

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

**DBN: (i.e. 01M001):**                   **75K771**

**School Name:**                         **P771K**

**Principal:**                             **DENISE D'ANNA**

## Comprehensive Educational Plan Outline

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**Section 1: School Information Page**

**School Information**

School Level: K-12 School Number (DBN): 75K771  
School Type: Special education Grades Served: K-12  
School Address: 1075 Oceanview Ave, Brooklyn, NY 11235  
Phone Number: 718-891-3600 ext. 0 Fax: 718-769-0017  
School Contact Person: Denise D'Anna Email Address: [ddanna@schools.nyc.gov](mailto:ddanna@schools.nyc.gov)  
Principal: Denise D'Anna  
UFT Chapter Leader: Jonathan Belkin  
Parents' Association President: Jennifer Wagner  
SLT Chairperson: Emily Shapiro  
Student Representative(s): \_\_\_\_\_

**District Information**

District: 75 Superintendent: Gary Hecht  
Superintendent's Office Address: 401 First Ave., NY, NY  
Superintendent's Email Address: [ghecht@schools.nyc.gov](mailto:ghecht@schools.nyc.gov)  
Phone Number: 212-802-1500 Fax: \_\_\_\_\_

**Cluster and Network Information**

Cluster Number: \_\_\_\_\_ Cluster Leader: \_\_\_\_\_  
Network Number: 754 Network Leader: Arthur Fusco

## Section 2: School Leadership Team (SLT) Signature Page

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Denise D'Anna	*Principal or Designee	
Jonathan Belkin	*UFT Chapter Leader or Designee	
Jennifer Wagner	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Emily Shapiro	Member/Chairperson	
Annette Beale	Member/ Assistant Principal/CSA	
Yezell Moody	Member/UFT	
Deborah Bain	Member/Parent	
Maria Leal	Member/Parent	
Elizabeth Ventura	Member/ Parent	
Aleksandra Tamaszewski	Member/ Parent	
	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.	<b>Rigorous Instruction:</b> 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.	<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	<b>Collaborative Teachers:</b> 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.	<b>Effective School Leadership:</b> 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.	<b>Strong Family-Community Ties:</b> 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.	<b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

## The Quality Review and the Capacity Framework

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

### NYCDOE's Quality Review (QR)

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

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

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

## Section 4: CEP Overview

Develop a narrative summary that includes:

- 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.

Our school is a District 75 school located in 7 sites throughout Brooklyn. We serve students with a variety of disabilities including autism, emotional disturbance, multiple handicaps and intellectual disabilities. Our school's mission is as follows:

The mission of our school is to provide each member of our diverse student population with the skills to develop to their maximum potential. We work collaboratively to meet the needs of each of our students and support them in acquiring the social, emotional and academic skills to become independent, successful adults. We use a cooperative, multi-sensory approach involving age-appropriate, individualized instruction to create a therapeutic environment where all students are known and supported by the adults in our organization and feel comfortable taking risks to increase their levels of achievement.

In order to achieve our mission, we:

- Improve student achievement in all academic areas through data-based targeted instruction
- Provide staff with appropriate and comprehensive professional development
- Maintain an effective system of positive behavior supports
- Engage parents as partners in the educational process
- Use professional learning communities to ensure shared decision-making
- Develop positive self-esteem and social growth in the entire school community

### Strengths:

- Our teachers participate in active learning communities which use an inquiry model to analyze student work, address the individual needs of students, to plan collaboratively and analyze data to ensure instruction targets student needs. Using this model, we were able to exceed all our goals for the previous year.
- In the previous school year, we focused a great deal on UDL's principle of providing "multiple means of representation," specifically, providing options for perception. Teachers continue to ensure this during lessons and are now focused on Principle 2, specifically, "providing options for expression."
- We successfully implement monthly workshops for families to ensure they are our partners in helping our students achieve to their highest ability.
- We utilize PBIS with all students and have significantly decreased incidents based on ORRS reports. **In the 2013-2014 school year**
- 80% of our teachers are Effective based on ADVANCE data from the 2013-14 school year.
- We utilize JARS with our 12:1:4 students to develop independence in both content areas and Adaptive Daily Living Skills.
- Our teachers participate in weekly Teacher Effectiveness training and since its implementation, this has become a teacher run activity where they identify their own area of need and create PD based on expertise within the group.

### Challenges:

- Our inclusion programs have had difficulty sharing the STARS system with general education teachers.
- We have struggled to provide appropriate communication support to our non-verbal and limited mobility students due to a lack of time in the schedule for classroom staff and related service providers to collaborate in

planning. Due to an SBO vote against additional time on Mondays and Tuesdays, we do not have enough time to implement this.

- Our teachers are still learning to incorporate higher-order questioning and discussion with our FAST Level 1 students and our non-verbal/limited verbal students.

This year, our instructional focus is writing and each learning community has used a SMART plan to identify a specific skill within the writing standards for their students to work on and is tracking progress toward this goal on a weekly and monthly basis.

Alternate Assessment students showed increases in scores across subjects as evidenced by SANDI:

- 34% increase in Reading
- 29% increase in Writing
- 39% in Math
- 21% in Communication Development
- 23% in ADL
- 50% in Science

100% of standardized students increased a minimum of one level in reading as evidenced by the TCRWP assessment.

## 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.

While our standardized students showed gains in reading comprehension, more than 75% are still reading below grade level, as evidenced by the TCRWP assessment. We are continuing our work with Expeditionary Learning and Core Knowledge and have added additional resources including Wilson Reading and Scantron to improve reading comprehension skills.

### 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, to increase student achievement in reading comprehension, all students in grades K-8 will increase one letter reading level as evidenced by the TCRWP Running Record assessment.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>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).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>			
We will continue to utilize Expeditionary Learning and Core Knowledge.	All standardized students	9/14-6/15	Principal, Assistant Principals, standardized classroom and cluster teachers, School Based Coach
We will continue to target our highest need students, as evidenced by running records, during AIS periods.	Lowest scoring standardized students	9/14-9/15	Classroom and cluster teachers

We will utilize Wilson and SMiLE for students whose assessments demonstrate a need for phonics instruction.	Targeted students	9/14-9/15	Principal, Assistant Principals, standardized classroom teachers, School Based Coach
We will utilize in-house professional development focused on using the reading continuum to develop next steps and objectives for individual and groups of students.	All standardized students	9/14-9/15	All instructional staff

**Part 4 – Resources Needed**

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

We have purchased Expeditionary Learning, Wilson and SMiLE materials, and Scantron. Teachers are provided with time in their schedules for AIS, collaborative planning and professional development from assistant principal and from expert teachers.

**Part 5 – Budget and Resource Alignment**

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

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

Core curriculum funds to purchase SMiLE, Core Knowledge and Expeditionary Learning.

**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.

We will assess students using TCRWP assessment in February to analyze progress toward meeting our goal.

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

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

## Section 5: Needs Assessment, Annual Goals and Action Plans

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

### Part 1 – Needs Assessment

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

Providing students with the communication supports they need to be more independent is of utmost importance in helping them become active members of the school community and in helping them prepare for college and career. We have identified this through our work with the UDL Task Force as a goal for the current school year. While we will continue to use existing strategies and programs, including SMILE, PECs and Discrete Trial Training, observation data and feedback from teachers shows that teachers still require more training and resources to fully support all our struggling communicators. Our students made tremendous growth in independence with communication in 2013-14 but still perform lower than in other subject areas. In order to provide a truly supportive environment, we must ensure that all students have an independent voice in the community.

