

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

DBN: (i.e. 01M001):

75K369

School Name:

COY L. COX

Principal:

MR. RUDY GIULIANI

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: K-12 School Number (DBN): 75K369
School Type: Special Education Grades Served: K-12
School Address: 383 State Street
Phone Number: 718-852-1701 Fax: 718-624-6746
School Contact Person: Jennifer Carpenter Email Address: Jcarpenter@schools.nyc.gov
Principal: Rudy Giuliani
UFT Chapter Leader: Mark Maliaros
Parents' Association President: Camille Sealy
SLT Chairperson: Janine Nardone
Student Representative(s): Nathaniel Caddle

District Information

District: 75 Superintendent: Gary Hecht
Superintendent's Office Address: 400 First Avenue, New York, NY 10010
Superintendent's Email Address: ghecht@schools.nyc.gov
Phone Number: 212-802-1501 Fax: 212-802-1678

Cluster and Network Information

Cluster Number: 751 Cluster Leader: N/A
Network Number: 212-802-1604 Network Leader: Adrienne Edelstein

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)
Rudy Giuliani	*Principal or Designee	
Mark Malairos	*UFT Chapter Leader or Designee	
Camille Sealy	*PA/PTA President or Designated Co-President	
Lorraine Lozito	DC 37 Representative, if applicable	
Nathaniel Caddle	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Cecelia Greene	Member/ Parent	
Qumarah Jackson	Member/ Parent	
Rosemary Sarduy	Member/ Parent	
Shonedelle Harry	Member/ Parent	
Lisa Turner	Member/ Guidance Counselor	
Anita Pitt	Member/ Paraprofessional	
Kerri Goldman	Member/ Teacher	
Janine Nardone	Member/ Assistant Principal	
Camille Sealy	Member/ Parent	
	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

administrators value each other.

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.

P369k is a diverse community of K-12 learners at 12 sites across scenic Brooklyn. Presently, our school serves over 660 students classified with a range of social, emotional and cognitive challenges including, but not limited to: autism spectrum disorders, intellectual and cognitive disabilities and emotional disturbances. Our school mission is to empower students with diverse needs to recognize their full potential by providing them with education, life skills, values and a caring environment as well as the tools to succeed in the greater community. Likewise, our staff of educators strive to nurture the social, emotional, physical, and intellectual development of each individual child.

One of our noteworthy strengths is our school attendance rate. We feel that it is imperative that the school environment be welcoming and support full student participation. Students must demonstrate consistent attendance to benefit fully from provided programming opportunities. So far, for the 2014-2015 school year, our attendance is 87.31%, a marked increase over the prior year. At the high school level, students are offered the opportunity to participate in job site training programs in addition to academic programming to support college and career readiness for all graduates.

Administration is working to support teachers in providing cognitively challenging activities to students across grade levels and units through the use of weekly Unit Planning meetings and Professional Learning Communities, both facilitated by coaches. Additionally our instructional leads have made use of coach and teacher expertise to provide all staff with a scope and sequence in the subjects of literacy and mathematics. To this end, the school opted to provide monthly professional development opportunities throughout the year during student half days in addition to weekly professional learning community and unit planning meetings. Under the supervision of assistant principals at each site, coaches facilitate these professional learning opportunities.

We continue to work towards the shared goal of building trust between parents, students, and educators and fostering a culture of respect for all. Given these points, this year our focus includes creating a safe and supportive learning environment by decreasing level 4 and 5 occurrences. In addition, we will work to build the instructional and social emotional supports necessary to sustain students in their transitions from self-contained learning environments to less restrictive settings. Furthermore, we will offer engaging and cognitively challenging instruction for students at all levels with specific focus in the area of mathematics. Finally, we will improve professional learning opportunities through the development of guided inquiry cycles to support proficiency with the CCLS and the evaluation of student work.

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

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.

A review of preliminary student results from the 2014 New York State Mathematics exams showed that 35.8% of students in grades 3 through 8 earned a 2 or higher on their exams in the spring of 2014.

Closer analysis of student performance on the NYS Mathematics assessment for 2014 by the Quality Review committee showed that of the students who earned a Level 1, the majority were closer to earning a level 2. Specifically, 69% of third grade students scored between 1.75-1.99. Of the fourth grade students, 35% scored between 1.75-1.99 and an additional 50% scored between 1.5-1.74. Of the fifth grade students, 24% scored between 1.75-1.99 and an additional 63% scored between 1.5-1.74. The sixth and seventh grades showed a similar score distribution with more than 44% of each grade earning between 1.75-1.99. We considered this subgroup a high leverage target group for academic intervention as they are within a quarter of a point of achieving a level two performance rating.

In the coming year, analysis of student Mathematics proficiency will be monitored through analysis of a variety of assessment instruments, including but not limited to: the mathematics baseline, Fall and Spring Benchmark Mathematics assessments, unit assessments, and “Blackline Master” promotion portfolios.

