

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001): 75K368
School Name: P.368K
Principal: JOYCELYN NEDD

Comprehensive Educational Plan Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)

Section 4: CEP Overview

Section 5: Needs Assessment, Annual Goals and Action Plans

- **Section 5A Capacity Framework Element - Rigorous Instruction**
- **Section 5B Capacity Framework Element - Supportive Environment**
- **Section 5C Capacity Framework Element - Collaborative Teachers**
- **Section 5D Capacity Framework Element - Effective School Leadership**
- **Section 5E Capacity Framework Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

Section 1: School Information Page

School Information

School Level: Elementary – High School School Number (DBN): 75K368
School Type: Special School Grades Served: K-12
School Address: 70 Tompkins Avenue
Phone Number: 718.388.9494 Fax: 718.302.4481
School Contact Person: _____ Email Address: _____
Principal: Joycelyn Nedd
UFT Chapter Leader: Robin Garber
Parents' Association President: Celia Green
SLT Chairperson: Robin Garber
Student Representative(s): _____

District Information

District: 75 Superintendent: Gary Hecht
Superintendent's Office Address: 400 First Avenue
Superintendent's Email Address: ghecht@schools.nyc.gov
Phone Number: 212.802.1502 Fax: 212.802.1678

Cluster and Network Information

Cluster Number: _____ Cluster Leader: _____
Network Number: 754 Network Leader: Arthur Fusco

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed 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.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Joycelyn Nedd	*Principal or Designee	
Robin Garber	*UFT Chapter Leader or Designee	
Celia Green	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Lorna Perkins	Member/ Teacher	
Denise John Vickerie	Member/ Teacher	
Nadine Remy	Member/Teacher	
Diane Haynes	Member/Paraprofessional	
Arzie Goodman	Member/ Parent/	
Sharon Hepburn	Member/Parent	
Paulina King	Member/ Parent	
Kimberly Morman	Member/Parent	
Mamie Toole	Member/ UFT	
	Member/	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

P368K is a multi-sited school within District 75 that serves students with emotional disturbance (18 classes) and students with Autistic Spectrum Disorder (19 classes); 3 community based sites and one Day Treatment program.

Our program for students with emotional disturbance is designed for students who demonstrate significant emotional and social difficulties over a prolonged period of time, and often in a variety of settings, which interfere with appropriate performance in the classroom setting. These students require a District 75 special school that provides an intensive instructional management system and intensive supervision and support, in order for them to make progress in mastering the curriculum and meeting promotional standards. P368K provides an instructional program that emphasizes the development of: (a) skills in developing self-control and in improving interactions with others (b) behaviors needed for school adjustment and post school adjustment; (c) academic competencies to meet the promotional standards.

Our program students with autism spectrum disorder is designed to serve the academic, social, and emotional needs of our students by providing the structure, the organization, and the prompts to promote independence and communication.

P368K provides an instructional program parallel to the mainstream with an emphasis on responsibility training and skills in developing self-control. 100% of students have Individualized Education Plans (IEPs). Additionally, students receive IEP mandated related services such as speech and language, counseling, occupational and physical therapy.

Our Mission

The mission of P368K is to improve and update instructional methods that provide challenging educational experiences for all students. One of the building blocks for this improvement is to foster a positive relationship with our general education counterparts, so that our students will have equity and equal access to educational experiences and partnerships that will commensurate with their abilities. This will enable them to become participants and contributing members of a multicultural society. We are committed to supporting the development and implementation of comprehensive programs that enable students to improve their performance and maximize their potential in environments within our schools and the larger community

For the past ten years, P368 has implemented the Positive Behavior Intervention and Supports (PBIS) with fidelity and success to manage challenging student behaviors. We have hosted visits from foreign countries observe our best practices.

Our school has grown in many ways during the past year. The results of our School Survey revealed that students, parents and teachers agree the 368K is a safe and nurturing environment that has set high expectations for our learners. Despite the accolades the school community has expressed about the school, our school remains on the Persistently Dangerous List.

Our instructional focus for this year is to improve student performance emphasizing Academic Intervention Services (AIS). Targeted students are grouped and attend a daily dedicated AIS period.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

<ol style="list-style-type: none"> 1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). 2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
<ol style="list-style-type: none"> 1. A review of the 2014 ELA results indicated that 90% of the students in Grades 3-5 scored at Level 1 and 96% of students in Grades 6-8 scored at Level 1. 2. Feedback from 2014 Annual Principal Performance Review (APPR) indicated “continue to evaluate rigorous and relevant CCLS aligned curricula to accelerate learning for all students in standard and alternate assessment.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2015, there will be an increase in reading achievement for students in Grades 3 -8 as evidenced by 3% increase in the mean scale scores as measured by NYS ELA examination.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 			
Implementation of Common Core Aligned Curriculum Standard Assessment: Core Knowledge Language Arts (CKLA); Expeditionary Learning; Wilson Reading; Performance Coach Alternate Assessment: Attainment Core Curriculum Solutions (Elementary; MS; HS); Unique Learning Systems (K-12); SMILE; Professional Development and Professional Learning Communities (Monday Professional Learning Time; Professional Development Reflection	Students K-12	Sept. 2014 – June 2015	School Leaders, teachers
Academic Intervention Services daily; Wilson Reading; Performance Coach; iReady Middle School After School Initiative	Targeted Students, Teachers	Sept. 2014- June 2015	Teachers, School Leaders, Related Services
Tuesday Parent Engagement Time; parent workshops	Parents , Teachers, Students	Sept. 2014- June 2015	Teachers, School Leaders, Related Services

--	--	--	--

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

School Based Coach
 Block Scheduling;
 Departmentalized Instruction
 Dedicated AIS period

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
---	----------	--	---------------	--	-----------	--	-----------	--	--------

List below any additional funding sources that will be utilized to support achievement of the goal.

Middle School Afterschool Initiative

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

1. January 2015 review of edperformance results

2.

