.

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

We are District 75 specialized school, where all of our ELLs are afforded equal access to all school programs that focuses on language acquisition and applied behavior analysis. The after school and supplemental service we provide to ELLs in our school is the Title III.

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

To provide adequate instruction to ELL students in regards to language we use technology to the fullest extent possible within the school budget, which includes smart board, I PADS, computers and UDL in all subject areas. In our bilingual class we have a library of books written in the native language. Additional software has been purchased in the native language. Unique Learning System also provides us with materials and lesson plans designed to incorporate the native language. We also provide language support through PECS and adaptive devices designed to link the native language to English.

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

Native language support is delivered in each program using the ESL model approach and in our TBE program native language is descreetly taught during NLA.

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

All the required services in our ELL's IEP's are meeting their needs such as OT, PT, counseling, speech, vision services, and hearing services. They are all age and grade level appropriate.

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.

The school provides the support of a parent coordinator in addition to unit teachers and school administrators at each of the five sites. These personell support new students and families as they make the transition into the program. We have ongoing parent support sessions throughout the year on a monthly basis and communicate with parents weekly through the classroom teachers. In addition our Chapter 683 ( or summer 12 month program) is available to assist newly enrolled ELLs before the beginning of the school year.

18. What language electives are offered to ELLs?

No language elective are offered at this time.

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

No dual language programs are currently offered at 352X.

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

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

1. The district provides our ESL /Bilingual teachers working with ELLs students the following workshop: September ESL compliance and NYSESLAT training. In addition to district professional development, weekly, as well as monthly planning meetings are schedule for P352X teachers, cluster teachers, paraprofessional, related service providers and administrators. The school also provides 6 half day sessions approved by the DOE for development of teachers in the area of Danielson's FtT and integration of the CCLS. As part of our Title III grant we have made available to all stakeholders in the community , including school support staff and our parent coordinator, training in the Birch methodology and ABA. At these meetings, the ESL teachers are given the opportunity to participate in curriculum common planning, sharing assessment results, and discussing the needs of the ELL students in the classroom and school wide environment. Teachers working with ELL's are also provided instruction in the use of Common Core curricula and special programs such as Rethink and Unique.

2. 352X requires all teachers, including those who work with ELL's to collaborate in inquiry teams on a weekly basis. Teams work to review student work, improve teaching practice and integrate new strategies and concepts to support student growth. In addition the school is provideing six half days for further development of teacher skill within the Danielson Framework for Teaching

3. Since the ESL teachers travel from site to site. The ESL teachers assist in transition from elementary to middle by meeting with the teachers and sharing experiences with the ELLs they service. Our guidance counselor, Ms. Cedeno, has also received training in supporting parents and families in transitioning students from elementary to middle school and from middle to high school using the middle and high school application process.

4. All Special Education teachers, classroom and clusters, and related providers, working with ELLs and not working with ELLs, will sign up for the Jose P. training given annually by the district. The principal schedules all teachers attendance at professional development through emails and maintains records in a professional development records 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?
  1. During the open house the ESL teachers as well as the bilingual teacher, inform the ELLs parents of the services they provide. The open house is held on different dates at different sites. We also have parent teacher conference twice a year where the ESL teachers as well as the Bilingual teacher shows progress through data and portfolios of student work. The school also provides monthly workshops for families, and is a partner with PAPS (Parents as Arts Partners). Finally, we have specific parent activities during our Title III after school supplementary program. Bilingual teacher Ms. Nunez, and ESL teachers Ms. Rodriguez attend the open houses on varying dates to provide translation services in the native language. In addition the school provides translation services through per-session employment of paraprofessionals during the open houses. The school also provides in conjunction with the Title III program activities designed to train parents specifically in the native language. All staff in the Title III program are bi-lingual in the native language.
  2. The school partners with Community Based Organizations such as Birch and PAPS to provide workshops for all parents including parents of ELL's. Whenever a workshop is presented by a community partner the school ensures that translation services are available in the native language either through per-session employment or schedule revisions during the school day.
  3. The needs of the parents are identified by outreach done by the parent association to all parents. Parent surveys results and contacts by the site coordinators to parents of students at specific sites are also used in needs assessment. All translations are done in house. If a specific language is not available, then we contract translation services.
  4. Ongoing information in their home language is provided to parents of ELL's by the parent coordinator. The parent coordinator also provides training for parents on different aspects of their child's education, such as outside supports in their local community, home activities to support learning, and parent need surveys. P352X goals are to increase parent outreach by offering parent workshop monthly. Additional parent involvement in the school includes parent participation in the School Leadership Team and the Parent Association open to all parents, including parents of ELLs. The parent association coordinates fund raisers, monthly parent association meetings and workshops in support of families with children with special needs. Parents of ELL students are invited and expected to participate. Parent workshops are provided in English and in native language. All parent activities are designed to support the growth of individual students by engaging parents in the educational process, and providing parents with strategies designed to increase both the functional and academic skills of the students.

