

**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**  
**UPDATED 2014-2015**

**School Name:** P138M  
**DBN (*i.e.* 01M001):** 75M138  
**Principal:** JACQUELINE KEANE  
**Principal Email:** JKEANE@SCHOOLS.NYC.GOV  
**Superintendent:** GARY HECHT  
**Network Leader:** ADRIENNE EDELSTEIN

### School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the NYC DOE Web site.

**Directions:**

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature\*\*.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

| Name                               | Position and Constituent Group Represented   | Signature |
|------------------------------------|--|-----------|
| Jacqueline Keane                   | *Principal or Designee   |           |
| Michelle Arellano                  | *UFT Chapter Leader or Designee  |           |
|                                    | *PA/PTA President or Designated Co-President   |           |
| N/A                                | DC 37 Representative, if applicable  |           |
| N/A                                | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> |           |
| N/A                                | CBO Representative, if applicable  |           |
| Andrea Weiner                      | Member/ Teacher/Budget Coordinator   |           |
| Jonathan Lonshein                  | Member/ Teacher/PWHS   |           |
| Caitlin Sullivan                   | Member/ Speech Tchrr/ P48  |           |
| Wanda Petty                        | Member/ School Secretary/P30   |           |
| Belinda Robinson<br>Kerri Driscoll | Member/ Paraprofessional/J47<br>Member/Teacher/SOF   |           |
| Kelly Womack                       | Member/ SpeechTeacher/P33  |           |
| Joshua Buerman                     | Member/ Paraprofessional/M114  |           |
| Tricia Mims                        | Member/ Paraprofessional/J117  |           |
| Beatrice Pohl<br>Jankeh Batchilly  | Member/ Teacher/I90<br>Member/Parent I90   |           |
| Michelle Druit                     | Member/ Parent/PWHS  |           |
| Mirandy Rodriguez Brown            | Member/ Parent/J117  |           |
| Denise Watts                       | Member/ Parent/J47   |           |
| Carmen Ginsberg                    | Member/ Parent/P48   |           |
| TBD                                | Member/ Parents P30, P33, SOF  |           |

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

## **Guidance for Developing Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

## CEP Checklist

### **All Schools**

| Indicate using an "X" in the box to the left of each section that the section has been completed |  |
|--|--|
| <b>X</b>   | <b>School Leadership Team Signature Page</b>   |
|  | <b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>             |
|  | ▪ Annual Goal  |
| <b>X</b>   | ▪ Comprehensive Needs Assessment   |
|  | ▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal |
|  | ▪ Budget & Resource Alignment section (indicating all funding sources)                           |
| <b>X</b>   | <b>Academic Intervention Services (AIS)</b>  |
|  | <b>Title I Plan (Only for schools receiving Title I funding)</b>                                 |
|  | <b>Parent Involvement Policy (PIP)</b>   |

## Goal and Action Plan #1

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

### Annual Goal #1

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

By June 2015,

- elementary and middle school students participating in standard assessment
- will improve skills for referencing literary/informational text-based evidence
- to compose responses (i.e. narrative, explanatory or opinion pieces),
- as evidenced by a 10% increase in the number of students achieving Level 2 or above on the 2015 NYS ELA exams.

### Comprehensive Needs Assessment

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

The 2013 introduction of the NYS common core based ELA exam presented new challenges for our students. The exam, particularly the multiple-choice part, included an increased number of passages (from four to seven) that were both longer in length and more difficult, and the exam was now administered over a three day period. The emphasis on higher order thinking skills and text-based evidence was very challenging. Additionally, Common Core aligned curriculum resources were not yet available. All of these seriously impacted student performance on the 2013 NYS exam as reflected in the results show below. Thirty-five percent of students effectively read all passages in the multiple choice part of the exam, and forty percent of students attempted to read all of the passages. Forty-three percent of students answered short and extended responses in the writing part of the exam. Sixty percent of students completed, or attempted to complete, all parts of the exam, significantly lower than the 100% in 2012. Students' constructed response performance on the 2013 Math exam mirrored the ELA performance, also significantly lower than the 94% of students who completed all (math) constructed response items in 2012. However, it is worth noting that nineteen students were approaching level 2, having scored between 1.75 and 1.94. Going forward, we focused on increasing stamina for performing extended reading and writing tasks, as well as improving skills for referencing text-based evidence. **(Rigorous Instruction)**

Students demonstrated significant improvements in reading and writing skills as reflected in their multiple choice, and short and extended responses on the 2014 NYS ELA exam. Forty-seven percent (47%) met promotional criteria, compared to 20% in 2013. As a result of our instructional focus on building stamina and improving strategies for referencing text-based evidence, a better understanding of the Common Core Standards, and targeted instruction and practice, students were able to make better connections between texts read and their written responses. However, the significant increase in the number of reading passages, the shift from explicit responses to those requiring critical thinking skills (eg. inference and predictive skills), and higher expectations re: the quality of written responses, continued to impact our students' performance in the Spring of 2014. **(Rigorous Instruction)**

Continued ...

| ELA SUMMARY | # Tested | # at Level 2 & Above<br>(met promotional criteria) | % at Level 2 & Above<br>(met promotional criteria) |
|-------------|----------|--|--|
| 2014        | 34       | 16   | 47%  |
| 2013        | 40       | 8  | 20   |
| 2012        | 39       | 19   | 49%  |

A comprehensive review of ELA score reports clearly indicate that writing continues to be very challenging for our students on both the ELA and Math exams, and the ELA exam changes described above impact their multiple choice performance as well. We have begun to close the skills gap created by the increased complexity of the new exam, and have seen increases in the stamina required to complete the increased number of passages and/or to perform consistently across the three testing days. The increased complexity requires that we target skills for referencing text-based evidence from one or more sources, so students can respond more effectively to text based questions. **(Rigorous Instruction)**

Students in our Auditory/Oral classes, due to the nature of their disability, continue to experience the greatest difficulties with processing language. This, in addition to the extended duration of the test, the increased number of required tasks, and the increased complexity continues to significantly impact their performance. **(Supportive Environment)**

Therefore, it is our intent to continue to build stamina for performing the extended tasks so students have the opportunity to demonstrate their increasing critical thinking and writing process skills, while we focus on skills for referencing literary/informational text-based evidence to compose responses (i.e. narrative, explanatory or opinion pieces). **(Rigorous Environment, Supportive Environment)**

P138M purchased additional Ready Gen ELA, Go Math and Buckle Down to the Common Core curriculum materials, to support CCLS aligned instruction and learning. Students in SETSS programs access curriculum used in their community school classrooms. We anticipate that these curriculum resources will enable teachers to better address the CCLS. Continued growth is expected as additional curriculum resources become available, as teachers participate in professional development for implementing the new curriculum, and as students benefit from focused instruction that supports the skills necessary for success. **(Effective School Leadership, Rigorous Instruction)**

In response to recommendations following our Spring 2014 Quality Review, we continue to build capacity for implementing the following instructional strategies:

- > Extended teacher questioning and student discussions.
- > “Wait time” practiced by staff to allow for student “think time” to increase accuracy and independence.
- > Ongoing checks by teacher for understanding and student self-assessments, allowing for immediate adjustments to instruction.

**(Rigorous Instruction, Supportive Environment)**

With this goal in mind, Common Core Learning Standards work will focus on aligning instruction to, and creating learning experiences that support:

- Reading Standard for Informational Text: Standard 1
- Reading Standard for Literature: Standard 1
- Speaking and Listening Standards 2: Comprehension, and Standard 4: Presentation of Knowledge/Ideas
- Writing Standard 1: Opinion Pieces
- Writing Standard 2: Informative/Explanatory Texts

### **Instructional Strategies/Activities**

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

#### **A. Strategies/activities that encompass the needs of identified subgroups > Collaborative Teaching, Rigorous Instruction, Effective School Leadership**

1. Common Core Learning Standards professional development for teachers and paraprofessionals to support positive student outcomes.
2. Purchase additional Common Core aligned curriculum resources (e.g. Ready Gen ,Go Math and Buckle Down to the Common Core).
3. The Auditory/Oral classroom teachers collaborate re: effective use of Common Core aligned curriculum materials; SETTS teachers collaborate with gen ed partners
4. Professional development for effective use of assessment tools (e.g. Scantron)
5. Common planning periods for cohorts to analyze formative data, share instructional strategies, and determine “next steps”.
6. Team Teaching paring classroom and speech teachers.
7. Modeling note-taking and writing process strategies by coach.
8. Extended teacher questioning and student discussions.
9. “Wait time” practiced by staff to allow for student “think time” to increase accuracy and independence.
10. Ongoing checks by teacher for understanding and student self-assessments, allowing for immediate adjustments to instruction.

#### **B. Key personnel and other resources used to implement each strategy/activity > Effective School Leadership, Collaborative Teaching, Trust**

1. Auditory/Oral Classroom Teachers
2. School-Based Coach
3. School-Based Staff Developer
4. Speech Teacher specially assigned to Auditory/Oral classes.
5. District 75 Coach for Classes for Students with Autism
6. Strategic Planning: Scheduling Common Planning Time

#### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity > Rigorous Instruction, Effective School Leadership**

1. Identify and align IEP and SCEP goals with targeted CCLS
2. Evaluate SCEP goal performance through collection of monthly data
3. Gather performance data using Fall and Spring Fountas & Pinnell diagnostic assessments
4. Identify baseline performance and target skills using Fall (Sept/Oct) SCANTRON assessment; **evaluate progress using Winter (Jan/Feb) and Spring (May/June) SCANTRON assessments**
5. Evaluate performance/progress on the NYS ELA exam.

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

1. **September 2014:** Coach purchases additional CCLS materials (Ready Gen, Go Math and Buckle Down to the Common Core)
2. **Sept/Nov 2014; June 2015:** Coach and AP facilitate professional development activities to provide up-to-date information and guidance re: Assessments, Common Core Learning Standards, and core curriculum content and materials.
3. **Ongoing:** APs conduct observational walk-throughs, review rubric of best practices aligned to Danielson framework, conduct pre/post observation conferences, and facilitate faculty conferences to provide guidance and supports.
4. **October 2014:** Students participate in SCANTRON diagnostic assessments (ELA and Math); data used to drive goals and instruction.
5. **Fall 2014:** K-3 students participate in Fountas & Pinnell diagnostic assessment; data used to drive goals and instruction. Students in K-12 SETSS programs participate in community school MOSL and diagnostic assessments.
6. **Jan - Feb 2015:** Teachers administer Scantron predictive assessments(ELA and Math).
7. **March 2015:** Administration and Academic Cabinet reviews/analyzes Scantron reports, plan instructional “next steps” and test prep.
8. **February 2015:** Students identified for Academic Intervention Services (AIS); individual AIS plans are developed.
9. **April 2015:** Students participate in NYS ELA and Math assessments.
10. **Ongoing:** Coach facilitates on-site meetings to analyze data and identify skill deficits, and to review/demonstrate strategies for targeting those deficits. Strategies for building stamina, and for guiding students through the writing process (eg. note taking, crafting written products based on text evidence) are the priorities. Aligning instruction to the Common Core Learning Standards is a priority.
11. **Monthly:** Teachers collaborate to review/analyze student work samples and/or performance data, to evaluate effectiveness of instruction, to discuss instructional implications, and to make informed decisions re: strategies/activities/materials/supports going forward.
12. **Ongoing:** Coach and Teachers collaborate for test preparation.
13. **Ongoing:** Coach provides instructional tech supports (eg. SESIS, Scantron)
14. **As Needed:** Coach visits classrooms to observe targeted instruction, to model/co-teach lessons to transfer instructional best practices.
15. **Ongoing:** Extended practice and homework activities developed to increase stamina. Instructional strategies will include a “how to” for referencing texts for evidence to advance writing skills.
16. **Ongoing:** Professional development information disseminated; staff complete online registrations for D75 workshops.
17. **As Needed:** Coach and Teachers identify supplemental Instructional resources (eg. Words Their Way, Math Steps and Sadlier Phonics) to be purchased.
18. **Quarterly:** Teachers and Coach review student writing portfolios and analyze classroom assessment data.
19. **Daily:** Students receive/complete homework assignments that provide opportunities for practice or application of skills learned in class.
20. **Ongoing:** Staff developer maintains professional development workshop registration logs/attendance records, and references the information to plan/provide follow-up activities.
21. **Summer 2015:** Academic Cabinet analyzes preliminary NYS ELA and Math (constructed response) performance data to determine instructional considerations going forward.

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

**> Effective School Leadership**

1. Additional CCLS aligned curriculum materials and supplementary materials will be purchased using NYSTL and Tax Levy funds.
2. iPads and Apps will support instructional activities.
3. Observations based on Danielson Framework are conducted by Administration to provide more frequent, consistent and timely feedback focused on student outcomes.

## ***Instructional Strategies/Activities***

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

### **F. Strategies/activities that encompass the needs of identified subgroups**

#### **> Collaborative Teaching, Effective School Leadership**

1. Common Core Learning Standards professional development for teachers and paraprofessionals to support positive student outcomes.
2. Purchase of new Common Core aligned curriculum resources (Ready Gen and Go Math) and assessment materials (Fountas & Pinnell Benchmark Assessment System).
3. Professional development for using the new Common Core curriculum resources (Ready Gen and Go Math).
4. Professional development for effective use of assessment tools (Fountas & Pinnell, Scantron, Ready Gen and Go Math Benchmark Assessments)
5. Common planning periods for cohorts to analyze formative data, share instructional strategies, and determine “next steps”.
6. Team Teaching pairing classroom and speech teachers.
7. Modeling note-taking and writing process strategies by coach.

### **G. Key personnel and other resources used to implement each strategy/activity**

#### **> Collaborative Teachers, Effective School Leadership, Trust**

1. Auditory/Oral Classroom Teachers
2. SETSS and Gen Ed Partners
3. School-Based Coach
4. School-Based Staff Developer
5. Speech Teacher specially assigned to Auditory/Oral classes.
6. Hearing Education Services (HES) support staff
7. Common Planning Time

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

#### **> Effective School Leadership, Rigorous Instruction**

1. Identify and align IEP and SCEP goals with targeted CCLS
2. Gather performance data using Fall and Spring Fountas & Pinnell diagnostic assessments
3. Evaluate progress, effectiveness and impact of instruction using Winter (Jan-Feb) and Spring (May-June) SCANTRON assessments
4. Evaluate performance/progress on the NYS ELA exam.

### **I. Timeline for implementation and completion including start and end dates**

1. **September 2014:** Coach purchases additional CCLS materials (e.g. Ready Gen, Go Math and Buckle Down to the Common Core)
2. **Sept/Nov '14; June '15:** Coach and AP facilitate professional development activities to provide up-to-date information and guidance re: Assessments, Common Core Learning Standards, and core curriculum content and materials.
3. **Ongoing:** APs conduct observational walk-throughs, review rubric of best practices aligned to Danielson framework, conduct pre/post observation conferences, and facilitate faculty conferences to provide guidance and supports.
4. **Sept-Oct 2014:** Students participate in SCANTRON Fall diagnostic assessments (ELA and Math); data used to drive goals and instruction.
5. **Fall 2014:** K-3 students participate in Fountas & Pinnell diagnostic assessment; data used to drive goals and instruction.
6. **Jan – Feb 2015:** Students participate in SCANTROL Winter assessments (ELA and Math) to evaluate progress.
7. **February 2015:** Administration and Academic cabinet review/analyze Scantron reports and identifies instructional targets and “next steps”
8. **February 2015:** Students identified for Academic Intervention Services (AIS); individual AIS plans are developed.
9. **Jan – Feb 2015:** Teachers/students begin test prep for Spring NYS ELA exam.
10. **Ongoing:** Coach facilitates on-site meetings to analyze data and identify skill deficits, and to review/demonstrate strategies for targeting those deficits. Providing support to aligning instruction to the Common Core Learning Standards is a priority.

Cont'd.