Part 6b. Complete in **February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

3.	Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
4.	Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
3.	The final reading for the School Violence Transitional Index (SVTI) for 2013-2014 for the school was 1.73 as compared to 4.14 in 2012-13. This index places 368K on the Persistently Dangerous (PPD) list for the second consecutive year. OORS data for 2012-2013 revealed a total of 47 serious infractions; 36 Level 4 and 11 Level 5 as compared to 21 serious infractions; 18 Level 4 and 3 Level 5.
4.	The findings of the 2013-14 School Survey revealed an 87% satisfaction rate in the area of School Culture for parents, students and teachers.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2015, there will be an improvement in student behaviors as evidenced by 5% decrease in inappropriate student responses to conflict as evidenced by the incident reporting data system.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust			
5. Ongoing implementation of the Positive Behavior Intervention and Supports (PBIS); Power of Choice behavior management system; Menu of Incentives Professional development for staff in need of Therapeutic Crisis Intervention in Schools (TCIS/TCI); Get Ready to Learn (GRTL); Respect for ALL; Gang Awareness Implementation of the Second Step Anti-Bullying Curriculum; lesson sequence based on infraction data.	Teachers; Ed. Asst., Clinicians, Speech Teachers, OT., PT	Sept, 2014- June 2015	PBIS Team Members External Coach, School Leaders
6. PBIS Team with PBIS External Coach support; representation from each site Daily Point Sheets All staff – staff register for TCIS/TCI Developmentally Disabled course and or school’s TCIS trainer will conduct school based TCIS training Dedicated Second Step Teacher Clinicians, teachers, paraprofessionals collect data	Teachers; Ed. Asst., Speech Teachers, OT., PT	Sept, 2014- June 2015	PBIS Team Members , External Coach, School Leaders

7. Parent Engagement Time (Tuesday; Parent workshops	Parents, Teachers, Ed. Asst., Clinicians, Speech Teachers, OT., PT	Sept, 2014- June 2015	PBIS Team Members External Coach, School Leaders
School wide assemblies; PBIS Boosters; Parent Teacher Conferences; Curriculum/Family Nights	Teachers, Parents,	Sept. 2014- June 2015	School Leaders

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

External Coach
Dedicated Second Step Teacher

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
---	----------	--	---------------	--	-----------	--	-----------	--	--------

List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 10. Specify a timeframe for mid-point progress monitoring activities.

9. January 2015 VADIR Index and OORS data review
10. Monthly review of SWIS, OORS and VADIR data
Quarterly PBIS Boosters
Monthly Awards Assembly

Part 6b. Complete in **February 2015.**

11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
12.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- | | |
|-----|---|
| 13. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 14. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

13.	A review of the 2014 test results revealed that 94% of the students in Grades 3-5 scored at Level 1 and 93% of students in Grades 6-8 scored at Level 1.
14.	2012-13 Proficient score for School Quality Criteria 1.4 – Engage in structure professional collaborations on teams. Quality Review indicated that school leaders schedule instructional teams to specifically assess student learning needs. Teams use a protocol, creating agendas, writing minutes, and using a collaborative teacher team rubric. Each team submits documents to the principal who provides feedback.
	2013-14 PPR feedback indicates there is an extensive AIS program in place to meet the needs of students with severe disabilities to improve foundational literacy skills to access all content areas, as well as math intervention

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.

By June 2015, there will be an increase in mathematical achievement as evidenced by a 3% increase in mean scale scores for tested students in Grades 3-8 as measured by NYS Math assessment.
--

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust			
15. Provide teachers with opportunities for ongoing professional development to strengthen their ELA and math practice (Monday Professional Learning Time; Math in Focus; Attainment Math; Teacher Effectiveness and other disciplines	Teachers	Sept. 2014- June 2015	School Leaders; School Based Coach
16. School Based Coach Block Scheduling;	Students Grades 3-8 (Standard/Alternate)	Sept. 2014- June	

Departmentalized Instruction Dedicated AIS period daily – Six week cycles of targeted skills in ELA and Math based on skills item analysis Middle School After School Toon Boom		2015	
17. Parent Survey Family/Curriculum Night Parent –Teacher Conferences	Students Grades 3-8 (Standard/Alternate	Sept. 2014- June -2015	School Based Coach; Unit Coordinator, School Leaders
18. Small group instruction	Students Grade K-12)	Sept. 2014- June -2015	School Based Coach; Unit Coordinator, School Leaders

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
School Based Coach Intervention materials Dedicated AIS Period

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
Middle School After School (MSAS)									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
20. Specify a timeframe for mid-point progress monitoring activities.				
19. <u>December 2014 administration of NYC Benchmark Assessments</u>				
January 2015 edperformance periodic assessment				
20.				
Part 6b. Complete in February 2015.				
21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
22.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

23.	Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
24.	Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
23. 2012-13 Quality Review What the school needs to improve indicated that P368K was a pilot school in the Teacher Effectiveness Pilot (TEP) and through the support of a TEP coach, improvement in questioning techniques is apparent.	
2013-14 School Quality Criteria 4.1- Proficient	
24.	

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By 2015, school leaders will continue improve teacher practice by developing a shared understanding of instructional excellence by deepening the school community’s comprehension of Charlotte Danielson’s Framework for Teaching as evidenced by End of Year Measures of Teacher Practice Ratings (MOTP)

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
27. Strategies to increase parent involvement and engagement			
28. Activities that address the Capacity Framework element of Trust			
25. Danielson Framework for Teaching Rubric; Monthly Observation schedule	Teachers	Sept. 2014- June 2015	School Leaders
26. Six week cycles of Academic Intervention Services (AIS); ELA and Math	Teachers; Students		
27. Parent Engagement Time Activities	Teachers; Parents		
28. Open Door Policy with School Leaders			

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule

adjustments, etc.
School Based Coach
District 75 Professional Development System

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
30. Specify a timeframe for mid-point progress monitoring activities.				
September 2014 Initial Planning Conferences and Professional Growth Plan				
January Midyear Conferences				
30. End of Year Conferences				
Part 6b. Complete in February 2015.				
31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
32.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

33.	Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
34.	Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
33. The results of the 2013-14 School Survey indicated that parents wanted the school to offer a wide enough variety of courses, extracurricular activities, and services to keep their child interested in school.	
34. During the 2012-13 Quality Review parent interview, parents describe the school as “awesome, powerful, outstanding, trustworthy, safe and lovable. The 2013-14 School Survey indicated that parents were satisfied; 94% Instructional Core; 91% Systems for Improvement; 91% School Culture.	

