



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: BRONX ACADEMY FOR CAREER AND LIVING SKILLS
DBN (i.e. 01M001): 75X811
Principal: ROSA NIEVES-GREENE
Principal Email: RNIEVESGREENE@SCHOOLS.NYC.GOV
Superintendent: GARY HECHT
Network Leader: KETLER LOUISSAINT

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
Rosa Nieves-Greene	*Principal or Designee	
Sybil Smith	*UFT Chapter Leader or Designee	
Judilka LaLane	*PA/PTA President or Designated Co-President	
Yvonne Ingram	DC 37 Representative, if applicable	
Barbara Cabassa	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Latasha Ford	Member/ UFT Teacher	
Osvaldo Acosta	Member/ UFT Paraprofessional	
Gloria Corsino	Member/ Parent	
Melissa Crespo	Member/ Parent	
Janet Thompson	Member/ Parent	
Delores Laird	Member/ 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	
x	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
x	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2014, students with autism will improve self-regulation and emotional learning skills as evidenced by demonstration of appropriate behaviors and measured by a 10% decrease in student incident reports.

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.

Although our SWIS referrals decreased from 1,016 in 2011 – 2012 to 853 in 2012 -2013 for an average of 85 SWIS referrals a month, we have noticed that over 40 percent of those referrals are for students with autism. As many of the behaviors exhibited are manifestations of their disabilities, we would like to improve self regulation skills/strategies that would promote a 10% decrease in SWIS referrals and increase on task behaviors.

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

- Emotional Literacy professional development sessions for all new teachers.
- Professional development for all paraprofessionals on Nov. PD Day.
- Emotional Literacy Curriculum resources will be provided via ARIS.
- All School Counselors, PBS team and selected teachers members will attend pd sessions on Social Emotional Learning Standards, create standards based IEP goals and apply these standards in their practice.
- Professional Development sessions on EL and SELS for parents facilitated by District Coach, Counselors and PBIS Team members.
- Behavior Specialist will work with specific teachers and students on behavior modification.

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

- Lead teachers
- District PBIS Coach
- District EL Coach
- District Autism Coach
- School Instructional Support Team
- School Behavioral Management Specialist
- Emotional Literacy Team Meetings
- School Counselors
- School PBIS Team Meetings
- Crisis Paraprofessionals
- Administrators
- Emotional Literacy Curriculum
- Anti Bullying Resources

- Respect for All Week Activities

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

1. Goal will be assessed on a monthly basis

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

1. September 2013 – June 2014

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

1. Behavioral Specialist scheduling
2. Data Day Friday schedules so teachers/teams can analyze data
3. Inquiry Team Meetings on a weekly schedule to discuss behavioral strategies and lesson planning.
4. Student Activities/Rallies/Dances/ to implement and support PBS
5. Boys Club
6. Girls Club

Strategies to Increase Parental Involvement

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

- In September, the Principal and Assistant Principals will host "Meet the Principal" sessions where parents/caregivers are introduced to the organization, curriculum related service providers and new initiatives.
- School Leadership Team work
- Monthly workshops on different topics chosen through a needs assessment conducted in the beginning of the school year.
- Workshops on behavior modification
- Parent workshops on Autism
- Parent teacher conferences will provide a forum to discuss students' academic and behavioral supports.
- School Messenger, our telephone service will provide families with important updates and information on a weekly basis.
- Parent workshop on Emotional Literacy and communication skills facilitated by District Coach
- Parent workshop on Speech/Communication conducted by Speech Therapists
- Our Annual Health Fair in May 2014 will provide parents/families with information/resources available for individuals with Autism
- Parent Coordinator and Transition Coordinator will provide information on agency resources

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.

- Non-contractual services (400)- funding source to allocate the education and training in behavioral therapy techniques and PECS.
- Equipment (300)- funding source to allocate the purchase of augmentative communication devices to enhance communication for the non-verbal stu
- NYSTL Hardware (300)- funding source to allocate the purchase of assistive technology i.e. computers, hand held devices, etc. to support students with and sensory impairments.
- Per Diem for Instructional and full day support \$1000.00
- Supplies-General (100) Printing of Professional Development materials \$ 500.00

- Supplies-General (100) Refreshments for Professional Development Days \$ 1,000.00
- General School Fund - PBIS Reward System: Student Incentives \$ 1,000.00
- NYSTL & STVP Software (199) Communication software and applications for iPads and desktops designed to provide access for students with Autism.

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2014, there will be an improved student understanding and exploration of science content as measured by a 10% increase in high level proficiency scores on the appropriate NYS summative 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.

After reviewing the results of NYSAA we noticed a steady decrease in students scoring a level 3 or 4 on Science content of the assessment. The data shows a 14% decrease since the 2011 -2012 school year from an overall average of 95 % to 81% in the 2012 -2013 school year.

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

- We created a Summer 2013 Science Curriculum aligned to CCLS, CDOS and NYSAA elements that had hands on activities and Friday "Lab Day" to reinforce science concepts.
- Summer Science Fair was held to have both staff and students display /explore best practices that will reinforce science concepts and use of scientific tools during the 2013 – 2014 school year.
- Teachers will implement District wide units of study aligned to CCLS, CDOS and DOK during the 2013 -2014 school year.
- Data Days: Teachers will be provided with additional prep periods twice a month to desegregate student data and plan for mathematics/science instruction.
- Teachers will participate in NYSAA Professional Development facilitated by lead teachers on a in September and through the administration period.
- NYSAA Team will be created with teachers from each house; 12:1:1, 6:1:1. 8:1:1 and 12:1:4.
- NYSAA Collegial Review Team will meet to support classroom teachers during NYSAA administration.
- NYSAA Coach support will be differentiated for teachers.
- District Coach support in differentiating /Science/CCLS/ instruction for our student population will be provided to classroom teachers.
- Collaborative Inquiry – Looking Together at Student Work team will analyze data to determine next steps for individual students.
- Collaborative Inquiry -- Critical Friends team will conduct intervisitations during instruction to support colleagues with best practices in Science instruction.
- Collaborative Inquiry – Lesson Plan Study team will collaboratively plan Science lessons that are differentiated for populations/students.