## 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.

## Part VI: LAP Assurances

**School Name: The Vida Bogart School**

**School DBN: 75X352**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lourdes Mendez	Principal		10/22/13
Glenn DeVino	Assistant Principal		10/22/13
Cindy Hernandez	Parent Coordinator		10/22/13
Samary Rodriguez	ESL Teacher		10/22/13
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		1/1/01

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

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

DBN: 75X352 School Name: The Vida Bogart School

Cluster: D75 Network: 1

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

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

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

During the initial student admission/intake, the parent is asked to complete the Home Language Identification Survey (HLIS) in their native language and to complete the blue emergency cards. If this is the child's first time entering a New York City Dept. of Education school the parent completes the survey and blue card, and if not, will update the blue card. On both documents, the HLIS document and the blue emergency card, a parent is requested to indicate their preferred language in receiving oral communication and written information from the school. This data is then collected, summarized and quantified. Consequently, all parents have been surveyed and have been contacted by the Parent Coordinator to determine the language requirements for documents that need to be sent home. In addition, interpretation services will be provided as it is needed in the 15 foreign languages that the Department of Education offers. Translators will be available to come to the school, or be accessible by phone with any of the translation or interpretation needs of the ELL parents. During the intake registration process the preferred written and oral language of family and student is obtained and recorded.

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

The population at our school, consists of ELL learners who are mostly Hispanic. Our school profile consists of 97 students who's parents/guardians are Spanish/Bilingual. There are an additional 9 students who's parents/guardians speak Bengali, French, Punjabi, or other languages. This information is primarily communicated to stakeholders via the monthly meetings of the SLT, through the LAP and during parent teacher conferences. The school's written and oral translation needs for Spanish are met by school personnel. In addition, the New York City Department of Education provides the services of the translation and interpretation unit for written and oral translation needs for ELL students whose native language is other than Spanish. A notice was sent home explaining why all documents were in two languages. We have staff available to interpret all present language needs of the school. The IEP conferences are also done in the preferred language of the

parent/guardian utilizing the translation and interpretation services of the school and school district.

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

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

Written translations are provided by the DOE Translation & Interpretation Unit, and our in-house school staff. One of our certified ELL teachers is capable of doing the translation from English into Spanish. Additional staff can also provide translation service. Staff consists of the parent coordinator, the school psychologist, teachers and numerous paraprofessionals. Once the need is established at the school intake meeting, the staff involved with the ELL student will guarantee that the translated documents to parents are received in a timely manner. With some ELL parents needing written translation in a language other than Spanish, we determine if this other language is the native language of any of our staff members. If it is not, our school utilizes the services of the Translation and Interpretation Unit. This service will translate the written notices to the parents, in a most timely fashion. All notices are delivered to the home in the appropriate language.

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 interpretations are provided by DOE Translation & Interpretation Unit, and our in-house school staff. Three of our certified ELL teachers are capable of doing the interpretation. The additional staff who can also provide the service consist of the parent coordinator, the dean, the bilingual counselor, the school psychologist and numerous paraprofessionals. Once the need is established at the school intake meeting, the staff involved with the ELL students will guarantee that the interpretation services for parents are done in the timely manner. With some ELL parents needing oral interpretation in a language other than Spanish, we first determine if this other language is the native language of any of our staff members. If it is not, our school utilizes the services of the Translation and Interpretation Unit. This service is available through a 3-way phone conversation or persons arriving at the school to provide for oral interpretation needs.

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

The Bill of Parental Rights and Responsibility is available and posted in the main lobby, main office and in key locations throughout our facilities at P352X. If these forms are not available in the parent's native language, a special request will be placed with The Translation & Interpretation Unit. The complete information about the ELL department is available for parents via the DOE website. The school will post this information on parent bulletin boards together with instructions on how to obtain translation services.