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2015, parental engagement will increase as evidenced by inviting two (2) community based organizations to partner with our school.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
37. Strategies to increase parent involvement and engagement			
38. Activities that address the Capacity Framework element of Trust			
35. School Leadership Team ; Parent Engagement Time (Tuesday); Family Night; Parent Teacher Conferences;	Parents	Sept. 2014- June 2015	School Leaders
36. Parent informational workshops; Speech, Parent Support, PBIS, Articulation Process, Graduation, Middle School/HS Application Process, Transition and Family Support Services and Resources, etc. Newsletters; CHAMPS Sports Program; Middle School Afterschool Program	Parents	Sept. 2014 – June 2015	School Leaders; Parent Coordinator
37. School wide assemblies; Winterfest; Spring Fling; Monthly Academic and PBIS Awards Assemblies; School Messenger	Families	Sept. 2014- 2015	School Leaders
38.			

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Parent Coordinator;

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
---	----------	--	---------------	--	-----------	--	-----------	--	--------

List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

40. Specify a timeframe for mid-point progress monitoring activities.

Parent Attendance at school events and workshops; School Survey; School Leadership Team attendance, agenda and minutes

Part 6b. Complete in **February 2015**.

41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
-----	--	--	-----	--	----

42. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	Edperformance; Reading	Repeated reading; word work; interactivewriting; iReady; Performance Coach	Small group	During the school day; afterschool
Mathematics	Edperformance; Math	iReady; Performance Coach	Small group	During the school day; afterschool
Science	End of Unit Tests	Repeated reading; word work; interactivewriting;	Small group	During the school day; afterschool
Social Studies	End of Unit Tests	Repeated reading; word work; interactivewriting;	Small group	During the school day; afterschool
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	SWIS and OORS data;	Behavior Intervention Plan (FBA); Functional Behavioral Assessment (BIP);	Individual	During the school day; afterschool

Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I
--	--------------------------	--	----------------------------------	--	-------------

Part 2: All Title I Schools

2a. 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.

--

2b. 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).

--

Part 3: TA Schools Only

3a. Use of Program Resources

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

--

3b. 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).

--

Part 4: SWP Schools Only

4a. 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.).

4b. 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.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

1. Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
2. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current 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 the school. **[School name]**, 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 the school and the families. The 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 the school community. **[School name]** 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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;

The 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;
- 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 (SPC) Template

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information [i](#)

District 75	Borough Brooklyn	School Number 368
School Name P368K-Star Academy		

B. Language Allocation Policy Team Composition [i](#) 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 Joycelyn Nedd	Assistant Principal Henry Renelus
Coach Iveliz Colon	Coach type here
ESL Teacher Katherine Loev	Guidance Counselor Peggy Alicea
Teacher/Subject Area Junie Luis-Jean/Classroom	Parent Celia Green
Teacher/Subject Area Shirley Castelluccio/Classroom	Parent Coordinator Dawn McIver
Related Service Provider Susana Musayeva	Other type here
Network Leader(Only if working with the LAP team)	Other type here

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	268	Total number of ELLs	26	ELLs as share of total student population (%)	9.70%
--	------------	----------------------	-----------	---	--------------

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	26	Newcomers (ELLs receiving service 0-3 years)	10	ELL Students with Disabilities	26
SIFE	1	ELLs receiving service 4-6 years	8	Long-Term (completed 6+ years)	8

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. [i](#)

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
TBE											0
Dual Language											0
ESL	10	0	10	8	1	8	8	0	8	26	

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
Total	10	0	10	8	1	8	8	0	8	26
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

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

*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	
	ELL	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									
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
TOTAL	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	2	4	2	2		1	5			2	19
Chinese												1	1	2
Russian														0
Bengali												1		1
Urdu														0
Arabic														0
Haitian									1		1		1	3
French								1						1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	1	2	4	2	2	1	2	5	1	2	4	26

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)				2	2	2	2	1	1	2	1	2	4	19
Intermediate(I)			1	1	1				1	3				7
Advanced (A)														0
Total	0	0	1	3	3	2	2	1	2	5	1	2	4	26

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B	0												

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2				2
4	1				1
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1		1						2
4	1								1
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			1						1
8									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA	11		10	
NYSAA Mathematics	11		10	
NYSAA Social Studies	1		1	
NYSAA Science	1		1	

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:

- 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.

P368K teachers use a variety of assessment tools to measure the early literacy skills of their ELLs. They review data from ABLL-R, SANDY, FAST, UNIQUE System, NYSAA and formative assessment practices to pinpoint areas of need and strategically adjust

instruction that support ELL student learning. Our Standardized Assessment teachers use Fountas & Pinnell, Running Records, Ed Performance and IReady, and a menu of assessments built into the Core Knowledge Curriculum for our K-2. As soon as the early literacy skills of a student are measured, a collaborative process takes place between classroom teachers, service providers, the ESL teacher, and the AIS team in determining the course of study that will be designed and differentiated to serve the academic, social, and emotional needs of that one student.

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

Twenty six (26) ELL students were administered the NYSESLAT in the spring of 2013 and we don't have any ELLs who qualify for the Lab-R. Therefore, based on the NYSESLAT results, sixteen (16) of our ELL students are at the beginning level in the four modalities. The results of six (6) ELLs were evaluated at the intermediate level. None of the ELL students reached the advanced level. Four (4) of our ELLs did not receive any results on their NYSESLAT exam. We noticed that the NYSESLAT results of elementary school ELL students are higher than junior high and high school respectively.

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](#))

Patterns across NYSESLAT modalities (reading/writing and listening/speaking) will affect instructional decisions. All teaching materials will be differentiated, modified, and adapted to meet the unique needs of our ELL students. AMAOs are established for ELL students in grades K-12, in three categories: (1) progress toward acquiring English language proficiency; (2) attainment of English language proficiency; and (3) Progress and Performance Index (PPI) of the ELL/former ELL subgroup in both English language arts and mathematics. Our school uses this information to develop instructional plan for these students.

