

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

DBN: (i.e. 01M001):

75K371

School Name:

LILLIAN RASHKIS HIGH SCHOOL

Principal:

JOAN ANTONELLI

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: High School School Number (DBN): 75K371
School Type: Special Education Grades Served: 9-12
School Address: 355 37th Street Brooklyn NY 11232
Phone Number: 718-788-7608 Fax: 718-832-2213
School Contact Person: Diane Zinn Email Address: dzinn@schools.nyc.gov
Principal: Joan Antonelli
UFT Chapter Leader: Brenda Casey
Parents' Association President: Livilis Taroc & Winston Higginston
SLT Chairperson: Eddie Carmona & Margaret Maldonado
Student Representative(s): _____

District Information

District: 75 Superintendent: Gary Hecht
Superintendent's Office Address: 400 First Ave NYC, NY 10010
Superintendent's Email Address: ghecht@schools.nyc.gov
Phone Number: 212-802-1500 Fax: 212-802-1678

Cluster and Network Information

Cluster Number: N/A Cluster Leader: N/A
Network Number: 754 Network Leader: Arthur Fusco

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Joan Antonelli	*Principal or Designee	
Brenda Casey	*UFT Chapter Leader or Designee	
Livilis Taroc Winston Higginston	*PA/PTA President or Designated Co-President	
Maria Garcia	DC 37 Representative, if applicable	
Angelica Cruz	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Riham Barghouti	Member/ Teacher	
Timothy Ring	Member/ Teacher	
Freda Simpson	Member/ Teacher	
Eddie Carmona	Member/ Parent	
Margaret Maldonado	Member/ Parent	
Sandra Moore	Member/ Parent	
Eleanor Davis	Member/ Parent	
Doris Richardson	Member/ Parent	
Jewel Toney	Member/ Student Representative	
	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:

- 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.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

P371K is a District 75 high school program servicing students in 9-12th grades. The whole school services special education students. The students are classified with emotional disabilities, learning disabilities and on the autistic spectrum. There are three sites and several work sites. We have 27 self-contained classes and 3 inclusion classes. Our student population is approximately half alternate assessment and half standard assessment.

Our **vision** is to create and sustain a school community in which all members engage in learning and reflection in order to explore their full potential.

Our **mission** is to enable students to develop the skills and abilities to problem-solve and self-manage in an environment where educators serve as models and facilitators. We accomplish this by developing and implementing strategies that promote positive student outcomes.

We have strategic collaborations with Fort Hamilton Army Base, Kings County Hospital and Good Will. Students work at these sites either full or part time throughout the instructional day. Students also have the opportunity to apply to and attend Coop Tech High School to learn a trade such as barbering or cosmetology.

Strengths:

- Our teachers are on teacher teams that meet twice weekly to look at students work, refine curriculum, develop performance tasks and align curriculum to CCLS.
- We have a school-wide PBIS system that was just revamped and had a week kick off to get students excited and build student buy in.
- We have school-wide half days to provide PD for all staff to ensure consistency amongst various sites.

Challenges:

- Teachers struggle with Instructional strategies and assessment techniques.
- There has been an increase in incidents in the building as reported in OORS.
- Developing a school-wide instructional focus for the school.

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.

Standards based reports in SANDI show that there are students in our alternate assessment program performing at many different levels. Several students are at the Below Basic level. We have also determined by testing students using the Unique Learning System pre and post monthly tests that we have students that fall below or above Level 1 or Level 3. We would like to level up/down the curriculum to focus on these students to see growth on the SANDI/FAST for all of the students.

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 students in alternate assessment programs will increase proficiency in targeted reading, writing and mathematical skills as evidenced by a 5% increase above baseline scores and measured by FAST

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 			
Use structured teaching model to increase 1:1 and small group instructional time	12:1:1 and 6:1:1 alternate assessment students	ongoing	Alternate Assessment classroom teachers
Use Discreet Trial Training and ABA	6:1:1 teachers	ongoing	Select teachers
Teacher teams will level up/down the ULS curriculum Curriculum teams will develop an Instructional Guide for ULS to ensure consistency across classrooms	Alternate Assessment Teachers	ongoing	Administrators/select teachers

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Part 4 – Resources Needed

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

Computers to record data for SANDI/FAST and ULS, District coaches support 6:1:1 teachers on structured teaching, curriculum teams meet after school to develop Instructional guides

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

CIE funds

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.

Monthly ULS assessments, teachers will assess IEP flagged goals in SANDI for progress monitoring in January.

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

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

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.

Since September 2014 there has been a rise in the number of incidents reported in OORS. In reviewing the OSYD reports, the time of day that is critical is 1:00-2:00 PM. There is a need to revisit the school-wide PBIS system and try to get more student buy in.

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

By June 2015 the number of students earning Level 3 and 4 on our school-wide PBIS behavior program (S.C.O.R.E.) Safety, Cooperation, On-time, Respect, Effort, will increase by 5% from data collected in June 2014.

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"> 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 			
SCORE system revamped and more student incentives developed, ex. Level trips/ activities	Standard Assessment Students	ongoing	PBIS coach and SA teachers, administrators
PBIS committee meets weekly to reflect on what is happening and how we can make improvements in our school	Standard Assessment Students	Ongoing weekly	PBIS team
Develop more engaging activities to keep students in the classrooms, ex. Literacy movie week, literacy games	Standard Assessment Students	ongoing	Curriculum team and select teachers
Develop a system to involve individual alternate assessment in the SCORE program	Select Alternate Assessment Students	Ongoing as needed	PBIS coach and select teachers

Part 4 – Resources Needed

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

Line for PBIS coach

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

Funds used for student incentives

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.

Monitor the students on Level 3/4 in January on (S.C.O.R.E.)