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

- Lead teachers
- District Coach
- District Autism Coach
- School Instructional Support Team
- School Behavioral Management Specialist
- NYSAA Team
- Crisis Paraprofessionals
- Administrators

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

1. Goal will be monitored on a monthly basis.

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

July 2013 – June 2014

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

Data Day Friday schedules so teachers/teams can analyze data
 Inquiry Team Meetings on a weekly schedule to discuss behavioral strategies and lesson planning.
 Administrative and Instructional Cabinet meetings to analyze data and provide suggestions /make modifications
 Before and After School Inquiry Groups and Curriculum Development
 Cluster Team Meetings
 Instructional Cabinet meetings to analyze data and determine any revisions/modification to Science curriculum/units.

Strategies to Increase Parental Involvement

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

- In September, the Principal and Assistant Principals will host "Meet the Principal" sessions where parents/caregivers are introduced to the organization, math curriculum, related service providers and new initiatives.
- School Leadership Team as well as the Instructional cabinet will review math data monthly to make modifications accordingly
- Monthly workshops on different topics chosen through a needs assessment conducted in the beginning of the school year.
- Attendance Teacher Outreach
- Open invitations to observe and participate in mathematics class
- Parent Coordinator will provide resources and workshops for parents on science
- Parent teacher conferences will provide a forum to discuss students' progress in science
- School Messenger, our telephone services will provide families important updates and information on a weekly basis, especially on days of assessments in science.
- Curriculum PD for parents facilitated by P811X Teachers
- Invitation to Science Fair

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
X	Tax Levy		Title IA		Title IIA		Title III		Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.										
<ul style="list-style-type: none"> • Per Session Planning Meetings for Professional Development (NYSAA), Collegial Review & Curriculum Team Meetings \$5000.00 • Supplies - General (100)- funding source to allocate purchase of science materials, equipment, science equipment (manipulatives, educational games, etc.) • NYSTL Text & Library Books \$20,000 • Per Session – Title III Afterschool Program – Horticulture \$20,000 (February- May) • Supplies – General (100) Horticulture Supplies for Science related activities, ink and paper 										

Goal and Action Plan #3

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

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, there will be increased student engagement as evidenced by improved student teamwork and successful completion of CCLS content tasks.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
After reviewing the results of a professional development needs assessment conducted in September 2013, it revealed that 80% of the teachers who submitted the needs assessment continue to need support in Danielson’s Framework for Teaching competency 3B Questioning and Discussion Techniques. In addition, all formal and informal observations completed by the end of June 2013, revealed that of the 98 teachers observed 32 were rated developing and 2 were rated ineffective in this competency. Furthermore , our QR results recommend that we “bolster questioning, to support teaching practices that ensure consistency in active student participation in class discussions and raise all students' higher order thinking skills.”

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.
<p>1. Strategies/activities that encompass the needs of identified subgroups</p> <ul style="list-style-type: none"> • We will create ELA and Math curriculum maps in with five units of study aligned to Citywide Expectations, Depth of Knowledge, CCLS and CDOS. • By February 2014, all new teachers will embed DOK levels 1-4 in instructional plans to engage all students in higher order thinking across all content areas. • By February 2014 all teachers will plan using the workshop model to support student achievement in CCLS. • All classroom teachers will embed Vital New York into their lessons to provide real life applications of concepts that engage students and stimulate discussion and learning. • Monitor teacher lesson planning to reflect DOK levels tasks 1-4. • Observe teaching practices utilizing Danielson’s Framework for Teaching. providing consistent feedback with emphasis questioning and discussion techniques. • Observe teaching practices using Danielson’s Framework across content areas to ensure continuity across disciplines • Provide continuous and differentiated professional development on Depth of Knowledge

- Provide professional development on Common Core Learning Standards
- Provide professional development on Danielson’s Framework for Teaching including Competency 3B
- Teachers will participate in Collaborative Inquiry Teams which are built into our schedules at all sites. All teams will use protocols for looking at student work/lesson planning/DOK.
- Teachers will conduct interclass visitations utilizing Danielson’s Framework for Teaching and provide each other with feedback.

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

- Before and after school Collaborative Inquiry Teams
- District 75 PD Sessions
- DOE based external PD opportunities
- Advance Coach
- MoSL Team
- District Coach Support
- PBS
- School Based Instructional Support Team
- Collaborative Inquiry Teams
- Teacher observations and feedback

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

1. Will be reviewed in December, Feb. and May for increase in number of teachers rated “effective” in competency 3B of Danielson’s Framework for Teaching. In addition, the final year’s data will be compared to last year’s results.

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

1. September 2013 –June 2014

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

Data Day Friday schedules so teachers/teams can analyze data
 Inquiry Team Meetings on a weekly schedule to discuss behavioral strategies and lesson planning.
 Administrative and Instructional Cabinet meetings to analyze data and provide suggestions /make modifications
 Before and After School Inquiry Groups and Curriculum Development
 Cluster Team Meetings
 Cycle of teacher observation and feedback
 Monthly Cohort Meetings

Strategies to Increase Parental Involvement

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

- In September, the Principal and Assistant Principals will host "Meet the Principal" sessions where parents/caregivers are introduced to the organization, math curriculum, related service providers and new initiatives.
- School Leadership Team as well as the Instructional cabinet will review math data monthly to make modifications accordingly
- Monthly workshops on different topics chosen through a needs assessment conducted in the beginning of the school year.
- Attendance Teacher Outreach

- Open invitations to observe and participate in mathematics class
- Parent Coordinator will provide resources and workshops for parents on mathematics
- Parent teacher conferences will provide a forum to discuss students' progress in mathematics
- School Messenger, our telephone services will provide families important updates and information on a weekly basis, especially on days of assessments in mathematics.
- Curriculum PD for parents facilitated by P811X Teachers