4. For each program, answer the following:

- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

Our school currently does not administer Periodic Assessment, and our ELL students do not take exams in their native languages.

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](#).)

Our school has an RtI program in place as part of the process to determine if an ELL in grades K-5 is a student with a learning disability in the area of reading. We continue to provide a Response to Intervention (RtI) program in addition to an Academic Intervention Services (AIS) program to eligible students. We use RtI and AIS data to guide our instructional practices for ELL students and to determine if a student responds to scientific, research-based instruction.

6. How do you make sure that a child's second language development is considered in instructional decisions?

All P368K teachers consider second language development for their ELLs in their instructional decisions. All students will continue to receive English as Second Language service from Ms. Loev, the ESL teacher, who will be collaborating with classroom teachers to the maximum extent possible. Our instructional decisions will significantly focus on needs of each ELL student to ensure his/her progress in language acquisition. Our ESL program will continue to capitalize on the literacy skills and prior knowledge that our ELLs already have in their primary language. In doing so, we will encourage our ELL students to take risk in all four modalities. We will use multi-sensory, research-based approaches in delivering instruction that proven to be the most beneficial for our ELLs. We will utilize instructional and adoptive technology as well as student-generated materials for teaching and learning.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the second (target) language?
- What is the level of language proficiency in the second (target) language for EPs?
- How are EPs performing on State and City Assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

We evaluate the success of our ESL program by analyzing assessment data: NYSESLAT, NYSAA, SANDI, FAST, NYS Exams, Ed Performance, IReady, and curricular assessments to determine if our ELL students have improved their language skills and demonstrate progress with regard to school AYP.

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](#).)
In most cases, students' placement decisions are made at the CSE level. However, if a child enters our school missing this information, we will have to follow the required procedures: all parents or guardians of newly enrolled students are required to complete a Home Language Identification Survey (HLIS) followed by the informal interview within the 10 business days after enrollment. The survey is administered by an ESL teacher, Ms. Loev, with the assistance of bilingual school pedagogues in case students' parents need interpretation services. This survey lets our school staff know what language a child uses at home. If the HLIS indicates that a child uses a language other than English, he or she is administered an English proficiency test called the Language Assessment Battery Revised (LAB-R). Performance on this test determines a child's entitlement to English language development support services. If LAB-R results show that a child is an ELL and Spanish is used in the home, he or she must also take a Spanish LAB (administered by a Spanish speaking pedagogue at each site) to determine language dominance.
The information from the Home Language Identification Survey is provided to the pupil accounting secretary who will make necessary ATS changes. It is also provided to the teacher to assist in the differentiation of instruction. Additionally, The language reference list is used when telephone calls are made to the home. The LAB-R results determine students' entitlement to ELL services.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
Parents of those ELLs who have been identified as eligible for ESL service, receive a letter inviting them to a parent orientation meeting. During our meetings parents view the New York Department of Education orientation video and receive information on the different programs available in New York City. The parent orientation and materials are provided in the parents' native language to the extent possible. Our school currently offers a Freestanding ESL program. However, the new ELLs' parents are exposed to information regarding all three bilingual programs, Transitional Bilingual, Dual Language, and Freestanding ESL. The school follows this procedure to ensure that parents are able to make a choice of the program that best fits their child's needs.
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, CSE personnel distribute entitlement letters. Parent Survey and Program Selection forms are collected by an ESL teacher, Ms. Loev, and Parent Corrdinator, Ms. McIver, and kept secured in a centralized location at a school site as the best place to store and access paperwoork on ELLs.
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.
In District 75, Decisions regarding placement are made at CSE in conjunction with parents. Our school currently offers Free Standing ESL classes only. In elementary and junior high school, students whose LAB-R results identified them as beginners or intermediate ELLs receive 360 minutes of ESL service weekly; advanced ELLs receive 180 minutes of ESL service and 180 minutes of ELA weekly; in high school, students whose LAB-R results identified them as beginners receive 540 minutes of ESL service weekly; intermediate ELLs receive 360 minutes of ESL service weekly; advanced ELLs receive 180 minutes of ESL service and 180 minutes of ELA weekly.
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.
Each spring the P368K ELLs take the New York State English as a Second Language Achievement Test (NYSESLAT) which measures their English proficiency level. The steps taken by Ms. Loev, ESL teacher, to administer the NYSESLAT include the folowing actions: Ms. Loev prints out the RLER/RSPE ATS reports in order to identify students eligible for the test and testing accomodations. She determines the NYSESLAT grade-level assessment for each student in accordance with the Appendix H. She also creates a schedule that reflects the time and ELL groups to be administered NYSESLAT considering the important dates stated by the NYSED. Ms. Loev keeps the testing materials secure at all times. Ms. Loev and other school personnel assigned for administering the test follow all procedures outlined in the Test Manual for each section (Speaking, Listening, Reading, and Writing). After having all sections of the test administered and scored (Writing), the testing materials are classified by the subtests and grades and submitted to the school test coordinator to be reviewed and sent to Questar.

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**
- After reviewing the Parent Survey and Program Selection forms for the past three years, we can state that all parents have requested Freestanding ESL. Although placement is determined at CSE for District 75 students, we survey parents to ascertain what their preference is and keep this documentation on file for three years.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

P368K currently has a Freestanding English as a Second Language (ESL) program in heterogeneous classes via the push-in/pull-out model.
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)?