### 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, to improve the level of independence in the classroom, all alternate assessment students will have an effective and appropriate method of communication that they can use independently. Growth will be measured by a 5% increase in the SANDI communication development section, as evidenced by the SANDI assessment.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>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).</li> <li>7. Strategies to increase parent involvement and engagement</li> <li>8. Activities that address the Capacity Framework element of Trust</li> </ol>			
We will continue to utilize assistive technology such as QuickTalkers and iPads to provide students with options for independent communication.	All alternate assessment students	9/14-6/15	Principal, Assistant Principals, alternate assessment teachers, School Based Coach
Speech providers will provide professional development to staff on how to improve communication supports and decrease level of prompting based on needs determined during walk troughs and inter-	All alternate assessment	9/14-6/15	Principal, Assistant Principals, alternate

visitations.	students		assessment teachers, School Based Coach
We will provide speech providers with time to meet and collaborate on professional development and to meet with existing learning communities to support the work they are doing.	All alternate assessment students	9/14-6/15	Principal, Assistant Principals, alternate assessment teachers, School Based Coach
We will provide workshops for families based on our findings to help them support their students at home with independent communication and invite them to ask questions. We will supply them with materials for the home so students can fully communicate in all environments.	All alternate assessment students	9/14-6/15	Principal, Assistant Principals, alternate assessment teachers, School Based Coach

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
We have purchased iPads and assistive technology, SMiLE kits, have enrolled in the D75 UDL Task Force and continue to use Units of Study and adapt them during weekly learning communities and monthly curriculum development meetings.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
Core Curriculum funds to purchase SMiLE. We also purchased AAC devices through AbleNet.									

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> 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.				
In addition to completing SANDI in the Fall and Spring, we use Discrete Trial tracking of progress on a daily basis with all students on specific communication goals. In February, our UDL team will complete a second classroom walkthrough using the same checklist and compare results from our Fall and Winter visits to analyze progress towards our goal of improved communication supports.				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
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

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

In the previous year, we had a great deal of success restructuring our learning communities to include more time for planning, professional development and collaborative analysis of student work and data. We also implemented a process for creating team-wide goals using SMART plans to address specific student needs based on SANDI data. This year we will continue this work but align our goal setting to our instructional focus, writing. Our school-wide data analysis shows that our alternate assessment students are struggling in this area and through collaborative learning communities; we will target this and improve students’ writing throughout the year.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, all teachers in alternate assessment programs will develop SMART plans in writing as evidenced by active and collaborative participation in learning communities.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust			
SMART plans will focus on writing in each communities and coaches and Assistant Principals will collaborate and support learning communities in analyzing data to identify specific skills for improvement	All alternate assessment students	9/14-6/15	All instructional staff
Lead teachers, coaches and assistant principals will provide professional development to staff on utilizing the writing continuum, analyzing writing to determine next steps and additional areas identified through observation data.	All eligible students	9/14-6/15	Classroom staff, School-based Coach, In-house trainer, Administration, Parents
We will continue to use CCLS aligned adapted units of study, SMiLE and Discrete Trial Training to improve expressive writing skills	All alternate assessment	9/14-6/15	All instructional staff

	students		
We will provide monthly workshops to families to support the instruction of literacy in the home. These include SMiLE for Parents, "Snuggle Up and Read," Writing for Parents	All P771K parents and students	9/14-6/15	Staff identified as "expert" in the specific areas

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Time for Curriculum planning teams to meet, scheduled time for Learning Communities to analyze student work and data, coverage for staff participating in parent workshops, curriculum materials (books, SMiLE kits, writing supplies)

**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.									
We used core curriculum funds to purchase SMiLE.									

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> 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.				
In addition to implementing SANDI in both Fall and Spring, our teachers use Discrete Trial Tracking on a daily basis to measure progress toward specific goals identified from SANDI.				
<b>Part 6b.</b> Complete in <b>February 2015</b> .				
21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
22.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

## Section 5: Needs Assessment, Annual Goals and Action Plans

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

### Part 1 – Needs Assessment

- |     |  |
|-----|--|
| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.   |

Based on an analysis of Teacher Observation data, we have noted that all 13 developing teachers show deficits with regards to Questioning and Discussion. This was also an area of need identified in our quality review. Teachers reported in a needs assessment that they would like additional support in this area as well. We will continue to support teachers through our weekly professional development sessions, through individual meetings with assistant principals, principals and coaches and through inter-visitations with effective teachers. Our UDL Task force’s work to improve communication supports is also directly related to improving the quality of discussion in classrooms.

### 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 an improvement in the implementation of the differentiated teaching strategies in the classroom as a result of an increase in the number of walkthroughs and actionable feedback to teachers as evidenced by all teachers rated effective and above on Danielson’s Questioning and Discussion component.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <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			
Assistant principals will provide professional development to staff on a bi-monthly basis to ensure that teachers have a toolbox of effective strategies in the area of Questioning and Discussion.	All classroom teachers	9/14-6/15	UDL team, speech therapists, classroom teachers, Principal, Assistant Principal
All developing teachers will receive concrete Teacher Improvement Plans (TIPS) to improve their Questioning and Discussion and progress toward this will be evaluated after each subsequent observation by	Developing Teachers	9/14-6/15	Principal, Assistant Principal, Developing

assistant principals.			Teachers
Administrative team will schedule inter-visitations and recommend district-sponsored professional development specifically focused on Questioning and Discussion to support struggling staff members.	Developing Teachers	9/14-9/15	Principal, Assistant Principal, Developing Teachers
We will utilize our UDL team to support teachers in providing communication options to improve discussion in classrooms			UDL Team

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
We have purchased assistive technology to support communication, time in teacher schedules for inter-visitation and weekly professional development

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

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> 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.				
By February, we expect 6 of our 13 developing teachers to improve to effective in Questioning and Discussion. We will use data from ADVANCE to analyze progress.				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
32.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

## Section 5: Needs Assessment, Annual Goals and Action Plans

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

### Part 1 – Needs Assessment

- |     |   |
|-----|---|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.  |

Through a needs assessment, staff has shown an interest in improving systems for communication both within the organization and with families and the outside community. Development of such systems makes it easier for staff across sites to share resources and best practices and for families to get key information about school events and student progress. We expect that with the action plan listed below, families will more actively participate in our school events and feel more connected to our school community.

### 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 improved use of technology to support communication within the school community and between school personnel and families, as evidenced by development of a Technology Team, improved “user-friendly” school website, implementation of Google Community, Best Practices Vimeo and development of School Yearbook.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <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			
We have invited families to join our team of teachers, paras and administrators in improving our technology and creating a yearbook.	All stakeholders in school community	9/14-6/15	Technology Team
Students are utilizing Toon Boom during and after-school to develop engaging learning materials for other students and to share with families	All stakeholders in school community	9/14-6/15	Technology Team
We are creating a Google Community to create a system of resource sharing across the organization	All stakeholders in school	9/14-6/15	Technology Team

	community		
We will hold workshops for families to improve their technological knowledge so they can more actively participate in the above mentioned school improvements.	All stakeholders in school community	9/14-6/15	Technology Team

**Part 4 – Resources Needed**

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

We have purchased Toon Boom and laptops equipped to work with the program. We have created time during the day and after-school for team members to collaborate on the above projects.

**Part 5 – Budget and Resource Alignment**

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

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
Middle school afterschool program funding was used to purchase Toon Boom, additional laptops and stylus pens to include students in the process of upgrading our school’s technology,									

**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.

In February, we will administer a survey to families and school staff specifically addressing the improvements they have noticed in communication within and outside of the school. We would like to hear that 100% of those who return the survey note a positive change due specifically to the work of this team.

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

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

**Section 6: Academic Intervention Services (AIS)**

*(Required for All Schools)*

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	State test scores	Coach Test Prep, Wilson Reading, SMiLE	One on one, small group instruction	During the school day
<b>Mathematics</b>	State test scores	Coach Test Prep, Individualized Math Instruction	One on one, small group instruction	During the school day
<b>Science</b>	State test scores	Coach Test Prep, Toon Boom	One on one, small group instruction	During the school day
<b>Social Studies</b>	State test scores	Coach Test Prep, Toon Boom	One on one, small group instruction	During the school day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	N/A			

## 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 codes<sup>1</sup>. 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 consolidated<sup>2</sup>. **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			

**<sup>1</sup>Explanation/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.

<sup>2</sup>The **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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

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

and this Compact;

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

### **III. Student Responsibilities:**

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



**Division of Specialized Instruction and Student Support  
Office of English Language Learners**

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52 Chambers Street, Room 209  
New York, New York 10007  
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<http://schools.nyc.gov/Academics/ELL/default.htm>

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

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by September 30, 2014.