11. **Quarterly:** Coach and Teachers collaborate to review/analyze student work samples/writing portfolios and/or performance data, to evaluate effectiveness of instruction, to discuss instructional implications, and to make informed decisions re: strategies/activities/materials/supports going forward.
12. **Ongoing:** Coach and Teachers collaborate for test preparation.
13. **Ongoing:** Coach provides instructional tech supports (eg. SESIS, SCANTRON)
14. **As Needed:** Coach visits classrooms to observe targeted instruction, to model/co-teach lessons to transfer instructional best practices.
15. **Ongoing:** Students participate in extended practice and homework activities developed to increase stamina and to develop strategies for referencing texts for evidence to advance writing skills.
16. **Ongoing:** Professional development information disseminated; staff complete online registrations for D75 workshops.
17. **As Needed:** Coach and Teachers identify supplemental Instructional resources (eg. Math Steps, Words Their Way, Sadlier Phonics) to be purchased.
18. **April 2015:** Students participate in NYS ELA (and Math, Science) exams.
19. **Daily:** Students receive/complete homework assignments that provide opportunities for practice or application of skills learned in class.
20. **Ongoing:** Staff developer maintains professional development workshop registration logs/attendance records, and references the information to plan/provide follow-up activities.
21. **Summer 2015:** Academic Cabinet analyzes preliminary NYS ELA and Math (constructed response) performance data to determine instructional considerations going forward.

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

See Section E above.

**Strategies to Increase Parental Involvement**

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

**> Strong Family-Community Ties, Trust**

- **Daily:** Teachers/Parents communicate via the school-to-home notebooks; homework assignments/directions are included.
- **November:** Parents participate in the review of SCANTRON data during Parent-Teacher Conferences, as scheduled; homework and academic intervention strategies are also be shared.
- **November/March:** SCANTRON/ACUITY data is reviewed during Parent-Teacher conferences; homework strategies are shared.
- **As Scheduled:** Parents participate in workshop(s), facilitated by the Parent Coordinator, addressing literacy at home (e.g. PC will demonstrate how to access, download and use the adapted books available on the D75 website
- **Ongoing:** Workshop minutes and attendance are maintained by the Parent Coordinator, and referenced for follow-up activities.
- **Annually:** Parents are invited to participate in their child's Annual IEP Review; the instructional team collaborates with parents to identify priority goals for their child. Scheduling requests made by parents are accommodated.
- **As Needed:** Translated materials, and translation services are provided in the parents' native language(s).

**Budget and Resource Alignment**

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

| X | Tax Levy | Title IA | Title IIA | Title III | Set Aside | Grants |
|---|----------|----------|-----------|-----------|-----------|--------|
|---|----------|----------|-----------|-----------|-----------|--------|

List any additional fund sources your school is using to support the instructional goal below.

NYSTL

## Goal and Action Plan #2

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

### Annual Goal #2

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

By June 2015,

- students in elementary, middle and high school alternate assessment classes
- will demonstrate increased comprehension by accurately asking/answering questions to perform a task or problem solve/self-manage,
- as measured by a 20% increase in accuracy of questions asked/answered over baseline formative data.

### Comprehensive Needs Assessment

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

Initially, elementary, middle and high school level Inquiry Teams at each site followed the progress of students with autism in alternate assessment classes as demonstrated by their communication skills for socialization and for self-regulation – both of which have been identified in research as two of the essential thinking skills/behaviors for students with significant disabilities. Initially, instruction targeted communication skills that positively impact students' ability to self-regulate behaviors, and to communicate for social interaction. 2013 SCEP and classroom data, expanded to include skills connected to the ELA Common Core Learning Standard for Informational Text: Standard 1, indicated that questioning skills were increasing in both number and accuracy. In addition, Structured Classroom Workstation Skills data indicated that the independent completion of work increased as students used informational text more effectively, and initiated questions more frequently. **(Rigorous Instruction, Collaborative Teachers, Supportive Environment)**

Because of its impact on socialization, independence, task performance, and problem solving, effective communication for self-regulation continues to be a priority. An analysis of ongoing anecdotal data indicates that students' overall performance is positively impacted by improved skills for self-regulation through informed choice making and by their application of decision making/problem solving strategies to change conditions when needed/desired. This data also indicates that, to be most effective, communication skill building must go hand-in-hand with positive behavior strategies, a structured learning environment, and a consistent delivery of instruction. **(Supportive Environment, Trust)**

An early elementary level Inquiry Team identified a pilot class of students with significant/multiple disabilities in which all students used TANGO communication devices. The anticipated outcome was that self-initiated communication for socialization and academic participation would increase with the use of this device. Annual reviews of the resulting data continued to indicate a decrease in cues needed to answer questions and for social communication using technology. All students increased their curriculum content and social vocabulary as well as the frequency of self-initiated communication. Lead instructional team members felt strongly that these positive outcomes were due to several factors other than the specific use of the expensive, high tech device. These factors included: instructional focus and structure provided by coherent curriculum materials (eg. Meville to Weville, Equals, and the Handwriting Without Tears program); consistent implementation of instructional strategies; consistent use of communication systems; ongoing modifications/updates of communication systems; strategic scheduling of support staff; and ongoing team collaborations to assess progress and plan instruction. Currently, iPads are the consistent and proven-effective communication tech device used in classrooms. It was determined that in a well planned and structured instructional setting, all student-appropriate communication systems will support success. **(Supportive Environment, Rigorous Instruction, Effective School Leadership)**

There is an ongoing need to maximize learning opportunities and environments that prepare students for the transition from school to community to appropriate work positions. Environmental inventories and instructional modifications are ongoing, and many forms of informational text are in place to support students as they perform their structured vocational activities. **(Supportive Environment)**

To strengthen connections to the ELA Common Core Learning Standards (CCLS), the Transition Inquiry Team focuses on making meaningful connections to priority vocational skills, community-based learning opportunities, functional academic knowledge and skills, and self-advocacy. Student progress is captured through the collection of data and photo/video documentation. In an effort to promote instructional consistency, the lead teachers are creating a master set of all materials (e.g. structured informational text, procedural charts, templates) to be used throughout the program going forward. Lead teachers representing elementary and middle school Inquiry Teams are connecting with the Transition Inquiry Team to strengthen the instructional continuum to better prepare students for successful transitions from elementary to middle to high school.

**(Rigorous Instruction, Collaborative Teachers)**

In response to recommendations following our Spring 2014 Quality Review, we continue to build capacity for implementing the following instructional strategies:

- > Extended teacher questioning and student discussions.
- > Errorless learning with a focus on accuracy and independence.
- > “Wait time” practiced by staff to allow for student “think time” to increase accuracy and independence.
- > Ongoing checks by teacher for understanding and student self-assessments, allowing for immediate adjustments to instruction.

**(Rigorous Instruction, Supportive Environment)**

Our mission for transitioning students is to improve our results-oriented instructional process. Learning systems will be strengthened to increase students’ essential thinking skills and behaviors, as well as their functional application of academic knowledge, thereby facilitating their successful movement from school to post-school activities (e.g. voc ed, integrated and supported employment, adult services, community participation).

**(Supportive Environment, Trust)**

SANDI and ABLLs assessment data, NYSAA performance datafolios, VOC 1 assessment information, and anecdotal school/community worksite data all indicate the need for a clearer understanding of mathematical concepts and their functional applications for our students with significant intellectual disabilities to facilitate their transition to post school activities and work.

**(Rigorous Instruction)**

Since the introduction of the Common Core Learning Standards for Math, we have spent significant time considering the special implications for our students. It is critically important that we balance the need for access to the CCLS skills with the need for students to be deeply involved in learning meaningful and functional skills and behaviors in the context of their everyday lives. We must continue to expand our instructional resources and design learning experiences that demonstrate connections to the key features and intent of the Math Common Core Learning Standards, and that are consistent with the Citywide Instructional Expectations. At the same time, we must address the need for our students to learn very important essential learning skills and behaviors in order to access math skills and concepts. To this end, we must provide curriculum materials and learning experiences that are designed, not only to elicit performance of content area skills/behaviors, but also to provide opportunities to perform math skills/behaviors in the context of ever expanding experiences and tasks related to different environments, school and community based worksites, social contexts and materials.

**(Rigorous Instruction, Supportive Environment, Trust)**

A high school Transition Inquiry Team was first formed during the Fall of 2012. Members met for a series of professional collaborations focused on the development of a continuum of priority skills needed by students for a successful transition from middle school to high school to their post school life. Additionally, they began the process of expanding connections between functional math skills/concepts and the CCLS for math. By June of 2013, teachers representing the middle school sites had joined the team. Periodically, a representative of the Elementary/Middle Curriculum Inquiry Team connects with the Transition team to strengthen the instructional continuum to better prepare students for successful transitions from elementary to middle to high school.

**(Collaborative Teachers, Rigorous Instruction)****NYSAA ELA DATA**

| 2013-14<br>1 <sup>st</sup> Year of New<br>NYSAA<br>Format/Protocols | # Students | Extension # | Baseline<br>Accuracy | Final Accuracy | Baseline Tasks<br>Performed<br>without<br>Prompt(s) | Final Task<br>Performed<br>without<br>Prompt(s) |
|---|------------|-------------|----------------------|----------------|---|---|
|   |            |             |                      |                |   |   |
| ELA   | 261        | 1           | 24.3%                | 81.6%          | 61%   | 63%   |
|   |            | 2           | 19.9%                | 76.6%          | 62%   | 69%   |
|   |            | 3           | 23.9%                | 80.7%          | 61%   | 67%   |
|   |            | 4           | 24.9%                | 80.2%          | 63%   | 67%   |
|   |            | 5           | 23.2%                | 79.7%          | 62%   | 66%   |
|   |            |             |                      |                |   |   |

**2013-14 NYSAA**

Please note the following change to the NYSAA Scoring Protocols.

Independence was not scored. Prompts that would affect the accuracy of student responses were not permitted. If student was re-focused or re-directed to attend to, continue, or complete a task, the "Yes" was indicated for "Prompt".

| 2013-14<br>SCEP GOAL<br>#2 ELA     | ACCURACY<br>February | ACCURACY<br>June | INDEPENDENCE<br>February | INDEPENDENCE<br>June | Skill Used<br>to Perform<br>Task<br>% of Students | Skill Used to<br>Problem<br>Solve/Self-<br>Manage<br>% of Students                              | Comments  |
|------------------------------------|----------------------|------------------|--------------------------|----------------------|---|---|---|
| <i>Elementary</i>                  | 73%                  | 84%<br>(+11%)    | 57%                      | 81%<br>(+24%)        | 83%   | 17%   | 67% of students are in classes implementing TEACCH and/or Verbal Behavior strategies.<br><br>Strategies affecting these results include error-less learning of content and its focus on increased independence when performing assignments. |
| <i>Middle School</i>               | 72%                  | 88%<br>(+18%)    | 55%                      | 79%<br>(+24%)        | 75%   | 25%   | Data reflects application of questioning skills to improve performance of functional tasks.   |
| <i>High School<br/>(J47, J117)</i> | 48%                  | 52%<br>(+4%)     | 36%                      | 47%<br>(+11%)        | 34%   | 79%<br><br>(Total is > 100%.<br>Data for a number<br>of students fell into<br>both categories.) | Data reflects a shift to the use of questioning skills for problem solving/self management and may be in response to preparation for expanding work-related tasks/opportunities/settings.   |
| <i>Park West<br/>HS</i>            | 63%                  | 94%<br>(+29%)    | 56%                      | 78%<br>(+22%)        | 73%   | 27%   | 58% of students participate in 12:1:1 and/or Inclusion classes with an academic focus. Data reflects improved questioning skills for learning rigorous content, as well as for increasing successful performance of work-related tasks.     |

**NOTE: INDEPENDENCE**

Student receives a **+ score** when he/she correctly models/applies math concept to perform academic, functional, and/or workplace task *without prompts/cues that affect accuracy AND without refocusing/redirection to perform task.*

Student receives a **- score** when he/she receives prompts that refocus/redirect to perform task.

In response to last year's Inquiry and feedback from lead-teachers, this represents a shift in definition of "independence" and the intent of "prompts" from previous years. It is also in line with the SANDI assessment, as well as the revised NYSAA protocols.

## In Summary

The end-goal: To empower students with strong self-advocacy skills to maximize their independence. **(Trust)**

Common to this goal, and all of the above findings, is:

- the need for a heightened focus on instruction that demonstrates connections to the key features and intent of the ELA Common Core Learning Standards, and that is consistent with the Citywide Instructional Expectations;
- the importance of learning the very essential thinking skills and behaviors that enable our students with significant intellectual disabilities to access the curriculum, and the performance of these in the context of ever expanding experiences and tasks related to different environments, social context and materials;
- the need to set high standards that are reasonable and achievable given sufficient and appropriate opportunities to learn;
- the need to build communication skills for the effective use of functional, environmental, and content-based informational text to: socialize; perform tasks; participate in academic activities; problem solve; make informed choices, and self regulate/self manage behaviors;
- the need for learning experiences and tasks that are designed not only to elicit performances of content area thinking skills/behaviors, but also to provide opportunities for students to engage with, read, and/or use informational text that is embedded within the experiences/tasks; and
- the need for instructional structure and consistency.

### **(Rigorous Instruction)**

To this end, professional development activities and Inquiry Team work will continue to focus on: analyzing performance data and student work; expanding P138M's Curriculum Frameworks to include more examples of focused instructional connections to the ELA Common Core Learning Standards; and building capacity for implementing structured, consistent strategies for academic and behavioral improvement. **(Collaborative**

### **Teachers)**

With this goal in mind, Common Core Learning Standards work will focus, in particular, on instructional connections to, and learning experiences that support:

- Reading Standards for Informational Text: Standard 1
- Speaking Listening Standard 1: Collaborative Conversations
- Language Standard 6; Vocabulary Acquisition and Use
- Writing Standard 1: Opinion Pieces
- Writing Standard 2: Informative/Explanatory Texts

### **(Rigorous Instruction)**

We anticipate that progress will be evidenced in the students' classroom performance, as well as in SANDI and NYSAA performance data.

## (Supported Environment)

### **Instructional Strategies/Activities**

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

#### **1. Strategies/activities that encompass the needs of identified subgroups**

##### **> Collaborative Teachers, Rigorous Instruction, Effective School Leadership**

1. Common Core Learning Standards professional development for teachers and paraprofessionals to support positive student outcomes
2. Purchase and programmatic use of curriculum resources (SMILE, Unique Learning Systems, Meville to Weville, etc.) and assessment materials (ABLLS and SANDI) to support instructional best practices
3. Use of Boardmaker software to create customized instructional materials
4. Alignment of IEP and SCEP goals with specific SANDI and ABLLS assessment items/skills to prioritize instructional targets
5. Identification of ABLLS and SANDI assessment items connected to IEP and SCEP goals
6. Continued development of alternate performance activities/tasks by Inquiry Team
7. Implementation of D75 Alternate Assessment Curriculum Frameworks
8. Strategic Planning: Schedule common planning time for cohorts to build assessment skills, analyze formative data, share instr strategies, and determine “next steps”.
9. Collaboration of classroom and cluster teachers to prepare for and administer SANDI, ABLLS and NYSAA assessments.
10. Extended teacher questioning and student discussions.
11. Errorless learning with a focus on accuracy and independence.
12. “Wait time” practiced by staff to allow for student “think time” to increase accuracy and independence.
13. Ongoing checks by teacher for understanding and student self-assessments, allowing for immediate adjustments to instruction.
14. Classroom intervisitations hosted by teachers identified as highly effective; best practices are shared with/modeled for visiting teachers.

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

##### **> Effective School Leadership, Collaborative Teachers, Trust**

1. Instructional Teams (including classroom teachers, paras, cluster teachers, speech teachers, and occupational therapists)
2. School-based Coach
3. School-based Staff Developer
4. Master ABLLS and Verbal Behavior teachers
5. Curriculum and Transition Inquiry Teams
6. Transition Coordinator/Jpb Developer
7. Teachers identified as Highly Effective (as documented in Advance System reports)

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

##### **> Effective School Leadership, Rigorous Instruction**

1. Communication skills progress is evaluated and instructional priorities identified using Fall and Spring SANDI and ABLLS assessments.
2. SCEP goal progress is tracked using monthly data collection tool.
3. Ongoing Verbal Behavior progress is documented by VB cohort of teachers.
4. IEP communication goals mastery is documented quarterly.
5. SMILE progress is documented for participating students.