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

As evidenced by walkthroughs and observations and sitting in on teacher team meetings, it was determined that there was a need to refine the curriculum and develop pacing calendars that lead up to a culminating performance task.

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 all students will demonstrate improved proficiency across English Language Arts as evidenced by successful completion of CCLS aligned tasks appropriate to grade and content using low inference data on the final student work performance tasks.

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 			
Curriculum teams are developing pacing calendars and instructional guides Teacher teams are meeting to look at student work and develop performance tasks and rubrics using a variety of protocols.	SA and AA students	ongoing	SA and AA teachers and administrators
AA teachers are leveling up/down ULS curriculum to target students that test above/below level 1/3 in ULS pre and post tests	AA students	ongoing	AA teachers and administrators
Coach support from District coaches	Various teachers	cycles	administrators
RSE task support facilitating professional learning	Various teachers	ongoing	administrators

Part 4 – Resources Needed

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

Per session for curriculum teams

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

CIE funds

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.

Review rubrics on a monthly basis for AA students and at end of unit for SA students

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

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

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| 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. |

After our initial round of walkthroughs in the Fall of 2014, domain 3 is the highest need area for our teachers. This information was taken from the Advance webpage. We have seen through walkthroughs that teachers have difficulty determining how to informally assess students during and at the end of the lesson. As teachers deliver their lesson, we have seen that there has been disconnect in the learning objective/mini-lesson being delivered and what the actual student expectations are.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June, 2015 there will be improved teaching practices in five components of Danielson’s domains 2 and 3 as evidenced by increased student engagement and measured by low-inference data through formal and walkthrough observations.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
27. Strategies to increase parent involvement and engagement			
28. Activities that address the Capacity Framework element of Trust			
Provide timely feedback following walkthroughs/formal observations	All classroom teachers	Ongoing throughout the year	Administrators
District coaches will provide support to groups of teachers	Select teachers	Ongoing for cycles	Administrators
Set up classroom inter-visitations with colleagues	Select teachers	ongoing	Administrators
PD on school-wide half days. Staff will attend district PD’s. Key staff will be identified to present staff in high need areas to their colleagues. Differentiated activities will address areas of need	Various teachers	ongoing	Various personnel and administrators

identified in Advance for small groups of teachers.			
Teacher teams meet during the day and after school to refine curriculum, look at student work and develop pacing calendars	Select teachers	ongoing	Administrators/various personnel

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Per session to pay teachers on curriculum teams to develop Instructional guides and pacing calendars after school. District coaches work with teachers doing classroom visitations and during preps to provide feedback from visits.

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.									
CIE funds									

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.				
Review data in Advance in after every teacher has had 2 observations to determine if needs are still the same.				
Part 6b. Complete in February 2015.				
31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
32.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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| 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. |

There is a need to get more parents involved in school functions/meetings. We have observed that in working with parents/families that they are not aware of many of the services and options available to them upon their students’ graduation from school. As a high school, it is imperative that families are aware of these options.

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 there will be a 5% increase in supported and independent employment for this school year as compared to last year’s statistics.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
37. Strategies to increase parent involvement and engagement			
38. Activities that address the Capacity Framework element of Trust			
Classes will go on trips to visit colleges, job sites and organizations that are viable options for after graduation.	SA and AA students	ongoing	Classroom teachers
Parent coordinator will bring in guest speakers to educate parents about transition, guardianship, OPWDD, Access VR and other pertinent organizations.	Parents and families	ongoing	Administrators and parent coordinator
Job Developer will solicit business and company employers regarding work opportunities for our students as part of their educational program and post high school experience.	SA and AA students	ongoing	Job Developer
Students will fill out differentiated career plans every spring	SA and AA students	Spring 2015	Classroom Teachers
School will hold a transition fair for alternate assessment students and families and a college/career fair for standard assessment students and families.	SA and AA students and families	Spring 2015	Job Developer, parent coordinator,

			administrators and teachers
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Part 4 – Resources Needed

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

MTA passes. School buses, trip approvals

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.

	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

X Funds to pay guest speakers at PTA meetings and provide refreshments to parents/families

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.

Assess numbers at parent/family functions

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

41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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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)	Teacher assessment	Writing skills, reading skills, test prep, evidence based claims, using graphic organizers	Small group, 1:1	Infused throughout the school day
Mathematics	Teacher assessment	Math skills, pre-algebra, use of manipulatives test prep	Small group, 1:1	Infused throughout the school day
Science	Teacher assessment	Test prep, hands-on activities activities	Small group, 1:1	Infused throughout the school day
Social Studies	Teacher assessment	Test prep, DBQ, essay writing, using graphic organizers	Small group, 1:1	Infused throughout the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Student choice	Fitness room, cardiovascular and aerobic program, computer club	Small group, 1:1	Every day 8:00-8:50

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 will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

and this Compact;

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

III. Student Responsibilities:

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



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 September 30, 2014.

Part A: School Information	
Name of School: Lillian Rashkis High School	DBN: 75K371
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 type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other: _____
Total # of ELLs to be served: 18 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 type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 2 # of certified ESL/Bilingual teachers: 2 # of content area teachers: _____