Part A: School Information	
Name of School: <u>P771K</u>	DBN: <u>75K771</u>
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: <u>12</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" 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 type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
# of certified ESL/Bilingual teachers: <u>2</u>
# of content area teachers: <u>0</u>

## 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:

P771K Saturday Symposiums funded under Title III, Part A, of NCLB will be implemented to improve language skills and academic achievement of English Language Learners (ELLs) while meeting the NY State Common Core Standards:

K-5.11. Reading Standards for Literature. Make connections between self, text, and the world around them (text, media, social interaction).

K-5.7. Writing Standards. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

K-5.1. Speaking and Listening Standards. Participate in collaborative conversations with diverse partners about grade K-2 topics and texts with peers and adults in small and larger groups.

12 ELLs will be invited to attend six Saturday tutorial sessions for 240 minutes each during the months of January 2015 through May 2015. Students will be grouped according to their grade level from K to 2, the IEP mandated service as 12:1:4, the English language proficiency at the Beginning level. Each of the six sessions will have a "Shared Reading Classics" series for ELLs based on current scientific evidence-based literacy research and best practices pertaining to the students ethnic background needs, such as cultural awareness and native language support.

Parents will also be invited and strongly encouraged to participate in our Saturday Symposiums. They will accompany their children to the school site P329 by 9:00 AM and leave by 1:00 PM for a total of six four-hour sessions on selected Saturdays from January 2015 through May 2015. Parents and students will be provided with Metro Cards for transportation.

The educational instruction for ELLs and workshops for parents will be provided by the P771K Assistant Principal and two fully certified ESL teachers. The ESL teachers, Gisele Lukmanova and Marina Acumen, will be working simultaneously in two separate rooms. While one ESL teacher will be facilitating parents in one room, the second ESL teacher will be providing instructional services to ELLs in another room with the support of the four bilingual paraprofessionals speaking students' native languages, such as Spanish, Chinese, Russian and Arabic. All ELL students placed in this program will receive instruction in English using ESL strategies, such as a sheltered language approach, total physical response, graphic organizers and scaffolding techniques. The differentiated instruction, adapted materials with Mayer Johnson symbols, and the use of augmentative communication devices will be aligned with students' IEP goals. Topics will be aligned with the units of study being implemented during the school day. The curriculum presented during the school day will be reinforced at the Title III Saturday program. Multisensory and multicultural ESL materials will be infused throughout all aspects of instruction during the school day and Saturday sessions. The classroom library will also be used to give the students a variety of books of all levels that reflect the cultural background, needs and strength, and languages of ELLs.

The purchase of four iPADS will be necessary to implement the Computer Assisted Language Learning (CALL) approach to enhance the listening, speaking, reading, and writing skills of ESL students. The iPADS will be used as an aid to the instruction, reinforcement and assessment of the target language with the help of digital interactions. Multimedia presentations will be used to create an interactive element to

## Part B: Direct Instruction Supplemental Program Information

the storytelling. The textbooks in English and Native languages will be provided along with the supplementary materials for digital storytelling.

Educational instruction will be planned for ELLs taking into consideration their special learning disabilities and physical impairments. Research has proven (The Multiple Intelligences Research by Dr.Howard Gardner) that individuals have different strengths and weaknesses, and benefit most when materials are presented in a variety of ways. The Unique Learning System, Starfall and AWARD Reading online supplemental programs will enable ELLs to extend their language skills, construct meaning and learn differently when that are hands-on, challenging, multisensory, thematic and connected to students' cultures and native languages. In addition, the augmentative communication and recording devices, audio/visual equipment, and smart boards will be utilized to meet our students' individual learning styles and intelligences in a variety of ways.

Assessment will be ongoing, performance-based and generative; aligned with state and local standards. It will be used to assess students' progress through all four modalities of language acquisition: speaking, listening, reading, and writing. As an on-going assessment technique, teachers will use rubrics and students' work that are consistent to the Title III instructional program, language acquisition stages, cultural backgrounds and particular needs of ELLs with disabilities. The scores on students' Brigance Assessment of Basic Language and Learning Skills and NYSAA will also be another form to determine the impact of the Title III program.

## 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:

P771K school's professional development program for the staff participants involved in the Title III program will be utilized to significantly increase the ability of the staff to provide instruction targeted to the deficit skills of each ELL student using differentiated instruction and ESL strategies. It will be aligned with the "Shared Reading Classics" instructional Saturday tutorial sessions for ELLs and will focus on shared reading strategies and multicultural resources for teachers and paraprofessionals in the Saturday program.

Four paraprofessionals, two ESL teachers, and an Assistant Principal will be provided with six sessions of a book study professional development program on Saturdays, prior instructional sessions, for 1 hour from 8:00 AM-9:00 AM from January 2015 through May 2015. They will be using the book "Scaffolding Language, Scaffolding Learning" by Pauline Gibbons. During each session two ESL teachers, Gisele Lukmanova and Marina Acumen, will take turns introducing a new chapter of a book aligned with the "Shared Reading Classics" series books:

January 2015: Scaffolding Language and Learning. The Book "Who's in the Shed?"

February 2015: Creating Contexts for Language Learning. The Book "The Little Red Hen".

March 2015, Week 1: From Speaking to Writing in the Content Classroom. The Book "The Three Billy

### Part C: Professional Development

Goats”.

March 2015, Week 2: Writing in a Second Language Across the Curriculum: An Integrated Approach. The Book “The Ugly Duckling”.

April 2015: Reading in a Second Language. The Book “The Gingerbread Man”.

May 2015: Listening: An Active and Thinking Process. The Book “The Three Little Pigs”.

Questions will be distributed a week prior to each session, so that the staff will come prepared for discussion. Literature and materials will be provided for all attendees. Multimedia presentations and interactive activities will be presented during the workshop.

### Part D: Parental Engagement Activities

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

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

Our school is an essential part of the community to many of the students and their families. All parents of ELLs at P771K will be given the opportunity to be actively involved in their child’s learning during Saturday Symposiums under Title III program. Parents will be invited to attend a series of training sessions aligned with the “Shared Reading Classics” theme on how they will assist in improving the English language skills and academic achievement of ELLs at home.

During our Saturday sessions from 9:00AM to 1:00PM, starting in January 2015 through May 2015, our two fully certified ESL Teachers Gisele Lukmanova and Marina Acumen will alternate providing parents with workshops and students with instructional sessions. Parents will be introduced to the popular books from the “Shared Reading Classics” series from all over the world in English and Native languages that were sensitively selected and adapted for the needs of culturally diverse ELL students and their parents at P771K.

The following topics will be covered on ESL strategies for teaching English skills at home for the parents of ELLs:

January 2015: Teaching Literacy Skills at home: The Book “Who’s in the Shed?”

February 2015: Shared Reading Using i-PADs: The Book “The Little Red Hen”.

March 2015, Week 1: Talking with Your Child in English at Home: The Book “The Three Billy Goats”.

March 2015, Week 2: Teaching Writing in English at Home: The Book “The Ugly Duckling”.

April 2015: Before, During and After Reading Strategies to Use at Home: The Book “The Gingerbread Man”.

May 2015: Teaching to Listen: The Book “The Three Little Pigs”.

Our ESL teachers will be working with parents to assist their children with hands on activities related to their disabilities and English language deficiencies. The special education topics, such as the identification and classification process, IEP development and placement of ELL students will also be addressed in a series of discussion forums at the end of each session.

**Part D: Parental Engagement Activities**

Parents will be strongly encouraged to collaborate with teachers and paraprofessionals to engage their children in active language learning process using computer and i-PAD activities. When home, they will engage their children and connect their technology skills to the educational outcomes, in addition to reading books, telling stories, and taking their children to museums.

To familiarize parents with the program, schedule and instructional goals, informational letters in native languages will be sent to each home. A series of phone calls will be made once a month to keep parents informed about monthly program goals and activities for their review, discussion and recommendations. The P771K Parent Coordinator Denise Ramos will make written materials available in various languages. Translation funds will be used for the purpose of transcribing written materials and providing oral interpretations. Title III funds will be used for materials, supplies, postage, metrocards for participants, and refreshments for the parents.