Analysis of student performance on the mathematics baseline assessments identified areas of relative strength and weakness for middle school students on the major work of the prior grade. Specifically, 6th graders demonstrated relative strength in the area of Operations and Algebraic Thinking (5.OA) with more than 40% of students correctly answering 25-74% of questions assessing content in this domain correctly. 6th graders struggled with content in the area of Numbers and Operations in Base Ten (5.NBT) with more than 80% of students answering only 0-24% correctly. Review of 7th grade performance showed relative strength in the area of Number systems (6.NS) with nearly 90% of students correctly answering 25-100% of questions in the domain. On the other hand, 60% of 7th grade students scored 0-24% in the Expressions and Equations (6.EE) domain. Finally, 8th grade students demonstrated relative strength in working with Ratios and Proportional Relationships (7.RP) with more than 60% of students scoring between 25-74% correctly. Eighth grade students showed relative weakness in the Expressions and Equations domain with more than 60% of students answering 0-24% correctly in this area.

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 – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, P369k students will engage in mathematical inquiry and develop critical thinking skills through rigorous mathematics instruction as evidenced by a 2% combined increase in the number of students in grades 3 through 8 successfully achieving a Level 2 or above on their New York State Mathematics Assessments.

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: <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 	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>
Rigorous Instruction: Standardized assessment students will continue to engage in inquiry based learning with the GoMath or CMP3 curricula to support conceptual understanding of mathematics. Further, small group work and strong mathematical practice will be emphasized to align to the CCLS Mathematics Practice standards and expectations.	Standardized Assessment students, grades 3-8	2014-15 SY	Teachers, coaches and assistant principals
Rigor Curricular Options: A productive classroom is grounded in strong curriculum, aligned to the Common Core Standards for Mathematics and instructional shifts that motivates students through challenge and scaffolds personal experiences and learning. Further, good curriculum is the foundation upon which good instruction is built. To this end, we will continue to work with Mathematics curricula that are aligned to the Common Core and design coherent instruction that supports student progress.	Standardized Assessment students, grades 3-8	2014-15 SY	Teachers, coaches, assistant principals and principal
Collaborative Planning: Grade level teacher teams will meet weekly to examine and analyze student performance on class activities, periodic, formative and summative assessments. Teachers will work to identify gaps in student learning and achievement and discuss the implications and strategies for classroom practice to support student progress in mathematics. Instruction will be tailored to meet individual and group needs.	Standardized Assessment students, grades 3-8	2014-15 SY	Teachers, coaches and assistant principals

Part 4 – Resources Needed

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

Tax levy money for coaches to develop professional learning opportunities for teachers.

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.									

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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.

Fall Baseline assessment for Mathematics (September 2014)

Fall Benchmark assessment for Mathematics (December 2014)

Spring Benchmark assessment for Mathematics (March 2015)

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

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

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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

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|----|---|
| 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. |

A multi-year review of student behavior data through the Online Occurrence Reporting System (OORS) shows that P369k has experienced a strong fluctuation in Level 4 and 5 occurrences over the past three years. Specifically, during the 2013-14 school year, our school experienced ten level 4 or 5 incidents, a 44% decrease over the prior school year (2012-13). However, the school experienced a nearly 64% increase in Level 4 or 5 occurrences between the 2011-2012 and 2012-2013 school years.

A review of OORS data for the present school year (e.g., July –November 2014) by the School Safety and Discipline Committee identified that the majority of occurrences (Levels 1-5 inclusively) took place in the afternoon between 12-4pm. Specifically, 64% of occurrences took place between 12-4pm, with the remainder (36%) of incidences occurring between 8-9am.

Further, review of the NYC School Survey for 2013-14 showed that 61% of teachers report that they “feel safe at their school,” a slight increase over the prior year. Likewise, 56% of parents strongly agree that their “child is safe” at school.

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 a decrease in inappropriate student behaviors as evidenced by a 1% decrease in Level 4 and 5 incidents as reported on the Online Occurrence Reporting System (OORS); thereby creating a safe, orderly and supportive learning environment for all members.
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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			
Establishing Trust: To establish trust between all members of the school community, it is imperative that all students	Students	2014-15 SY	Teachers, related service providers,