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

- **September 2014:** Additional curriculum materials (e.g. Meville to Weville, SMILE, Attainment Core Curriculum Solution:Secondary, Essentials for Living) and work site supplies are purchased; additional instructional iPads are purchased.
- **Sept and Nov 2014; June and July 2015:** Staff Developer, Coach, and Related Service facilitate PD Day workshops providing up-to-date information re: Alternate Assessments, CCLStandards: Implications for Students w/Significant Disabilities, P138 Curric Frameworks, curriculum resources, & data collection.
- **December 2014:** Classroom and support staff collect baseline Inquiry data.
- **Sept - Nov 2014:** Students participate in SANDI, ABLLS and Voc 1 assessments.
- **Oct 2014 – Feb 2015:** Identified students participate in NYSAA datafolio assessment.
- **January - June 2015:** Classroom staff collect monthly SCEP performance data.
- **Feb – June 2015:** Inquiry teams meet afterschool to develop supplementary materials for P138 Curriculum Frameworks. Focus is on expanding connections between functional skills and the CCLS (E.g. communication, independent living, and work skills).
- **Dec 2014 – May 2015:** Identified students participate in Title III Afterschool/Saturday Program for English Language Learners to receive supplementary language instruction.
- **Ongoing:** Class teams participate in inter-visitations, hosted by lead teachers, to observe classroom structures, systems and strategies in action; lead teachers will co-teach/model lessons; transition coach and high school teachers will visit D75 site-based work programs.
- **Ongoing:** Transition Coordinator/Job Developer and lead teachers will conduct environmental surveys of work sites and identify required modifications, including environmental/informational text; will task analyze work assignments and create picture/symbol/text work systems.
- **Weekly:** Class Teams meet informally to discuss progress, to review curriculum materials and determine modifications needed, to identify alternate performance indicators aligned to the common Core Learning Standards, and to discuss instructional intervention strategies.
- **Weekly:** Mentors provide in-class and follow-up supports to all first-year teachers.
- **Monthly:** Site-based Inquiry cohorts meet to evaluate classroom and Inquiry data, to discuss instructional implications, to share best practices, and to plan instructional “next steps.”
- **Monthly:** Staff Developer and Coach publish Curriculum Memos addressing CCLS connections (i.e.connections to Units of Study, D75 Modules, etc.) and the instructional implications for our students with significant disabilities. Staff Developer and Coach review memos at site based meetings.
- **Monthly:** Staff Developer and Coach publish Assessment Memos addressing assessment protocols, timelines, tips/suggestions, samples, and additional resources. Staff Developer and Coach review memos at site-based cohort meetings.
- **Quarterly:** Teacher cohorts review student work, analyze performance data, share intervention strategies and instructional activities, and identify “next steps.” Staff Developer and Coach meet with cohorts to review/document feedback. Data and feedback are shared with Administration.
- **As Scheduled:** Staff attend D75 best practices workshops (e.g. Verbal Behavior, PECS, Social Stories, Structured Classroom/TEACCH).
- **Ongoing:** APs conduct observational walk-throughs, review a rubric of best practices aligned to Danielson framework, conduct pre/post observation conferences, evaluate new/ongoing initiatives, and facilitate faculty conferences to provide guidance and support.
- **Ongoing:** Teams customize response devices and/or low tech communication systems for curriculum-specific (eg. Meville to Weville, Unique) questions/answers; will consult w/cluster teachers and make relevant customizations.
- **Daily:** Students use response devices/systems and informational/environmental text to: ask/answer questions of peers; to answer academic questions during instruction; to communicate for self-regulation.
- **Ongoing:** Staff Developer maintains PD workshop attendance records, and will reference the info to plan/implement follow-up activities.
- **May/June 2015:** Students participate in end-of-year ABLLS, SANDI, and Brigance assessments.
- **June 2015:** Administration and Academic Cabinet meet with lead teachers to analyze Inquiry, SCEP and classroom performance data, to reflect on continuum of student work products/skills performance, and to determine instructional implications going forward.

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

**> Effective School Leadership, Collaborative Teachers, Supportive Environment**

1. iPads and SmartBoards are purchased using Tax Levy and technology grant funds. They are used to increase access to and interactive participation in instruction.
2. Speech teachers and OTs collaborate with teachers to assess and make recommendations for individual technology systems.
3. D75 Tech teams assess and approve students for adaptive tech devices that support self-advocacy through increased communication.
4. D75 IndTech provides adaptations for accessing technology.
5. The D75 Curriculum Frameworks, D75 Alternate Assessment Module, P138M Units of Study, and the Unique Learning Systems, are resources used throughout our sites.
6. Secondary Attainment Core Curriculum Solution: Secondary materials are being introduced at three Middle/High School sites.
7. SMILE and Meville to Weville curriculum materials provide highly structured, scaffolded instructional activities that have proved to be effective.
8. Title III Afterschool/Saturday Program provides supplementary instructional support to participating English Language Learners.
9. Observations based on Danielson are conducted by Administration to provide more frequent, consistent and timely feedback focused on student outcomes.

**Strategies to Increase Parental Involvement**

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

**> Strong Family-Community Ties, Trust**

- **Daily:** Teachers/Parents communicate via the school-to-home notebooks; homework assignments/directions are included.
- **Oct – Nov 2014:** Sites host Open House classroom visits. Parents/families are invited to spend class time with their children.
- **March 2015:** Site representatives and/or class teams facilitate a workshop for parents to replicate communication materials for home; will provide a hands-on opportunity to access effective online resources, APPs, and instructional activities for their children.
- **As Scheduled:** The Parent Coordinator facilitates/hosts parent workshops focused on literacy at home (e.g. demonstrates how to access, download and use the adapted books available on the D75 website), using adaptive technology, etc.
- **As Scheduled:** School Leadership Team coordinates with PTA and/or Parent Coordinator to present mini workshops at parent meetings (e.g. CCLS: Functional Skill Connections, Hands-On Technology (computers, iPads, APPs).
- **As Scheduled:** Transition Coordinator/Job Developer facilitates parent workshops focusing on informational/environmental text, work skills and work systems, student work preferences/aptitudes, and work placements.
- **As Scheduled:** Transition Coordinator/Job Developer and teacher(s) facilitate a parent workshop to share suggestions for at-home skills practice; will provide an opportunity for parents to replicate support materials for home.
- **May 2015:** During a scheduled PTA meeting segment, Class Teams share video highlights of students using informational/environmental text using interactive technology, students performing workstation tasks, and students at work.
- **Annually:** Parents are invited to attend their child's Annual IEP Review; the instructional team collaborates with parents to identify priority goals for their child. Scheduling requests made by parents are accommodated.
- **As Needed:** Translated materials, and translation services are provided in the parents' native language(s).
- **Ongoing:** Workshop minutes and attendance are maintained by the Parent Coordinator, and referenced for follow-up activities.

**Budget and Resource Alignment**

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

|   |          |  |          |  |           |   |           |  |           |  |        |
|---|----------|--|----------|--|-----------|---|-----------|--|-----------|--|--------|
| x | Tax Levy |  | Title IA |  | Title IIA | X | Title III |  | Set Aside |  | Grants |
|---|----------|--|----------|--|-----------|---|-----------|--|-----------|--|--------|

List any additional fund sources your school is using to support the instructional goal below.

### Goal and Action Plan #3

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

#### **Annual Goal #3**

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

By June 2015,

- students in elementary and middle school alternate assessment classes participating in Equals math program
- will demonstrate improved ability to model math concepts and use math tools
- as measured by a one level increase in the appropriate formative and summative assessments.

#### **Comprehensive Needs Assessment**

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

Previous Inquiry Teams have analyzed performance data in areas such as ELA/Communication and PBIS, and determined that key factors contributing to positive outcomes for students included: the instructional focus provided by coherent curriculum materials; the consistent implementation of instructional strategies; the consistent use of communication systems; and well planned and structured instructional settings. Additionally, SANDI and ABLLs assessment data, NYSAA performance datafolios, and anecdotal classroom workstation data all indicate the need for a clearer understanding of mathematical concepts and their functional applications for our students with significant intellectual disabilities.

#### **(Rigorous Instruction, Collaborative Teachers)**

Since the introduction of the Common Core Learning Standards for Math, we have spent significant time considering the special implications for our students. It is critically important that we balance the need for access to the CCLS skills with the need for students to be deeply involved in learning meaningful and functional skills and behaviors in the context of their everyday lives. We must continue to expand our instructional resources and design learning experiences that demonstrate connections to the key features and intent of the Math Common Core Learning Standards, and that are consistent with the Citywide Instructional Expectations. At the same time, we must address the need for our students to learn very important essential learning skills and behaviors in order to access math skills and concepts. To this end, we must provide curriculum materials and learning experiences that are designed, not only to elicit performance of content area skills/behaviors, but also to provide opportunities to perform math skills/behaviors in the context of ever expanding experiences and tasks related to different environments, social contexts and materials.

#### **(Rigorous Instruction, Collaborative Teachers, Supportive Environment)**

Since June of 2012, members of our Math Inquiry Team have been attending Equals workshops, meeting on Professional Development Days, and periodically meeting after school (in-person and skype meetings) to support the implementation of the program. The group is facilitated by a lead teacher who piloted the Equals program with middle school students with significant/multiple disabilities, with positive results. By June 2014, four lead teachers were supporting the expansion of the Equals program at seven sites. The Math Inquiry Team shares feedback re: the program protocols and materials, the differentiated activities, the assessment tools, and the systems for data collection and analysis. By consensus, the teachers continue to recommend the program for its clear presentation of math concepts, the appropriateness of the activities for their students, and the integrated assessment and online data

components. In response to Equals data and the recommendations of the Inquiry Team, additional kits were purchased and the Equals Program has expanded to a total of 20 elementary, middle and HS classes, including classes for students with autism. Additionally, Pre-Algebra/Pre-Geometry Equals kits were purchased for 12:1:1 classes at three middle/high school sites, and representative teachers attended Ablenet’s introductory training. Common meeting times will continue to support collaborations, and the cohort of participating teachers will also meet on PD days. Based on data for the current school year, the Academic Cabinet will identify additional classes appropriate for the Equals program.

**(Collaborative Teachers, Rigorous Instruction, Effective School Leadership)**

In response to recommendations following our Spring 2014 Quality Review, we continue to build capacity for implementing the following instructional strategies:

- > Extended teacher questioning and student discussions.
- > Errorless learning with a focus on accuracy and independence.
- > “Wait time” practiced by staff to allow for student “think time” to increase accuracy and independence.
- > Ongoing checks by teacher for understanding and student self-assessments, allowing for immediate adjustments to instruction.

**(Rigorous Instruction, Supportive Environment)**

**EQUALS/SANDI SAMPLE DATA GROUP 2013-14**

| Student   | EQUALS<br>September<br>Score | EQUALS<br>June<br>Score | % Increase | SANDI<br>September<br>Score | SANDI<br>June<br>Score | % Increase |
|-----------|------------------------------|-------------------------|------------|-----------------------------|------------------------|------------|
| Student C | 59.5                         | 88.5                    | +33%       | 146                         | 166                    | +12%       |
|           |                              |                         |            |                             |                        |            |
| Student B | 5                            | 7                       | +29%       | 12                          | 18                     | +33%       |
|           |                              |                         |            |                             |                        |            |
| Student C | 5                            | 8                       | +38%       | 13                          | 21                     | +38%       |

It is expected that the ongoing and expanded implementation of this program will continue to provide a clearer understanding of math concepts connected to the key elements and intent of the Math CCLS, focused instruction, a structured format, and activities designed to meet the learning needs of our students. This, paired with opportunities to practice and apply math concepts in functional, everyday settings will yield positive results.

**(Rigorous Instruction, Supportive Environment)**

We anticipate that, in addition to the Equals data, continued progress will be evidenced in students’ classroom performance, as well as in SANDI and NYSAA performance data.

## **Instructional Strategies/Activities**

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

### **1. Strategies/activities that encompass the needs of identified subgroups**

#### **> Collaborative Teachers, Rigorous Instruction, Effective School Leadership**

1. Common Core Learning Standards professional development to support positive student outcomes.
2. Equals Inquiry Team collaborative to increase skills for effective implementation of Equals Math program.
3. Purchase of additional Equals math kits to support the expansion of the program.
4. Increased opportunities for student participation in interactive and functional math activities; increased use of math tools.
5. Alignment of IEP and SCEP goals to specific SANDI and ABLLS assessment items to prioritize instructional targets.
6. Strategic Planning: Schedule common planning time for site-based cohorts to build assessment skills, analyze formative data, share instructional strategies, and determine “next steps”.
7. Extended teacher questioning and student discussions.
8. Errorless learning with a focus on accuracy and independence.
9. “Wait time” practiced by staff to allow for student “think time” to increase accuracy and independence.
10. Ongoing checks by teacher for understanding and student self-assessments, allowing for immediate adjustments to instruction.
11. Classroom intervisitation hosted by teachers identified as Highly Effective; best practices are shared with/modeled for visiting teachers.

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

#### **> Effective School Leadership, Collaborative Teachers, Trust**

1. Equals Lead Teacher and Inquiry Team
2. Math Inquiry Team
3. School Based Coach
4. School Based Staff Developer
5. Teachers identified as Highly Effective (as documented in Advance System reports)

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

#### **> Effective School Leadership, Rigorous Instruction**

1. IEP math goal progress is documented quarterly.
2. SCEP goal progress is tracked using monthly data collection tool.
3. Equals progress is evaluated using programmatic assessment tools.
4. Math skills progress is evaluated and instructional priorities identified using Fall and Spring SANDI and ABLLS assessments.

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

- **June 2014:** Math Inquiry group reconvenes to review Equals performance data.
- **August 2014:** Equals Math Program kits and supplementary materials are purchased.
- **September - October 2014:** Coach and Staff Developer meet with participating teachers at each site.
- **September - November 2014:** Students participate in initial Equals and SANDI assessment.
- **December 2014 - June 2015:** Teachers collect monthly Equals performance data.
- **February 2015 –** Equals Inquiry reviews and evaluates Equals data; identifies target skills; determines “next steps”
- **Feb - June 2015:** Math Inquiry group meets afterschool to develop supplementary math materials for P138 Curriculum Frameworks. Focus is on expanding connections between functional math skills, Equals activities, and the CCLS.
- **Monthly:** Staff Developer and Coach publish a Curriculum Memo addressing instructional connections (CCLS to D75 Modules, Unique curriculum, etc.) and the implications for our students with significant disabilities. Staff Developer and Coach will review memo at site-based cohort meetings.
- **Monthly:** Staff Developer and Coach publish an Assessment Memo addressing timelines and data collection protocols, providing tips/suggestions, samples, and additional resources. Staff Developer and Coach will review memo at site-based cohort meetings.

- **Quarterly:** Math Inquiry group meets to review student work, analyze performance data, share intervention strategies and instructional activities, and identify “next steps.” Staff Developer and Coach meet with cohort to review and document feedback. Data and feedback are shared with Administration.
- **As Scheduled:** Participating staff attends D75 Equals Math Program workshops.
- **Ongoing:** APs conduct observational walk-throughs, review a rubric of best practices aligned to Danielson framework, conduct pre/post observation conferences, evaluate new/ongoing initiatives, and facilitate faculty conferences to provide guidance and support.
- **Daily:** Students use response devices/systems and informational/environmental text to participate in Equals lessons and applied/ functional math activities.
- **Ongoing:** Staff Developer maintains PD workshop attendance records, and references the info to plan/implement follow-up activities.
- **May/June 2015:** Students participate in end-of-year SANDI and Equals assessments.
- **June 2015:** The Instructional Cabinet meets with lead teachers to analyze Equals and classroom performance data, to reflect on continuum of student work products/skills performance, and to determine instructional implications going forward.

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

**> Effective School Leadership, Supportive Environment, Collaborative Teachers**

1. Equals math program has expanded and is now being implemented in classes for students with autism, as well as the original classes for students with significant and multiple disabilities. Additional kits were purchased using Tax Levy funds.
2. The Equals program provides highly structured, scaffolded instructional activities. To date, student participation in interactive math activities has increased, the use of math tools has improved, and students are demonstrating more math concepts.
3. Teachers new to the Equals program are attending D75 professional development workshops. Ablenet also offers online and phone support.
4. By purchasing a skype-like school-based subscription, participating teachers located at seven of our nine sites will be able to meet more frequently. When per session funds become available, teachers will meet afterschool. In the meantime, common PD periods will be coordinated so the team can meet via “skype” during the school day.
5. Observations based on Danielson Framework are conducted by Administration to provide more frequent, consistent and timely feedback focused on student outcomes.

**Strategies to Increase Parental Involvement**

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

**Strong Family-Community Ties**

- **Daily:** Teachers/Parents communicate via the school-to-home notebooks; homework assignments/directions are included.
- **February 2015:** An Open House highlighting the Equals Math Program is hosted by participating classes; parents are invited to observe and participate with their children in a morning of interactive math learning experiences.
- **May 2015:** During a scheduled PTA meeting segment, Class Teams share video highlights of students using informational/environmental text, using interactive technology, performing workstation tasks, and at work.
- **Annually:** Parents are invited to attend their child’s Annual IEP Review; the instructional team collaborates with parents to identify priority goals for their child. Scheduling requests made by parents are accommodated.
- **As Needed:** Translated materials, and translation services are provided in the parents’ native language(s).
- **Ongoing:** Workshop minutes and attendance are maintained by the Parent Coordinator, and referenced for follow-up activities.