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
X	Tax Levy		Title IA		Title IIA		Title III		Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.										
<ul style="list-style-type: none"> • Supplies – General - Refreshments for Professional Development \$1000.00 • Equipment (300)- funding source to allocate the purchase of augmentative communication devices to enhance communication for the non-verbal Students including iPad s for all teachers and updated equipment. • NYSTL Hardware (300)- funding source to allocate the purchase of technology; iPads. • TL Deferment Rollover Funds (100 & 300) - 10 SmartBoards • NYSTL Textbooks & Library Books (337)- funding source to allocate the purchase of new classroom libraries - \$15,000. • Professional/Curriculum Development (689)- Per session for professional development and curriculum development. • Per Session – Afterschool curriculum team development using CCLS in ELA and Math - \$10,000. • Supplies - General (100) - funding source to allocate purchase of manipulatives, supplies,resource materials etc. 										

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.
1. Strategies/activities that encompass the needs of identified subgroups
1.
2. Key personnel and other resources used to implement each strategy/activity
1.
3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
6.
4. Timeline for implementation and completion including start and end dates
1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

6.

- **Timeline for implementation and completion including start and end dates**

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<p>(Structured Methods in Language Education) SMILE is a multisensory program that teaches speech, reading and writing to children with severe language and communication delays. SMILE uses expressive and receptive modalities to improve the reading skills of our target populations.</p> <p>Reading A-Z contains a host of resources to provide research-based, high-quality instruction and progress monitoring to struggling students. Resources support differentiating instruction, tiered intervention, motivation, practice, and assessment</p>	<p>5 days a week 1 period per day in 1:1 instruction outside of the regular classroom environment.</p> <p>Small groups within our ELA cluster classrooms.</p> <p>5 days a week 1-2 periods per day in small group and 1:1 settings. (Currently 2 pilot classes)</p>	During the school day
Mathematics	<p>(Ablenet Equals : Math pedagogy coupled with three levels of instructional strategies for students with disabilities.) Functional math program for 12:1:4 and 6:1:1 classes. 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>Instruction is delivered in both one on one assessment sessions as well as whole group lessons.</p> <p>5 days a week up to 2 periods per day in whole and small group instruction.</p>	During the school day.
Science	<p>Get Ready to Learn: A daily therapeutic classroom routine designed to address problems with self-regulation, motor planning, attention, auditory processing and motor performance.</p>	<p>5 days a week up to 2 periods per day in whole and small group instruction.</p>	During the school day
Social Studies	<p>(Method of helping teach social behavior) The Life Space Crisis Intervention provides specific intervention procedures throughout the conflict cycle. Students are supported</p>	<p>5 days a week up to 2 times per day (length TBD) in 1:1 instruction.</p>	During the school day

	<p>through the process in order to help them resolve or prevent conflict appropriately. The Life Space Crisis Intervention encourages appropriate decision making and to facilitate positive behavior school wide.</p>		
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>While there is not formalized AIS specifically for this area, many of our students received counseling mandates on their IEP's and therefore received school based counseling as an intervention as well as students who received it, not mandated, on a triage basis. Our guidance staff also have "groups" during the Indirect Service Time which is targeted at an at risk population that may change on a weekly or monthly basis.</p> <p>Many of our students who are part of this targeted AIS group take part in social skill lessons and behavior interventions.</p>	<p>As directed on IEP and as determined by counselors.</p> <p>Weekly in small groups based on gender.</p>	<p>During the school day</p>

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

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

High Quality and Ongoing Professional Development

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

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

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

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

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

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information

District 75	Borough Bronx	School Number 811
School Name 811x		

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 Rosa Nieves Greene	Assistant Principal Eleyna Rivas
Coach Paul Schropfer	Coach
ESL Teacher Nerlande Gilbert	Guidance Counselor Robert Sanchez
Teacher/Subject Area Michelle Gentile	Parent Judilka Lalane
Teacher/Subject Area Vidalina Soto	Parent Coordinator Miriam Luciano
Related Service Provider Ruby Castanos	Other Edgar Bazurto/Bilingual
Network Leader(Only if working with the LAP team)	Other Kawa Aviles/Bilingual

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	636	Total number of ELLs	258	ELLs as share of total student population (%)	40.57%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	258	Newcomers (ELLs receiving service 0-3 years)	60	ELL Students with Disabilities	258
SIFE	15	ELLs receiving service 4-6 years	63	Long-Term (completed 6+ years)	113

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	15	6	15	13	3	13	42	5	42	70
Dual Language										0
ESL				4	2	4	23	0	23	27
Total	15	6	15	17	5	17	65	5	65	97

Number of ELLs who have an alternate placement paraprofessional: 39

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish								2	40	59	44	63	47	255
Bengali											2		1	3
SELECT ONE														0
TOTAL	0	2	40	59	46	63	48	258						

*EP=English proficient student

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

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish								1	6	7	6	11	11	42
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	0	1	6	7	6	11	11	42

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)									5	33	48	22	130	238

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	4	15	20
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	5	33	49	26	145	258

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					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)	2	3	13	33	51

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)	7		4		18		23		52

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual (SWD)	7		3		10		21		41

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	25	25	25	25
NYSAA Mathematics	25	25	25	25
NYSAA Social Studies	25	25	25	25
NYSAA Science	25	25	25	25

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.