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 theme of our Title III program is "Improving Intercultural Communication via Cross-Cultural Interaction." It will supplement our daily instructional program and be held over a 7-week period, from March to April. It will be offered 1 day a week (Saturday) for a 4-hour session, for a total of 4 sessions (from 10:00 a.m. to 2:00 p.m.). A consultant, ArtsHorizons, will join the program to deliver specialized instruction in various fine arts mediums for ELLs with disabilities. We will continue to help our ELL students improve language skills through different fine arts activities. Our ELL students are highly motivated to engage in hands-on projects during the school day; therefore, we have decided to continue with the use of more captivating activities in our Title III program in order to motivate student participation. The activities will be ongoing throughout the four scheduled sessions, covering jewelry making and painting, poetry, cooking, and dance - all of which will reflect the Chinese and Latin-American cultures represented by our ELL student body. The program will serve 18 LEP special education students. After analyzing 2014 NYSESLAT data, we decided to invite ELL students who are at the Beginning level of English language proficiency. It will be held on March 7th, March 14th, March 28th, and April 25th. Two ESL teachers, Zack Praskin and Joanne Glaski, will provide instruction. One supervisor will be on site. We will also have 2 paraprofessionals working in the program to ensure the 6:1:1 and 12:1:1 student ratio mandates are met, and to facilitate multilingual communication with parents. The paraprofessionals selected will speak the Native Language of the majority of the ELLs invited to participate in the program, which is Spanish and Mandarin. Additionally, we will differentiate the instructional activities to meet our ELL students' IEP goals. Thus, all materials required for each activity will be differentiated in order to meet each student's individual needs. The range of activities will cover different cultural pastimes, thus facilitating a cross-cultural understanding and appreciation for all participants.

Many of our ELL students with disabilities continue to struggle with some basic cultural principles, and this program will help to break down cultural and linguistic barriers with more parental involvement. This will help to foster an appreciation of multiculturalism not only in school, but in students' homes as well. Fine arts present an excellent opportunity to spark interest in other cultures and traditions, and provide a forum for simultaneous instruction in both the English language and American etiquette. Second language instruction requires meaningful interaction in the target language, and validating one's native culture and L1 is one of the best ways to break down the Affective Filter (Stephen Krashen). One way to support Vygotsky's communicative theory of learning (1978) is to create an environment in which learning is authentic and activities are interesting to students (Healey & Klinghammer, 2002). Thus, students are able to construct their own knowledge, as teachers scaffold students' learning and ask questions to help push students up the learning continuum.

In order to monitor and assess students' performance, the ESL teachers will use checklists and rubrics,

Part B: Direct Instruction Supplemental Program Information

the data derived from which will clearly demonstrate where students need additional support. This will enable the ESL teachers to identify and group students for appropriate instruction, where differentiation will be used in further instruction to meet individual needs in smaller groups. Beaded jewelry, painting and dance will be used to assess students' progress in following 1- and 2-step directions, as well as fine motor skills. During the cooking and poetry days, teacher-made checklists and worksheets will be used as summative assessments to assess the students' achievement in literacy. Culturally-diverse poetry and texts of food recipes will be adapted to students' learning needs in order to help struggling readers at all levels, as our students are alternate assessment students, whose needs will be best met in this manner. All readings and activities selected will provide extensive practice in basic phonological awareness and advanced vocabulary development. Increased literacy in students' native languages has proven to drive literacy in English, and the transferability of L1 literacy skills to L2 literacy skills will best manifest vis-à-vis cross-cultural learning. Sustained biliteracy and understanding of multiple cultural practices is proving to be an invaluable tool in society, which is important for both students and parents to better understand by the end of this Title III program.

ArtsHorizons will be coming in on all four Saturday sessions to work with all staff, parents and students involved in the Title III program. The purchased service consultant will provide direct instruction to our students each day, from 10:00 a.m. to 2:00 p.m., collaboratively with the ESL teachers. The consultant will lead parents and students in various engaging fine arts activities, such as painting, jewelry making, poetry, cooking, and dance. Each Saturday will highlight a different target tradition from Chinese and Latin-American cultures. ArtsHorizons will work to have parents actively engaged in their children's learning, with all work being saved onto flashdrives for parents to keep as a final portfolio of their child's work. The 2 ESL teachers will use the 2 iPads to document student work, sending picture and video files of students and parents collaborating in cross-cultural learning to appropriate folders in order to save them on flashdrives. The iPads can also be used by language paras to play Chinese and Spanish songs for families as they work, and for the dancing activity. Student work will be copied onto flashdrives and given out to parents. The ArtsHorizons consultants will work with the ESL teachers and 2 paraprofessionals to adapt each activity and all the necessary material (i.e., Chinese and Spanish poetry in translation) to the individual needs of each student. As each student is formatively assessed, data will be reviewed by all staff working together to inform the next steps for instruction. Additionally, the ESL teachers will work with ArtsHorizons to ensure that the activities pertaining to the specific art medium for the day are aligned to New York State Common Core Learning Standards, as well as New York State ESL Standards, with scaffolding implemented as needed.

The New York State Common Core Learning Standards that will be targeted include but are not limited to Language Standards 1.B, 4.A (use various types of phrases and clauses to convey specific meanings and add variety or interest to presentations; use context as a clue to the meaning of a word or phrase), Speaking & Listening Standards 1 (participate effectively in a range of collaborative discussions - one-on-one, in groups, and teacher-led - with diverse partners on high school-level topics, building on others' ideas), and Reading Standard 10 (read and comprehend literature, including stories, dramas, and poems, in the high school text complexity band proficiently, with scaffolding as needed at the high end of the range). These standards will be addressed through the employment of various ESL methodologies and strategies: e.g., Total Physical Response, the Natural Approach, cooperative learning, and scaffolding.

Part B: Direct Instruction Supplemental Program Information

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: The professional development component of our Title III program will be delivered by two ESL teachers, Zack Praskin and Joanne Glaski, over the course of the four Saturday sessions. Every Saturday, the ESL teachers will lead 2 hours of professional development, split as follows: from 9:00 a.m. to 10:00 a.m., and from 2:00 p.m. to 3:00 p.m. Each Saturday will focus on a different topic covering research-driven ESL instructional strategies, methodologies, and techniques. The first hour of professional development will allow for the two ESL teachers to deliver instruction on the topic of the day, handing out research articles as necessary to help cover the focus topic of the day. During the final hour of each day, the two ESL teachers will facilitate a discussion, allowing for all participants to reflect on their employment of the specific strategies, methods, and techniques that were brought into focus during the morning hour of professional development.