**Budget and Resource Alignment**

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

| X | Tax Levy |  | Title IA |  | Title IIA |  | Title III |  | Set Aside |  | Grants |
|---|----------|--|----------|--|-----------|--|-----------|--|-----------|--|--------|
|---|----------|--|----------|--|-----------|--|-----------|--|-----------|--|--------|

List any additional fund sources your school is using to support the instructional goal below.

|  |
|--|
|  |
|--|



## Goal and Action Plan #4

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

### Annual Goal #4

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

By June 2015,

- students in middle school and high school alternate assessment classes
- will demonstrate an increased ability to model/apply math concepts
- to complete everyday/workplace tasks,
- as evidenced by a 20% increase in the number of accurately completed functional/work tasks with embedded math, as reported in monthly formative data.

### Comprehensive Needs Assessment

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

SANDI and ABLLs assessment data, NYSAA performance datafolios, VOC 1 assessment information, and anecdotal school/community worksite data all indicate the need for a clearer understanding of mathematical concepts and their functional applications for our students with significant intellectual disabilities to facilitate their transition to post school activities and work. **(Rigorous Instruction)**

Since the introduction of the Common Core Learning Standards for Math, we have spent significant time considering the special implications for our students. It is critically important that we balance the need for access to the CCLS skills with the need for students to be deeply involved in learning meaningful and functional skills and behaviors in the context of their everyday lives. We must continue to expand our instructional resources and design learning experiences that demonstrate connections to the key features and intent of the Math Common Core Learning Standards, and that are consistent with the Citywide Instructional Expectations. At the same time, we must address the need for our students to learn very important essential learning skills and behaviors in order to access math skills and concepts. To this end, we must provide curriculum materials and learning experiences that are designed, not only to elicit performance of content area skills/behaviors, but also to provide opportunities to perform math skills/behaviors in the context of ever expanding experiences and tasks related to different environments, school and community based worksites, social contexts and materials.

**(Rigorous Instruction, Supportive Environment, Trust)**

A high school Transition Inquiry Team was first formed during the Fall of 2012. Members met for a series of professional collaborations focused on the development of a continuum of priority skills needed by students for a successful transition from middle school to high school to their post school life. Additionally, they began the process of expanding connections between functional math skills/concepts and the CCLS for math. By June of 2013, teachers representing the middle school sites had joined the team. Periodically, a representative of the Elementary/Middle Curriculum Inquiry Team connects with the Transition team to strengthen the instructional continuum to better prepare students for successful transitions from elementary to middle to high school.

**(Collaborative Teachers, Rigorous Instruction)**

| 2013-14<br>CEP DATA GOAL #4<br>MATH | ACCURACY | ACCURACY      | INDEPENDENCE | INDEPENDENCE  | Content-<br>Based Math<br>% of Students | Task-<br>Embedded<br>Math Concepts<br>% of Students | Comments   |
|-------------------------------------|----------|---------------|--------------|---------------|---|---|--|
|                                     | February | June          | February     | June          |   |   |  |
| <i>Elementary</i>                   | 68%      | 75%<br>(+7%)  | 52%          | 69%<br>(+17%) | 63%                                     | 37%   | 67% of students are in classes implementing TEACCH and/or Verbal Behavior strategies. Strategies supporting these results include error-less learning of content and a focus on independent performance of assignments.        |
| <i>Middle School</i>                | 59%      | 72%<br>(+17%) | 55%          | 79%<br>(+24%) | 36%                                     | 64%   | Results reflect a shift towards the application of concepts/skills to functional tasks.  |
| <i>High School<br/>(J47, J117)</i>  | 42%      | 47%<br>(+3%)  | 45%          | 60%<br>(+15%) | 8%                                      | 92%   | Results reflect the increasing application of concepts/skills to work related tasks, as well as demands of new and expanding work related tasks/skills.  |
| <i>Park West HS</i>                 | 64%      | 77%<br>(+13%) | 58%          | 83%<br>(+25%) | 42%                                     | 40%   | 58% of students participate in 12:1:1 and/or Inclusion classes with an academic focus. Results reflect both the rigor of content, as well as the application of concepts/skills to new and expanding work related experiences. |

**NOTE: INDEPENDENCE**

Student receives a **+ score** when he/she correctly models/applies math concept to perform academic, functional, and/or workplace task *without prompts/cues that affect accuracy AND without refocusing/redirection to perform task.*

Student receives a **- score** when he/she receives prompts that refocus/redirect to perform task.

**response to last year's Inquiry and feedback from lead-teachers, this represents a shift in definition of "independence" and the intent of "prompts" from previous years. It is also in line with the SANDI assessment, as well as the revised NYSAA protocols.**

In

**NYSAA Math Data**

| 2013-14<br>1 <sup>st</sup> Year of New<br>NYSAA<br>Format/Protocols | # Students | Extension # | Baseline<br>Accuracy | Final Accuracy | Baseline Tasks<br>Performed<br>without<br>Prompt(s) | Final Task<br>Performed<br>without<br>Prompt(s) |
|---|------------|-------------|----------------------|----------------|---|---|
|   |            |             |                      |                |   |   |
| MATH  | 261        | 1           | 24.5%                | 73.5%          | 61%   | 62%   |
|   |            | 2           | 19.8%                | 75.6%          | 63%   | 67%   |
|   |            | 3           | 17.0%                | 79.3%          | 63%   | 65%   |
|   |            | 4           | 20.6%                | 75.5%          | 65%   | 66%   |
|   |            | 5           | 23.4%                | 79.8%          | 60%   | 63%   |
|   |            |             |                      |                |   |   |

## 2013-14 NYSAA

Please note the following change to the NYSAA Scoring Protocols.

Independence was not scored. Prompts that would affect the accuracy of student responses were not permitted. If student was re-focused or re-directed to attend to, continue, or complete a task, the “Yes” was indicated for “Prompt”.

During September 2014, Equals Pre-Algebra/preGeometry Kits and Attainment Core Curriculum Solution: Secondary were purchased to provide additional supports for teachers at the middle and high school sites. Site representatives, along with the coach and staff developer, attended the introductory AbleNet and Attainment Company trainings. The cohort of participating teachers from I90, J117 and ParkWestHS will also meet on Professional Development days.

**(Effective School Leadership, Collaborative Teachers)**

In response to recommendations following our Spring 2014 Quality Review, we continue to build capacity for implementing the following instructional strategies:

- > Extended teacher questioning and student discussions.
- > Errorless learning with a focus on accuracy and independence.
- > “Wait time” practiced by staff to allow for student “think time” to increase accuracy and independence.
- > Ongoing checks by teacher for understanding and student self-assessments, allowing for immediate adjustments to instruction.

**(Rigorous Instruction, Supportive Environment)**

It is expected that with a clearer understanding of math concepts connected to the key elements and intent of the Math CCLS, a more strategic approach to instruction, the development of consistent work systems, and the expansion of functional activities designed to meet their transitional needs, students will demonstrate an increased ability to model/apply CCLS math concepts/skills to complete functional everyday/ workplace tasks. **(Rigorous**

**Instruction, Supportive Environment, Trust)**

We anticipate that, in addition to SANDI, NYSAA and SCEP data, this progress will also be evidenced in students’ school and community based work performances. Student performance of embedded math skills at community and school-based work sites (e.g. PWHS Snack Attack, PWHS School Supply Store, J117 Coffee Cart) will be evaluated.

**Instructional Strategies/Activities**

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

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

**> Collaborative Teachers, Rigorous Instruction, Effective School Leadership**

1. Common Core Learning Standards professional development to support positive student outcomes.
2. Strategic Planning: Scheduling common planning time for cohort groups.
3. Creation of comprehensive transition information system; entry of student information.
4. Identification of community and school based work sites; administration of environmental inventories.
5. Continued development of Middle/High School transition curriculum framework by Inquiry team.
6. Purchase and use of Attainment, Equals Pre-Algebra/Pre-Geometry curriculum materials, and Unique Learning Systems monthly vocational/transition activities
7. Development of communication systems and (task analysis) work systems customized for students and their work assignments
8. Extended teacher questioning and student discussions.
9. Errorless learning with a focus on accuracy and independence.
10. “Wait time” practiced by staff to allow for student “think time” to increase accuracy and independence.
11. Ongoing checks by teacher for understanding and student self-assessments, allowing for immediate adjustments to instruction.
12. Classroom intervisitations hosted by teachers identified as Highly Effective; best practices are shared with/modeled for visiting teachers.

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

> **Effective School Leadership, Collaborative Teachers, Trust**

1. Transition and Curriculum Inquiry Teams
2. School Transition Coordinator
3. Transition Support Teacher (part time)
3. School-Based Staff Developer
4. School-Based Coach
5. Parent Coordinator
6. VocEd Cluster Teacher
7. Work Site Paraprofessionals
8. Teachers identified as Highly Effective (as documented in Advance System reports)

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

> **Rigorous Instruction, Effective School Leadership**

1. VOC-1 assessment to identify priority instructional/transitional targets
2. Post Secondary goal review; modifications as needed
3. Student job inventory preference surveys to evaluate program/placement effectiveness
4. IEP and SCEP goals identified and aligned with specific SANDI and ABLLS assessment items
5. SCEP goal performance evaluated through collection of monthly data
6. Performance data gathered and target skills identified using Fall and Spring SANDI and ABLLS assessments

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

- **June 2014:** Transition Inquiry group meets on PD Day to identify needs going forward.
- **November 2014:** Transition Inquiry group meets on PD day to discuss instructional connections ie. Middle School to High School.
- **September - November 2014:** Students participate in initial ABLLS, SANDI and VOC 1 assessments.
- **Ongoing:** Lead teachers conduct environmental inventories of school and community based worksites to identify physical modifications and informational supports/work systems needed for successful performance of assignments.
- **Ongoing:** Transition Inquiry group meets to evaluate assessment data, identify targeted math skills, and create (informational text) work systems to support student performance of work assignments.
- **Jan - June 2015:** Teachers SCEP math performance data.
- **February 2015 –** Transition Inquiry meets to review and evaluate SCEP data; identifies target skills; determines “next steps”
- **Feb - June 2015:** Transition Inquiry group meets afterschool to develop supplementary math materials for P138 Curriculum Frameworks. Focus is on expanding connections between functional math applications and the CCLS math concepts/skills.
- **Monthly:** Staff Developer and Coach publish a Curriculum Memo addressing connections (CCLS to Units of Study, Unique curriculum activities, etc.) and the instructional implications for our students with significant disabilities. Staff Developer and Coach meet with teachers to review Curriculum Memo at site based cohort meetings.
- **Monthly:** Staff Developer and Coach publish an Assessment Memo addressing timelines and data collection protocols, and providing tips/suggestions, samples, and additional resources. Staff Developer and Coach meet with teachers to review Assessment Memo at site-based cohort meetings.
- **Quarterly:** Transition Curriculum cohort participate in Citywide Expectations reviews of student work, analyze performance data, share intervention strategies and instructional activities, and identify “next steps.” Staff Developer and Coach meet with cohort to review/document feedback at site based meetings. Data and feedback are shared with Administration.

- **Ongoing:** APs conduct observational walk-throughs, review a rubric of best practices aligned to Danielson framework, conduct pre/post observation conferences, evaluate new/ongoing initiatives, and facilitate faculty conferences to provide guidance and support.
- **Daily:** Students use response devices/systems and informational/environmental text during the performance of applied/ functional math related tasks.
- **Ongoing:** Staff Developer maintains PD workshop attendance records, and reference the info to plan/implement follow-up activities.
- **May/June 2015:** Students participate in end-of-year ABLLS and SANDI assessments.
- **June 2015:** The Instructional Cabinet will meet with lead teachers to analyze SCEP and classroom math related performance data, to reflect on continuum of student skills performance, and to determine instructional implications going forward.

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

> **Effective School Leadership, Supportive Environment, Trust**

1. Transition coordinator/job developer network with community businesses and community school building staff to identify/provide job placements for students.
2. Paraprofessionals provide on-site support for employed students.
3. Family Worker and Parent Coordinator support home-to-school-to community connections.
4. Work supplies are purchased using Tax Levy funds.
5. Summer Youth Employment Program employs students who participate in inclusion classes (and alternate assessment) during the non-summer months .
6. Stipends are provided by VESID for our working students.
7. Observations based on Danielson Rubric are conducted by Administration to provide more frequent, consistent and timely feedback focused on student outcomes.

**Strategies to Increase Parental Involvement**

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

**Strategies to Increase Parental Involvement**

> **Strong Family-Community Ties**

- **Daily:** Teachers/Parents communicate via the school-to-home notebooks; homework assignments/directions are included.
- **May 2015:** During a scheduled PTA meeting segment, Transition Curriculum team members share photo/video highlights of students using informational/environmental text, students applying math concepts/skills, and students at work.
- **Annually:** Parents are invited to attend their child's Annual IEP Review; the instructional team collaborates with parents to identify priority goals for both the current school year and for post-school transition. Scheduling requests made by parents will be accommodated.
- **As Needed:** Translated materials, and translation services are provided in the parents' native language(s).

**Budget and Resource Alignment**

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

| X | Tax Levy |  | Title IA |  | Title IIA |  | Title III |  | Set Aside |  | Grants |
|---|----------|--|----------|--|-----------|--|-----------|--|-----------|--|--------|
|---|----------|--|----------|--|-----------|--|-----------|--|-----------|--|--------|

List any additional fund sources your school is using to support the instructional goal below.



### Goal and Action Plan #5

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

#### **Annual Goal #5**

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

By June 2015,

- Elementary, middle school and high school students participating in alternate assessment
- will demonstrate the use of self-regulatory strategies to increase positive behaviors
- as measured by a 10% decrease in behavioral reports and anecdotal data.

#### **Comprehensive Needs Assessment**

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

Our schoolwide positive behavior program, CARS, now in its fifth year, has produced significant decreases in the number of disruptive behaviors and physical confrontations demonstrated by the students, as evidenced by OORs reports and SWIS classroom data. A matrix of meaningful/ purposeful behavioral expectations appropriate for the wide spectrum of our alternate assessment students has been developed, tailored to the specific needs of the students at each site. This positive behavior program was designed to promote Communication, Advocacy, Respect and Safety. Staff at each site collaborate with their PBIS Advisory Team representative to monitor student progress and to modify ongoing motivation/rewards systems and site-wide celebrations, as appropriate to the needs, interests and ages of their students. **(Supportive Environment, Effective School Leadership)**

| <b>OORS DATA</b>                   | <b>Level 1</b> | <b>Level 2</b> | <b>Level 3</b> | <b>Level 4</b> | <b>Level 5</b> | <b>TOTAL</b> |
|------------------------------------|----------------|----------------|----------------|----------------|----------------|--------------|
| <b>Year-to-Year Comparison</b>     |                |                |                |                |                |              |
|                                    |                |                |                |                |                |              |
| <b>2012-13 Total</b>               | <b>2</b>       | <b>8</b>       | <b>51</b>      | <b>25</b>      | <b>0</b>       | <b>86</b>    |
| <b>2012-13 Monthly Average</b>     | <b>0.125</b>   | <b>0.7</b>     | <b>4</b>       | <b>2</b>       | <b>0</b>       | <b>7</b>     |
|                                    |                |                |                |                |                |              |
| <b>2013-14 Total</b>               | <b>2</b>       | <b>11</b>      | <b>44</b>      | <b>44</b>      | <b>1</b>       | <b>102</b>   |
| <b>2013-14 Monthly Average</b>     | <b>0.125</b>   | <b>1</b>       | <b>3.5</b>     | <b>4</b>       | <b>0.083</b>   | <b>8.5</b>   |
|                                    |                |                |                |                |                |              |
| <b>2014-15 Total Thru 12/10/14</b> | <b>4</b>       | <b>2</b>       | <b>16</b>      | <b>13</b>      | <b>0</b>       | <b>35</b>    |
| <b>2014-15 Monthly Average</b>     | <b>1</b>       | <b>0.5</b>     | <b>4</b>       | <b>3</b>       | <b>0</b>       | <b>9</b>     |

| SWIS DATA               | 2013-14 | 2014-15 |
|-------------------------|---------|---------|
| Year-to-Year Comparison |         |         |
| January                 | 28      | 0       |
| February                | 29      | 0       |
| March                   | 65      | 0       |
| April                   | 19      | 0       |
| May                     | 0       | 0       |
| June                    | 2       | 0       |
| July                    | 0       | 0       |
| August                  | 0       | 0       |
| September               | 16      | 0       |
| October                 | 30      | 41      |
| November                | 13      | 24      |
| December                | 20      | 1       |
| TOTAL                   | 222     | 66      |

A continued priority is to teach the identified expectations, and to reward students who exhibit the expected behaviors. In response to the need for more comprehensive and effective behavior intervention plans, professional development based on Therapeutic Crisis Intervention (TCI) protocols is provided to all staff. New staff are being trained in the effective development and implementation of Functional Behavior Assessments and Behavior Intervention Plans. In addition, twenty new staff members will be trained in the Therapeutic Crisis Intervention (TCI) certificate program in Spring 2015, and approximately twenty more will refresh their certifications. The schoolwide PBIS Advisory Team, formed in 2010, is composed of administration and a representative from each of the sites. Inquiry data collected, targeting communication skills that positively impact students' ability to self-regulate, clearly indicate the need for strengthening positive behavior strategies and for implementing the most effective strategies consistently. It also indicated that, in turn, increased self-regulation positively impacted students' ability to focus attention to tasks for increased periods of time.