Early literacy skills of our ELLs are assessed through the use of The SANDI Assessment. This assessment is a comprehensive tool which measures literacy skills from pre-primer through grade 9. Student performance on this assessment helps inform program placement and instructional decisions. First, with use of the assessment to gauge whether a student has overall delays if their performance is well below age-level expectation in their native language. Secondly analysis of students' performance gives us insight into making program and class assignment changes if we find that a student requires a setting with less or more support. Lastly teachers establish goals and plans for student instruction based on the base-line results they have received using the SANDI assessment.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
When looking at NYSESLAT data patterns the first point we have to address is that the majority of our students who sat for this exam in 2011 were unable to receive a score because they could not complete all four domains. These students were counted as beginners for overall proficiency and modality analysis. Of the 235 student who took the NYSESLAT only 76 were able to receive an actual score. The bulk of our students are unable to complete the NYSESLAT as they are moderately to severely delayed. Many of these students are unable to read or write in conventional manners due to their cognitive disabilities. Some of them are limited in areas of verbal and listening skills as well. Therefore we are unable to ascertain any information on gains towards proficiency for these students. Because of this we created our own assessment to be used in addition to NYSESLAT. This assessment was created at the end 2011-2012 school year to be implemented for 2012-2013. We will be using this data to evaluate the success of our ELL program and movement made towards English Language Proficiency for even our most challenged English Language learners.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAo tool](#))

The statistical AT report RMNR data was unavailable and we used data from other reports to analyze modality patterns. Analysis of the student's performance across the modalities tested in NYSESLAT shows that our students score the best in speaking with listening following second. We therefore will focus our attention to building our students reading and writing skills when providing with NYSESLAT test preparation. There is no trend in scoring based on grade level but more on classification level with our students in the 12:1:1 and 8:1:1 population scoring the highest. Age/grade level will not play a role in our students advancing to the proficiency level of intermediate or advanced. Cognitive ability will play the largest role in students advancing in terms of proficiency.

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?

None of our ELLs currently participate in standardized state or local assessments. We therefore have no data to draw from to make decisions based on English VS native language or their performance on periodic assessments. They do however participate in the New York State Alternative Assessment (NYSAA). Participation in NYSAA aligns with the grade level standardized testing done on the state level. Therefore not all ELLs participate every year since the assessment is given based on an age range. On the 7th grade level they are assessed in ELA and math, on the 8th grade level they are assessed in ELA, Math and Science and on the HS level they are assessed in all four content areas. Eighty-eight of our ELLs participated in NYSAA last year. Analysis of the results shows that 98% of our ELLs passed in ELA, 92% passed in Math, 90% passed in Science and 90% passed in Social Studies. The nature of NYSAA allows teachers to choose grade level indicators which best meet their students' current level of understanding and abilities.

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](#).)

N/A

6. How do you make sure that a child's second language development is considered in instructional decisions?
The students second language development is considered in academica and IEP goals through the ESL and Bilingual Programs. Classroom data is used in order to increase the amount of English used to the nativer 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?
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
 On-going assessments is also an important component of our ELL program. All of our ELLs participate in assessments through out the year to gain the insight we would from the use of standardized curriculum and tests. This includes but is not limited to: School-Created checklist assessment which outlines indicators of proficiency across all four domains of language, Brigance, periodic assessments created on the school level using Brigance as a guideline, six reporting periods when teachers analyze data to make conclusions on progress and ascertain if current goals have been met or need modification, portfolios and teacher created materials.

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](#).)
 When entering District 75, parents of students who are new entrants to the NYCDOE must first meet with The Committee on Special Education (CSE) before being admitted to our school. Through administration of the Home Language Identification Survey and further interview with the parent and student, the CSE determines if a student could possibly be eligible for ELL services. At that point the CSE administers formal initial assessments (such as The Woodcock Johnson and The Vineland) LAB-R and if appropriate the Spanish LAB.
 On the school level the ELL Liaison (Eleya Rivas) is contacted for all intakes of students who are new admits to the NYCDOE. Upon review of the student's records if the coordinator finds that a HLIS was not completed at the CSE level, licensed ESL staff that has been trained in the administration of the HILS is contacted to do so. (Shakira Damiron, Michelle Gentile or Nerlande Gilbert certified ESL who speak Spanish English and French) If analysis of the survey shows that there is home language other than English then the licensed ESL or bilingual(Spanish) staff, administer LAB-R and Spanish LAB (if appropriate) within 10 days of their arrival if the CSE has not already done so.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
 At the school level we then place students in the ELL program and class ratio determined by the CSE. When a new ELL student is admitted to our school parents receive a tour and orientation about the programs their children have been placed in. In addition to that, the ESL teachers meet with the parents of ELLs to discuss their children's educational needs and strategies that could be implemented at school and at home. Classroom teachers also administer the SANDI assessment to new and current ELL students. This assessment allows us to gauge a student's present level of performance in English and their Native language. (Vidilana, Kawa, Edgaar certified Bi lingual teachers, Michelle, Nerland, Shakira certified ESL Spec Ed teachers
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 parents are not given entitlement letters and instead are told at the CSE level that their child is entitled to ELL Services. Similarly parents of ELLs are notified by CSE of their child's placement in a bilingual or ESL program. District 75 does not currently offer a Dual Language program. Although this decision is made with parent involvement and discussion of program options and availability, District 75 does not give parents surveys or program selection forms. The CSE provides parents with

information in the language which they prefer to ensure that have a through understanding of the decisions being made. Also, it is CSE's responsibility to inform parents about their rights and due process.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
The following are the steps taken at the school level to identify ELLs who are not new entrants to The NYCDOE.
 1. In the beginning of the school year all students appearing on the Cross Reference List from ATS are checked to determine if students are currently mandated for or at any point in their DOE history were mandated for ELL services.
 2. Supplemental ATS reports are then run to verify information found in step 1.
 3. At this point all identified ELLs have their files reviewed for a current IEP and Home Language Survey.
 4. The pupil accounting secretary and Parent Coordinator are then instructed to inform the ELL Liaison of any new intakes.
 5. As a safeguard to this step the ELL Liaison reviews weekly admit reports from ATS to ensure all ELLs are identified.
 6. Students are then placed as per the recommendation in their IEP.
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.