**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"> <li>Per session</li> <li>Per diem</li> </ul>	<u>\$8,101.20</u>	<u>1 Supervisor for 5 hours per Saturday for 6 weeks (For six 4 hour Saturday Symposiums and six 1 hour professional development sessions).</u> <u>\$52.84 x 30 = \$1,585.20</u> <u>2 Teachers for 5 hours per Saturday for 6 weeks (For six 4 hour Saturday Symposiums and six 1 hour professional development sessions).</u> <u>\$50.50 x 60 = \$3,030.00</u> <u>4 Paras for 5 hours per Saturday for 6 weeks (For six 4 hour Saturday Symposiums and four 1 hour professional development sessions)</u> <u>\$29.05 x 120 = \$3,486.00</u>
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional</li> </ul>	<u>\$2,545.82</u>	<u>Mini-iPADs, Item #315 809 760</u> <u>4x\$499.00=1996.00</u>  <u>Mini-iPAD Cases, Item#315 883 006:</u>

**Part E: Budget**

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<p>curricula, instructional materials.</p> <ul style="list-style-type: none"> <li>• Must be clearly listed.</li> </ul>		<p><u>4x\$51.15=204.60</u></p> <p><u>Photoconductor Unit for a Lexmark C534n laser printer, Item#: TM0000448</u> <u>1x\$27.29=\$27.29</u></p> <p><u>Books</u> <u><a href="http://www.benchmarkeducation.com">http://www.benchmarkeducation.com</a>:</u></p> <p><u>Who's In the Shed? - 6 pack - ISBN-10 978-1-4509-5886-8</u> <u>1x\$39.00=\$39.00</u></p> <p><u>Stone Soup Book Set, ISBN-10 978-1-4509-7112-6</u> <u>1x\$87.00=\$87.00</u></p> <p><u>Goldilocks and the Three Bears Book Set, ISBN-10 978-1-4509-7109-6</u> <u>1x\$87.00=\$87.00</u></p> <p><u><a href="http://www.lakeshorelearning.com">http://www.lakeshorelearning.com</a>:</u></p> <p><u>The Jacket I Wear in the Snow Book item# BK818, 1x\$16.99=\$16.99</u></p> <p><u>The Jacket I Wear in the Snow Storytelling Kit, item# RR944</u> <u>1x\$29.99=\$29.99</u></p> <p><u>There Was an Old Lady Who Swallowed a Fly Storytelling Kit, item# LA510</u> <u>1x\$29.99=\$29.99</u></p> <p><u>Three Billy Goats Gruff Storytelling Puppets, item# GG435</u> <u>1x\$6.99=\$6.99</u></p> <p><u>Gingerbread Man Storytelling Puppets, item# RR305</u> <u>1x\$6.99=\$6.99</u></p>

**Part E: Budget****FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<u>Three Little Pigs Storytelling Puppets, item# RR303</u> <u>1x\$6.99=\$6.99</u>  <u>Little Red Hen Storytelling Puppets, item# GG439</u> <u>1x\$6.99=\$6.99</u>
Educational Software (Object Code 199)		_____
Travel	<u>\$300.00</u>	<u>\$5.00 x 60 = \$300.00</u>
Other	<u>\$252.98</u>	<u>Refreshments for Parents 6 Saturdays@\$252.98</u>
<b>TOTAL</b>	<b><u>11,200.00</u></b>	<b><u>11,200.00</u></b>

**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 <b>75</b>	Borough <b>Brooklyn</b>	School Number <b>771</b>
School Name <b>P771K</b>		

### 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 <b>Denise D'Anna</b>	Assistant Principal <b>Annette Beale</b>
Coach <b>type here</b>	Coach <b>Emily Shapiro</b>
ESL Teacher <b>Gisele Lukmanova</b>	Guidance Counselor
Teacher/Subject Area <b>Marina Acumen/ESL</b>	Parent <b>Jennifer Wagner</b>
Teacher/Subject Area	Parent Coordinator <b>Denise Ramos</b>
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.	<b>2</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>2</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>1</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>411</b>	Total number of ELLs	<b>71</b>	ELLs as share of total student population (%)	<b>17.27%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input 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 #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
SELECT ONE														0
SELECT ONE														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	71	Newcomers (ELLs receiving service 0-3 years)	54	ELL Students with Disabilities	71
SIFE	5	ELLs receiving service 4-6 years	15	Long-Term (completed 6+ years)	2

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [i](#)

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
TBE											0
Dual Language											0
ESL	54	4	48	15	1	14	2	0	2	71	

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	
<b>Total</b>	<b>54</b>	<b>4</b>	<b>48</b>	<b>15</b>	<b>1</b>	<b>14</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>71</b>
Number of ELLs who have an alternate placement paraprofessional: <u>16</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
<b>TOTAL</b>	<b>0</b>													

\*EP=English proficient student

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

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

**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	7	4	4	0	5	5	0	1	0					26
Chinese	4	2	5	0	1	4	0	2	0					18
Russian	1	2	1	0	1	1	3	1	1					11
Bengali					1									1
Urdu			1			1		1						3
Arabic						1		1						2
Haitian				1				1						2
French														0
Korean														0
Punjabi														0
Polish														0
Albanian					1									1
Other	1		2			1	1	1	1					7
<b>TOTAL</b>	<b>13</b>	<b>8</b>	<b>13</b>	<b>1</b>	<b>9</b>	<b>13</b>	<b>4</b>	<b>8</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>71</b>

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	13	6	12	0	9	12	2	8	2					64
Intermediate(I)		2		1		1	1							5
Advanced (A)		1					1							2
Total	<b>13</b>	<b>9</b>	<b>12</b>	<b>1</b>	<b>9</b>	<b>13</b>	<b>4</b>	<b>8</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>71</b>

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</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					0
4					0
5					0
6	1				1
7					0
8					0
NYSAA Bilingual (SWD)			1	31	32

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	1								1
7									0
8									0
NYSAA Bilingual (SWD)							32		32

**NYS Science**

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)							12		12

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school’s instructional plan? Please provide any quantitative data available to support your response.  
The main assessment tools used to assess the early literacy skills of our ELLs with disabilities are the Assessment of Basic Language and

Learning Skills (ABLLS) for the 6:1:1 ratio. Teachers also collect additional data in the areas of communication, social skills and behavior in order to differentiate instruction and measure student progress.

The Student Annual Needs Determination Inventory (SANDI) is used to assess 12:1:4 elementary level students in alternate assessment. All data is reviewed to identify priority target skills, instructional strategies and materials are developed to address the identified skills.

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

In the beginning of the 2013-2014 school year, all new entrants were administered LAB-R within the first ten business days to determine eligibility for ESL services. Two Kindergarten students scored above the appropriate cut scores on the LAB-R and was determined not eligible for ESL services. In the spring, each ELL is administered the New York State English as a Second Language Achievement Test (NYSESLAT) to determine English proficiency. This test determines the level of language proficiency (Beginning, Intermediate, Advanced, Proficient) and whether or not the student continues to be eligible for ELL services.

After reviewing and analyzing the NYSESLAT assessment data for the 2012-2013 school year, the following patterns are found across proficiency levels. Reading/writing and listening/speaking test scores revealed that one student scored at the Proficient level, five students at the Intermediate level, two students at the Advanced level, and the rest of ELLs scored at their Beginning level.

In addition, seven ELL students scored Intermediate in listening/speaking and only two students in reading/writing. In grades one through eight, five students improved their listening/speaking and reading/writing skills with higher scores comparing to the test scores in the past. The rest of ELLs at the Beginning level also showed progress in all four modalities with significant improvement in listening, speaking, and reading skills. However, there was visible improvement in reading and minimal improvement in comprehension.

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](#))

The patterns across NYSESLAT modalities will affect instructional decisions for teachers. The ESL teachers will work collaboratively with classroom teachers to improve students' listening, speaking, reading and writing skills. They will utilize small group instructions using scaffolding and reading comprehension strategies. Focus will also be put on phonemic awareness, phonics, fluency, vocabulary, decoding, encoding, and comprehension.

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?