are known and feel valued in their school community. To this end, all staff will be “hands-on” during administrative periods. Specifically, during breakfast, lunch and dismissal, teachers, paraprofessionals, administrators and related service providers will be present to support students in transitions. Further, the school community will work to know all students individually and foster relationships between staff, students and families.			paraprofessionals and administrators
Professional Learning: Staff at P369k will engage in a professional learning session in September to re-introduce the existing, school-wide Positive Behavior Intervention Support program, reaffirm expectations for proactive modeling of appropriate behavioral expectations, establish a common language for PBIS within the school community and foster collaboration between all staff members. Conversations will continue in both Professional Learning Community meetings and professional development half-day sessions throughout the year. In prior years, we have seen an increase in pro-social and appropriate behaviors in students with the use of PBIS in our school. With consistent implementation of PBIS, we hope to continue to improve school culture and climate by identifying specific behavioral expectations and implementing them consistently across all sites and grade levels. Finally, staff will engage in training regarding the citywide General Response Protocol to help prepare our school community for different types of responses to emergencies that may occur, including evacuation, shelter-in, and lockdowns.	Teacher, paraprofessionals, related service providers	2014-15 SY	Coaches and assistant principals
Data Driven Approach: P369k will use OORS data to determine what our strengths and weaknesses are with regards to student behaviors. We will use this data to examine location of occurrences, times of occurrences within the school day, as well as repeat offenders within the school building and schedule additional staff and/or training as necessary.	Teachers, paraprofessionals, related service providers and administrators	2014-15 SY	Administrators and coordinators
Utilize Therapeutic Crisis Intervention (TCI) training for teachers and paraprofessionals provided by District 75.	Teachers, paraprofessionals, deans	2014-15 SY	Administrators
Complete Functional Behavior Analysis (FBA) frequency data for students in crisis and create Behavior Analysis Plans (BIP) as needed, using NYC DOE PBIS guidance. Likewise, support acquisition of socially appropriate behaviors for students through individual and small group counseling sessions, as per student IEP mandates.	Teachers, counselors	2014-15 SY	Coordinators and administrators
Students will be given the opportunity to earn monthly special activities and weekly visits to the school store and clubs as tangible, motivational tools.	Students	2014-15 SY	Teachers and coordinators
Anecdotal referral sheets will be collected by Deans and analyzed to monitor students’ progress weekly.	Students	2014-15 SY	Teachers, paraprofessionals and deans

Part 4 – Resources Needed

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

Utilize District 75 professional development opportunities to train staff in TCI.

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	X	Title III		Grants
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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.

Review of OORS data to identify Level 4 and 5 occurrences in February 2015.

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

11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	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.

A review of student placements data indicated that 30 of 315 students in grades 3 to 8 transitioned from a self-contained classroom setting to a less restrictive environment during the 2013-14 school year.

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 – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, P369k will work to improve inter-school partnerships by providing students with the instructional and social-emotional supports to foster student achievement in a Less Restrictive Environment as evidenced by a 5% increase in the number of students in grades 3-8 transitioning to less restrictive environments (LRE) and changes in IEP programming supports.

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"> 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 			
Coordinate a committee at each site including teacher(s), counselors, administrators, and related service providers to assess and determine student placement.	Students	2014-15 SY	Teachers, paraprofessionals, related service providers, administrators
Utilize a rubric to define expected behavior parameters and clear expectations for LRE expectations.	Students	2014-15 SY	Teachers, counselors and administrators
Provide appropriate transition support for students placed in mainstreamed and/or inclusion programs, including parent workshops and professional learning opportunities for general education staff. Continue to support and expand current collaboration opportunities with the general education population.	Students, parents and general education teachers at inclusion	2014-15 SY	Coaches, related service providers and administrators

	sites		
Provide professional development workshops on writing quality SMART goals for students' IEPs.	Students	2014-15 SY	Coordinators and coaches

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Increase student incentives and rewards to motivate them to behave in a socially appropriate manner.

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:				
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.				
Mid-year survey of present levels using LRE Checklist by LRE committee (winter 2015).				
Part 6b. Complete in February 2015.				
21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	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.

Classroom instruction and evaluation have a clear impact on students, affecting their judgment of what is important to learn, motivations and self-perceptions of competence and their development of enduring learning strategies and skills. Therefore, evaluation deserves careful planning and substantial investment of time from educators (Crooks, 1988).

An End-of-Year Teacher survey was conducted in the spring of 2014 and assessed teachers’ self-perception of proficiency in a variety of areas including but not limited to the use of CCLS aligned rubrics to evaluate student work, the examination of student work, use of Depth of Knowledge levels in lesson planning and implementation and increasing rigor with higher-order questioning. A review of survey results showed trends across grade levels and content areas. Specifically, both classroom and cluster teachers at all grade levels rated themselves as independent and proficient in their implementation of “examining student work... using CCLS based rubrics to evaluate student work.” Results likewise showed teachers’ perceived themselves as relatively less proficient in their use of Depth of Knowledge levels in their lesson planning and implementation.

A follow-up survey conducted by administration collected teacher summaries of student performance results by standard on writing performance assessments for grades six through eight. Results showed a disconnect in teacher grading practices with students receiving significantly higher scores in writing standard, W.2 than in sub-standard W.2b. This finding was of concern as student achievement in standard W.2b should be linked to performance in W.2 as development of a topic with relevant facts, definitions, etc. drives their subsequent analysis thereof.

The aforementioned discrepancy in grading practices prompted a subset review of individual student work and related teacher grading. The administrative review committee noticed some inconsistencies among assigned content grades as compared to grade level expectations.

This observation seems to indicate a need to calibrate grading practices across grade levels. Likewise, follow-up conversations with teachers regarding individual student grading suggests a need to norm our understanding of content and performance expectations in the CCLS.

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 – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, P369k will improve professional development opportunities for teachers by programming regular inquiry meetings in which teachers engage in professional learning as both grade level teams and mixed grade band teams to calibrate teacher grading practices and improve teacher feedback relating to student writing.