. In the Spring the school administers the NYSESLAT. In order for the school to identify students who will take the NYSESLAT, we look at the REXH, RSMR and the RNMR reports to guide us with the process. The State gives the schools a time-line for administering the components of the assessment. We then schedule the ESL and Bilingual teachers to administer to group of students.
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. [①](#)
Since District 75 does not employ the use of the Parent Survey or Program Selection forms we do not have that data to review. Similarly being at the High School level the majority of our students have been in ELL programs for many years before the come to our school. We have however noticed that the CSE in conjunction with the parents recommend a Bilingual program placement for all students who are newcomers. It seems the CSE feels this is the best program placement considering not only their needs as ELLs but as special education students, many of which have moderate to severe learning delays. Our philosophy at the school level aligns with this choice of program placement for newcomers who we feel benefit best from have the additional native language support that a TBE program offers.

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])?

Instruction is delivered through the organizational models of 3 Spanish Transitional Bilingual Education programs all three of which serve grades 9-12 and Freestanding ESL Programs run by 3 ESL teachers who do both push-in and pull-out. As mentioned earlier our school is a self-contained special education program where all of our students participate in Alternate Assessment and are considered ungraded. Therefore classes are comprised of students from “grade levels” 9-12. This is why our ELL Program Breakdown chart seems to have information that is different then what we are stating in our narrative since technically all teachers serve all grades. Our TBE classes are organized by mandated class ratios and students level of functioning (both academic and social). The remaining bilingual students who are in alternate placements and students who are mandated for ESL services only are also placed in classes according to their classifications, mandated ratios, and level of functioning (both academic and social). We have classes where the ELL students are both heterogeneously and homogeneously grouped in reference to their English language proficiency level.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?

- a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

ALL 3 Spanish TBE programs have students who are all Beginners as per their NYSESLAT or LAB-R scores. We therefore give the maximum percentage of Native Language Support as outlined in the TBE chart. Students in our TBE program receive a minimum of 540 minutes of ESL instruction and 180 minutes of NLA as mandated by CR Part 154 for beginner ELLs. NLA instruction follows the tenets of Balanced Literacy and is parallel to the literacy instruction imparted in monolingual classes. The certified Bilingual teacher provides all mandated minutes outlined above including ELA. Bilingual teachers also teach all content areas: ELA, Math, Social Studies, and Science. Our ESL program as stated earlier is run by 3 ESL teachers. ESL teachers select classes to work with, therefore maximizing group size and increasing the number of mandated minutes each student receives as per CR Part 154. ESL minutes are delivered using the push-in and pull-out model. Students are given native language support as needed in our ESL program from either our ESL teachers who are Spanish bilingual or Paraprofessionals who are bilingual in student’s native language. ELA minutes are provided by ESL students’ classroom teacher incorporating ESL methodologies under the guidance of the ESL providers.

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.

In our TBE program model, content area instruction is given by the certified self-contained bilingual teacher. Teachers in our TBE program use elements of the SIOP model for planning and delivering instruction. When considering the SIOP model teachers first consider the approach which best fits the content being taught and the students’ cognitive abilities. The approaches most commonly used in our TBE program are Whole Language Experience, Total Physical Response and Cooperative Learning. As per the SIOP model language objectives are outlined in conjunction with content objectives to ensure that language instruction is always at the forefront. Objectives are chosen based on students’ needs, ESL standards and The New York State Alternate Assessment standards. Teachers also build background knowledge by linking objectives to students’ everyday life and information they have already been taught or exposed. Our instructional approach also outlines that teachers introduce new concepts and vocabulary words. In our TBE program a minimum of one content area is taught in students’ native language per day. Our ESL program is similar to our TBE program in that ESL teachers use the same approaches for delivering instruction as outlined in our TBE program. (i.e. the use of the SIOP model, ESL strategies such as Whole Language Approach and Cooperative learning, the use of the Standards and building background knowledge) Content area instruction in our ESL program is determined and delivered with collaboration between the ESL teacher and the self-contained classroom teacher who is responsible

for the majority of these students' instruction. Classroom teachers choose content goals based on students current needs and the school-wide curriculum map which is updated as needed. The classroom teacher then collaborates with the ESL teacher to create a Student Instructional Priority Plan which covers all content areas. The ESL teacher provided the classroom teacher with insight on incorporating language objectives into the plan and approaches he or she can use to help the gain the content area knowledge while moving along the English Language Proficiency continuum. The ESL provider will either push-in during class time to support with lessons the classroom teacher is engaging in or pull students out delivering instruction based on the student plan mentioned above and any additional language needs. Both the ESL provider and the classroom teacher collect data on progress towards these goals. ESL teachers then meet with classroom teachers approximately every six week to discuss progress made on Students Instructional Priority Plan. These common meeting times happen during the classrooms teachers prep or PDP. ESL teachers are given the flexibility to adjust their prep for the day to accommodate the need for these meetings. Classroom teachers are also given access to books in students' native language. Students in Alternate Placement receive additional support from a paraprofessional who speaks the students' native language. The schedule created for teachers allows for students to be fully served. ESL teachers push-in during intruotional meal times as well as during instructional time.

Multi-sensory and multicultural materials are infused throughout all aspects of instruction in both our TBE and ESL programs. Both programs also use visual scaffolding, regalia, interactive read-aloud and graphic organizers during instruction as we find these meet their needs both as ELLs and special education student. Instructional emphasis for both programs is based on:

- School-wide curriculum created by 811X teachers and coaches
- Career skills and Work-study programming
- Instruction in the Activities of Daily Living
- Functional Academics Curricula: ELA, Math, Science & Technology, Social Studies, Occupational Studies, Vocational Studies, Career Development, Physical Education and the Arts
- ESL Standards, New York State Common Core Standards and Applied Learning Standards

In addition we provided support to our 142 ELLs who have been X-coded and are served as per their IEP. They participate in rich functional academics programs which afford them ample opportunity to maintain and build upon the English language proficiency they have already achieved. Some of these programs include full and part-time work classes, and cooking programs. These students are also provided support in preparation for the NYSESLAT exam as well.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
ANSWERS to QUESTIONS 4-8

The nature of our program with low staff to student ratio and ample opportunities for 1:1 instruction provide SIFE students with the extra support they need to get re-acclimated to the school environment. Our teachers have extensive knowledge in differentiating and scaffolding instruction therefore providing SIFE students the support they need to access the school curriculum.