(Note: Research has identified self-regulation as one of the essential thinking skills/behaviors for students with significant disabilities.) Our Inquiry, SWIS and anecdotal classroom data all indicate the continuing need to provide instructional opportunities during which students can develop the communication skills intrinsic to self-regulation – i.e. the ability to make informed choices, to apply decision making strategies to change conditions, and to demonstrate behaviors that are safe, healthy, conducive to learning, and conducive to positive social interactions. The end-goal: To empower students with strong self-advocacy skills to maximize their independence.

**(Supportive Environment, Effective School Leadership, Trust)**

By design, our CARS PBIS program is differentiated to meet the specific and diverse needs of the 6:1:1, 12:1:4, 8:1:1 and 12:1:1 elementary through high school populations throughout our sites. It is expected that CARS positive behavior intervention supports be evident in all classrooms, and ongoing data be appropriately documented. At each site, a cohort of teachers, led by their site representative, meets monthly to continue the process of implementing and differentiating the program. For example, elementary sites developed a Green/Yellow/Red visual feedback system; middle school students earn rewards for admission to school celebrations. At monthly Advisory meetings, the Team shares feedback from these site-based collaborations.

**(Collaborative Teachers, Effective School Leadership)**

A review of data shows that a majority of behavior incidents are attributed to a small number of students. The rise in reports is attributed to our focus on increased transparency. To strengthen our PBIS programs, new strategies are being implemented this year. i.e. Level 2 Positive Behavior Intervention Supports, and Check-In, Check-Out programs.

**(Effective School Leadership)**

Going forward, the intent is to follow the RTI model and develop secondary level PBIS interventions for students requiring support beyond the universal level. Staff at each site will identify students requiring additional behavior support, and will collaborate to determine the type of support that will be most effective. PBIS Advisory Team site representatives will report ongoing progress at team meetings and, in turn, will share successful strategies with staff at their sites.

**(Collaborative Teachers)**

**Instructional Strategies/Activities**

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

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

**> Collaborative Teachers, Effective School Leadership**

1. Identify subgroup of students with chronic challenging behaviors
2. Collect behavioral data on all students with challenging behaviors.
3. Review of data by teachers in cohort, and with the unit coordinator and administrator.
4. Develop Functional Behavior Assessments (FBAs) and Behavior Intervention Plans (BIPs).
5. Monitor FBAs and BIPs regularly. Modify as needed.
6. Provide professional development to train teachers and paraprofessionals in behavior protocols, strategies, and data collection.
7. Classroom intervisitations hosted by teachers identified as Highly Effective; best practices are shared with/modeled for visiting teachers.
8. Install Check-In, Check-Out Program, as appropriate, at all sites.
9. Provide Spring 2015 Therapeutic Crisis Intervention (TCI) cohort to train twenty new staff members.
10. Provide Spring 2015 TCI cohort for refresher training.

Identify subgroup of students identified as at-risk for running away.

1. Compile list of students at risk of wandering/running away at each site.
2. Disseminate each site list to all staff, school safety officers, and Building Response Teams (BRT) at that site.
3. Customize DOE GRP protocol to the specific needs of each site.
4. Provide professional develop for all staff addressing preventative strategies and response protocols.
5. Develop ID system and link to parents/families.

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

> **Effective School Leadership, Collaborative Teachers, Trust**

1. Site-based Unit Teachers
2. Site-based Crisis Teams
3. Schoolwide PBIS Team Site Representatives
4. Building Response Team (BRT) members at each site.
5. Supporting Related Service Providers (for collaboration and implementation of BIPs)
6. Teachers identified as Highly Effective (as documented in Advance System reports)
7. TCI Trained Administrators

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

> **Effective School Leadership, Collaborative Teachers**

1. SWIS behavioral data will be documented on an on-going basis, and will be analyzed periodically by the Schoolwide PBIS team as well as the appropriate site-based teams.
2. The mastery of behavioral IEP goals will be documented quarterly.
3. Individual Behavior Plans will be reviewed periodically, and modified as needed.
4. The mastery of SCEP communication goals that support self-regulation skills will be documented using a monthly data collection tool.

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

1. **September/October 2014:** Site based PBIS Teams meet to review behavior matrix and to provide start-up information to new staff.
2. **September/October 2014:** Materials to promote and implement CARS are updated at each site; program is introduced to students.
3. **October 2014:** PBIS Advisory Team meets to review 2012-13 data and the implementation plans for each site.
4. **October/November 2014:** SWIS data is analyzed at site-based meetings for baseline; intervention modifications are initiated.
5. **As Scheduled:** Teachers register for, and participate in, D75 TCI workshops.
6. **Sept/Nov 2014; June/July 2015:** Paraprofessionals participate in PBIS workshops conducted by APs.
7. **Monthly:** Students participate in site-specific celebrations held to reward positive behaviors.
8. **Monthly:** Advisory and site-based teams meet to review SWIS data and to share feedback re: ongoing PBIS protocols being implemented schoolwide and their effectiveness, and to make modifications as required.
9. **Monthly:** Team representatives maintain Minutes of PBIS Team meetings and site-based collaborations; updates/modifications are communicated to sites teams by Advisory representatives.
10. **When Applicable:** Teachers and paras from each site participate in TCI refresher workshops to renew certification.

11. **February 2015:** PBIS Team reviews and evaluates CARS and SWIS data; review Level 2 behavior data and plans for identified students. Information is shared with Administration.
12. **February 2015:** Check-In, Check-Out Programs installed, as appropriate, schoolwide.
13. **Ongoing:** Teachers reference SWIS data to construct effective behavior intervention plans, or to modify existing plans.
14. **Ongoing:** Team members support the implementation of PBIS/CARS strategies and protocols at their respective sites.
15. **June 2015:** Staff provide feedback re: program implementation via Online Effective Behavior Survey (EBS).
16. **June 2015:** PBIS committee reviews OORs incident report summaries with Administrative Cabinet, & analyzes CARS data to determine “next steps.”

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

**> Effective School Leadership**

1. Scheduling time on Professional Development Days to conduct PBIS/TCI workshops
2. Scheduling common planning time in teachers’ weekly schedules
3. Providing classroom coverages for staff to attend D75 PBIS/TCI workshops.

**Strategies to Increase Parental Involvement**

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

**> Strong Family-Community Ties, Supportive Environment, Trust**

- **Daily:** Teachers/Parents communicate via school-to-home notebooks.
- **Ongoing:** “Good News” phone calls/letters are sent home from staff to share student successes.
- **Spring 2015:** Parents are invited to participate in site-based CARS celebrations of positive behaviors.
- **As Scheduled:** At a parent workshop, facilitated by the Parent Coordinator, effective positive behavior strategies are discussed and demonstrated.
- **As Needed:** The classroom teacher and a site-based PBIS team member collaborate with parents to review target behaviors, antecedents, and consequences, and come to an agreement on effective interventions.
- **As Needed:** Translated materials, and translation services are provided in the parents’ native language(s).

**Budget and Resource Alignment**

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

| X | Tax Levy | Title IA | Title IIA | Title III | Set Aside | Grants |
|---|----------|----------|-----------|-----------|-----------|--------|
|---|----------|----------|-----------|-----------|-----------|--------|

List any additional fund sources your school is using to support the instructional goal below.

|  |
|--|
|  |
|--|

### Academic Intervention Services (AIS)

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

***Description***

| <b>Type of Academic Intervention Service (AIS)</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>ELA</b>   | <ul style="list-style-type: none"> <li>&gt; Increasing opportunities to practice the writing process</li> <li>&gt; Repeated readings to build listening skills</li> <li>&gt; Modeling strategies/use of organizational tools to increase note-taking skills</li> <li>&gt; Increasing the number/ length of reading passages to increase stamina</li> <li>&gt; Modeling thought process/ strategies for making inferences/ predictions</li> <li>&gt; Preparing for tests using supplementary materials</li> </ul> | <p>Classroom and Speech/Language Teachers Provider will provide:</p> <ul style="list-style-type: none"> <li>&gt; Small group instruction</li> <li>&gt; One-to-one tutoring</li> </ul> | <p>During the school day</p>   |
| <b>Mathematics</b>                                 | <ul style="list-style-type: none"> <li>&gt; Modeling strategies for identifying/using key words to understand/solve word problems</li> <li>&gt; Applying ELA writing strategies to improve constructed responses</li> <li>&gt; Preparing for tests using supplementary materials.</li> </ul>   | <p>Classroom and Cluster Teachers will provide:</p> <ul style="list-style-type: none"> <li>&gt; Small group instruction</li> <li>&gt; One-to-one tutoring</li> </ul>                  | <p>During the school day</p>   |

|   |   |  |                       |
|---|---|--|-----------------------|
| <b>Science</b>  | <ul style="list-style-type: none"> <li>&gt; Providing opportunities to interact with scientific materials and tools</li> <li>&gt; Conducting investigations to increase observational skills</li> </ul> | Classroom and Cluster Teachers will provide:<br><ul style="list-style-type: none"> <li>&gt; Small group instruction</li> </ul>                                   | During the school day |
| <b>Social Studies</b>   | <ul style="list-style-type: none"> <li>&gt; Using News-2-You online adapted newspaper (using picture symbols, modified text) to supplement social studies instruction</li> </ul>                        | Classroom and Cluster Teachers will provide:<br><ul style="list-style-type: none"> <li>&gt; Small group instruction</li> </ul>                                   | During the school day |
| <b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b> | <ul style="list-style-type: none"> <li>&gt; Creating Social Stories to help students better understand social-emotional situations and issues.</li> </ul>   | Guidance Counselor and School Psychologist will provide:<br><ul style="list-style-type: none"> <li>&gt; Small group and one-to-one support activities</li> </ul> | During the school day |

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

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

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

|  |   |          |                    |
|--|---|----------|--------------------|
| Indicate with an "X" your school's Title I Status. |   |          |                    |
| <b>School Wide Program (SWP)</b>                   | <b>Targeted Assistance (TA) Schools</b> | <b>X</b> | <b>Non-Title I</b> |

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

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

- **Sept/Nov 2014; June '15:** Teachers will attend PD day workshops facilitated by the Staff Developer, Coach, APs, and other classroom and support staff. Workshops will address Assessments, Common Core Learning Standards and the Implications for Students with Severe Disabilities, D75 ELA Curriculum Frameworks, D75 Alternate Assessment Modules and P138M Curriculum Frameworks, as well as curriculum resources (e.g. Equals, Attainment Curriculum, Unique Learning System, Handwriting Without Tears, SMILE, etc.). Common Core Learning Standards work will focus on Standards identified for CIE, and will assist teachers in making connections to meaningful, functional and academic learning activities. Examples of other workshops: Verbal Behavior, PBIS, SANDI/NYSAA Assessments.
  - **Sept 2014-Feb 2015:** Teachers will receive NYSAA training and ongoing support throughout the NYSAA datafolio process. Staff Developer and Coach will assistance w/selection/design of appropriate assessment tasks, and will conduct ongoing collegial reviews of datafolios-in-progress.
  - **Monthly:** Teachers will receive ongoing Curriculum Memos published by Staff Developer and Coach. Curriculum memos will address instructional connections/modifications (re: CCLS/Units of Study/D75 Alternate Assessment Modules, Teacher Planning Activities/ Expected Student Outcomes) and the instructional implications for our students with significant disabilities. Staff Developer and Coach will provide follow-up at site-based meetings.
  - **Monthly:** Teachers will receive ongoing Assessment Memos published by Staff Developer and Coach. Memos will address timelines, administrative and assessment protocols, tips/suggestions, samples, and add'l resources. Staff Developer and Coach will provide follow-up at site-based meetings.
  - **Monthly:** Inquiry cohorts will collaborate to evaluate data, to discuss instructional implications, to share best practices, and to plan instructional "next steps".
  - **As Scheduled:** Registration will be facilitated and classroom coverages will be provided for teachers to attend D75 best practices workshops (e.g. Verbal Behavior, PECS, Social Stories; Structured Classrooms/TEACCH, PBIS, Equals, etc.).
  - **As Scheduled:** Teachers will participate in classroom inter-visitations hosted by lead teachers who will co-teach/model best practices, and facilitate follow-up discussions.
  - **Weekly:** First year teachers will receive in-class and follow-up supports, to be provided by assigned mentors.
  - **Ongoing:** Teachers will receive feedback, guidance and follow-up supports following observational walk-throughs, a review a rubric of best practices aligned to Danielson framework, pre/post observation conferences, and faculty conferences conducted by APs.
  - **Ongoing:** Teachers will receive feedback and follow-up support following IEP reviews (of assessment and present level of performance information, and goals/objectives) conducted by APs and Unit Teachers.
  - **Ongoing:** Instructional materials requested by teachers will be purchased.
  - **Ongoing:** Tech assistance (e.g. instructional, SESIS, NYSAA, and ARIS/SCANTRON/ACUITY) will be provided by the Coach.
- Cont'd.**

- **Ongoing:** Teachers will receive ongoing support from APs/Staff Developer/Coach who will introduce, review, and evaluate new initiatives during site-based meetings with cohort groups and/or individual teachers.
- **Ongoing:** Middle/high school teachers will be supported by Transition Coordinator/Job Developer.
- **Ongoing:** PBIS Teams Reps, APs and Counselors will provide supports for implementing CARS program, and for developing individual student behavior plans.
- **Ongoing:** Professional development workshop registration logs/attendance records will be maintained by the Staff Developer; and will be referenced for planning/implementing follow-up/priority activities.
- **June 2015:** Teacher input/feedback will be documented by Staff Developer and Coach during site cohort meetings.

**High Quality and Ongoing Professional Development**

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

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

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

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

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

**Measures to Include Teachers in Decisions Regarding Assessments**

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

**TA Schools Only**

**Use of Program Resources**

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

**TA Coordination with the Regular Program**

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

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

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

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

---

**Parent Involvement Policy (PIP) Template**

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a monthly log of events and activities planned for parents 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 NCLB Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the a.m. or p.m., to share information about the school's educational program and other initiatives of the Chancellor, and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support parents/guardians, grandparents and foster parents asserting leadership in education for their children;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

**I. School Responsibilities**

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- 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 promptly reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

## **III. Student Responsibilities:**

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



**Department of English Language Learners and Student Support**

Milady Baez, Senior Executive Director  
 52 Chambers Street, Room 209  
 New York, New York 10007  
 Phone: 212-374-6072

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

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

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

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

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

| Part A: School Information   |                    |
|--|--------------------|
| Name of School:  | DBN: <u>75M138</u> |
| This school is (check one):  |                    |
| <input type="checkbox"/> conceptually consolidated (skip part E below)<br><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):<br><input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other: _____   |
| Total # of ELLs to be served: <u>21</u><br>Grades to be served by this program (check all that apply):<br><input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5<br><input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" 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>4</u><br># of certified ESL/Bilingual teachers: <u>4</u><br># 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:

Title III Afterschool and Saturday Program:

"Communication Opens Doors":

Using Communication to Expand Opportunities for our English Language Learners

The Title III Afterschool and Saturday program, "Communication Opens Doors" will be conducted from 3:00pm to 5:00pm on Wednesday and Thursday afternoons at our I90 site, and from 9:00am to 12noon on Saturdays at the Main Site, respectively. The afterschool program will run for eighteen weeks, excluding holidays, beginning the second week of January and ending the first week of June. One certified ESL teacher will provide supplementary instruction in English during the afterschool sessions, to students in grades 6 through 8 (service categories 12:1:1 and 6:1:1). The Saturday sessions will run for 10 weeks beginning the second week of January and ending the second week of May. Two certified ESL teachers and one certified Bilingual (Spanish) teacher will provide supplementary instruction in English and Spanish, respectively, to students in grades K-2 and grades 3-5 (service categories 12:1:4, 6:1:1, and 8:1:1).