The ESL teacher's schedule ensures that the mandated number of instructional minutes is provided as per CR Part 154: students in Grades K-8 performing at the Beginning and Intermediate levels on the NYSESLAT will receive 360 minutes (2 units) of ESL instruction per week. Students performing at Advanced level of proficiency will receive 180 minutes (1 unit) of ESL instruction per week and 180 minutes of ELA. Students in Grades 9-12 who perform at the the Beginning level will receive 540 minutes (3 units). Intermediate level students will receive 360 minutes (2 units). Advanced level students will receive 180 minutes of ESL instruction in addition to 180 minutes of ELA per week.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

P368K organization adheres to the NYS CCLS along with the Alternate Assessment Framework Extensions for ELA and Math and AGLs for Social Studies and Science and strives to deliver content areas by using approaches that facilitate our ELLs' academic and language development and help them meet or exceed standards. In Freestanding ESL programs, English Language Arts is taught in English using ELA (Balanced Literacy, Workshop Model, Block Scheduling, mini-lesson model, etc.) and ESL (CALLA, Total Physical Response, Natural Approach, Direct Method, Communicative Approach, etc.) methodologies. Content areas (Math, Science, and Social Studies) are delivered in English using ESL methodologies and instructional strategies. To ensure core curriculum alignment, careful scheduling and planning between a classroom teacher and the ESL teacher are required. Our school continues to utilize push-in model that promotes collaboration between a classroom teacher and the ESL teacher, decreases in-class instruction time loss and student travel time to and from the ESL classroom. ESL teacher, Ms. Loev, comes into the class on a regular basis to work with ESL students on specific class assignments providing language acquisition and vocabulary support. Also, our school implements Cross Content lesson planning and delivery with Art teachers that ensures content comprehension and fosters language development.

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

Teachers at P368K provide native language support to ELL students and make sure they are appropriately evaluated in their native languages throughout the year. Majority of our ELL students have home language of Spanish. A pedagogue who speaks the student's native language assists for interpretation and translation during evaluation, including student testing, collecting communication samples, and communicating with the student's parents.

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

Teachers at P368K understand the importance of integrating of the four modalities into their instruction. They create classroom activities that require students to use language within two or more of the four modalities, which help to reinforce the concepts being emphasized. This approach also lends itself well to a variety of learning styles. For example, it has also been shown that reading helps students develop competence in writing. Practice in one modality often results in improved competence in other modalities. In addition, by integrating all modalities in curriculum and instruction, our teachers consider how students can use language for a variety of purposes through cooperative learning techniques. These strategies help them ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

The SIFE students receive the following instructional support: Get Ready to Learn (GRTL) program; Whole class/small group/individual instruction delivery; Collaboration with the Speech Services Provider Collaboration with Parents; AIS: SMiLE (a literacy program for limited to non-verbal students); Oral/Visual and Auditory Language Development Opportunities; Literacy learning blocks, literacy workstations, audio-books, computer programs; Adaptive technology, if needed; Nurturing environments to facilitate language development, etc. All school personnel support students with Social/Emotional Program "Positive Behavior Intervention Supports (PBIS)" and Power of Choice; We provide opportunity to attend after-school program.

Newcomers (0-3 years) receive services that include the following: Get Ready to Learn (GRTL) program; Whole class/small group/individual instruction delivery; Collaboration with the Speech Services Provider; Collaboration with Parents; AIS: SMiLE (a literacy program for limited to non-verbal students); Oral/Visual and Auditory Language Development Opportunities: Literacy learning blocks, literacy workstations, audio-books, computer programs; Adaptive technology, if needed; Nurturing environments to facilitate language development; Support students with Social/Emotional Program "Positive Behavior Intervention Supports (PBIS)" and Power of Choice; Provide opportunity to attend after-school program.

Our instructional program for ELLs (4-6years) provides the following support: Get Ready to Learn (GRTL) program; Whole class/small group/individual instruction delivery; Collaboration with the Speech Services Provider; Collaboration with Parents; Our school provides AIS: SMiLE (a literacy program for limited to non-verbal students); Oral/Visual and Auditory Language Development Opportunities: Literacy learning blocks, literacy workstations, audio-books, computer programs; Adaptive technology, if needed; Nurturing environments to facilitate language development; Support students with Social/Emotional Program "Positive Behavior Intervention Supports (PBIS)" and Power of Choice; Provide opportunity to attend after-school program.

As part of our plan for our Long Term ELLs, they will continue to be served by our licensed ESL teacher. In addition, Long Term ELLs are offered the following programs to improve upon their linguistic and academic skills within the confines of their daily curricular

programming: Academic Interventions Services (AIS) in:

ELA – Core Knowledge/Wilson Foundations (systematic phonics and study of word structure) , Great Leaps (reading fluency building intervention), Structured Method in Language Education, SMiLE (A literacy program for limited to non-verbal students), , Brain POP (animated, curriculum-based content), iReady Diagnostic in Reading (sub-skill practice), Wacky Wednesday Centers Day.
Math – Math in Focus – Math Counts and Everyday Math Games (drill exercises aimed primarily at building fact and operation skills), Brain POP (animated, curriculum-based content), iReady Diagnostic (sub-skill practice), Wacky Wednesday Centers Day.

Currently, we do not have ELL students who reached the level of proficiency and tested out of NYSESLAT. In case we have this group of students, we will provide them with instructional support for two more years (e.g., AIS, ESL instruction).

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

Teachers of P368K use instructional strategies and grade-level materials to provide access to all ELL-SWDs of academic content areas and accelerate English language development. Our school organization adheres to the NYS CCLS and Alternate Assessment Framework Extensions for planning and delivering instruction to students. This year, our ESL teacher, Ms. Loev, will continue to plan and align her curriculum with the NYS Resource Guide for the teaching of Language Arts to English Language Learners, the NYS Learning Standards for English as a Second Language Resource Guide along with the NYS CCLS and Alternate Assessment Framework Extensions.

Since our approach to delivering instruction to all students is to make learning fun, we will strive to provide opportunities that are multi-sensory and kinesthetic in nature. In order to provide challenging educational experiences that are meaningful and contextual, our ELL students will use materials that have differentiated tasks to match their cognitive abilities (adapted books, classroom multi-cultural libraries), instructional materials that are aligned with the school's core curriculum, and literature that reflect a variety of native languages to support our ELLs. Native language support is provided where necessary – such as using bilingual dictionaries, native classroom libraries, technology enrichments in the native language are available in our freestanding ESL program.

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?

P368K staff uses curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency. The educators have a clear vision that includes high expectations for ELL student achievement supported by a purposeful plan of action.