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: 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	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>
Teachers will engage in a guided inquiry process utilizing protocols.	MS Teachers	2014-15 SY	Instruction coaches and administration
Teachers will develop proficiency in evaluating student writing utilizing protocols (e.g., ATLAS, etc.) and norming against exemplar student work (see Appendix C of the CCLS for ELA and Literacy).	MS Teachers	2014-15 SY	Instructional Coaches and administration
Develop and train teachers in using planning cycle based on Backwards Design to be used during weekly unit planning meetings.	MS Teachers	2014-15 SY	Instructional Coaches and Administration

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Instructional coaches, under guidance of administration, will facilitate weekly teacher Professional Learning Community and unit planning meetings.

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.				
Complete mid-year review of teacher grading practices on writing performance assessments using CCLS based rubrics.				
Part 6b. Complete in February 2015.				
31. Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	Yes		No

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

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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. |

Unfortunately, too often students’ high school experiences do not adequately prepare them for postsecondary education and/or the work place. Special attention must be paid to increasing the relevance, and engagement of the high school curriculum and instructional opportunities, especially for those students who have traditionally faced barriers in their successful postsecondary transitions.

A survey of human resource professionals (Casner-Lotto & Barrington, 2006) found that most young people new to the work force are not adequately prepared to be successful in the workplace. Specifically, over 50% lack the necessary oral and written communication skills, professionalism and/or work ethic, and critical thinking/problem solving skills necessary to be successful in the workplace. Likewise, surveys of employers in the manufacturing industry have shown that many high school graduates do not meet employers’ standards in a variety of academic areas, as well as in proficiency in areas such as attendance, teamwork and collaboration, and positive work habits (National Association of Manufacturers, 2005; Peter D. Hart Research Associates, 2005).

A longitudinal study was funded by the U.S. Department of Education in 2001. The National Longitudinal Transition Study-2 (NLTS2) provides a national picture of the characteristics, experiences, and outcomes of secondary school students with disabilities as they transition to young adulthood (Wagner, et al., 2006). Not surprisingly, results suggest that the transition from high school to employment or post-secondary education can be especially challenging for students with disabilities. The employment rate of students with disabilities soon after leaving high school also remains well below that of their same-age peers (Wagner et al., 2006). About 7 in 10 out-of-school youth with disabilities have worked for pay at some time after leaving high school. However, a follow up survey a decade later showed that only about 4 in 10 were still employed. This rate is substantially below the 63 percent employment rate among same-age out-of-school youth in the general population (Wagner, et al., 2006).

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 – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, P369k will work to expand school-community ties by building upon and increasing worksite opportunities by 10% for our High School students.

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			

<p>impact change</p> <p>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).</p> <p>37. Strategies to increase parent involvement and engagement</p> <p>38. Activities that address the Capacity Framework element of Trust</p>			
Afterschool Programs: T.O.P. (Training Opportunities Program-paid citywide internship) recruits students that demonstrate good citizenship (e.g., good attendance, homework completion, uniform, positive behaviors, etc.).	Students	2014-15 SY	Transition Coordinator
CVS Virtual Job Tryout: interview process conducted by CVS officials.	Students	2014-15 SY	Transition Coordinator
Job Sites/ Community Partnerships: Presently there are eight community-job partnerships established for P369k students.	Students	2014-15 SY	Transition Coordinator
Career Zone: Create career portfolio (complete applications, student interest inventories, review necessary personal information, career exploration activities, etc.).	Students	2014-15 SY	Transition Coordinator
In-house Programs for Alternate Assessment Students: AIL Kids Café (prepare and sell a variety of foods, create inventory, manage sales and finances, etc.) AIL Cleanup Crew (clean cafeteria, develop cooperation and team work skills).	Students	2014-15 SY	Transition Coordinator
Travel Training: Travel trainer works with students to develop proficiency in using public transportation systems and street safety.	Students	2014-15 SY	Transition Coordinator and D75 Travel Trainers
Level 1 Assessment: Three-part survey (e.g., Student Interview, Parent Questionnaire and Teacher Assessment). Results utilized to develop IEP, including student interests and career goals. Likewise, results will be used to match students with appropriate internship opportunities.	Students	2014-15 SY	Transition Coordinator

Part 4 – Resources Needed

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

Build relationships with community boards and increase affiliation with small businesses in the school community.

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.

Survey of Community Partnership Opportunities by Transition Coordinator

Part 6b. Complete in February 2015.