We do not have full classes of each ratio attending either Saturday or Afterschool Title III sessions and, due to the impact of our students' wide range of disabilities, their health issues and their travel arrangements, the number of students able to attend varies from day to day and often results in low attendance on any given day. Additionally, students' disabilities often impact the length of time they are able to participate on a given day. As a result, instructional groups are typically small. The number of teachers is aligned the students' IEP mandated student-to-staff ratios and the number of instructional groups, and adheres to the three-contiguous-grade rule. Required staffing ratios will be maintained for all instructional groups as we have one ESL teacher and one paraprofessional who will provide services during the Afterschool sessions. Staffing ratios will be maintained during the Saturday sessions as we have three ESL/BIL teachers and one rotating para who will provide services. Supervision of afterschool sessions is provided by an assistant principal who is paid from a separate budget; supervision of Saturday sessions is provided by an assistant principal who is paid through the Title III budget.

During the Saturday program, we are inviting eleven elementary students in Grades K-5, and we are inviting ten middle school students in Grades 6-8 during the afterschool program. Students were identified based on the 2014 NYSESLAT scores and the NYSITELL scores for Kindergarten students who have not yet been administered the NYSESLAT. The participating students scored at the Beginner level of language development. They have been diagnosed with autism, learning disabilities, or significant multiple developmental disabilities, and our focus is on improving their communication skills, as well as expanding their English language proficiency. We expect that student progress will positively impact their NYSESLAT scores.

Due to the nature and severity of our students' disabilities, expanded opportunities for meaningful instruction and social experiences are always desirable and beneficial. The afterschool and Saturday programs provide time, focus and intense supports that positively impact student progress towards

## Part B: Direct Instruction Supplemental Program Information

meeting ESL and Common Core Learning Standards, successfully achieving alternate grade level indicators, and demonstrating alternate performance tasks/skills.

A priority instructional objective of our Title III program, "Communication Opens Doors," is to increase student independence through the development of improved communication and self-advocacy skills. To this end, it is necessary to expand the English language proficiency and communication skills of our ELL students. Students use picture symbol communication systems; voice output devices, and picture symbol schedules developed specifically to meet the individual communication needs of each student. These individual systems support spontaneous, interactive and independent student participation in our Title III after-school and Saturday instructional activities. Additional supports include computer technology and software. Teachers and students use Mayer Johnson Boardmaker and Writing with Symbols software to create communication materials. Students also have access to classroom libraries, adapted books, object cues, manipulatives and modified materials. A wide variety of differentiated materials and communication systems are developed by teachers to enhance hands-on experiential learning activities for students participating in the afterschool program. Commercial materials ( e.g. Mayer-Johnson Social Story Skills, ABLLS picture/word cards, Attainment Explore and Teaching to the Standards materials, SRA Reading materials) are also used for instruction. Additional commercially published/ produced materials will be purchased to further support best instructional practices. Instruction preparing students for participation in the Spring NYSESLAT assessment will also be implemented.

The instructional program includes, but is not limited to: language development embedded across the content areas, hands-on experiential learning, structured and sequential work tasks, differentiated work sheets, and the creation of student portfolios.

## 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: Saturday Staff Professional Development Workshops  
One Title III bilingual teacher, three Title III ESL teachers, and two paraprofessionals will participate in two Saturday professional development activities. The Lead ESL Teacher will facilitate the workshops. On these days, supervision is provided by an assistant principal who is paid from a separate budget.

These professional development activities will be conducted on the fourth Saturday of the months of January and February from 8am to 1pm at the Main site (P30). These dates will not conflict with the Saturday instructional program.

The objective is to collaborate in the modeling of Best Practices for Communication and Language Development, the sharing of current ESL strategies and methodologies, and in learning how to implement effective curriculum materials and activities incorporating those practices and strategies.

### Part C: Professional Development

During the first workshop, participating teachers and paras will be introduced to the components of the new Attainment Common Core materials. Modules for both younger and older students will be reviewed, DVDs will be viewed, and strategies for implementing the use of the materials will be discussed. The effective use of SRA Reading materials, ABLLS picture card sets, and materials for teaching phonics to emergent readers will also be addressed.

During the second workshop, participating staff will discuss and share strategies for building vocabulary and increasing collaborative student conversations. Participants will present and discuss modified/ adapted supplementary instructional materials that will be used to support the Afterschool instructional activities. This will include brainstorming ways to modify/adapt tabletop games that reinforce language/communication skills, as well as additional learning tasks such as those in the Tasks Galore and Mayer Johnson series of books (purchased previously). Each participant will demonstrate adapted materials and model strategies that he/she has found to be successful in supporting the differentiated needs of the ELL students. Participants will also collaborate in the review of student work and/or performance data, provide collegial feedback, and discuss strategies for moving each student forward on the communication continuum.

As a result of these professional development workshops, participating staff will be able to use and produce more effective supplementary differentiated materials, and to better implement curriculum materials and best practices to support our Title III Afterschool/Saturday instructional program.

### 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: Parental Engagement

The Title III letter, in English and the preferred languages of communication of the families, will be disseminated during the month of January via US Postal Service and in students' backpacks. A special segment of our January parent meeting will be designated to address Title III supplemental program services. This orientation meeting will be conducted on the third Tuesday in January at P138M's Main Site at P30. It will be facilitated by the lead ESL teacher and one bilingual teacher, and will inform our ELL parents of programs available for their children, as well as scheduled workshop(s).

School generated written materials for families (including notices of orientation meeting, workshop(s) and Title III letter) are translated into students' home language by bilingual school staff members for timely dissemination. These materials are sent home in student backpacks and/or school-to-home notebooks. Follow-up phone calls are made by bilingual staff members who are also available to interpret information and discussions during the meeting(s) and workshop(s). A separate budget is in

**Part D: Parental Engagement Activities**

place to employ staff members to provide translation and interpretation services outside regular school hours, when needed.

Saturday Parent/Student Workshop(s)

The Saturday parent workshop will be conducted on the fourth Saturday in March from 8am to 1pm at the Main site (P30). This date will not conflict with the Saturday instructional program.

One Spanish speaking bilingual teacher and two ESL teachers will conduct this "hands-on" and interactive workshop for the ELL parents and their children who are designated as ELLs. Two Spanish speaking bilingual paraprofessionals, who work with the students during their regular school day, will assist to facilitate hands-on and interactive participation by students with their parents. An assistant principal, paid from a separate budget, will also be in attendance.

The focus of the workshop will be Individualized Communication/Language Systems and School-to-Home Learning Activities. The objective is to demonstrate effective strategies/activities for parents to implement at home and in the community, and to assist parents in creating communication/ language materials for home. The students will be active participants, and parents will produce differentiated instructional materials to use at home with their children.

A Share-and-Review of workshop highlights will be conducted among the Title III staff and parents.

**Part E: Budget**

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

Allocation Amount: \$19784

| Budget Category   | Budgeted Amount                   | Explanation of expenditures in this category as it relates to the program narrative for this title.  |
|---|-----------------------------------|--|
| Professional salaries<br>(schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul> | <u>\$16,689.50</u>                | <u>AFTERSCHOOL PROGRAM</u><br><u>Teacher Per Session</u><br><u>1 ESL Teacher</u><br><u>@ 2 days/wk x 2hrs/day x 18 wks</u><br><u>= 72hrs @ 50.50= \$3636.00</u><br><br><u>1 Para</u><br><u>@ 2days/wk x 2hrs/day x 18wks</u><br><u>= 72hrs @ 29.05 = \$2091.60</u><br><br><hr/> <u>SATURDAY PROGRAM</u><br><u>3 Teachers (2 ESL and 1 BIL)</u><br><u>@ 1 day/wk x 3hrs/day x 10wks</u><br><u>= 90h @ 50.50 = \$4545.00</u> |
|   | <hr/> Subtotal = <u>\$5727.60</u> |  |







**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>Manhattan</b> | School Number <b>138</b> |
| School Name <b>P138M</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>Jacqueline Keane</b>                            | Assistant Principal <b>Michael Gaffney</b>  |
| Coach <b>James Bhagwandin</b>                                | Coach <b>N/A</b>                            |
| ESL Teacher <b>Susan Guzman, Lead ESL</b>                    | Guidance Counselor <b>Jocelyn Cohen</b>     |
| Teacher/Subject Area <b>Melida Almeida , ESL</b>             | Parent <b>Mirandy Rodriguez Brown</b>       |
| Teacher/Subject Area <b>Allison Wiggin, ESL</b>              | Parent Coordinator <b>Revenya Murray</b>    |
| Related Service Provider <b>Lorraine Rodriguez, Speech</b>   | Other <b>Patrice O'Donnell, Staff Devel</b> |
| Network Leader(Only if working with the LAP team) <b>N/A</b> | Other <b>Mercedes Florez, SpecEd Tchr</b>   |

### 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>4</b> | Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program                                  | <b>3</b> | Number of teachers who hold both content area and ESL certification          | <b>0</b> |
| Number of certified bilingual teachers currently teaching in a bilingual program  | <b>1</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>0</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>4</b> |

### D. Student Demographics

|  |            |                      |            |   |               |
|--|------------|----------------------|------------|---|---------------|
| Total number of students in school (Excluding Pre-K) | <b>535</b> | Total number of ELLs | <b>160</b> | ELLs as share of total student population (%) | <b>29.91%</b> |
|--|------------|----------------------|------------|---|---------------|

# Part II: ELL Demographics

## A. ELL Programs

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

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

### This school offers (check all that apply):

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

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><br><small>(60%:40% → 50%:50% → 75%:25%)</small> |   |   | 0 |   |   |   | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0     |
| <b>Dual Language</b><br><small>(50%:50%)</small>  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0     |
| <b>Freestanding ESL</b>   |   |   |   |   |   |   |   |   |   |   |    |    |    |       |
| Push-In   |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| self-contained  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 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                    | 160 | Newcomers (ELLs receiving service 0-3 years) | 80 | ELL Students with Disabilities | 160 |
| SIFE                        | 1   | ELLs receiving service 4-6 years             | 35 | Long-Term (completed 6+ years) | 45  |

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           | 11                | 0    | 11  | 12               | 0    | 12  | 21                                 | 1    | 21  | 44    |
| Dual Language | 0                 | 0    | 0   | 0                | 0    | 0   | 0                                  | 0    | 0   | 0     |
| ESL           | 69                | 0    | 69  | 23               | 0    | 23  | 24                                 | 0    | 24  | 116   |

| 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>80</b> | <b>0</b> | <b>80</b>        | <b>35</b> | <b>0</b> | <b>35</b>                          | <b>45</b> | <b>1</b> | <b>45</b> | <b>160</b> |
| Number of ELLs who have an alternate placement paraprofessional: <u>35</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 Spanish                             | 2        | 1        | 0        | 3        | 2        | 1        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 9        |
| Chinese Cantonese                              |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| SELECT ONE Guarai                              |          |          |          |          |          |          |          | 0        |          |          |          |          |          | 0        |
| <b>TOTAL</b>                                   | <b>2</b> | <b>1</b> | <b>0</b> | <b>3</b> | <b>2</b> | <b>1</b> | <b>0</b> | <b>9</b> |

\*EP=English proficient student

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

| Dual Language (ELLs/EPs)<br>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): <u>0</u> | Number of third language speakers: <u>0</u> |                              |
| Ethnic breakdown of EPs (Number):  |   |                              |
| African-American: <u>    </u>  | Asian: <u>    </u>                          | Hispanic/Latino: <u>    </u> |
| Native American: <u>    </u>   | White (Non-Hispanic/Latino): <u>    </u>    | Other: <u>    </u>           |

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

|              | K         | 1         | 2         | 3         | 4         | 5         | 6        | 7         | 8         | 9         | 10       | 11       | 12        | TOTAL      |
|--------------|-----------|-----------|-----------|-----------|-----------|-----------|----------|-----------|-----------|-----------|----------|----------|-----------|------------|
| Spanish      | 11        | 7         | 11        | 13        | 12        | 10        | 4        | 18        | 13        | 12        | 5        | 2        | 12        | 130        |
| Chinese      |           | 1         | 1         |           |           | 2         | 1        |           |           | 1         |          |          | 2         | 8          |
| Russian      |           |           |           |           |           |           |          |           |           |           | 1        |          |           | 1          |
| Bengali      |           | 1         | 1         |           |           |           |          |           |           |           |          |          |           | 2          |
| Urdu         |           |           |           |           |           |           |          |           |           |           |          |          |           | 0          |
| Arabic       |           |           |           | 1         |           |           |          | 1         |           |           |          | 1        |           | 3          |
| Haitian      |           |           |           |           |           |           |          |           | 1         |           |          |          |           | 1          |
| French       |           |           |           |           |           |           |          |           |           | 1         |          |          |           | 1          |
| Korean       |           |           |           |           |           |           |          |           |           |           |          |          |           | 0          |
| Punjabi      |           |           |           |           |           |           |          |           |           |           |          |          |           | 0          |
| Polish       |           |           |           |           |           |           |          |           |           |           |          |          |           | 0          |
| Albanian     |           |           |           |           |           |           |          |           |           |           |          |          |           | 0          |
| Other        |           | 1         | 1         |           |           | 1         |          | 1         |           |           |          |          | 1         | 5          |
| <b>TOTAL</b> | <b>11</b> | <b>10</b> | <b>14</b> | <b>14</b> | <b>12</b> | <b>13</b> | <b>5</b> | <b>20</b> | <b>14</b> | <b>14</b> | <b>6</b> | <b>3</b> | <b>15</b> | <b>151</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)     |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Intermediate(I) |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Advanced (A)    |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Total           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0     |

**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/<br>WRITING | B                 |   |   |   |   |   |   |   |   |   |   |    |    |    |
|                     | I                 |   |   |   |   |   |   |   |   |   |   |    |    |    |
|                     | A                 |   |   |   |   |   |   |   |   |   |   |    |    |    |
|                     | P                 |   |   |   |   |   |   |   |   |   |   |    |    |    |

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

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

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

| New York State Regents Exam  |                            |                 |                             |                 |
|------------------------------|----------------------------|-----------------|-----------------------------|-----------------|
|                              | Number of ELLs Taking Test |                 | Number of ELLs Passing Test |                 |
|                              | English                    | Native Language | English                     | Native Language |
| Comprehensive English        |                            |                 |                             |                 |
| Integrated Algebra           |                            |                 |                             |                 |
| 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<br>1-25 percentile                                     | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile | Q1<br>1-25 percentile   | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile |
| ELE (Spanish Reading Test) | 0   | 0                      | 0                      | 0                      | 0   | 0                      | 0                      | 0                      |
| Chinese Reading Test       | 0   | 0                      | 0                      | 0                      | 0   | 0                      | 0                      | 0                      |

**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.  
P138M supports a data driven program that connects instructional priorities to best practices that Bilingual and ESL teachers implement to maximize student progress. This includes the examination of assessment data, both formative and summative, that informs instructional decisions. To this end, teacher cohorts collaborate during common planning periods to analyze data, teacher cohorts meet

with the coach and staff developer on an ongoing basis, and teachers participate in D75 and school-based professional development activities. The administrative cabinet meets quarterly to analyze data and determine next instructional steps.

One hundred fifty-two ELL students participate in the SANDI alternate assessment. The Brigance Inventories, ABLLS and NYSAA alternate assessments are also conducted, as appropriate, by their teachers to gather additional data that is used to target priority skills, to develop goals and objectives for improving student performance, and to measure progress.

Two middle school ELLs are designated as standard assessment students and participate each Spring in the NYS standard assessments. Additionally, their teachers use Fountas and Pinnel and predictive Scantron assessments to identify instructional targets, as well as teacher designed tools and common core curriculum unit assessments to collect formative data reflecting student progress. Data gathered is used to develop specific goals and the objectives for improving student progress.

Data indicates that performance and progress of our ELL students is comparable to that of their non-ELL counterparts.

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

All ELL students participate in NYSESLAT testing. All are students with disabilities. Ten percent of the students were able to complete the Spring 2013 assessment: five percent demonstrated Beginner proficiency; four percent demonstrated Intermediate proficiency; and one percent demonstrated Advanced proficiency. An additional seventeen percent of ELL students participated in NYSESLAT, but were unable to complete the entire test for a valid score; the remaining students seventy-three percent were unable to demonstrate the language skills required to participate in the assessment.