The four instructional topics to be discussed are: * How to Lower Students' and Parents' Affective Filter (Stephen Krashen); Cooperative Learning (Kenneth Bruffee); scaffolding language for beginning learners; and Language Experience Approach (Krashen and Terrell). After reading the appropriate research, the staff will engage in role-playing activities, whereby the ESL teachers will model and the other participants will practice implementing various techniques used to employ the specific ESL instructional strategy of the day. After the 2 professional development hours are completed each Saturday, all staff involved in the Title III program will possess knowledge of the extensive research backing four pillars of ESL instruction. Moreover, all staff will come away from the professional development sessions with meaningful experience, having discussed the implementation of four different strategies that are crucial to successful ESL instruction. Additionally, the final hour of professional development will provide Title III staff with time to reflect on the program in order to brainstorm how to refine its implementation in the next school year.

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

Part D: Parental Engagement Activities

- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: We will send out correspondence to the parents of the students invited to participate in the Title III program in January. The correspondence will be translated into the families' home languages. Our parent coordinator, Cindy Margul, will work with ESL teacher Zack Praskin to help set up parent outreach. Before the beginning of the program, we will invite parents to a Title III Orientation Meeting, where we will discuss the nature of the program and the benefits it will have for their children. We will set up interpretation services as needed for the parents attending the Orientation Meeting. We will also make follow-up phone calls to ensure that we encourage both parent and student participation in the program.

The Title III Orientation Meeting for parents and staff will be scheduled for March 2nd - prior to the first Saturday session - and it will be facilitated during the school day, from 2:00-2:50 p.m. We will outline the benefits of engaging in cross-cultural learning within the realm of fine arts for parents of ELLs with disabilities. Parents will receive instruction on the importance of maintain native-language communication and traditions, as well as biliteracy, through reading with/to their children in the L1. We will stress the importance of the cross-cultural activities that the parents will be engaged in, such as painting, making jewelry, reading and writing poetry, cooking, and dance, and the many positive effects of cross-cultural learning on an ELL student's academic development. The Orientation Meeting will be facilitated by 1 ESL teacher, Zack Praskin, at no additional cost to the Title III Program.

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.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	\$3,391.04	Direct instruction (16 hours): 1 supervisor = \$52.84/hour x 4 hours x 4 sessions = \$845.44 2 teachers = \$50.50/hour x 4 hours x 4 sessions = \$1,616.00 2 paraprofessionals = \$29.05/hour x 4 hours x 4 sessions = \$929.60
	\$1,695.52	Professional Development (8 hours):

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.
	Subtotal: \$5,086.56	1 supervisor x 8h x \$52.84 = \$422.72 2 teachers x 8h x \$50.50 = \$808.00 2 paraprofessionals x 8h x \$29.05 = \$464.80
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	\$2,758.80 Subtotal: \$7,845.36	ArtsHorizon: Direct Instruction to Students \$689.70 per session x 4 sessions = \$2758.80
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	\$2294.64	iPad: \$370.00 x 2 = \$740.00 Scissors: \$4.45 x 20 = \$89.00 Glue: \$3.05 x 60 = \$183.00 Folders: \$2.00 x 75 = \$150.00 Binders: \$5.76 x 25 = \$144.00 Copy paper: \$29.91/box x 5 boxes = \$149.55 Flash drives: \$14.45 x 25 = \$361.25 Ingredients and supplies from Costco for cooking activity: \$271.75 Supplies from Michael's for jewelry activity: \$206.09
Educational Software (Object Code 199)	_____	_____
Travel	\$810.00	Roundtrip Metro Cards: 18 students x \$5.00 = \$90.00 x 4

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.
		sessions = \$360.00 18 parents x \$5.00 = \$90.00 x 5 sessions (1 parent orientation session, and 4 Saturday sessions) = \$450.00 \$360.00 + 450.00 = \$810.00
Other	\$250.00	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 371
School Name Lillian Rashkis High School		

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 Joan Antonelli	Assistant Principal Diane Zinn
Coach	Coach
ESL Teacher Natalia Taryguina	Guidance Counselor Sandra Pajara
Teacher/Subject Area Ms.Venturina/classroom teacher	Parent Lilias Taroc
Teacher/Subject Area	Parent Coordinator Cindy Margul
Related Service Provider	Other
Network Leader(Only if working with the LAP team)	Other

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	299	Total number of ELLs	42	ELLs as share of total student population (%)	14.05%
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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
Dual Language <small>(50%:50%)</small>										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	42	Newcomers (ELLs receiving service 0-3 years)	13	ELL Students with Disabilities	42
SIFE	6	ELLs receiving service 4-6 years	13	Long-Term (completed 6+ years)	16

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
Dual Language										0
ESL	13	3	13	13	1	13	16	2	16	42

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	13	3	13	1	13	16	2	16	42	
Number of ELLs who have an alternate placement paraprofessional: <u>8</u>										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										6	3	4	14	27
Chinese													1	1
Russian													1	1
Bengali														0
Urdu														0
Arabic												1	1	2
Haitian													4	4
French														0
Korean														0
Punjabi														0
Polish													1	1
Albanian														0
Other										1			5	6
TOTAL	0	7	3	5	27	42								

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										1	11	4	21	37
Intermediate(I)	0									3	1	1	0	5
Advanced (A)										0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	4	12	5	21	42

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					!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	1		1	
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography	1		0	
US History and Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA	9		9	
NYSAA Mathematics	9		9	
NYSAA Social Studies	9		9	
NYSAA Science	9		9	

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.