41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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42. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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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)	All students are entitled to additional services.	<ul style="list-style-type: none"> • Career Choices • Read 180 • NYS Regents Exam Coach • Coach Jumpstart • Scholastic Reading Skills • Wilson Reading Program • Step Up to Writing • Emotional Literacy • Headsprout (Learning A-Z) • New York Ready • STARS • SAT prep • WAVE curriculum • Flocabulary • Reading A-Z • Crosswalk Plus 	<ul style="list-style-type: none"> • Small Group Instruction, One-to One, Tutoring 	<ul style="list-style-type: none"> • During school day • Before and after school for our middle school students
Mathematics	All students are entitled to additional services.	<ul style="list-style-type: none"> • Career Choices Mathematics Program • NYS Regents Exam Coach Algebra • Coach Jump Start 	<ul style="list-style-type: none"> • Small Group Instruction, One-to One, Tutoring 	<ul style="list-style-type: none"> • During school day • Before and after school for our middle school students

		<ul style="list-style-type: none"> • Math Skill Builder • Math Skill Builder Practice • Math Games • Math Coach Jumpstart • STAMS • New York Ready • Critical Thinking for Life • Career Zone website • College Board website • Crosswalk Plus 		
Science	All students are entitled to additional services.	<ul style="list-style-type: none"> • NY Coach, Science • Barons Regents Review • Science A-Z • Brain Pop • Ablenet Focus on Science 	<ul style="list-style-type: none"> • Small Group Instruction, One-to One, Tutoring 	<ul style="list-style-type: none"> • During school day • Before and after school for our middle school students
Social Studies	All students are entitled to additional services.	<ul style="list-style-type: none"> • Trade books, • Primary Sources, • Stepping Out Life Skills Program • NYS Global History Regents Coach • NYS US History Regents Coach 	<ul style="list-style-type: none"> • Small Group Instruction, One-to One, Tutoring 	<ul style="list-style-type: none"> • During school day • Before and after school for our middle school students
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	All students are entitled to additional services.	<ul style="list-style-type: none"> • Positive Behavior Intervention Services 	<ul style="list-style-type: none"> • Daily Points Sheet 	<ul style="list-style-type: none"> • During school day • Before and after school for our

				middle school students
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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
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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.

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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).

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Part 3: TA Schools Only

3a. Use of Program Resources

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

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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).

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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 with 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.



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
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 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: Coy L. Cox School	DBN: 75K369
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below)	
<input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other: _____
Total # of ELLs to be served: _____
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 1
of certified ESL/Bilingual teachers: 1
of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: The Title III supplemental instruction program will take place twice weekly, on Tuesdays and Thursdays, beginning in January 2015 and will last for 14 weeks. The program will be from 3:00-4:30 at P369K's high school site. Of the students who received a score of "Beginner" on the 2014 NYSESLAT, 12 will be chosen to participate based on parent interest. Students will be drawn from grades 9-12, with linguistic backgrounds in Spanish and Haitian Creole. These students require a 12:1:1 student to staff ratio. Mr. Booth, a certified ESL teacher, will instruct the students. One paraprofessional, Kwesi Manwaring, is fluent in English, Spanish and Haitian Creole and will assist in the instructional program. Students have been selected based on their need for increased academic support in the areas of literacy and study skills as reflected by their 2014 NYSESLAT scores, and the assessment of their classroom teachers.

Differentiated instruction will be delivered in English to 1 group of 12 students. Direct instruction in literacy will draw upon research-based TESOL approaches and methodologies such as the Cognitive Academic Language Learning Approach (CALLA), and Total Physical Response. Students will use technology to conduct WebQuests, research their heritage and cultural backgrounds, and ultimately create a multi-media final project focusing on the genre of memoir. This provides the dual benefit of simultaneous language and technology instruction (Ganesan, Journal of Education Technology Systems, 2007).

Students will work through a thematic unit based on the theme of memoir, and will create memoirs as final projects. In previous years, the Title III program focused on writing memoirs. This year we will continue the theme of memoirs while taking it further through drama and performance. Studies show that students with special needs benefit greatly from alternative approaches to self-expression. Broadway Bound Kids is a New York City-based organization specializing in childhood drama education. Each week a teaching artist from Broadway Bound Kids will join the Title III program and work directly with children. Mr. Booth and the teaching artist will collaboratively instruct the students in the performing and academic aspects of their final projects. The first third of the sessions will be spent researching and writing memoirs. The next third of the sessions will be spent dramatizing these memoirs with the help of our teaching artist. The final weeks of the program will be used to edit and produce video memoirs, with the final session being used to showcase students' work.

Mr. Booth will use ESL instructional strategies to facilitate linguistic communication and will also utilize his expertise in technology, while the performing artist will contribute his or her expertise in the field of drama education. Assessment will be ongoing through the use of teacher-made, performance-based rubrics that will be student-friendly and allow for peer-to-peer review. The program is aligned with ESL standards 1, 2, 3, and 5, and technology standard 5, and Common Core Learning Standards for Speaking

Part B: Direct Instruction Supplemental Program Information

and Listening and Presentation of Knowledge and Ideas.

Students will film their work using Flip Video cameras which were purchased during previous Title III programs. Supplies such as costumes and props will be borrowed from P369K's drama program. Students will edit and produce their final projects on a MacBook Pro and/or iPad minis that will be purchased with Title III funds, and will save their work on external keychain hard drives.