Due to the severity of their disabilities, the majority of our ELL students are unable to participate successfully in the standardized NYSESLAT test. However, during instructional and experiential community based opportunities to learn, all students are demonstrating progress in targeted communication/speaking and listening skills. They continue to require intensive remediation for their reading and writing skills. According to the LAB-R report, eighty-nine percent of students tested scored at the Beginner level; ten percent scored at the Intermediate level; and one student scored at the Advanced level. As of January 2014, the NYSITELL will replace the LAB-R.

No one assessment provides a complete and accurate learning profile of our students with severe disabilities. Therefore it is especially important that we use a variety of tools, in addition to the NYSESLAT and LAB-R, to gather the many types of information needed for a more comprehensive understanding of their abilities and their learning challenges.

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](#))

Assessment data, both formative and summative, is analyzed and used to inform the instructional objectives for our ELL students. ESL and bilingual teachers analyze the data and set learning goals and objectives, ESL and classroom teachers collaborate to plan next instructional steps and to share effective strategies, and the coach and staff developer provide supports for making connections with the common Core Learning Standards. Additionally, teachers participate in D75 and school-based professional development activities that focus on communication/language skills. The administrative cabinet meets quarterly to analyze the data, review successful interventions, and determine the supports and resources needed to maximize the progress of our ELL students.

At this time, NYSESLAT modality scores are not available for analysis.

4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

P138M integrates each student's native language as a tool to support strong ESL acquisition. Instruction is differentiated throughout the day in the classroom setting and within the framework of ESL and Bilingual instruction.

Our students' language and communication skills are significantly compromised by their disabilities and all instruction incorporates assisted language strategies and alternative communication systems. Virtually all of our students' receptive language skills are stronger than their expressive skills. The majority of our ELL students use adaptive augmentative devices and/or low tech communication systems. Expressive language is demonstrated through the use of picture symbol systems or adapted augmentative communication devices programmed by staff members. With the exception of five intermediate level standard assessment students, all ELL students demonstrate beginner English language skills. Of the nine ELL students in our bilingual class, two students with verbal abilities demonstrate beginner English listening and speaking skills. Seven students in the bilingual class are nonverbal and are totally dependent on alternate communication systems for their expressive language. Approximately thirty percent of the students in this group are able to use augmentative switches and/or picture symbols independently and spontaneously to communicate. Students' progress in the use of their preferred mode of communication is evaluated on an ongoing basis, and modifications to their communication systems are made as needed.

The administrative cabinet meets quarterly to analyze the data, review successful interventions, and determine the supports and resources needed to maximize the progress of our ELL students.

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](#).)

The Response to Intervention process is a team-based strategy that requires the collaboration of all stakeholders who work with and support our ELL students. This includes the bilingual and ESL teachers, classroom teachers and alternate placement paraprofessionals, speech teachers, the coach, the staff developer, and a parent. The team works with administration to share, examine and interpret data. The specific needs of the ELL students are determined, the quality of instruction is discussed, and interventions are adapted and implemented, as needed. Student progress is monitored, as described in above sections, and data-based decisions are made to move students forward.

IEP goals, as well as SANDI, ABLLS, Brugance and NYSAA assessment data, are reviewed periodically and target skills and instructional priorities are identified. The implication for the P138 Language Allocation Policy is that ELL students receive the number of units of ESL as required by CR Part 154. To insure that students meet the learning standards and alternate performance indicators, and pass the required state and local assessments, ESL instruction follows the NYESL standards and incorporates ESL strategies. These strategies include cognitive academic language learning approach, total physical response, language experience, whole language, graphic organizers, assisted/augmentative language and cooperative learning to provide the instruction required to meet our students' individual and varied needs. In response to both formal and informal assessment data, modifications to learning experiences/tasks and instructional strategies are ongoing in an effort to provide optimal differentiated instruction for all ELL students.

The Title III afterschool program provides supplemental language development supports. Attending students have the opportunity to receive direct instruction individually and in small groups of two or three. Recommended instructional ratios are maintained for each small instructional group. This specific and targeted instruction effectively addresses each student's individual communication and language needs. Due to the nature and severity of our students' disabilities, expanded opportunities for meaningful instructional and social experiences are always desirable and beneficial. The supplementary instructional time reinforces instruction and provides additional opportunities for students to actively participate in learning during both individual and small group activities. The afterschool program provides additional time, instructional focus and intense supports that positively impact student progress towards meeting ELL and Common Core learning standards, successfully achieving alternate grade level indicators, and demonstrating alternate performance tasks/skills.

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

As is true for all P138M students, the acquisition of communication/language is the instructional priority for our ELL students. Communication/language is the key to independence and, as such, is always at the center of our instructional practices. Our students' language and communication skills are significantly compromised by their disabilities and all instruction incorporates assisted language strategies and alternative communication systems. Virtually all of our students' receptive language skills are stronger than their expressive skills. Students' progress in the use of their preferred mode of communication is evaluated on an ongoing basis, and drives key instructional decisions.

Instruction provided by all classroom and content area cluster teachers is designed to support our students in the acquisition and improvement of English language skills.

The administrative cabinet meets quarterly to analyze the data, review successful interventions, and determine the supports and resources needed to maximize the progress of our ELL students.

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

At this time, P138M does not have a dual language program.

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

Program effectiveness will be evaluated by IEP Goal achievement, 2013-14 NYSAA datafolio performance, SCEP Goals achievement, and demonstrated progress on the Spring 2014 SANDI, ABLLS and (when applicable) Brigance assessments. Teacher designed skills checklists/data will be reviewed monthly.

Also, students' ability to perform the skills required to obtain a valid score on the Spring 2014 NYSESLAT will be evaluated, as well as the resulting scores.

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 process of identifying our English Language Learner (ELL) students is multi-level. Parents are required to complete the Home Language Identification Survey (HLIS) which is available in each of their native languages. Additionally, CSE IEPs and LAB-R reports are reviewed, and initial interviews and assessments are conducted in English and the native language. If the student is new to the NYC Department of Education, and it is determined that the student is a Limited English Proficient (LEP) student, one of our four NYS certified ESL teachers (named in Part 1 of this document) administer the LAB-R assessment. School admissions information and LAB-R reports are reviewed periodically by the lead ESL teacher, site unit teachers, and the pupil accounting secretary to monitor ELL students enrolled in classes at P138M. In turn, the RLAssessment report provides information regarding each ELL student's progress and level of proficiency. This described process assures both appropriate program placement and effective instruction for each ELL student. Currently, P138M offers 6:1:1, 12:1:1, 12:1:1 (Auditory Oral), 12:1:4 and Inclusion programs for students ages 5 through 21, throughout our nine sites. Within ten days of enrollment, and as determined as most appropriate: students receive ELL services in our Spanish bilingual class; in alternate placement classes with the support of paraprofessionals who speak their native language; and/or as part of our freestanding ESL program.

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.

The Parents' Bill of Rights and Options for our ELL special education students are discussed with their parents at the CSE level initial IEP and Educational Planning Conference. The available ELL programs are discussed in detail with parents who then receive Entitlement Letters. In the event that an Entitlement Letter is not returned to the school, follow-up calls are made. Procedures are then followed, and criteria applied, to identify the appropriate ELL program for that student.

Title III supplemental program services are described in a special segment of our fall parent meeting. This orientation meeting, conducted by our ESL teacher(s) and bilingual classroom teacher, informs the parents of our ELL students of programs available for their children, as well as scheduled parent meeting(s) and workshop(s).

Through the school's parent coordinator and the ESL teachers, P138M offers parents of ELLs ongoing information in their home languages and translation services, as needed.

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 [\[see tool kit\]](#).)

The Lead ESL teacher and the Pupil Accounting Secretary oversee the process and record and maintain all reports and entitlement letters. Confidential and IEP records are secured in the unit office at each of our school sites.

The available ELL programs are discussed in detail with parents who then receive Entitlement Letters. In the event that an Entitlement Letter is not returned to the school, follow-up calls are made. Procedures are then followed, and criteria applied, to i

identify the appropriate ELL program for that student.

Annual Parent Surveys developed by the School Leadership Team and Parent Coordinator collect information related to preferred days/times for meetings, as well as native language translation needs. These surveys are maintained in the Parent Coordinator's files. (In response to survey requests, a variety of workshops addressing varying aspects of their children's educational, social and emotional growth are conducted throughout the year. Such workshops include: effective parent participation in school activities; home activities to support learning; assessment; learning standards and achievement of goals.)

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

The Home Language Survey is administered. If the home language or the student's native language is other than English, an informal interview is conducted in the native language and English. If the student speaks a language other than English and the HLIS indicates that the student is eligible for LAB-R testing, the initial LAB-R is administered. (As of January 2014, the NYSITELL will replace the LAB-R.) If the student scores at the Beginning, Intermediate or Advanced Level, he/she is designated as LEP and is placed in bilingual education or in the freestanding ESL program. If the student scores at the Proficient Level, he/she is not LEP. Each parent is consulted for their choice of program, and evaluations by bilingual psychologists at CSE also help in determining appropriate placements.

The ELPC screen in ATS is updated within 20 days.

Each year, LEP students participate in the Spring NYSESLAT assessment. If a student scores at the Beginning, Intermediate or Advanced level, his/her LEP services continue. If a student scores at the Proficient level, he/she is no longer a LEP student.

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.

Current ATS reports are referenced to ensure that all eligible ELL students participate in NYSESLAT annually.

P138M's assessment pacing calendar is created, and adhered to, to ensure that all four components of NYSESLAT are administered to all students.

The ESL and bilingual teachers, with the additional support of the school based coach, administer the NYSESLAT annually to assess the language skills of all entitled ELL students. The NYS certified ESL and bilingual teachers provide ongoing instructional intervention supports throughout the year to all ELL students in preparation for 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. 

The trend in recent years is the selection of monolingual classroom instruction with freestanding ESL support services. This trend is evidenced in the significant increase in the number of students designated as ESL Only as reflected in CSE IEP initial, EPC, and triennial conference data as compared with parental requests of previous years. In response to this increase in the number of ESL Only students, additional ESL teachers were assigned to P138M.

## 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])?

One hundred sixty students (30% of total register) are identified as ELL students. Thirty-five bilingual students participate in special education monolingual classes and receive support from paraprofessionals who speak their native languages ; nine students are in the elementary Spanish bilingual class; eighty-four students are designated to receive ESL Only services; and thirty-two students are served per their IEP.

As stated above, the ungraded, self-contained Spanish bilingual class provides services to nine ELL students. The classroom teacher has a NYC Special Education license with a Bilingual Extension . This bilingual class is an elementary 12:1:4 alternate assessment class that provides services to students with significant developmental/multiple disabilities. Expressive and receptive native language development and proficiency of each student is assessed using the Brigance Inventories and NYSAA datafolio performance data, observation, instructional activities directly eliciting language, and ongoing alternate

assessment strategies designed by the classroom teacher. Assisted communication strategies including communication devices, picture symbols and modified curriculum materials are implemented for both assessment and instruction.

Thirty-three bilingual students participate in alternate assessment monolingual classes; two participate in standard assessment classes. The bilingual students (thirty-five Spanish native language, one Chinese native language, and one Cantonese native language) in alternate placement classes are supported by assigned paraprofessionals who speak the students' native languages. Our four ESL NYC licensed teachers provide ESL services through the push-in model, but do implement the pull-out model when more appropriate.

Eighty-four students are designated as ESL only; and an additional thirty-two also receive these services per their IEP. Four ESL Only students are in standard assessment classes; four are in Inclusion classes. The remaining one hundred eight students are enrolled in alternate assessment classes. The home language for ninety-two of these students is Spanish; the home languages for the remaining twenty-two students are Mandarin, Chinese, Cantonese, Russian, Arabic, Haitian, French, Japanese, Greek, Hebrew, Guarani, Wolof, Bengali, and Fulani. Four certified ESL teachers implement the push-in model to provide ESL instruction for these students and work collaboratively with classroom teachers and alternate placement paraprofessionals across content areas to ensure that ELLs are receiving appropriate language instruction with an emphasis on ESL and ELA learning standards, NYS alternate grade level indicators and alternate performance indicators. ESL and classroom teachers are able to plan aligned instruction during common preparation periods. ESL services are provided to students identified as ESL Only, to bilingual students in alternate placement classes, and former ELL students as recommended on their IEPs. As noted above, our four ESL teachers utilize the push-in model, but do implement the pull-out model when more appropriate. The push-in model allows our ELL students to remain in the classroom setting, and provides a social context for learning along with and from their peers. Our ELL students range in age from five to twenty-one, span five instructional service categories, and are in classes throughout our nine sites. With these parameters in mind, students are clustered for ESL instruction whenever possible and appropriate. Instruction is provided, with required supports and accommodations, during regularly scheduled academic periods.

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)?

Our school day is six hours and fifty minutes long. Students in our elementary bilingual class receive the required 180 minutes (1 unit) of Native Language Arts, as well as 360 minutes (2 units) of ESL pursuant to CR Part 154. As described above: math, science and social studies content is aligned with the CCS imbedded within NLA/ELA instruction throughout the day; there is a 60:40 Spanish/English ratio per instructional unit. Currently, all students in the Spanish bilingual class are demonstrating language skills at the beginner level.

CR Part 154 mandates that our seventy-six K-8 students receive 360 minutes (2 units) of weekly ESL instruction, and our thirty-eight high school students receive 540 minutes (3 units), incorporating ESL strategies and materials. Our four ESL teachers utilize the push-in model, as well as the pull-out model when more appropriate, to deliver these services.

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.

Due to nature of our students' disabilities, and in alignment with the Common Core Standards (CCS), math, science and social studies content is imbedded within NLA/ELA instruction throughout the day. Functional and experiential learning experiences are provided so students have opportunities to attain skills and knowledge needed to access and connect to the Common Core Learning

Standards. Alternate performance tasks and indicators of success provide access to the CCLS for our students with disabilities.

In our bilingual class, Spanish is the language used to support students' comprehension of content information. English is the language used in the ESL program.

ELL teachers reference IEP goals, as well as SANDI and/or ABLLS Fall 2013 assessment data to identify priority target skills. In response to this data, the following ESL Learning Standards are addressed:

ELL Standard 1: Students will listen, speak, read and write in English for information and understanding.

ELL Standard 2: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression.

ELL Standard 4: Students will listen speak, read, and write in English for classroom and social interaction.

These ELL Standards align with the following Common Core Learning Standards being addressed by our teachers:

Reading Standard 1 for Informational Texts: Key Ideas and Details

Reading Standard 1 for Literature

Writing Standard 1: Writing to Support Preferences, Arguments, Claims

Writing Standard 2: Writing to Inform, Explain

Speaking and Listening Standard 1: Comprehension and Collaboration

Language Standard 6: Vocabulary Acquisition and Use

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
Formative assessments in students' native languages are conducted by classroom teachers throughout the year to evaluate progress in the acquisition of performance skills and content information.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Newly admitted ELL students are assessed using the LAB-R. (Note: As of January 2012, NYSITELL will replace the LAB-R assessment.) All ELL students participate in the Spring administration of the NYSESLAT assessment.

Informal formative assessments of reading, writing, listening and speaking are conducted by the bilingual class teacher and the four ESL teachers throughout the school year.

IEP goals are reviewed annually, and student progress toward these goals is reported quarterly.

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

Presently one student is identified as SIFE (Students with Interrupted Formal Education). Currently, this student is in a monolingual class assisted by a paraprofessional who speaks his native language of Spanish. An ESL teacher provides language instruction supports to this student. In addition to remedial ESL instruction, academic intervention services and the social supports necessary to maximize continued achievement are provided. Identified SIFE students are mandated to receive the appropriate number of ESL instructional units per CR Part 154. Units of study are developed in partnership with the ESL, cluster and homeroom teachers. Alternate assessments and teacher observations are used to identify target skills and plan appropriate instruction.

The provision of ELL services is extended for students who, due to their significant disabilities, require additional instructional time in order to access communication and language skills in the target language of English. Special education students identified for these extended services demonstrate language and communication skills, both academic and social, which are severely compromised by their disabilities. ELL students receiving extended services are supported by academic intervention services provided through individual and/or small group instruction, by adapted technology, and by assisted communication materials. They continue to require specialized instruction and academic

intervention services to achieve their academic language goals. They receive extensive instructional accommodations and supports, including bilingual and ESL instructional strategies, to continue to build the communication and cognitive language skills needed to meet learning standards and alternate performance indicators. To this end, numerous materials and a wide variety of strategies are employed. (These are described, in detail, in Part IVB of this document.)