New comers also benefit from the low staff to student ratio and 1:1 instruction. As our teachers are highly qualified special education teachers they have the skills needed to differentiate instruction and materials in a way that makes the curriculum accessible to students who are new to the US. ESL and Special Education strategies are closely aligned, such as modeling, use of manipulaives and regalia. ESL staff also provides additional support to teachers of ELLS who are newcomers. As newcomers in our program follow an alternate curriculum they do not have to take the standardized ELA tests outlined by NLCB. Some of our newcomers my may fall in the age ranges for partaking in the New York State Alternate Assessment. If this is the case classroom and ESL teachers provide the students with ample opportunities to master ELA Alternate Grade Level Indicators. The nature of the assessment also allows the use of pictures to help student who do not read English achieve proficient scores.

ELLs in receiving 4-6 years of service receive the same individualized and focused instruction as the rest of our students. Instruction is focused on development and support of access/foundation skills such as functional communication approaches for ELLs with severe communication disabilities including Mayer Johnson and Carol Goosens symbols, and emergent literacy strategies such as The Workshop Model, centers and word walls. Opportunities for skill acquisition included Balanced Literacy approaches, creation of bilingual communication boards and bilingual story boards, augmentative and alternative communication systems in the native language and in English, total communication approaches (transition boards, photographs, paraprofessional who speaks native language and English) and the use of the New York state Alternate Assessment standards which align to the New York State Standards.

Our school provides services for long term ELLs for as long as they need it and according to their IEPs. The majority of our Long Term ELLs have made great gains in their English Language Proficiency but are unable to demonstrate this on NYSESLAT due

to the nature of their disabilities. Our school also provides after school programs (Title III and Project Champs) to help foster gains in their English Language Proficiency. This year select groups of our Long Term ELLs have also been enrolled in our AIS program and as the focus of a student based data inquiry team.

As our school is entirely comprised of students with special education mandates all ELL students naturally receive accommodations for program needs for their disability diagnosis, mandated class size ratio as well as related services such as speech, counseling, physical therapy and occupational therapy. These ELLs students are placed with teachers who are highly qualified to meet their special needs. The formative assessments align with the ELA and Math curriculum of the school and inofrmal assessments are the teachers checking for understanding.

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

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:	0		0	0
Social Studies:	0		0	0
Math:	0		0	0
Science:	0		0	0

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

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

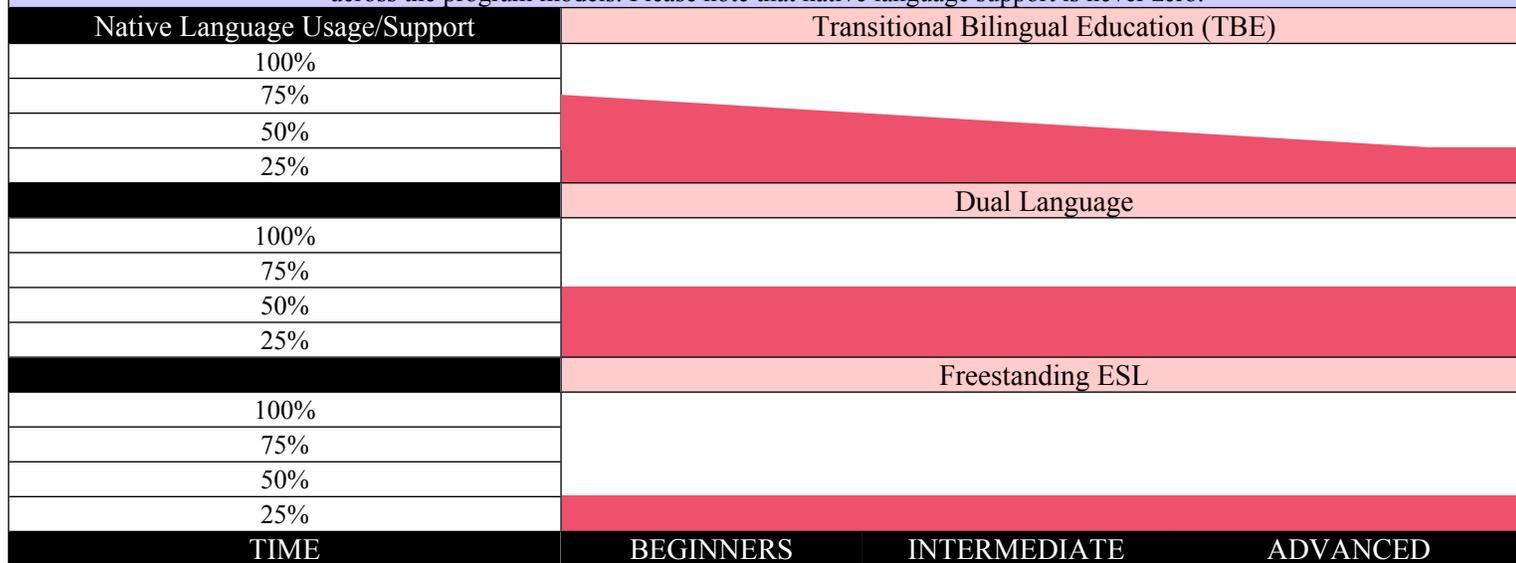
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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.