Our school uses Scantron to assess early literacy skills for standardized assessment students. It is an online dynamic assessment tool that the students take twice a year. It offers teachers differentiated lesson plan ideas for individual students. Our alternate assessment

students use ABLE, NYSAA, and SANDI which measure early literacy skills of these students.

Our teachers use the data they obtain from these assessment tools to differentiate their instruction in order to meet the unique needs of our ELL students.

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

In reviewing NYSESLAT and LAB-R results by modality across proficiency levels, we see that speaking is the strongest. The standardized students have slightly higher scores in the speaking modality than the alternate assessment students. Reading and writing are the lowest scoring modalities; writing is significantly lower than reading. The listening modality has moderate results but the standardized assessment students scored slightly higher than the alternate. When looking at patterns across grade levels, we noticed that most students in all grades scored at the Beginning level, though we have 3 Intermediate scores and 1 Advanced score. The largest number of ELLs in our school scored at the Beginner level and a high number of these were due to Invalid (inv), Other (other), NSC, (No Score) or ABS (Absent) scores. Our students received invalid scores because they were not able to finish the subtests.

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](#))

Patterns across NYSESLAT modalities (reading, writing, listening and speaking) will affect the instructional decisions. Our teachers will use the information they receive from the NYSESLAT results in order to differentiate their instructional activities and meet the diverse needs of their ELL students. Our school uses information about Annual Measurable Achievement Objectives (annual increases in the number or percentage of students making progress in learning English; annual increases in the number or percentage of students attaining English language proficiency by the end of each school year; adequate progress for the ELL subgroups in meeting grade-level CCL standards in English Language Arts and Mathematics) in order to address them in instructional planning and our students' Individualized Educational Plans.

4. For each program, answer the following:

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

Since our school currently features only Freestanding ESL program, our ELL students do not take tests in their native languages. Our school currently does not administer ELL Periodic Assessments.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Our school is a high school and does not use data to guide instruction for ELLs within the Response to Intervention framework for grades K through 5.

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

Our school makes sure that a child's second language development is considered in instructional decisions. Those ELLs whose IEPs suggest "Bilingual Instruction" receive support from Alternate Assessment paraprofessionals who speak English and the students' native language. In order to enhance Bilingual ELLs' academic skills and help them progress in language acquisition, our teachers collaborate with the ESL teacher to individualize and differentiate their classroom activities.

7. For dual language programs, answer the following:

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

n/a

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

When evaluating the success of our program for ELL students, we look at their growth over time on the NYSESLAT, the teacher made tests and overall student performance in their class work and on their report cards and credit accumulation for the standardized assessment students. We also collect work for student portfolios and keep data collection sheets. We observe to see what else can be done to further improve our ESL program and assist our ELL students to fully participate in daily instructional activities.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
When a child is referred to the CSE for an evaluation, the CSE is supposed to administer the HLIS and administer the LAB-R. The CSE is the first step in the identification process in determining whether a student is an ELL. Once students are admitted to our program, we immediately run ATS reports to see if they have been identified by the CSE as ELLs and are entitled to receive ESL or Bilingual services. We also identify the newcomers and check if they have HLIS and need to be administered the LAB-R and Spanish LAB within the 10 school days (if native language is Spanish and the student has been unsuccessful on the LAB-R, he will be administered Spanish LAB). We have ten school days to complete this process. We also conduct an oral interview with the family to determine the languages used in the home (if the family members speak language other English, we provide translation and interpretation services). These activities are facilitated by our licensed ESL teacher, Natalia Tarygiuna. Based on the leveled results of the LAB-R, our ESL teacher then makes the determination of the level of proficiency and the mandated minutes of ESL.
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.
All three programs are explained to parents in a language that they understand at the CSE level. Our school currently features ESL program. We provide translation services to the parents of our ELL students and/or we take advantage of the translation services offered by the DOE Translation and Interpretation Unit. CSE in conjunction with the parents determine the best placement for their children. We try to honor the parents' requests and keep them informed of any changes in the program.
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 [\[see tool kit\]](#).)

n/a:

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.

After the ESL teacher determines the level of students' language proficiency, she makes sure the students are properly placed in the program to be provided their mandated ELL services in a timely and appropriate manner in order to promote their learning and achievement. The ESL teacher makes sure the students' parents are timely notified about the school decision in English and the home language.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
Our school administration and ESL teacher make sure that that all sections of the NYSESLAT are administered to all ELLs each year: we create a testing schedule and a tracking sheet to plan the testing procedures.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
The ELLs' parents at 371K are notified about the program model offered by the school, Freestanding ESL, which has been so far requested by the parents.

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])?

Our school's organizational model is a pull-out and push-in ESL program. We provide CR Part 154 mandates of ESL instruction based on a student's level. In High School, Beginners receive 540 minutes per week, Intermediate students receive 360 minutes per week and Advanced level students receive 180 minutes of ESL per week and 180 minutes of ELA per week. Our ELLs receive their ELA instruction in their classrooms. Our plan is to service all of our ELL students and to provide them with ESL instruction and mandated minutes according to their levels as per CR Part 154. This is very challenging as we have one ESL teacher that services three sites. All our Entitled ELLs are presently being served in heterogeneous and homogeneous groups through push-in and pull-out models.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

The organization of our staff ensures that the mandated number of instructional minutes is provided according to proficiency levels - we create teachers' schedules in such a way so our ELL students receive ESL service daily. Those ELLs whose IEPs recommend Bilingual instruction receive support from alternate placement paraprofessionals who speak English and students' home language. There is close collaboration among classroom teachers, our ESL teacher, and paraprofessionals in order to support our ELLs. All of our classes are self-contained Special Education classes of 12:1:1 and 6:1:1 ratio. When pulling out students, we keep to these ratios.