Students will be served by Mr. Booth, a certified ESL teacher and by Kwesi Manwaring, our trilingual paraprofessional. Broadway Bound Kids will provide a teaching artist. The program will be supervised by the Assistant Principal, Jason Albin.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: Mr. Booth will lead five professional development workshops for staff participating in P369K's Title III supplemental instruction program. These 1-hour sessions will take place on the first Monday of each month, from 3:30 - 4:30 p.m., beginning one week prior to the commencement of the Title III program in January, 2015. Professional development will draw on Mr. Booth's experience using technology to provide ESL instruction, and on current research supporting the use of technology for instructional purposes. Professional development will include one PowerPoint presentation per session, one jigsaw research article activity per session, oral presentations by Mr. Booth will provide instruction relating to the use of digital technology to produce and edit a video memoir. Participating staff will receive instruction on the final projects expected of students. Topics will include using keyboard-equipped iPads to create student memoirs, and techniques for their creation. Also, we will read and discuss specific chapters of the book *The World is Open: How Web Technology is Revolutionizing Education*, by Curtis J. Bonk, which focuses on pedagogy through the use of technology. This will increase the para's and the supervisor's knowledge of the technology used in this project. Specific chapters of the book, which are aligned to the projects which students will be doing during the Title III program, will be chosen for the teacher, para and supervisor to read in advance, and discussion questions will be created by the teacher for the 3-person study group to respond to thereby fostering a better understanding of how to assist ELLs in the writing of memoirs through technology.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<p>Paraprofessional x \$29.05 x 1.5 hrs x 2 days x 14 weeks <hr/> \$1220.10</p> <p>Instructional Subtotal: \$4820.62</p> <p>PD: Supervisor x \$52.84 x 1 hr x 5 days <hr/> \$264.20</p> <p>Teacher x \$50.50 x 1 hr x 5 days <hr/> \$252.50</p> <p>Paraprofessional x \$29.05 x 1 hr x 5 days <hr/> \$145.25</p> <p>PD Subtotal: \$661.95</p> <p>Payroll Secretary x \$31.06 x 10 1-hr sessions</p>

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<hr/> \$311.20 Total: \$5793.77
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	\$3,000.00	Broadway Bound Kids for direct instruction to ELL students
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	\$2389.96	MacBook Pro: \$1,110.00 iPad Mini: 4 x \$299.00 = \$1196.00 Otter Box iPad Case: 4x20.99= \$83.96
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	\$16.27	Refreshments for parents
TOTAL	\$11,200.00	\$11,200.00

**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 369
School Name P369K		

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 Rudy Giuliani	Assistant Principal Janine Nardone, Susie Gornelo
Coach Alyssa Rigg	Coach Alyssa Rigg
ESL Teacher J. Booth, A. Alicata	Guidance Counselor C. Swanson
Teacher/Subject Area	Parent type here
Teacher/Subject Area	Parent Coordinator Samantha Dunn
Related Service Provider Melissa Heggs	Other type here
Network Leader(Only if working with the LAP team) type here	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.	2	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	1	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)	647	Total number of ELLs	63	ELLs as share of total student population (%)	9.74%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input 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	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	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	63	Newcomers (ELLs receiving service 0-3 years)	18	ELL Students with Disabilities	63
SIFE	6	ELLs receiving service 4-6 years	11	Long-Term (completed 6+ years)	34

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	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	18	2	18	11	2	11	34	2	34	63

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	18	2	18	11	2	11	34	2	34	63
Number of ELLs who have an alternate placement paraprofessional: <u>6</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	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	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	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	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): <u>0</u>	Number of third language speakers: <u>0</u>	
Ethnic breakdown of EPs (Number):		
African-American: <u>0</u>	Asian: <u>0</u>	Hispanic/Latino: <u>0</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>0</u>	Other: <u>0</u>

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	6	1	2	1	6	5	3	3	1	2	3	7	41
Chinese		1	1	2	1		1	1	2	1				10
Russian														0
Bengali			1	2			1						1	5
Urdu														0
Arabic					1									1
Haitian	1		1	1						2			1	6
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	2	7	4	7	3	6	7	4	5	4	2	3	9	63

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	1	4	2	4	2	1	4	2	2	4	2	1	7	36
Intermediate(I)						2	1		3			2	1	9
Advanced (A)	1	2	2	1										6
Total	2	6	4	5	2	3	5	2	5	4	2	3	8	51

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

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

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

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				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- 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.
 - P369K uses the Santillana English series to assess the literacy skills of incoming ELL's. The data we have gathered indicates that our students are typically below grade level in terms of literacy skills. Using this data we provide differentiated instruction.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

2. LAB-R and NYSESLAT data patterns demonstrate that most students have stronger speaking skills than reading or writing skills.
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 [AMAQ tool](#))

3. Instructional decisions will be tailored to students' needs as determined by the LAB-R and NYSESLAT, and students will be provided with differentiated instruction by Jeremy Booth and Agnieszka Poplawski, ESL teachers.
 4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

4. A. Our students typically score lower than the New York City average on their standardized tests in all modalities across all proficiencies and grade levels. Tests are not given in native languages.

B. Periodic assessments allow P369K's school leadership team, classroom teachers and ESL teachers to tailor lessons and differentiate instruction to students' individual needs.