All teachers work in CTTs (Colaborative Teacher Teams). The ESL teacher also participates in meetings alongside content teachers. Teachers meet twice a week with a purpose of looking at a student work (ELLs-SWD inclusive) in order to discuss their academic and language performance in content areas and design new performance tasks and/or instructional strategies aligned with CCLS that address students' needs and foster their performance growth.

Students are placed in content classes according to academic ability whenever possible.

Students in 4-12 grade/Standardized Assessment population are departmentalized, allowing for greater teacher specialty in the classroom.

Teachers use TABs (Teacher Assessment Binders) and SGPs (Student Growth Portfolios) to empower students to take responsibility for their own learning, as they collect, analyze and track data to monitor the alignment of goals to student work and to make instructional decisions for student progress.

Our school implements Cross Content lesson planning and delivery of instruction, ie. ELA/Social Studies, Math/Science and everyone with Art.

Schedules are designed so that teachers have two to three separate AIS periods dedicated to groups of 1-3 students for explicit skill instruction. This is especially beneficial to ELLs.

All of the actions described above aim to enable our students, as well as ELL-SWD, achieve their IEP goals and attain English proficiency.

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

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

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

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

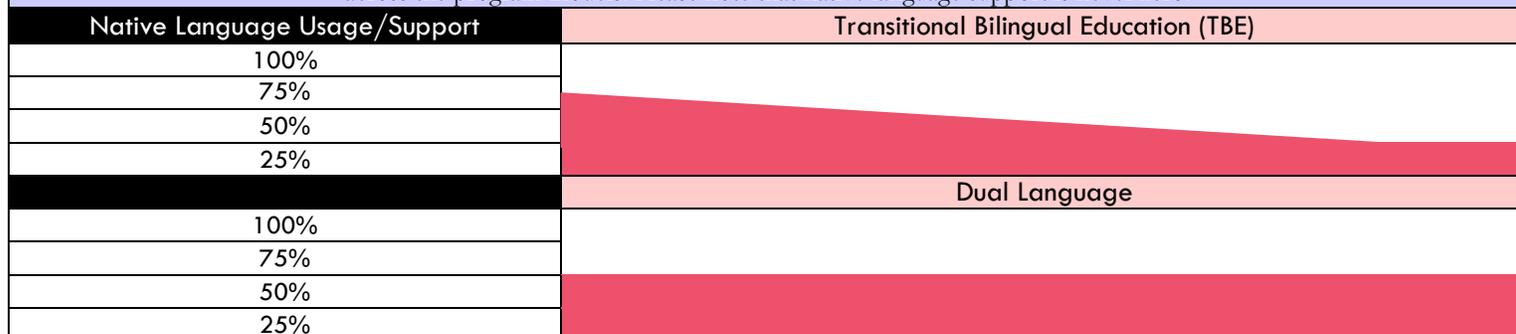
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

This year P368K will continue to use intervention programs for ELL students in ELA, math, and other content areas. Our school instructional approach is based on the premise that English is best acquired within content, across all content areas. All content-area teachers are ELA teachers in addition to their disciplines. Professional Development for teachers is strategically designed to support this premise.

The following intervention programs available to our ELLs in ELA are:

Wilson Foundations – systematic phonics and study of word structure that provides children of varying learning abilities with a foundation for reading and spelling. It provides teachers with the skills and tools needed to present structured, sequential, and cumulative phonics/spelling program using multi-sensory teaching techniques. The program highlights systematic phonics and study of word structure skills taught explicitly and systematically; teacher models with “Echo”, the owl puppet, directing students to repeat sounds, words, and sentences and assesses students through the program. This program is designed for our early grades K-3.

Wilson Program - a version of the above mentioned program designed specifically for the older students, grades 4 - adult.

SMiLE –A literacy program designed specifically for limited to non-verbal students.

iReady Diagnostic in Reading – a comprehensive assessment and instruction program that includes a powerful adaptive diagnostic assessment, instantaneous reporting, and engaging online instructional modules (delivered in small groups or independent).

Our ELL students have equal access to the following intervention programs in Math:

iReady Diagnostic - a comprehensive assessment and instruction program that includes a powerful adaptive diagnostic assessment, instantaneous reporting, and engaging online instructional modules (delivered in small groups or independent).

Math in Focus – Math Counts and Everyday Math Games (drill exercises aimed primarily at building fact and operation skills), Math In Focus -- ReTEACH skillbased instruction delivery, Everyday Math Skills Based board games, Brain POP (animated, curriculum-based content), Wacky Wednesday Centers Day (subskill practice).

Math Steps --(K-8) an intervention program designed to help bring students' computational skills up to grade level so that they reach grade level standards and raise their test scores.

All of our students (including our ELL students) are supported in the content areas of Science and Social Studies with grade and curriculum specific trade book libraries; BrainPOP (animated, curriculum-based content); Whiteboard interactive activities designed specifically around content areas; Wacky Wednesday Centers Day (subskill practice); Cross content lesson planning and delivery with Art teachers.

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

P368K strives to make its program effective so that it meets the needs of ELLs in both content and language development. We are committed to supporting the development and implementation of comprehensive programs that enable our students to improve their performance and maximize their language potential. The things that make our program effective are:

High expectations for Learning;

Trajectory of Increased Rigor;

Lessons aligned with CCLS;

Cross content curriculum mapping and lesson planning;

Support and scaffolds for access to the standards;

Demonstration and Celebration of new learning;

High level of student engagement;

Overall classroom culture of excitement and engagement;

Culminating Performance Tasks work products;

Strong, school-based Social/Emotional supports;

On-going Professional Development Opportunities strategically designed to support Vocabulary Development -- school-wide instructional focus;