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.

Our standardized assessment students are in graded classes and our alternate assessment students are in ungraded classes. Students in both standardized and alternate assessment programs take content area classes. The standardized assessment students take classes under the NYS Part 100 guidelines and are required to earn their credits to receive an academic diploma. The

alternate assessment students are also taking content coursework and are required to meet their IEP goals in the content areas to receive their IEP diplomas. The ESL teacher collaborates with classroom teachers to discuss instructional approaches and methods in order to make content comprehensible and foster ELLs' language development and meet the demands of the Common Core Learning Standards. The ESL teacher reinforces classroom activities, which are aligned with CCLS, in content areas by fostering high level thinking in ELA, Math, Science and Social Studies teaching analysis, synthesis and evaluation of content information according to DOK/Bloom's Taxonomy as well as ELL methodologies (i.e., TPR, Natural Approach, Cooperative Learning, etc.). This year, we have a push-in group of students in two of our 6:1:1 classes. This is an ideal situation for the students as it allows for them to be exposed to all of the content their classroom teacher is presenting while having their ESL mandated services provided by the ESL teacher simultaneously. We are very fortunate to have been able to set up a push-in group this school year.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Our school currently features Freestanding ESL program. ELL students are evaluated in their native language through the use of Alternate Placement paraprofessionals and Bilingual psychologists.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Our school ensures that ELL students are appropriately evaluated in all four modalities of English acquisition throughout the year: classroom activities and assessment assignments are created in such a way that allows the ESL teacher and classroom teachers to evaluate ELLs' level in speaking, reading, listening, and writing.
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).

Presently we have six SIFE students. The SIFE students are provided with the following activities: supportive environment created by bilingual staff from the students' home countries (with the assistance of Alternate Placement Paras), SIFE students and parents are provided with access to support services (in the families' native language) provided by counselors, tutors, mentors and parent coordinator. A buddy system is in place in each classroom. Administrators, counselors, and classroom teachers work together to ensure that the students and their families have the necessary information needed to provide school supplies, documentation for meal programs and other requisites for assimilation.

Newcomers, students with less than three years of ESL services, are provided with increased sheltered strategies (use of visuals, collaborative learning activities and demonstrations). Language is adapted and additional contextual support is provided to help these students understand the content presented. We utilize age/grade/level appropriate books. Explicit instruction in reading in an age appropriate manner is used (phonemic awareness, phonics, fluency, vocabulary, comprehension).

Students with 4 to 6 years of services are taught strategies that they can use in the future such as, using dictionaries, taking notes, highlighting and using graphic organizers. Their prior knowledge is activated through questioning techniques and encouraging students to make text-to-text, text-to-world and text-to-self connections. This will enable the students to relate what they have previously learned in their countries to what they are currently being taught. These students are taught metacognitive strategies and skills that teach independence. Students use computer technology tools to experience and develop all four modalities of their language skills. They work collaboratively with their classmates to help them progress to the next level of learning. They are involved in all extended day programs, including Title III, CHAMPS, AIS, peer tutoring and counseling to improve test preparation and literacy skills.

We have sixteen long term ELL students at this time. We offer long term ELLs extra services such as AIS, peer tutoring and after school programs, field trips, summer school and counseling. The students receive extensive support to ensure that strategies practiced in the ESL classroom transfer to the grade level content classroom. The type of instruction (language sensitive instruction) has been utilized where content teacher is sensitive to both the language needs of the student and the language demands of the content subject. Additionally, the double ESL block with differentiated instruction provides extra support for long term ELLs. It is important to choose high priority content studied in depth and relate it to students' prior knowledge.

Presently, we do not have ELLs who tested out of NYSESLAT with the proficient level of the English language acquisition. In case we have these students, we will keep providing them language and instructional support for two more years.

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?
Our school incorporates and follows Unique Learning System - the dynamic, standards-based units of study specifically designed for students with special needs. Our teachers differentiate and implement Unique materials into classroom learning activities. The

lesson plans define three levels of differentiated tasks to accommodate the diversity of learners with disabilities to bridge between standards and the special education curriculum content for ELL students with special needs. Instructional targets are aligned to the Common Core Standards in English Language Arts, Mathematics, Science, and Social Studies. The ESL teacher and other teachers of ELL-SWDs also use instructional strategies and age/grade/level appropriate materials that provide access to academic content and accelerate English language development: e.g., storytelling, Shared Book Experience, Cooperative Learning, etc.

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

Our school uses curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment. We utilize meaningful and functional assessment instruments such as SANDI and Scantron to consider unique needs of our students with cognitive and physical disabilities. All activities are student centered and teacher friendly. They are aligned and connected to CCLS. They allow our teachers to identify student need areas and prioritize these need areas for the development of meaningful IEP goals and objectives connected to CCLS.

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:

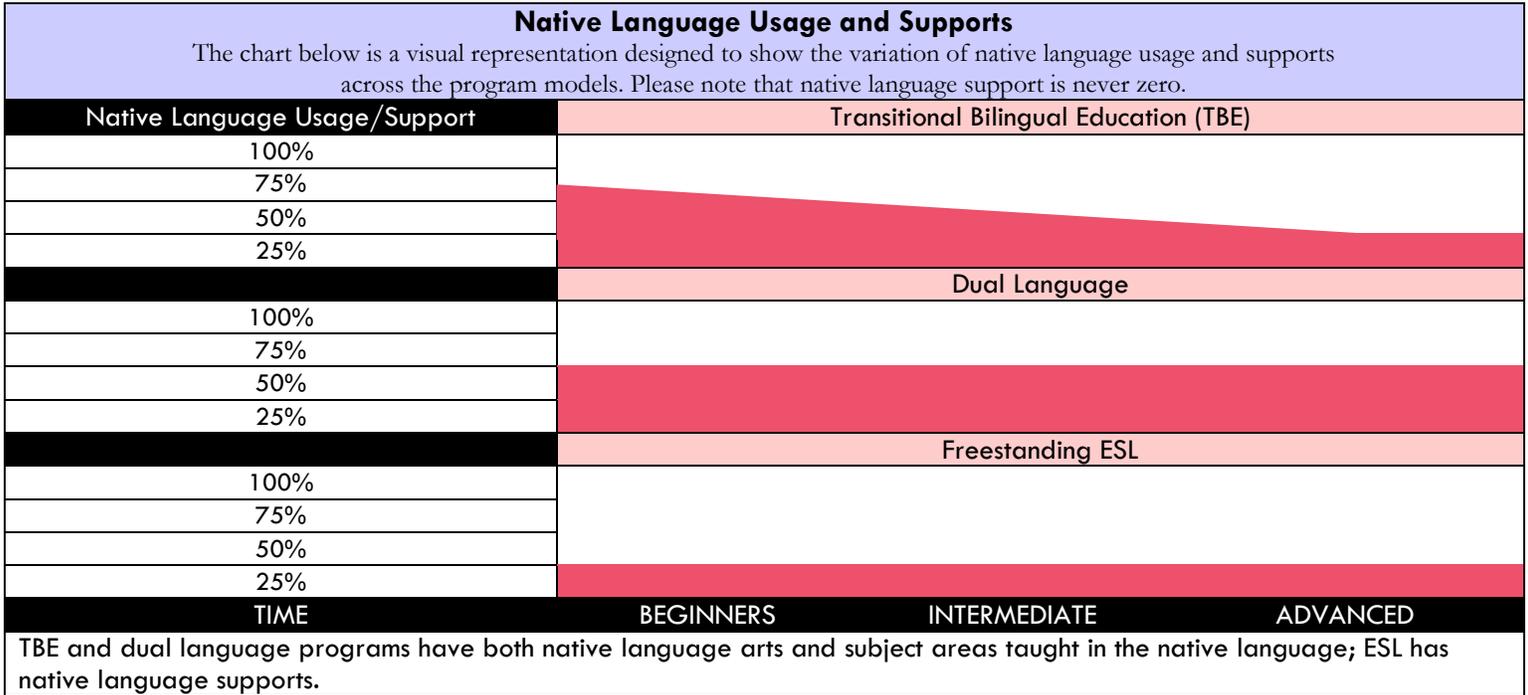
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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



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 targeted intervention program our school offers in ELA are Keystone Reading, which is a differentiated reading program designed for students that are at several different levels in reading. We have designed a Global Studies "Question of the Day" Bank that follows the pacing calendar and offers teachers test prep questions that can be given to the students on a daily basis and broken down and discussed in order to prepare them for their Regents and RCT exams. We use the NYS exams for our standardized assessment students to assist in determining which skills these students have and still need in order to be better prepared for HS math and ELA. These interventions are mainly offered in English, though the ESL teacher works in conjunction with the classroom teachers to offer support for the students in their native language. Our ELL students greatly benefit from these programs. Our alternate assessment students use Weekly Readers and Equals Math. For ELA, Math, Science, and Social Studies, our school incorporates and follows Unique Learning System - the dynamic, standards-based units of study specifically designed for students with special needs. Our teachers differentiate and implement Unique materials into classroom learning activities. The lesson plans define three levels of differentiated tasks to accommodate the diversity of learners with disabilities to bridge between standards and the special education curriculum content for ELL students with special needs. Instructional targets are aligned to the Common Core Standards in English Language Arts, Mathematics, Science, and Social Studies. The ESL teacher and other teachers of ELL-SWDs also use instructional strategies and age/grade/level appropriate materials that provide access to academic content and accelerate English language development: e.g., storytelling, Shared Book Experience, Cooperative Learning, etc.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- We consider our current ESL program effective in meeting the needs of our ELLs in both content and language development. All of our ELLs have IEPs, and we ensure that we stay current with the differentiation of instruction strategies and techniques. We look at every ELL as an individual with unique special needs and create the best instructional program for each and every student in order to see the greatest gains in academic achievement. We look at NYSESLAT and the improvement on the test as one way to measure the effectiveness of the program.
11. What new programs or improvements will be considered for the upcoming school year?
- For the upcoming school year, we do not plan to introduce any new programs or improvements.
12. What programs/services for ELLs will be discontinued and why?
- Currently, we do not plan to discontinue any programs/services for our ELL students.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- We make sure that our ELLs are invited, afforded, and have equal access to all school curricular and extracurricular programs including Title III (which focuses on improving language skills through the use of technology and will be offered afterschool two days a week), CHAMPS, AIS, etc. We make parents aware of the programs available to the students through phone calls and mailings home in English and native language.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- We use a variety of technology with our ELL population. This includes laptops, AAC devices, and a variety of software. In addition, to ensure that students meet the standards and pass required state and local assessments, ESL instruction follows CCLS, the New York State English as a Second Language (ESL) Standards, and incorporate ESL strategies such as: Total Physical Response (TPR), Language Experience, Whole Language, graphic organizers, and Cooperative Learning. Our ESL teacher uses the following materials: "Longman Photo Dictionary of American English", "Get Ready to Write", "Exploring English", books on folktales, fiction and non-fiction in English and students' native languages. Content area textbooks are also used when working with standardized assessment students following the NYS Part 100 regulations.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- We respect and honor our students' native languages - each classroom has room libraries, which have fiction, non-fiction, and poetry books in these languages. Native language support is also delivered through the services provided by our Alternate Placement Paraprofessionals and our libraries that have a variety of books in native languages.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?
- The ESL and classroom teachers make sure that the required services support and resources correspond to ELLs' ages and grade levels. While planning the instruction and creating materials, we utilize CCLS and NYSAA ELA and Math Extensions as well as Science and Social Studies AGLs to differentiate and modify our approaches to in order to reach our ELL students at their

individual levels.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

If we have newly enrolled ELLs before the beginning of the school year, they are invited to participate in District 75 Summer Chapter 683 program and fully participate in all summer activities.