C. Native language is only used for students who are provided with an alternate placement paraprofessional.
 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](#).)

Data drives instruction, and is used to determine the criteria of the RtI framework for grades K-5.
 6. How do you make sure that a child's second language development is considered in instructional decisions?

As an ESL teacher, the child's second language development is my primary focus.
 7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

P369K does not offer dual language programs.
 8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

The success of ELL's is evaluated through test scores and classroom performance.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
 1. P369K uses several means to determine ELL status. Our list of ELL's is culled from parent response to the Home Language Survey; from various ATS documents; from LAB-R results; from oral interviews with students and their families in English and in the native language; and from NYSESLAT results. All of these assessments are administered by Jeremy Booth or Agnieszka Alicata, licensed ESL teachers.
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.

2. Parents are informed that P369K offers ESL through Jeremy Booth, ESL teacher, and that native language paraprofessionals are available for LEP students. However, P369K does not offer bilingual or dual language classroom instruction. We will, however, provide a bilingual paraprofessional for students who require bilingual assistance.
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 [\[see tool kit\]](#).)

Delivery of entitlement letters is ensured by the LAP committee and the parent coordinator.

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.
4. P369K uses several means to determine ELL status. Our list of ELL's is culled from parent response to the Home Language Survey; from various ATS documents; from LAB-R results; and from NYSESLAT results. All of these assessments are administered by Jeremy Booth, licensed ESL teacher. Parents are consulted in their native languages using Alternate Placement paraprofessionals as interpreters.
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.
Paste response to question here:
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. 
Parents choose ESL by default, as P369K does not offer dual language classes.

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])?
 1. Instruction is delivered in push-in and pull-out settings. Program models are ungraded, but all students in ESL groups fall within three contiguous grades of each other. Groups are heterogeneous in proficiency level.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
 2. Beginning and intermediate ELL students in grades K-8 receive two units of ESL; advanced students receive one unit of ESL. High school students at the beginner level receive three units of ESL; intermediate level ELLs receive two units; Advanced ELLs receive 180 minutes as per CR Part 154 mandates. To ensure that the students meet the standards and pass the required state and local assessments, ESL instruction follows the NYS ESL standards and incorporates ESL strategies such as: The Cognitive Academic Language Approach (CALLA), Total Physical Approach (TPR), Language Experience, Graphic Organizers, Cooperative Learning, and Technology.
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.
 3. In each program model, content area instruction is delivered in English. To ensure that the students meet the standards and pass the required state and local assessments, ESL instruction follows the NYS ESL standards and incorporates ESL strategies such as: The Cognitive Academic Language Approach (CALLA), Total Physical Approach (TPR), Language Experience, Graphic Organizers, Cooperative Learning, and Technology.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Incoming ELL's are given the LAB-R as a means of determining their English language proficiency. They are evaluated in their native languages throughout the year by alternate placement paraprofessionals.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Paste response to question here:
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).
 - A. SIFE students are acclimated to the P369K environment through the use of socialization programs, run by the social studies teacher, Ms. Bono; and they are encouraged to participate in Title III after-school programs, and other after-school programs ..
 - B. Mr. Booth will focus on each student's strengths and weaknesses in language development. Using the NYSESLAT scores as a benchmark the ESL teacher can focus on particular areas that the student needs reinforcement in i.e. reading, writing, listening, speaking, and content areas. The teacher uses a variety of ESL instructional methodologies and strategies to help the student improve their academic language development through the use of thematic units, vocabulary games, realia, visuals and manipulatives.
 - C. ELL's receiving 4-6 years of service will be instructed as per the strategies described above.
 - D. Our long term ELLs may not reach proficiency due to the severity of their disabilities. They will continue to be supported through the communication and technology components of their programs.
 - E. Students in alternate assessment are assessed through the use of classroom data folios, classroom observations, and mastery of short and long term IEP goals in ELA and other content areas. They receive instructional support from an alternate placement paraprofessional who speaks the child's native language.
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?

We use a variety of instruction strategies such as Total Physical Response (TPR) and Cognitive Academic Language Learning Approach (CALLA), as well as the Santillana Intensive English series, to accelerate English language development.
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?

Paste response to question here:

Courses Taught in Languages Other than English 

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

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

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

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.