11. What new programs or improvements will be considered for the upcoming school year?
 New programs and improvements considered for the current 2013-2014 school year are:
 Core Knowledge (K-2)-Language Arts program based on two pillars: decoding skills and oral language/vocabulary development, Expeditionary Learning ELA (3-12) an ELA program designed to engage students in close reading of challenging texts and critical thinking.
 Math in Focus – for Middle School students.
 Wacky Wednesday Centers Day (subskill practice).
 Glencoe Science K-8
 Go Math for Alternate Assessment students.
 Additional improvements continue to be Instructional Focii based on student needs and data analysis. Efficient and effective tracking of data to drive instruction and monitor progress. Continuously challenging and supporting both student and teacher growth and development. More accountability tools for students to monitor their own learning. Closer alignments to CCLS.
12. What programs/services for ELLs will be discontinued and why?
 For the current 2013-2014 school year, P368K has narrowed the number of intervention programs used, to allow for greater teacher mastery and implementation with greater fidelity. Also to maximize the opportunities during Collaborative Teacher Team (CTT) meetings when teachers come together and analyze student work, plan for targeted interventions and build on acquired student strengths. This approach further allows for greater attention to our ELL students.
- The discontinued programs are:
 Read 180
 Step Up to Writing
 Edmark Reading
 Do the Math
 Destination Math
 Everyday Math
 Gates Foundation Core Curriculum ELA
 FOSS Science
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
 ELLs are afforded equal access to all programs school-wide. As a District 75 program, ELLs are one of the many groups we are inherently differentiating for everyday. ELL students have equal access to CHAMPS, our after school program that meets three days a week. Supplemental services include Speech, Occupational Therapy and Physical Therapy. Additionally, all students are part of the Social Emotional Learning program called PBIS, and school clubs.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
 The use of technology is incorporated to give students instructional support across all content areas. ESL materials will be infused throughout all aspects of instruction for all ELL subgroups. Content teachers and the ESL teacher actively incorporate the technology (SMART Boards, iPads, software) approach in delivering instructions to students as well as in creating a variety of engaging grade-and-age appropriate hands-on/minds-on materials to be used for differentiated instruction and formative assessment.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
 Native Language support is delivered in our school through setting up classroom libraries that offer a variety of books on all levels with the reflection on the students' diverse backgrounds, their native languages, special needs and strengths of our ELL students.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?
 The required service support and resources correspond to ages and grades of P368K ELL students. The instructional materials used to aid ELLs are provided in accordance with their age, grade, and proficiency levels.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
 Before the beginning of the school year, newly enrolled ELLs are invited and fully participate in the summer Chapter 683 Program.

18. What language electives are offered to ELLs?

Currently we do not offer any language electives at P368K.

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)?

At this time, we do not have a Dual Language program.

C. Professional Development and Support for School Staff

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

The ESL teacher will attend a series of professional development workshops throughout the year provided by the District ELL and Literacy Offices. She will share newly acquired professional ideas and information regarding teaching ELLs with classroom and content area teachers during the CTT (Collaborative Teacher Team) meetings that provide additional opportunities for teachers to improve their instructional practice in terms of ELLs.

The ESL teacher will keep abreast of the CCLS. She is included in staff trainings and participates in collaborative teacher team (CTT) meetings to learn how to adopt curriculum with the CCLS. The ESL teacher collaborates with classroom and content teachers in regard to the use of CCLS for ELL students. The ESL teacher attends all faculty-based conferences aimed to inform and support teachers in implementing the CCLS.

The ESL teacher will attend several PD workshops focused on CCLS:

November – CCLS Foundational Fridays: Learning to Read-Foundational Skills.

December- Teaching Language through books: Alignment to the CCLS (Alternate Assessment)

There are ongoing collaborative CTT meetings for classroom, content, and ESL teachers to discuss student progress, case studies and inquiries. During these meetings, discussions evolve around curriculum, differentiating lesson activities and adoption of curriculum to meet all students' needs (including ELLs) as they transition from elementary to middle and/or middle to high school.

The Professional Development plan for our teachers and personnel will include Jose P. Training conferences and workshops that highlight effective teaching practices by applying the 6 key strategies of teaching a second language that can be utilized in the classroom. Our non-ELL teachers will register for a 10 hour Jose P. Training sessions through District 75 order to fulfill NYS requirement for ESL training. Non-ESL and bilingual teachers will learn the history of the litigation which became the means to providing students with language backgrounds other than English with equal access to learning and will be exposed to theories of first and second language acquisition, ESL methodologies past and present, and will experience hands-on practice in the approaches and strategies used to foster second language acquisition. At the end of the sessions, teachers will receive certificates that will be kept in their teachers' files at school.

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?

Educational research shows a positive correlation between effective parental involvement and student achievement. Our school leaders, the Parent Coordinator, Ms. McIver, and faculty communicate high expectations for all students and partner with families to support student progress.

To support home-school relationships and improve communication with parents, including parents of our English Language Learners and students with disabilities, our school provides the following:

Conducts parent-teacher conferences each semester during which the individual child's achievement is discussed;
Arranges additional meetings at other flexible times, e.g., morning, evening and provides (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
Respects 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 in a format and to the extent practicable in a language that parents can understand;
Involves parents in the planning activities during the school year, e.g., Parent-Teacher Conferences;
Provides parents with timely information regarding performance profiles and individual student assessment results for each child;
Assists parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities;
Hosts educational family events/activities during Parent-Teacher Conferences and throughout the year;
Encourages meaningful parent participation on School Leadership Teams, Parent Association (or Parent Teacher Association);
Supports and/or hosts Family Day events;
Establishes a Parent Resource Center/Area or lend library: instructional materials for parents;
Encourages more parents to become trained school volunteers;

P368K provides all parents, including ELL students' parents, opportunities to engage in professional development workshops on issues relating to academic, social and behavior aspects of their child. Parents are assisted in understanding academic achievement standards (Common Core Learning Standards; NYSAA Extensions) and assessments and how to monitor their child's progress through a series of workshops they are offered to attend.

In addition, Parent Orientation Meetings are held for the parents of new ELL students.

P368K partners with the community based organizations to provide workshops and services to our ELL parents. We invite YAI (Young Adult Institute) representatives who deliver information to parents of our students about different types of services (educational; health care and clinical; employment; recreational, etc.) available through the YAI Network that can be beneficial for their children. Another community organization our school partners with is ELEMS. During the meetings of its representatives with parents, the questions regarding social support for parents of children with disabilities are discussed. Parents have opportunities to receive valuable information concerning food stamps and different types of social security aid.