Students placement in District 75 is an intervention in it self. District 75 offers ELLs who are in special education small student to staff ratio and teachers who are highly qualified in differentiating and scaffolding objectives and curriculum to make it accessible to all types of learners. They also receive supplemental interventions as needed, such as PT, OT, Speech and counseling. These services further allow them to achieve academic and language goals. Additionally ELLs participate in several of the academic interventions used in our school. We currently use SMILE which teaches the basic elements for reading and writing to non-readers with special needs. This program is especially useful for newcomers since students need not have any phonemic awareness to participate. Picture cues are used through out the program which is a strategy which aligns perfectly with our practice for ELLs. This year we will also begin using Rosetta Stone language development software for our newcomers to help build proficiency in their speaking and listening skills. EQUALS is a math intervention we use which is aligned with needs of ELL and students in special education as it is hands-on program with concepts taught being taught in a concrete manner with the use of manipulatives.

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

If ELLs reach proficiency as per their NYSESLAT scores, we will continue to monitor their progress and provide transitional support through the following protocol, for a minimum of two years. Teachers with ELL students who have been deemed proficient will be asked to submit a report during our schools designated 6 marking periods. This report that will be requested will ask for the following information to be written in the form of a narrative.

1. How did the student perform in classroom assessments and assignments? (Please be specific and address all areas of Literacy (reading, writing, speaking, and listening).
2. If the student struggled, what do you feel was the cause of them not meeting the expectations set forth.
3. Do you feel the students difficulties stem from English not being their Native Language?
4. What strategies have you used to help this student overcome their difficulties?
5. Do you think your student requires additional support because of their previous status as an ELL student?

This report will be submitted to our school's ELL coordinator. The ELL coordinator will then review the reports in order to identify any of the students who have transitioned out of TBE who are in need of extra support. If a student is identified, a team consisting of the ELL coordinator, the student's teacher and ELL service providers will create an action plan which will address the additional support a student may require. The solution might be as simple as showing the classroom teacher a few techniques to use with the student, having a bi-lingual Para work one to one with the student or have an ELL service provider tutor the student in areas they need help in.

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

We continually strive to improve our program for ELL. This year we will begin using a school created skills assessment which will capture gains in English Language proficiency across all four domains. This assessment looks at skills which not only align with the degrees of proficiency but with students cognitive abilities as well. Therefore we will be able to analyze progress for all ELL students even those with severe physical and cognitive delays. We have also formed a professional learning community comprised of all our ELL staff to monitor progress of our ELLs, share knowledge, and discuss need as they arise. This community will also be providing professional development and support for all teachers in our school so they can better serve our ELL population. Additionally literacy support staff will be involved in preparing students for the NYSESLAT.

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

none

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

All ELLs in our school have access to all our supplemental programs and services. ELLs can choose from several clubs to participate in during school hours. Clubs include study in dance, art, music, technology and physical fitness. These programs allow ELL students to practice their social and communication skills with peers whose native language is English. Furthermore ELLs are also encouraged to participate in our after school Title III program. This year the program will focus on English language instruction through drama and horticulture. Many of our ELLs participate in Project Champs which is an after school physical fitness program as well. We will not discontinue any existing programs.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials;

list ELL subgroups if necessary)?

Native language support is naturally built into our Spanish TBE programs. NLA is taught in Spanish and is provided for a minimum of 180 minutes of instruction per week. NLA follows the guidelines of the Balanced Literacy program. The NLA instruction is provided by a bilingual teacher who adapts materials to meet the needs of cognitively delayed students who are following the alternate curriculum.

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

The students literacy skills in their Native Language varies based on abilities and cognitive delays and the teachers uses differentiated instruction to met their individual needs. Adapted materials include books, student created projects, Mayer Johnson Symbols, workbooks, augmentative devices and communication boards. Similarly native language support is provided as needed during instruction of all content areas. In our ESL program the ESL providers, alternate placement Paraprofessionals and classroom teachers (if they speak Spanish) provide native language support. Teachers also have access to materials to help build native language libraries in the classrooms for student who are not in our TBE program.

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

All instructional materials used to educate ELLs in our school are age appropriate as they are often modified by our teachers to meet the cognitive needs of our students. These materials included but are not limited to school-created curriculum, adapted books, picture books, communication boards, and picture dictionaries, audio and video programs for learning English and functional based curriculums which prepare our ELLs who will soon be transitioning out of school. Technology plays an important role in the instruction of ELLs. All teachers of ELLs have access to two media rooms where teachers can conduct lessons with student each using their own desktop computer. We also have several laptop carts which teachers can also use to conduct computer based lessons in their classroom. Additionally each Spanish TBE class has a smart board in it. This allows the teacher to incorporate hands-on, visual learning in to the students' everyday experiences. All students have access to augmentative communication devices if needed which can be programmed to speak in both English and the students' native language.

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.

ELLs in our program which is focused on transitioning students into their adult life have the resources and support services they need to do so. We have an excellent transition team which works with students and parents to help facilitate plans for the future. Our role included connecting them with community resources and agencies for adults with disabilities in addition to helping them find appropriate program and/or job placements.

18. What language electives are offered to ELLs?

The school does not offer language electives to ELL's

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)?

C. Professional Development and Support for School Staff

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

ALL staff for the Title III program will meet to create specific goals and assessments for the curriculum. All staff involved in the supplemental program will be provided with three days of Professional Development for two hours each day in January

- Day 1- How to adapt activities for students who are English language Learners and have various disabilities.
- Day 2- Focus on imbedding horticulture into the content areas
- Day 3- Review curriculum and student outcomes and make adjustments as needed.

Professional Development Program for all staff responsible for delivery and instruction and services to limited English proficient students-

Eleyna Rivas, The ELL Compliance person, a member of the LAP Policy team has been designated to attend District 75 professional development on Compliance issues including, program mandates, BESIS, and the administration of NYSESLAT. She then provided professional development bases on the information obtained to all teachers of ELL students. The PDs for the teachers help align tasks and curriculum to the Common Core standards in order to comply with the new Common Core Standards. Additionally ESL and Bilingual Teachers also attend District 75 ELL training. Three members of our ELL staff will also be given PD on incorporating horticulture into instructional practices for ELL students in February as part of our Title III program. This group will then provide PD on information obtained for all ELL staff who do not participate in our Title III program.