Students continue to perform better in the listening/speaking portion of the NYSESLAT than reading and writing: two students in the first grade, one student in the second grade, one student in the third grade, one student in the fourth grade, one student in the fifth grade, two student in the sixth grade, three students in the seventh grade, and one student in the eighth grade scored higher in listening/speaking than in reading/writing. Expressive and receptive native language development and proficiency level of each student is assessed using the SANDI, ABLLS and Brigance Inventories and NYSAA performance datafolios. P771K ELLs are not administered the Periodic Assessments due to their disabilities. They are evaluated using alternate assessment tests aligned with common core learning standards and performance indicators in ESL/NLA, and with alternate grade level indicators in ELA and content areas.

Based on NYSAA data collection in 2012-2013 in each of the content areas, our LAP team has observed that the ELL students continue succeeding in NYSAA with higher scores than in the NYSESLAT, primarily due to the fact that the NYSAA test materials are adapted according to the special needs of our students. The results of NYSESLAT (reading/writing, listening/speaking) will effect further instructional decisions. Student native language performance was demonstrated by the student work and performance data in their assessment pertfolios, and documented on their scoring worksheets.

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](#).)

To provide ELLs with rigorous, culturally responsive instruction, the following programs are offered within the Response to Intervention (RtI) framework: Wilson/Fundations highly structured remedial program that teaches the structure of language to students who may require multisensory instruction; Achieve 3000-web-based, individualized learning solutions scientifically proven to accelerate reading comprehension, vocabulary, writing proficiency and performance on high stakes tests-, SMiLE-multi-sensory program. These services are delivered in a one to one tutoring setting during the school day

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

All content area teachers teach in such a way that the students' English language skills are built on their personal histories and cultures. By developing such understanding and knowledge, teachers create the essential foundation for meaningful instruction, including a literate classroom environment, use of collaborative learning, oral and written personal narratives, dialogic writing, predictable books, reading aloud, literature response, self-selected reading, and the linking of literacy activities to content. In alternate placement classes the ELLs receive support of paraprofessionals who speak their native language.

7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?

N/A

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

Essential to understanding growth across all student populations is the review of teacher assessments, supervisor observations, reports from related service providers and review of progress towards Individualized Education Plans (IEP) goals. Furthermore, all students have portfolios comprised of work samples and teacher assessments that are also reflective of progress.

Related service reports also measure growth with individual students in targeted areas. After reviewing data, following suggestions from the Quality Review and consulting with teachers, related service providers and parents, instruction was targeted towards increasing independence and students' funds of knowledge in personal and community domains.

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

The following procedures for the identification and placement of new ELLs are used for all new entrants at P771K: The LAB-R is administered to new entrants within the first ten business days to determine eligibility for ESL services, following the administration of the HLIS at CSE level. However, if it has not been completed at CSE, our school site coordinators and bilingual pedagogues speaking Italian, Russian, Ukrainian, Polish, Yiddish, Spanish, Chinese, Filipino, Arabic, and Georgian languages, administer the HLIS and an interview in English and the Native Language. It is conducted as an informal discussion with parents in their native language about languages spoken at home, previous access to schooling, migration history and family circumstances, the student's strengths and interests, special needs and other related/potentially relevant information. A student is considered to have a home language other than English when one question indicates that the student uses a language other than English. Also, two questions (Part 1: Questions 5-8) indicate that the student uses a language other than English.

LAB-R eligible students are tested by our two fully certified Russian speaking ESL teachers Gisele Lukmanova and Marina Acumen within the first ten days of initial enrollment. Service eligibility is determined by cut scores on LAB-R. Spanish speaking students, who do not pass the LAB-R, are administered the Spanish LAB in order to determine language dominance.

In the spring, each ELL is administered the New York State English as a Second Language Achievement Test (NYSESLAT) by fully certified Bilingual Russian ESL teachers Gisele Lukmanova and Marina Acumen to determine English proficiency. This test determines whether or not the student continues to be eligible for ELL services. The ATS reports, such as RLER, RLAT are utilized to determine NYSESLAT, and LAB-R eligibility for those students who are already in the NYC Public School System. The Appendix H chart is used to determine which NYSESLAT grade-level assessment to administer to students with disabilities who, according to their Individualized Education Program (IEP), are ungraded. The RNMR report is used to prepare a schedule for testing each of the four modalities on NYSESLAT. For all grade bands, the modality subtests are administered in the following sequence: Session 1—Speaking, Session 2—Listening, Session 3—Reading. The Writing subtest is administered last and scored by certified ESL teachers who had special training in administering/scoring the NYSESLAT.
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.

100% of our school population is special education including students with emotional disturbances, autism, intellectual and multiple

disabilities. Decisions on program choices (Transitional Bilingual Education (TBE), Dual Language, Freestanding ESL) are made during the Educational Planning Conferences at the CSE level in conjunction with the parents of ELLs. Moreover, twice a year (in Fall and Spring), P771K holds orientations for parents/guardians of newly enrolled ELLs to inform them of the different ELL programs that are available. In these orientations, parents/guardians have the opportunity to receive materials about ELL programs in their home languages and ask questions about ELL services with assistance from an interpreter if necessary.

Currently, our school offers a Freestanding ESL program only. This offering has been directly aligned with parents' choice, where 100% of parents have requested such program for the last few years. However, in case our parents have selected a TBE/DL program for their child, P771K Parent Coordinator Denise Ramos works diligently to increase our outreach to other schools in District 75 to support parent choice and link parents to neighborhood resources, so that the parents will have the option of transferring their child to a school within the district providing such 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 [\[see tool kit\]](#).)

In District 75, entitlement of services is ensured and parents are informed by CSE as to the service which is most beneficial to their child and which their child will be receiving. In addition, parents receive letters in a timely manner about the services provided in their native language throughout the year. All documentation is secured and stored properly in the school office.

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.

Students identified as ELLs at P771K are placed in a free-standing ESL program. Parents of students identified as ELLs are interviewed in their native languages during the HLIS process and informed about the option to transfer their child into a bilingual education program offered in another District 75 school. The parents are also notified by a translated letter about their child's identification and placement in a free-standing ESL program.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

In the spring, each ELL is administered the New York State English as a Second Language Achievement Test (NYSESLAT) by fully certified Bilingual Russian ESL teachers Gisele Lukmanova and Marina Acumen to determine English proficiency. This test determines whether or not the student continues to be eligible for ELL services. The ATS reports, such as RLER, RLAT are utilized to determine NYSESLAT, and LAB-R eligibility for those students who are already in the NYC Public School System. The Appendix H chart is used to determine which NYSESLAT grade-level assessment to administer to students with disabilities who, according to their Individualized Education Program (IEP), are ungraded. The RNMR report is used to prepare a schedule for testing each of the four modalities on NYSESLAT.

For all grade bands, the modality subtests are administered in the following sequence: Session 1—Speaking, Session 2—Listening, Session 3—Reading. The Writing subtest is administered last and scored by certified ESL teachers who had special training in administering/scoring the NYSESLAT.

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. 

Currently our school offers a Freestanding ESL program only. This offering has been directly aligned with parents' choice, where 71 parents have requested such program for the last few years. However, in case our parents have selected a TBE/DL program for their child, P771K Parent Coordinator Denise Ramos works diligently to increase our outreach to other schools in District 75 to support parent choice and link parents to neighborhood resources, so that the parents will have the option of transferring their child to a school within the district providing such program.

## 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])?

ESL classes are provided by two fully certified ESL (K-12) teachers Gisele Lukmanova and Marina Acumen through a combination of pullout and push-in teaching models of instruction. ESL teachers are encouraged to conduct the push-in program model for their ELL population because of its effectiveness. As a result of implementing this model, ESL teachers continue to collaborate with the classroom teachers to make their lessons more meaningful and aligned with the ESL and ELA standards. ELL students are grouped homogeneously, according to their grade level within three consecutive grade levels, English language proficiency, as Beginning and Intermediate or Intermediate and Advanced, and IEP mandated service as: 12:1:1, 12:1:4, 8:1:1, 6:1:1.

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)?