Our school evaluates the needs of the parents on the regular basis. We utilize the meetings to evaluate the needs and concerns of our parents. Meetings are offered both in the day and evening, giving the opportunity for working parents to become active participants. Additionally, all materials are offered in parent's native language and the translator's service can be provided if necessary. Also, every year parents are offered a survey to complete in which they make informed decisions about educational programs that best meets the needs of their children.

P368K school leaders and staff strive to maximize parental involvement in our school life through conducting activities that address the needs of parents. With the support of our Parent Coordinator, Ms. McIver, and the Pupil Secretary, Ms. Ortega, parents are regularly contacted and timely informed about school and parent programs, meetings, and other activities in a language that they can understand to ensure their participation in the child's education. School staff assists parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities. The hands on workshops help parents to understand their role in their child learning process. Our school conducts parent-teacher conferences each semester and arranges additional meetings at other flexible times to enable parents to participate in the individual discussion of their child achievement. The translation and interpretation services are provided if necessary. Parents are lent instructional materials as well as informed what materials would be helpful to buy and where to buy

them. Our school has established the Parent Support Group for children with an Autism Spectrum Disorder. The group of parents meets every month to talk about the needs of our autistic population and creates a plan of actions aimed to help individually with solving problems of academic, social, and behavioral issues. We also have the Eighth Grade Graduation Group whose activities target the matters related to the transition process of our Middle School students to High School.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: <u>P368K-Star Academy</u>		School DBN: <u>75K368</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Joycelyn Nedd	Principal		11/5/13
Henry Renelus	Assistant Principal		11/5/13
Dawn McIver	Parent Coordinator		11/5/13
Katherine Loev	ESL Teacher		11/5/13
Celia Green	Parent		11/5/13
Shirley Castelluccio/Classrm	Teacher/Subject Area		11/5/13
Junie Luis-Jean/Classroom	Teacher/Subject Area		11/5/13
Iveliz Colon	Coach		11/5/13
N/A	Coach		
Peggy Alicea	Guidance Counselor		11/5/13
N/A	Network Leader		
Susana Musayeva	Other <u>Speech Therapist</u>		11/5/13
	Other _____		
	Other _____		
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 75K368 School Name: P368K-Star Academy

Cluster: _____ Network: 4

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.

In accordance with Section VII of Chancellor's Regulation A-663 and Parents' Bills of Rights and Responsibilities, P368K has established the procedures for ensuring that the parents of ELL students are provided with meaningful opportunity to participate in and have access to programs and services critical to their child's education. Our school's LAP team maintains database regarding our students' primary language and whether their parents require language assistance to communicate effectively with the school's and DOE offices. Currently we have students from four (4) language groups (Spanish, Haitian-Creole, Bengali, and Chinese). P368K uses a variety of methods to identify language needs of parents in order to ensure that all parents are provided with appropriate and timely information on educational programs and opportunities of their children in a language they can understand. An initial determination of the child's home language is made by the ESL teacher or the school's in-take group through administering Home Language Identification Survey to a parent during the registration process. The Home Language Identification Survey forms are available in many languages. The information from the Home Language Identification Survey is provided to the school pupil accounting secretary who will enter the data into ATS. Home Language Identification Surveys are kept in students' files at school. We also refer to ATS reports for initial identification of home languages other than English. In addition, the information on parent language needs can be collected directly from parents or guardians during parent meetings, parent conferences, IEP meetings, and other school-wide parent activities. The pupil accounting secretary maintains a list of foreign-language speaking homes so that when a memorandum is distributed, she can ensure that translated versions are provided via the office of ELLs, school main office, or/and The Translation and Interpretation Unit.

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

The findings of P368K written translation and oral interpretation needs are reported to the school community through the Home Language Identification Surveys, emergency cards, and ATS reports.

According to our findings twenty six (26) ELL students and their family members represent five (5) language groups:

Spanish 19 parents

Chinese 2 parent

Bengali 1 parent

Haitian-Creole 3 parents

French 1 parent

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.

Our school's LAP team created a plan according to which the parents of ELL students will receive translation and interpretation services, if they require them, in a timely manner. This plan aims to develop close cooperative relationship with culturally and linguistically diverse parents/guardians.

Translations will be provided in-house by our school pupil accounting secretary, the ELL office and/or bilingual pedagogues and paraprofessionals (we have bilingual staff necessary to help our school provide written and oral translation and interpretation to parents of ELLs).

If any document needs to be translated for the ELL parents, the staff should report the LAP committee in timely manner for the assistance to be provided on time.

The translated documents are also available from the Translation and Interpretation Unit.

Our school has appropriate school signage and forms in the required languages.

P368K ensures that the parents of ELL students are provided with the translated Bill of Parents Rights and Responsibilities. The parents of new students whose primary language is other than English will receive the document during the registration process. The parents of the ELLs are provided with the translated Bill of Parents Rights and Responsibilities at the PT conference.

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.

P368K also ensures the availability of oral interpretation services to the parents of ELL students at groups or one-on-one meetings. The interpretation service aims to promote the parents' access to their child's education records and any available information in educational programs and opportunities.

Oral translations also will be provided by an in-house school staff according to our plan:

if any of our staff members doesn't speak the parents' language, he/she should obtain the assistance of an interpreter by requesting services a few days prior the meeting;

in case parents of ELL students would like to attend workshops and/or conferences, we would make every effort to have that parent's language needs met.

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>.

To accomplish the school plan of assistance for our ELLs' parents, our school's LAP team will make every effort to fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirement translation and interpretation services by reducing language barriers according to our plan:

1. We will assess the language needs of ELLs parents/guardians.
2. We will establish an in-house interpretation unit to provide language assistance to parents speaking languages other than English.
3. We will inform parents of ELLs in writing about their rights regarding translation and interpretation services in their native languages and English and instruct them on how to obtain these services.
4. We will post Interpretation Notice signs and Safety Plans Procedures near the school entrance in home languages and English telling parents where a copy of such written notification can be obtained.
5. We will translate all necessary documents in a timely manner.
6. We will provide oral interpretation services during parent-teacher conferences, parent meetings, etc.
7. We will provide assistance to parents on how to use the NYC DOE web site and other valuable resources.