As per Jose P. a minimum of 10 hours of Professional Development will be provided to all teachers as institutes during their professional development periods. PD's will be given by ELL and literacy support staff in our school that familiar with the population of students we serve in our school. The following is the schedule of PD planned for the 2013-2014 school year.

- ESL Program Model VS Bilingual Program Model- Eleyna Rivas
- o Presenters- Shakira Damiron, Nerlande Gilbert, Michelle Gentile (60 minute session)
- Preparing students for NYSESALT (2-60 minute sessions)
- o Presenters- Eleyna Rivas Edgar Bazurto
- The SIOP Model and Strategies for teaching ELLs
- o Presenters- Vidalina Soto , Luz Colon (3- 60 minutes sessions)
- Academic Language Proficiency VS Social Language Proficiency
- o Presenters-Eleyna Rivas and Jose Zuleta (60 minute session)

In addition, staff members are encouraged to attend conferences at the district, city, and statewide level focusing on the education of ELLs and we are presently exploring outside consultants from BETAC which can provide us with further professional development.

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?

Parent involvement is an extremely important part of our program. Parents are invited to attend PTA meetings and support groups once a month. During these meetings our Parent Coordinator assesses the needs of our parents and offers workshops based on their requests. Workshop topics that we have given or that are being scheduled based on the evaluation of our parents needs included social security, guardianship, Medicaid services, health benefits, employment opportunities and programs for learning English.

We partner with many agencies and community based organization that come visit our parents during these meetings or provided the workshops listed above. Some of these agencies include Life Adjustment Center, LIFESPRIE, Creative Lifestyles, AHRC, Banana Kelly Community Improvement, BOLD and YAI. All of these agencies provided information to parents about day programs that will be available to our ELL students once they transition out of High School. These agencies also provided students with after school and weekend programs as well. These activities address the needs of our parents as they prepare for the future.

The PTA in our school also hosts various luncheons and arts and crafts days throughout the year to help create and welcoming environment so parents can feel a sense of belonging to community that cares about them and their children.

Our school also hosts two major transition fairs a year. Staff coordinates to have the majority of the agencies we work with come in during our open school days and nights both in November and March. Parents are given valuable information on helping their children successfully transition to adult life and the services that are available to aid them in this difficult process.

We also will be setting up a mini computer lab in our parent association room where parents can come in to access ARIS, receive instruction using computers, and use Rosetta Stone programs to increase their own English language proficiency.

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: 811x

School DBN: 75x811

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Rosa Nieves Greene	Principal		10/25/13
Eleyna Rivas	Assistant Principal		10/25/13
Miriam Luciano	Parent Coordinator		10/25/13
Nerlande Gilbert	ESL Teacher		10/25/13
Judilka Lalane	Parent		
Michelle Gentile	Teacher/Subject Area		10/25/13
Vidalina Soto	Teacher/Subject Area		10/25/13
Paul Schropfer	Coach		10/25/13
	Coach		
Robert Sanchez	Guidance Counselor		10/25/13
	Network Leader		
Ruby Castanos	Other <u>Related Service</u>		
Edgar Bazurto	Other <u>Teacher</u>		
Kawa Aviles	Other <u>Teacher</u>		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 75X811 School Name: HS 811X

Cluster: Gary Hecht Network: 5

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

Part A: Needs Assessment Findings

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

The following methods have been used to assess the school's needs for translation and interpretation services.

- a. The Home Language report on ATS indicates that close to 40% of our student population has a home language other than English.
- b. Analysis of our Adult Preferred Language Report shows that almost 30% of our parents prefer to have communication, both written and spoken in a language other than English. Twenty Six percent of that group has indicated a preference of Spanish.
- c. Analysis of our LEP population shows that we have 70 students who are mandated for bilingual services, 26 who are mandated for ESL services and 142 students who are X-coded and served as per their IEP.
- d. The Ethnic Census report on ATS indicates that over 60% of our student population is of Hispanic origin.
- e. The school also uses blue emergency cards.

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.

As demonstrated by our needs assessment a substantial portion of our parents require translation and interpretation of all correspondence, student information documents, notice of conferences, and referral services. Reports are shared with our parent coordinator and teachers so they are aware of the parents preferred language of communication. Parents who are in need of translation or oral interpretation are provided with translators from staff within the building. The parents are notified prior to visiting the school via notices sent home.

Part B: Strategies and Activities

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

All school notices are sent home in English and Spanish. For parents of ELLs that require other languages, the students Alternate Placement Para will translate for that particular parent. All Spanish translation is done on-site by one of our administrators or our parent coordinator both of which are proficient in Spanish. All materials sent home are translated into Spanish. We also have a teacher whose native language is Bengali who provides us with translations for our 3 LEPs who speak Bengali

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

Oral interpretation services are provided by in-house school staff. The parent coordinator, bilingual administrators, therapists, teachers, Paraprofessionals, and guidance counselors communicate with parents of ELLs by providing bilingual interpretation support to relay school related activities, and information to parents. They are available during parent teacher conferences, IEP meetings, Parent Association meetings and any other special events our school is hosting.

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>.

- We have posted a large welcome poster which is translated in the 8 languages covered by the DOE which indicates who are parent coordinator is and who our Family Advocates are.
- A sign in the 8 covered languages has been posted in the main lobby near the welcome poster which lets that parents know that translation services are available.
- There are copies on file of the Parents Bill of Rights and the Family Guide in the 8 covered languages in the parent coordinators office.
- The phone number for Translation services has been distributed to all school personnel (718-752-7373)
- The school will ensure that written communication is translated in the parent's native language within a reasonable amount of time.