		Dual Language		
100%				
75%				
50%				
25%				
		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.
- The ESL teacher collaborates with the classroom teacher to plan and implement lessons in content areas which incorporate modeling, bridging, and scaffolding. Classroom teachers and paraprofessionals are trained and kept informed of ESL strategies approaches by the ESL teacher during professional development meetings and turnkey meetings held during prep periods. Both ESL and classroom teachers work collaboratively to plan and implement IEP goals in content areas i.e. math, science, social studies, and ESL for short term and long term IEP goals. All students receive instruction according to current ESL methodologies. Content area instruction follows the NYC Scope and Sequence for Content Area teaching and the uniform curriculum for math.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Paste response to question here:
11. What new programs or improvements will be considered for the upcoming school year?
- In the upcoming school year, P369K will use Title III funds to provide ELL's with additional instruction.
12. What programs/services for ELLs will be discontinued and why?
- No programs or services targeting ELL's will be discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELL's are entitled to any service received by other students, including all related services and after-school programs. In addition to this, ELL's are eligible for Title III.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Some of the instructional materials we use are Santillana Intensive English, Power Up! Building Reading Strength, and Voices of Literature. We use laptop computers, smart boards, iPads, and video recorders. Also, Title III provide
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- P369K does not offer TBE or dual language programs. Native language support is delivered with the help of alternate placement paraprofessionals.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?
- Required services and resources do correspond to ELL's ages and grade levels, except that our materials all contain lessons suitable for a wide range of ages, abilities and language proficiency.
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.
- P369K does not provide students with activities prior to the start of the school year.
18. What language electives are offered to ELLs?
- P369K does not offer language electives to ELL's.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?
- P369K does not have a dual language program.

C. Professional Development and Support for School Staff

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

1. During the 2011-2012 school year, staff development includes issues pertaining to ELL students such as interpretation and translation services for parents and students, Jose P. training, NYS ESL Standards, NYSESLAT testing of ELL students with Autism, Alternate Assessment strategies, incorporation of technology in the ESL curriculum and content areas, and best practices in the ESL classroom. These services are provided through the District 75 Department of ELL's. P369K's teachers and paraprofessionals receive support from our district instructional coaches. In addition, we ensure the attendance of administrators, our ESL teacher, classroom teacher, and / or paraprofessionals at district, city, and state wide conferences/ workshops focusing on the education of ELLs. All administrators and teachers are required to attend Jose P. training.

2. ESL teachers are supported in

3. ELL's who transition from middle school to high school or from elementary to middle school meet with counsellors to help make the transition smooth. They also continue to meet with Mr. Booth or Ms. Poplawski, who travel from site to site. This provides students with a sense of continuity from grade to grade. Other staff rely on Jose P. training, and from counsel with the ESL teachers, to make the grade-to-grade transition smooth for ELL's. Records are maintained by Peggy Manning, School Secretary.

4. All staff are required to complete 7.5 hours of Jose P. training as per state mandates.

D. Parental Involvement

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

1. Parents are informed of their child's academic progress and status in our ESL program through various means. In September parents are sent a detailed letter about our ESL program and are encouraged to visit the school throughout the school year. Parents are informed of their options during the Educational Planning Conference at the CSE level. Ongoing progress reports are given during parent-teacher conferences and I.E.P. meetings. We also encourage parents to attend the yearly ELL Parent Conference which also allows parents an opportunity to keep informed of the current ESL programs which are offered in the district and throughout the school. Translation services are offered through alternate placement paraprofessionals.

2. P369K does not specifically pair the parents of ELL's with Community Based Organizations.

3. We evaluate the needs families based on meetings with parents. Parents meet with various support staff including guidance counsellors, assistant principals, ESL teachers, and the parent coordinator. We also evaluate the needs of families using the Home Language Survey. Translation is provided through alternate placement paraprofessionals.

4. Parents are invited to participate in our Title III after-school program. Activities address a wide range of parental needs, such as language interpretation and translation of documents relevant to their childrens' progress. We also provide parents with Metro Cards, so that they can travel to and from activities

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: P369K

School DBN: 75K369

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Rudy Giuliani	Principal		11/8/13
Janine Nardone	Assistant Principal		11/8/13
Samantha Dunn	Parent Coordinator		11/8/13
Jeremy Booth	ESL Teacher		11/8/13
	Parent		11/8/13
Joelle Fernandez	Teacher/Subject Area		11/8/13
Linda Abello	Teacher/Subject Area		11/8/13
Alyssa Rigg	Coach		11/8/13
	Coach		11/8/13
C. Swanson	Guidance Counselor		11/8/13
	Network Leader		11/8/13
	Other _____		11/8/13

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **75K369** School Name: **P369K**

Cluster: **Gary Hecht** Network: **Adrienne Edelstein**

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.

Home languages of students and their families are determined through the HLS, through home language functions on ATS, CAP, and SESIS, and through personal interviews with families. Materials are sent to parents through the Parent Coordinator, Jessica Santos. P369K uses alternate placement paraprofessionals fluent in other languages to communicate with parents.

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 majority of P369's non-English speaking families speak Spanish. Some families speak Mandarin, Haitian Creole, and Arabic. P369K communicates with the school community in person, over the phone, online, and through our website.

Part B: Strategies and Activities

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

Written translation of memos and other time-sensitive documents is done by staff members and teachers who are fluent in the families' native languages. In the case of form letters, like the HLS, P369K retains many copies in several relevant languages.

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

Oral interpretation is done by staff members and teachers who are fluent in the families' native languages.

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>.

Administrators, ESL teachers or staff working with ELL's provide native language services to students' families. All languages considered covered according to Section VII of Chancellor's Regulations A-663 are spoken by staff members at P369K. Written translation is also done by staff members, and form letters are available on site for all covered languages.