16 (sixteen) students in Alternate Placement with the IEP recommendation for Bilingual services are supported by Alternate Placement Paraprofessionals who speak their native language and English, and at the same time the students receive ESL services from licensed ESL teachers in a pull out/push in program. Our Beginning and Intermediate level ELLs from grades K to 8 receive 2 units of ESL instruction for 360 minutes per week, and Advanced level students receive 1 unit of instruction for 180 minutes of ESL and 180 minutes of ELA per week as required by CR Part 154 (see chart above). Our staff ensures that the mandated number of instructional minutes is provided according to students' proficiency levels in alignment with school schedule.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

For all ELL students content area is provided as follows: all subjects are taught in English through ESL methodologies by Special Education teachers who have completed the mandated 10 hours of Jose P. ESL training. The instructional materials used in our classrooms are both age and grade appropriate: Benchmark content area leveled books, Rigby (On Our Way to English), Unique, National Geographic Theme Sets, teacher-made and differentiated materials, such as adapted books, graphic organizers, picture symbols, as well as augmentative devices, such as dynavox, Big Mac, and switches. Content Area Instruction follows the NYS Common Core Learning Standards.

To ensure that students meet the demands of the Common Core Learning Standards and pass the required state and local assessments, ESL instruction follows the NYS ESL and Common Core Learning Standards and incorporates ESL strategies such as: Language Experience, Whole Language, Scaffolding Techniques, graphic organizers, and Cooperative Learning. The use of technology and augmentative communication devices are incorporated to give students additional instructional support.

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

To ensure that ELLs are appropriately evaluated in their native languages, our two ESL teachers along with the bilingual pedagogues administer Spanish LAB testing during the initial ELL identification process, followed by numerous evaluations done by

our school bilingual psychologists (Spanish and Russian) in child's native language, using Wechsler Intelligence Scale for Children (WISC IV), Vineland Adaptive Behavior Scales, Vineland-II Teacher Rating Scale and Survey Interview Forms, and Children Autism Rating Scale (CARS) assessment methods.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
To ensure that all ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year, the fully certified ESL teachers use various formal and informal evaluations, such as AWARD reading assessment tools, students' portfolios, and teacher made rubrics aimed to assess all four modalities of language acquisition. They also prepare ELLs for testing each of the four modalities on NYSESLAT during Title III Saturday Sessions.
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).

ESL and Content Area Instruction is differentiated according to the specific needs of ELLs from different subgroups. At the present time, five students with Interrupted Formal Education (SIFE) are identified and appropriate placements are made with additional support from a buddy student, tutoring, AIS, and native language resources.

Newcomers (0-3 years of service) represent a majority of ELLs at P771K, consisting of 54 students. Since the beginning of a school year, IEP's have been reviewed, related and support services have been provided.

Currently, they are supported through Title III Saturday tutoring, differentiated instruction, alternate placement paraprofessionals' assistance in their native language, and a nurturing environment to facilitate language production.

Those students with an extension of services who have been receiving ESL services for more than three (3) years, but less than six (6) years, are supported through AIS, Buddy System, peer tutoring, CHAMPS with the continuity of ESL services as per their IEPs. Students are encouraged to participate in Title III Saturday sessions and all after school programs designed to improve test prep and literacy skills.

Long term ELLs are supported through AIS, Instructional Technology, peer tutoring, Title III program, visual arts enrichment.

ELLs who have achieved proficiency in English are transitioned into monolingual classes within 2 years, with the transitional support through AIS, Title III, Project Art, multisensory and multicultural materials in native languages.

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?  
In an alternate placement setting, through the Unique Learning System online program, teachers of ELL-SWDs integrate technology into shared learning experiences and differentiated tasks that both provide access to academic content areas and accelerate English language development. These differentiated tasks are based on three levels of learning for students with significant cognitive disabilities. Teachers use Level 3 Unique Learning Differentiated Tasks for those students who typically have potential to learn to read text, and to independently demonstrate comprehension of learned information within modified content. Level 2 students require picture support and other direct support in learning and the demonstration of skills. Level 1 students require maximum support within instructional tasks. For these students, increasing the level of participation is the main objective. All ELL students receive instruction through a Sheltered English approach. The differentiated instruction, adapted materials with Mayer Johnson symbols, and use of augmentative communication devices are aligned with students' IEP goals. AWARD Reading Online program is also incorporated to ensure that all ELLs master the essentials of reading. In addition, the Starfall online program is used in the classroom and in the home with internet access to the animated stories and hundreds of interactive resources for homework and practice. Methods of instruction to deliver lessons include Language Experience Approach, CALLA, total physical response, graphic organizers and scaffolding techniques. The use of technology and augmentative communication devices such as Big Macs paired with Mayer-Johnson symbols, bilingual and monolingual software programs, and adapted switches are incorporated to give students in alternate assessment programs additional support. For standardized ELL-SWDs, teachers use the NYSED Expeditionary Learning Classroom materials and Core Knowledge Listening and Learning textbooks in ELA"; HMH Go Math! packages of all levels in Math and Harcourt Science and Glencoe Science books and equipment in Science.
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?  
To meet the diverse needs of ELL-SWDs within the least restrictive environment, our school uses special methods of instruction, such as Language Experience Approach, CALLA, total physical response, graphic organizers and scaffolding techniques. The use of

technology and augmentative communication devices, such as Big Macs paired with Mayer-Johnson symbols, bilingual and monolingual software programs, and adapted switches; assessment accommodations, such as granting of extra time, oral interviews, demonstrations or visual representations, tasks requiring completion of graphic organizers or cloze sentences instead of essay questions and other assessment tasks that depend heavily on proficiency in English, are incorporated to give students in alternate assessment programs additional support and flexibility.

We also focus on students' families, languages spoken at home, the use of native language books with adaptations, and other bilingual materials and resources, such as Fonolibros, EDL Leveled Libraries and Pequenita Celebraciones. The use of bilingual software and multimedia equipment enhances and supports the development of their native language skills. NLA literacy activities are extended throughout the curriculum and subject areas. Our ESL teachers along with the classroom teachers work diligently with parents to assist their child with hands on activities related to their disabilities and English language deficiencies during the school day and Title III Saturday sessions.

### 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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

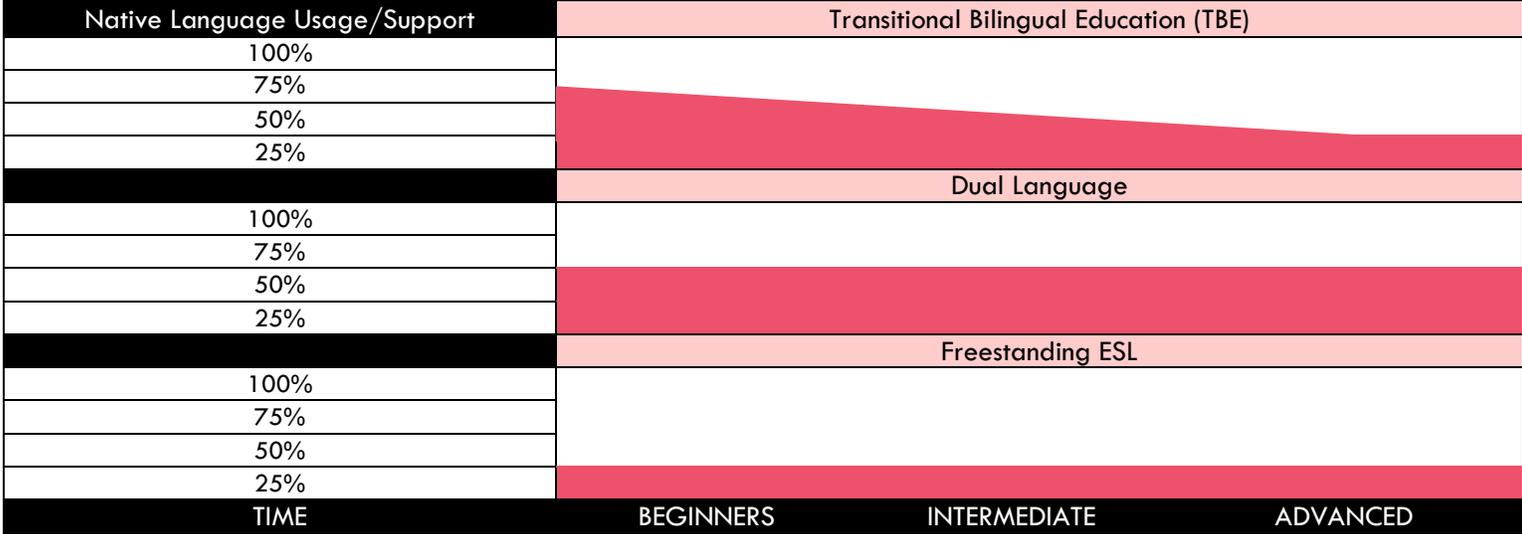
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