18. What language electives are offered to ELLs?

Our school currently offers the Spanish language elective to our standardized assessment students to help them meet the requirements of the high school diploma.

19. For schools with dual language programs:

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

N/A Our school currently does not provide 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.

During the school year, Professional Development is incorporated in workshops that will teach ELL strategies to the classroom teachers, school counselors, related service providers (OT, PT) and Assistant Principals for ELL students. This Professional Development is offered by the ESL teacher, Ms. Taryguina. Classroom teachers will also register to workshops that are offered through the Department of Education and through District 75. Classroom and cluster teachers work collaboratively with the ESL teacher to provide the best instruction for the students. Teachers also plan lessons that compliment instead of merely translate the content instruction in the students' languages. Staff are supported in providing transition services to ELLs and their families for post secondary school options in collaboration with our school's Job Developer and Parent Coordinator. This year some of the topics included are Using Technology with ELL Students (November), Cognitive Language Academic Approach for Standardized ESL Students (December), How to Create Adapted Books for Alternate Assessment Students (March), and Differentiating Instruction for ELL Students (May). These professional development workshops will take place during our regularly scheduled school staff meetings. Paraprofessionals are to be included in the professional development. We will make every effort to sign up teachers for the District Jose P training as it is offered for them to get the minimum of 10 hours of ELL training. Jose P. PD certificates are kept in the teachers' files.

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?

The Parent Coordinator at P371K, Cindy Margul, offers parents of ELLs on-going information in their home languages (SP, CH, HC, etc) and training on different aspects of their children's education such as, home activities to support learning, outside supports in their community, and parent interest needs survey. Our school partners with the "New York Cares" community organization, which is the city's largest volunteer management organization, running volunteer programs for 1,300 nonprofits, city agencies, and public schools. This organization provides workshops to our students' parents as well as parents of ELLs. The survey includes questions related to parents' needs and availability, in addition to questions about their child's education. The results of the surveys are then analyzed and included in our planning activities. Our goal is to increase parent outreach and participation by offering parents training through District 75 Parent Conferences. This year our parents will be able to participate in several workshops our school will offer. Topics include: computer training, arts workshops, SESIS (the new IEP), Understanding Students with Emotional Disabilities, travel training and issues related to immigration to the United States. Our school will periodically describe the ESL program to ELL parents at the parent orientation meetings or letters sent home (in English and family language as well). Parents will be made aware of special programs through mailings and letters sent home with their children. They are also informed of school events and happenings through our monthly parent newsletter.

E. Additional Information

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

Part VI: LAP Assurances

School Name: <u>Lilian Rashkis High School</u>		School DBN: <u>75K371</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Joan Antonelli	Principal		11/6/13
Diane Zinn	Assistant Principal		11/6/13
Cindy Margul	Parent Coordinator		11/6/13
Natalia Taryguina	ESL Teacher		11/6/13
Lilias Taroc	Parent		11/7/13
Jennifer Venturina/classroom	Teacher/Subject Area		11/6/13
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Sandra Pajara	Guidance Counselor		11/6/13
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 75K371 School Name: Lillian Rashkis High School

Cluster: 75 Network: 4

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

Part A: Needs Assessment Findings

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

At the beginning of every school year the Parent Coordinator (PC) sends around a form to classroom teachers, inquiring about the home and preferred language of every single student enrolled in the school. She follows up until she has the information necessary for every single student. In addition, the PC reviews the data report generated by the Home Language Identification Survey (RPOB) monthly. We ensure that translation services are available to parents as needed and that documents are provided to parents in their preferred language.

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.

Based on our Home Language Report and PCs contact with families this school year, of our 42 ELLs, the families of 8 students were identified as preferring their communication with the school in Chinese, 3 families have requested information be sent home in Haitian-Creole, 2 families have requested information in French and 1 family has requested Polish and 1 family in Arabic. The remaining 27 are Spanish speaking. The PC shares this information with administrators, office staff and teaching staff and provides information on how translation and interpretation services can be accessed. Since the majority of our ELLs are Spanish speaking, and many of the students have one or more Spanish speaking family member, all correspondence is routinely sent home in mainly English and Spanish as well as the home language. We share information with the school community and ensure that if a teacher schedules a meeting with a parent or family that requires translation or interpretation services that we plan in advance to have these services available at the meeting.

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.

We have used the services of the "DOE Translation and Interpretation Unit". In addition, translations are provided by several staff members. The school has a bilingual social worker, a bilingual school aide and several bilingual paraprofessionals. They translate notices and letters on an as-needed basis. The parent handbook is provided to parents in their preferred language. We have staff on-site that can translate in the following languages: Arabic, Chinese, Haitian Creole, French, Polish, Spanish, Italian and Russian.

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.

The bilingual staff members attend pre-arranged meetings such as IEP meetings, SLT meetings and PT conferences to translate on a routine basis. When parents arrive unannounced, one of the bilingual staff members is released to provide interpretation services. We also have the language translation card posted at the main entrance at all times.

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>.

Parents and families who speak a language other than English will be notified upon admission and annually thereafter of their right to translation and interpretation services. School staff will provide translation and interpretation services when feasible. The DOE's Translation and Interpretation Unit will be used as a resource when our school is unable to meet the families' language needs. We keep language translation cards on hand at all times. In addition, the PC sends a mini language translation card home along with most correspondence.