**Native Language Usage and Supports**

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



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

## B. Programming and Scheduling Information--Continued

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

We use an instructional program to develop reading and writing skills through the integration of academic content based on best practices across all subject areas (Math, Science, and Social Studies) and grade levels. In ELA we use a AWARD Reading program for ELLs developed on current scientific evidence-based literacy research and best practices which meets the requirements of NCLB and ELLs for each stage of language development. The program implements English Language skills development and content area instruction through the use of ESL methodologies to ensure that ELL students meet the standards and pass the required State assessments, LAB-R, and/or NYSESLAT. Through our Leapfrog program, ELLs learn reading, math, and language arts through interactive, instructional content that is delivered on the Leap Pad and Quantum Pad personal learning tools. Through an "Everyday Math" intervention program, ELLs learn and practice essential skills in Math and apply problem-solving strategies in everyday life situations. The Standardized Assessment ELLs use HMH Go Math! packages of all levels in Math and Harcourt Science and Glencoe Science books and equipment in Science.

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 currently use the Shared Reading Classics Units for ELLs. It is based on current scientific evidence-based literacy research and best practices pertaining to the students ethnic background needs, such as cultural awareness and native language support. Multimedia is also utilized to create an interactive element to the storytelling. The textbooks are provided along with the supplementary materials for digital storytelling and language development.

Through the Unique Learning System online program our ESL and classroom teachers effectively integrate technology into content area and shared learning experiences.

The ESL instructional approaches and the scaffolding methodologies are applied in our content area subjects as well. During ELA, classroom teachers provide support and assistance to ELLs to promote natural emergence of literacy in literacy-rich environment, so that they will practice their next level of language development and, thus, progress in learning and development. Social studies classes are adapted for ELLs with meaning-based activities and motivating activities. Math and Science classes follow a workshop model with ELL subgroups targeted in a smaller groups of two to four students and a bilingual paraprofessional with lowered anxiety levels of instruction.

All teachers are aware and trained how to apply ESL methodologies to the linguistically and culturally diverse needs of ELLs. They provide hands-on, challenging, multisensory, and challenging opportunities for students to access and to master content and listening, speaking, reading, and writing skills in English. Our engaging learning classrooms offer ELLs opportunities to construct meaning and learn in a variety of ways, not just from the teacher or the textbook. They have their peers to learn from and to explore educational activities together.

ELLs are evaluated with appropriate and valid assessments that are aligned with state and local standards and that take into account the language acquisition stages and cultural backgrounds of students. Assessments are sensitive to the particular needs of ELLs, and used to assess students' progress through all four modes of communication: speaking, listening, reading, and writing. Assessments are ongoing, performance-based, and generative that provide an integrated account of all that ELLs are learning, both in language and in academic content areas. Assessment techniques include a pre and post teacher-made test adapted to the students needs. Such assessment devices used during the continuum are the development of rubrics to assess student work.

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

In the upcoming school year we have plans to maximise the use of iPads in all areas of the curriculum allowing the children to work in the most effective environment shifted from teacher-centred to child-centred learning.

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

Discontinuation of ESL services are made by the principal in consultation with the student, the parents, and ESL and classroom teachers based on the level of proficiency (P) in NYSESLAT with continued transitional support from an ESL teacher up to two (2) years. No currently existing ESL/ELL programs will be discontinued this school year.

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

ELLs are afforded equal access to all school programs and integrated curriculum activities, instructional technology and tutoring. ELLs and their parents are invited to participate in all after school and supplemental services, widely represented in all school community programs. Parents/guardians are encouraged to attend monthly PTA and family involvement activities where interpreters and written translations are provided as needed.

Title III Saturday Symposiums are implemented to help ELLs attain English proficiency through interactive Storytelling units. Each session is planned to supplement the themes being studied during the school day. The curriculum presented during the school day is

reinforced at the Title III Saturday program.

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

Some of the ESL instructional materials used in our program are books on guided reading, shared reading, and silent reading, reading aloud; writing booklets, charts, graphic organizers, visual aids and technology. The use of computers and smart board technology provides students with the opportunity to practice listening, writing, reading skills, and language development.

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

Native language support for ELLs is delivered by multicultural library books, as well as books and software in the Spanish, Chinese, Russian, and French-Creole languages and the adaptation of literacy materials to meet the needs of students with severe disabilities. NLA literacy activities are extended throughout the curriculum and subject areas.

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

All required services support and resources correspond to ELLs' ages and grade levels. All curriculum and materials are age and grade appropriate. We use Benchmark content area leveled books, Rigby (On Our Way to English), Unique, National Geographic Theme Sets, teacher-made and differentiated materials to assist our ELL's in becoming successful in our school.

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

Before the beginning of the school year newly enrolled ELL students are offered Chapter 683 Summer School ESL services provided by fully certified ESL teachers. Throughout the school year the Title III Symposiums are implemented to help ELLs attain English proficiency through interactive technology tools based on current scientific evidence-based literacy research and best practices pertaining to the students ethnic background needs, such as cultural awareness and native language support. Each session is planned to supplement the themes being studied during the school day. The curriculum presented during the school day is reinforced at the Title III Saturday program.

18. What language electives are offered to ELLs?

We currently do not provide any language electives to ELLs.

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

## 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.

Based on our inquiry team observations and findings across all subject areas and grade levels, the team members Principal Denise D'Anna, Assistant Principals Annette Beale and John Ferrannini determine the deficit areas on instructional planning for the teachers of ELLs and select the appropriate topics pertaining to the professional development of all teachers of ELLs.

Research indicates that professional development is the key to improve student achievement. There is a weekly meeting with the guidance counselors to address behavioral issues. Professional development sessions for service providers, ESL, special education classroom, cluster teachers are provided weekly during common prep hours to address the needs of our new and experienced staff in order to align practices with research based findings on language acquisition, in supporting ELLs as they engage in the Common Core Learning Standards and assisting ELLs as they transition. During these professional development sessions the use of pedagogical second language acquisition strategies and techniques, such as scaffolding language and meta-cognition processes are emphasized. Teaching strategies also include activities and techniques to develop oral language and vocabulary, as well as reading and writing skills. Best practices in second language instruction are modeled, analyzed and implemented in the classroom setting. Classroom inter-visitations are arranged to share ideas and strategies. Partnerships between elementary and secondary schools that allow older students to share their secondary school experiences with younger children are established (Homework partners, school ambassadors, cross-curricular community history projects). Similarly, self-reflective sharing sessions for staff are included for each stage of second language acquisition development and balanced literacy, such as "Language Support for English Language Learners of Each Stage of Language Learning", "Balanced Literacy for English Language Learners" to assist ELLs as they transition from one school level to another.

During Professional Learning Communities (PLC), teachers collaboratively use data to create instructional goals unique to their ELL population. Teachers of Small Learning Communities using a PLC model have a common planning period and share the same small group of students, including ELLs, whom they closely monitor in order to offer an increasingly targeted responsiveness to individual needs of students.

The guidance counselors meet weekly to discuss strategies in order to assist ELLs as they transition from elementary to middle and/or middle to high school. Professional development sessions for staff are provided by a school leadership team and guidance counselors on how each student's unique background affects his or her instructional needs, and to meet that student with tailored secondary level or high school level instruction; how to teach the content and language together in the same classroom, through a coteaching model in which the ESL and content teacher collaboratively plan.

In addition, the ESL teachers are enrolled in professional development for ELL teachers offered by District 75 ELL Department.

ELL Compliance Professional Development Institute Series:

09/12/2013 Session 1 - LAP, Language Translation and Interpretation, Compliance Binder Documents, LAB-R/NYSITELL.

04/01/2014 Session 2 - Administration of the New York State English as a Second Language Achievement Test (NYSESLAT)

New ELL Teacher Professional Development Series:

10/08/2013 Session #1 - The ELL 'How To...' Institute

01/17/2014 Session #2 - The ELL 'How To...' Institute

03/28/2014 Session #3 - The ELL 'How To...' Institute

05/30/2014 Session #4 - The ELL 'How To...' Institute

ELL Teacher Professional Development Institute Series:

10/22/2013 Session 1: Youth for Human Rights

01/22/2014 Session 2: Youth and the Work place -- A View Through the Lens of Child Labor Laws

03/21/2014 Session 3: Disability Rights: A Road to Success

06/13/2014 Session 4: A Glance at International Child Labor -- How the Other Half Lives and Participant Showcase

Jose P. Training Series:

The topics are percolated down to the school and teacher levels after each session.

Currently our content area teachers are enrolled in 10 hours of Jose P. training sessions offered by District 75 ELL Department on the following dates: 11/05/2013 Part 1 and 06/05/2014 Part 2.

Records are maintained by a school secretary, and copies of the Jose P. certificates are stored in teacher files.

P771K's teachers and paraprofessionals are also supported by the district instructional coaches.

In addition, the school will ensure the attendance of bilingual, ESL, and monolingual teachers and paraprofessionals at district, city

and statewide conferences focusing on the education of ELLs.

#### **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?

P771K school is an essential part of the community to many of the students and their families. The parent coordinator at P771K Denise Ramos offers parents of all students including parents of ELLs on-going information in their home languages and training on different aspects of their children's education such as, home activities to support learning, outside support in their local community, and parents interest needs survey. To familiarize parents with the program, schedule and instructional goals, an informational letter is sent out to each student's parent. All informational materials are translated into community languages. A series of phone calls are established once a month to keep parents informed about monthly program goals and activities for their review, discussion and recommendations; to disseminate information and obtain parent input.

Additional parental involvement activities are provided under Title III program through our Saturday Symposiums. Parents are invited and strongly encouraged to participate in our Saturday Symposiums where they can collaborate with their children and the staff to engage in computer activities and connect their technology skills to their children's educational outcomes. At the workshops parents are introduced to the special education topics, such as the identification and classification process, IEP development, preparing for a CSE/IEP meeting, questions about placement and services.

Letters in the native language and phone calls are made to each home with information regarding Title III program schedule and instructional goals. It includes ABA, TBE, Strategies and Materials for Alternative Placement students; NYS ESL Standards; The Teaching of ESL through Content Areas; Alternate Assessment Methods for ELLs; The Use of Technology in ESL Education; The Adaptation of ESL Materials for the Education of ELLs with Severe Disabilities, the Annual Review and IEP Process, NYSAA, NYSESLAT Testing and ELA (home to school).

The engagement activities for the parents are based on the "Shared Reading Classics" theme, consisting of a series of training sessions for the parents about what to do when reading to their children at home - before, during, or after reading the book. Parents are introduced to the popular classics from all over the world in native languages that were sensitively selected and adapted for the needs of culturally diverse ELL students and their parents at P771K. The special education topics, such as the identification and classification process, IEP development and placement of ELL students are also addressed in a series of discussion forums at the end of each session. In addition, our Special Education Certified ESL teacher will provide a special training for the parents to assist their child with hands on activities related to autism spectrum disorders.

Letters in the native language and phone calls will be made to each home with information regarding Title III program schedule and instructional goals. It will include ABA, TBE, Strategies and Materials for Alternate Placement Students; NYS ESL Standards; The Teaching of ESL through Content Areas; Alternate Assessment Methods for ELLs; The Use of Technology in ESL Education; and The Adaptation of ESL Materials for the education of ELLs with severe disabilities, the Annual Review and IEP process, NYSAA, NYSESLAT testing and ELA (home to school). Translation funds will be used for the purpose of transcribing written materials and providing oral translation. The Parent Coordinator will make written materials available in various languages. During these meetings parents will be able to familiarize themselves with educational technology, so that they can engage and connect their technology skills to their children's educational outcomes. Parents will be invited and strongly encouraged to participate in our Saturday Symposiums where they will have an access to the valuable educational resources in different languages, technological tools and software.

Our school partners with non-profit organizations such as, "Sinergia", "Advocates for Children of NY", "United We Stand of NY". Some of the workshops that they provide to the parents of ELLs are: "The Evaluation and Classification Process", "How Parents Can Be Advocates for Their Children", "A Guide to the Legal Rights of Immigrant Students and Parents in the New York City Public Schools", "Cultural Diversity and Its Role in Our Children's Education". A QSAC consultant is available to work with parents to assist their children with hands on activities related to autism spectrum disorders. After each session, parents fill out evaluation forms and surveys regarding their needs and concerns, which are then evaluated and considered for further improvement of our home to school cooperation and involvement

### **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:** P771K

**School DBN:** 75K771

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Denise D'Anna	Principal		
Annette Beale	Assistant Principal		
Denise Ramos	Parent Coordinator		
Gisele Lukmanova	ESL Teacher		
Jennifer Wagner	Parent		
Marina Acumen	Teacher/Subject Area		
	Teacher/Subject Area		
Emily Shapiro	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other _____		

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

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

DBN: 75K771 School Name: P771K

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**

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

Each parent meets with the school staff when their child is placed in our school. An intake form is completed where the student's home language is noted. The appropriate language service for students is determined at CSEs/SBST level based on the HLIS responses and followup interviews with the parents in their native language. However, if it has not been done at CSE, our school coordinators determine the primary language spoken by the parent of each student within 10 (ten) days of a student's enrollment based on the HLIS. The school coordinators also maintain the appropriate and current record of the primary language of each parent. If the primary language is not English, and the parent requires language assistance, the P771K Parent Coordinator Denise Ramos forwards requests for written translation to the Office of Translation services.

During school orientation meetings parents have an opportunity to ask questions with assistance from an oral interpreter from the P771K staff, or from the Department of Education Translation and Interpretation Services Office if necessary. Our school uses the over-the-phone interpretation services to communicate with a parent during IEP meetings and parent conferences.

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

The P771K Parent Coordinator keeps a record of all students that are in need of translation and interpretation. We have 71 parents consisting of 26 Spanish speaking parents, 18 - Chinese, 11 - Russian, 1 - Ukrainian, 3 - Urdu, 1 - Bengali, 2 - Arabic, 2 - Haitian-Creole, 1-Albanian, 4-Uzbek, 1-Turkmen, 1- Fulani who need written translation and oral interpretation. All informational materials are translated into home languages and disseminated to the parents and school community. Translation funds are used for the purpose of transcribing written materials and providing oral translation.

## Part B: Strategies and Activities

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

Our school uses the Translation and Interpretation Unit resources in translating parent notifications and providing over-the phone interpretation services to parents that speak a language other than English. The unit offers translation services in all necessary languages other than English spoken by our parents, such as Spanish, Chinese, Russian, Haitian-Creole, Urdu, Bengali, and Arabic. In addition, written translations in Spanish, Russian, Ukrainian, Chinese, Haitian-Creole, Arabic, Bengali, and Urdu are provided by in-house school staff. The parent coordinator forwards requests for written translation in other languages to the Office of Translation services. Outside vendors are contacted in the event that the translation request cannot be accommodated by this office.

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

Oral translations in Spanish, Russian, Ukrainian, Chinese, Arabic, Bengali, Haitian-Creole, and Urdu are conducted through our staff members. The Office of Translation is called and translation is done via telephone in the event that in-house staff cannot accommodate the timely provision of interpretation services during group and one-on-one meetings with teachers, guidance counselors, school psychologists, school nurses and/or other school staff regarding critical information about their child's education.

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>.

Interpretation Notices are posted throughout the school building that advise parents regarding their right to request translation services. Letters, special education, and related services documents are backpacked with students at the beginning of school year and before IEP/Parent-Teacher Conferences. All of these letters are delivered to the students and families in their home language. All translated surveys, application forms, notifications, and informational documents, such as Parents Bill of Rights, are obtained through the DOE website in all necessary languages.