Once an ELL student tests at the Proficient level on the NYSESLAT assessment and transitions to a monolingual class, ESL academic intervention services are provided for a period of two years to support that transition. The ESL teachers continue to monitor student progress, and to communicate with the ELL students, their parents, and their classroom teachers. Additionally, participation in the Title III Afterschool Program is encouraged for all recently transitioned students.

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?

As is true for all P138M students, learning effective communication skills is key. Through meaningful and enjoyable learning experiences, students are developing everyday communication skills that facilitate learning. Teachers use strategies such as Total Physical Response to help students in the early stages of language development. Total Physical Response activities elicit whole-body responses to words; students learn by demonstrating behaviors related to everyday situations. Teachers may also use Picture-Walks which incorporate interactive, sensory, hands-on experiences with books. Students learn to use pictures, illustrations and other text features to assist and enhance their listening and reading experiences. As student skills increase, strategies such as Story Mapping are also employed. The use of graphic organizers assist our English language learners with comprehending, organizing, and remembering what they listen to and read. In turn, this also provides needed supports for speaking, re-telling, and writing about their reading and learning experiences. Cooperative Learning Experiences effectively promote learning, respect, and friendship among student peer groups. Increased peer interaction promotes English language development and the learning of concepts and content. Sheltered Instruction provides English language development, access to the core curriculum, and opportunities for social interactions and integration. Instruction is carefully planned to be more meaningful and understandable for our ELL learners. This includes speaking carefully and clearly, repeating key learning points, defining essential vocabulary in context, and pairing talk with nonverbal communication cues such as pictures, objects, gestures, and graphic illustrations. These strategies, along with increased opportunities for social interactions, promotes deeper understanding and retention of learned skills/behaviors.

All classroom libraries include a variety of multi-leveled books and reflect the background, needs and strengths of the ELL students. Our bilingual class for students who participate in alternate assessment also uses a classroom library that includes both Spanish and English fiction and nonfiction books; nearly fifty percent of the books in the classroom are in Spanish. There is evidence of student work in both English and Spanish, and walls are print rich in each language. The students' level of literacy in their native language aids in the acquisition of English language skills by having them transfer their native language knowledge into the target language.

All classrooms offer print rich environments that include personal communication/ word systems and, when appropriate, word walls. Students use picture symbol communication systems; voice output devices, and picture symbol schedules that are developed specifically to meet the individual communication needs of each student. These individual systems support greater independence and increase participation in instructional activities. Additional supports include computer software, books on tape and music CDs. Teachers and students use Mayer Johnson Boardmaker and Writing with Symbols software to create individualized communication materials. Students also have access to adapted books, big books, science resource kits, Unique Learning System social studies materials, and a wide variety of web based instructional materials. Object cues, manipulatives and modified materials further support interactive, hands-on instruction.

Essential thinking skills and behaviors, as well as instructional content, are taught using a wide scope of materials, programs, curriculum and strategies including, but not limited to: Picture Exchange Communication Systems (PECS), Social Stories, ABA/Verbal Behaviors, Get Ready to Learn, SMILE, Handwriting Without Tears, Meville to Weville, UNIQUE Learning System, Words their Way, Reading Street, Write Source, Math Steps, and Touch Math materials. Incorporating technology – eg. SmartBoards and iPads - further enhance instruction and provides highly motivating, interactive learning experiences.

Due to the nature of our students' significant disabilities, and in alignment with the Common Core Standards, language instruction is imbedded across all content areas. The use of early emergent text is necessary for all of our students with significant intellectual disabilities. However, the content, topics and type of text must be appropriate to their age. The process of acquiring, developing and improving instructional activities and materials that are not only age and grade appropriate, but also functional and

meaningful for our students with severe disabilities, is an ongoing effort.

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?

Effective instruction for English language acquisition is the result of focused collaboration between all members of the instructional team - classroom teachers, alternate placement paraprofessionals, content area cluster teachers, ESL teachers and related service providers. The thoughtful development of daily schedules, units of study, curriculum maps and scaffolding strategies aid the development of a strong functional and academic language curriculum. These supports enable student to achieve their IEP goals, and increase their English language proficiency.

To the extent possible, flexible programming is used to maximize the time our students spend with their non-disabled peers.

**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: | Spanish                    |                    |                            |
| Social Studies:       | Spanish                    |                    |                            |
| Math:                 | Spanish                    |                    |                            |
| Science:              | Spanish                    |                    |                            |
|                       |                            |                    |                            |
|                       |                            |                    |                            |
|                       |                            |                    |                            |
|                       |                            |                    |                            |

**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><br>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**

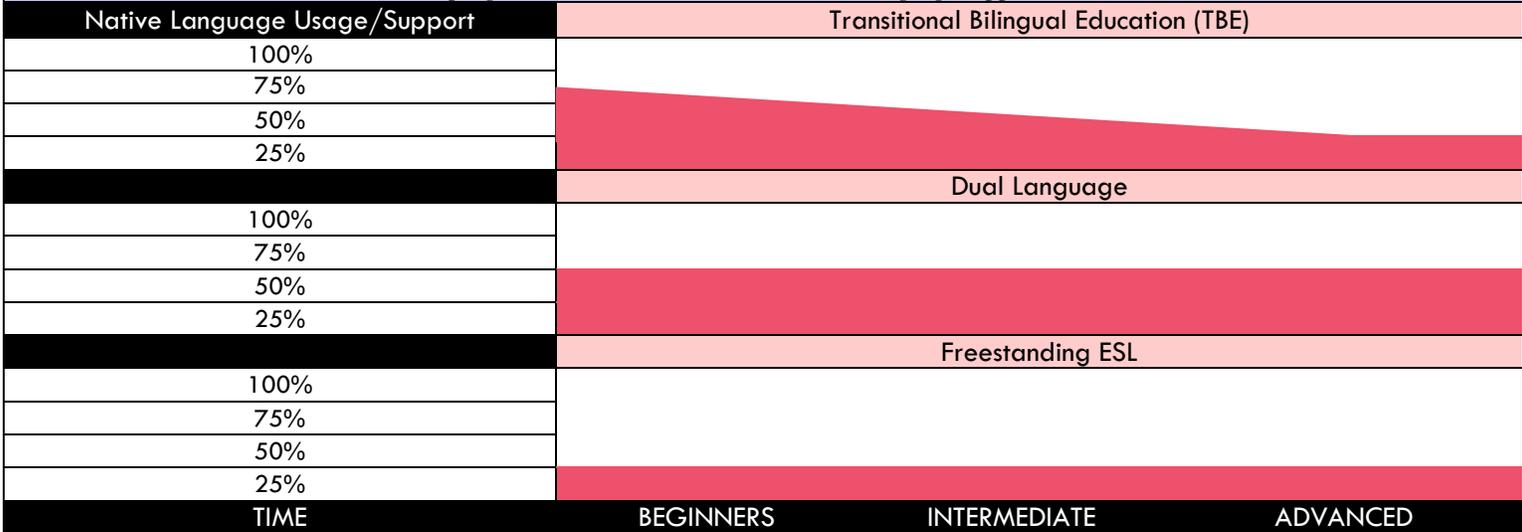
|  | Beginning | Intermediate | Advanced |
|--|-----------|--------------|----------|
|--|-----------|--------------|----------|

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

|   | <b>Beginning</b>     | <b>Intermediate</b>  | <b>Advanced</b>      |
|---|----------------------|----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 540 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 |                      |                      | 180 minutes per week |
| <b>FOR TBE /DL PROGRAMS:</b><br>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.

Our Title III afterschool program provides supplemental language development supports, and provides targeted intervention in ELA and math. Attending students have the opportunity to receive direct instruction individually and in small groups of two or three. Bilingual students receive instruction in Spanish. Recommended instructional ratios are maintained for each small instructional group. This specific and targeted instruction effectively addresses each student's individual communication and language needs. Due to the nature and severity of our students' disabilities, expanded opportunities for meaningful instructional and social experiences are always desirable and beneficial. The supplementary instructional time reinforces instruction and provides additional opportunities for students to actively participate in learning during both individual and small group activities. The afterschool program provides additional time, instructional focus and intense supports that positively impact student progress towards meeting ELL and Common Core learning standards, successfully achieving alternate grade level indicators, and demonstrating alternate performance tasks/skills.

Targeted intervention in ELA, math, science and social studies is also provided to our students designated for ESL only services by our cluster teachers.

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

Due to our students' significant disabilities, they continue to struggle with the NYSESLAT assessment. However, IEP progress reports and formative classroom data indicates that the progress that our ELL students are making is comparable with that of their non-ELL peers.

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

School day instructional ELL programs and the supplemental Title III Afterschool program will continue. However, there will be an concerted effort to increase the number of students participating in the Title III Afterschool program, as well as the number of parents attending the Saturday workshop.

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

No programs/services for ELL students are being discontinued.

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

ELL students are provided equal access to all P138M programs. The primary objective for all P138M students, across all instructional models, is to increase students' independence and prepare them to be involved participants in their post school lives. To this end, it is necessary to expand the English language proficiency and communication skills of our ELL students. Students will use individualized communication systems: picture symbol communication systems; voice output devices, and picture symbol schedules developed specifically to meet the individual communication needs of each student. These individual systems support spontaneous, interactive and independent student participation at school, and beyond. Access through communication is also supported through the use of computer technology and software. Mayer Johnson Boardmaker and Writing with Symbols software enhance their personal communication systems. Students also have access to classroom libraries, adapted books, object cues, manipulatives and modified materials that support learning. A wide variety of differentiated materials and communication systems are developed by teachers to enhance hands-on experiential learning activities. Instruction preparing students for participation in the Spring 2014 NYSESLAT assessment is provided to improve their assessment outcomes.

A Title III afterschool program provides supplemental language development supports. Attending students have the opportunity to receive direct instruction individually and in small groups of two or three. Bilingual students receive instruction in Spanish. Recommended instructional ratios are maintained for each small instructional group. This specific and targeted instruction

effectively addresses each student's individual communication and language needs. Due to the nature and severity of our students' disabilities, expanded opportunities for meaningful instructional and social experiences are always desirable and beneficial. The supplementary instructional time reinforces instruction and provides additional opportunities for students to actively participate in learning during both individual and small group activities. The afterschool program provides additional time, instructional focus and intense supports that positively impact student progress towards meeting ELL and Common Core learning standards, successfully achieving alternate grade level indicators, and demonstrating alternate performance tasks/skills.

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

Classroom libraries include a variety of multi-leveled books and reflect the background, needs and strengths of the ELL students. Our bilingual class for students who participate in alternate assessment also uses a classroom library that includes both Spanish and English fiction and nonfiction books; nearly fifty percent of the books in the classroom are in Spanish.

Classrooms offer print rich environments that include personal communication/word systems and, when appropriate, word walls. Students use picture symbol communication systems; voice output devices, and picture symbol schedules that are developed specifically to meet the individual communication needs of each student. These individual systems support greater independence and increase participation in instructional activities. Additional supports include SmartBoards, iPads, computers and computer software, video DVDs and music CDs. SmartBoards and iPads enable student to participate in highly motivating, interactive learning experiences.

Teachers and students use Mayer Johnson Boardmaker and Writing with Symbols software to create individualized communication materials. Students also have access to adapted books, big books, science resource kits, Unique Learning System social studies materials, and a wide variety of web based instructional materials. Object cues, manipulatives and modified materials further support interactive, hands-on instruction.

Essential thinking skills and behaviors, as well as instructional content, are taught using a wide scope of materials, programs, curriculum and strategies including, but not limited to: Picture Exchange Communication Systems (PECS), Social Stories, ABA/Verbal Behaviors, Get Ready to Learn, SMILE, Equals Math, Handwriting Without Tears, Meville to Weville, UNIQUE Learning System, Words their Way, Reading Street, Write Source, Math Steps, and Touch Math materials.

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

P138M integrates each student's native language as a tool to support strong ESL acquisition, and instruction is differentiated throughout the day in the classroom setting and within the framework of ESL and Bilingual instruction.

Our school day is six hours and fifty minutes long. Students in our elementary bilingual class receive the required 180 minutes (1 unit) of Native Language Arts, as well as 360 minutes (2 units) of ESL pursuant to CR Part 154. As described above: math, science and social studies content is aligned with the CCS imbedded within NLA/ELA instruction throughout the day; there is a 60:40 Spanish/English ratio per instructional unit. Currently, all students in the Spanish bilingual class are demonstrating language skills at the beginner level.

Our students' language and communication skills are significantly compromised by their disabilities and all instruction incorporates assisted language strategies and alternative communication systems. Virtually all of our students' receptive language skills are stronger than their expressive skills. The majority of our ELL students use adaptive augmentative devices and/or low tech communication systems. Expressive language is demonstrated through the use of picture symbol systems or adapted augmentative communication devices programmed by staff members. With the exception of five intermediate level standard assessment students and one advanced level student, all ELL students demonstrate beginner English language skills. Of the nine ELL students in our bilingual class, two students with verbal abilities demonstrate beginner English listening and speaking skills. Seven students in the bilingual class are nonverbal and are totally dependent on alternate communication systems for their expressive language. Approximately thirty percent of the students in this group are able to use augmentative switches and/or picture symbols independently and spontaneously to communicate. Students' progress in the use of their preferred mode of communication is evaluated on an ongoing basis, and modifications to their communication systems are made as needed.

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

Due to the nature of our students' significant disabilities, and in alignment with the Common Core Standards, language instruction is imbedded across all content areas. The use of early emergent text is necessary for all of our students with significant intellectual disabilities. However, the content, topics and type of text must be appropriate to their age. The process of acquiring, developing and improving instructional activities and materials that are not only age and grade appropriate, but also functional and meaningful for our students with severe disabilities, is an ongoing effort.

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.

The bilingual classroom teacher, ESL teachers, alternate placement class teachers, and speech teachers collaborate to evaluate each newly enrolled ELL student, to develop appropriate instructional goals, and to formulate an instructional plan the instructional needs of each newly enrolled ELL student.

Newly enrolled students and their parents are encouraged to participate in our Title III Afterschool program and Saturday workshops. (Please see Title III program description that appears in previous sections of this document.)

18. What language electives are offered to ELLs?

At this time, we do not offer language electives.

19. For schools with dual language programs:

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

At this time, we do not offer a dual language program.

### **C. Professional Development and Support for School Staff**

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

The 2013-2014 academic professional development plan for P138M addresses a variety of issues and topics pertaining to the education of our ELL students. School based professional development provided on September, November, June and July professional development days, and during Title III Saturday workshops, provides opportunities for instructional teams to expand their knowledge and skills related to the new Common Core Learning Standards and the connection of the standards to embedded learning across all content areas, NYS ELL Learning Standards, Functional Learning Tasks/Experiences and Alternate Performance Indicators; ESL Instructional Strategies; and Modifying Instructional Methods and Materials for ELLs. Prior to the Spring assessment period, the lead ESL teacher will turnkey NYSESLAT training for her cohorts.

Additionally, the ESL and BIS cohorts, with the support of the school based coach and staff developer, meet quarterly during common professional development periods to collaborate on strategies for implementing the P138M curriculum frameworks through balanced literacy, ESL through content areas, and technology in ESL education. The school based coach is available to provide ongoing instructional supports and to recommend core curriculum content materials, as needed.

P138M's teachers and paraprofessionals who serve ELL students also benefit from the ongoing services provided by the District 75 ELL coaches. In addition, P138M ensures the ongoing attendance of ESL monolingual teachers and alternate placement paraprofessionals at district and city level workshops and conferences that strengthen the language instruction of their ELL students. These workshops include, but are not limited to: The ELL Institute; Jose P Training; Picture Exchange Communication Systems (PECS); Social Stories; Powerpoint Adapted Books; SMILE Reading Program; ABA/Verbal Behavior; Assisted Communication, and Integrating the SmartBoard and iPad for interactive learning. A full day workshop is provided at our main site on Professional Development Days (November/June/July) for alternate placement paraprofessionals providing native language supports to our ELL students. Conducted by our ESL teachers, these workshops address ELL strategies and best practices, and provide an opportunity for participants to develop differentiated instructional materials. A log is maintained reflecting staff attendance at all professional development workshops/trainings.

The administration, the transition coordinator, and the guidance counselors support staff as our ELLs transition from elementary to middle school and from middle to high school. Additionally, a P138M Inquiry group has been collaborating in the development of a transition curriculum framework. This instructional framework targets priority skills and knowledge that will support students as they transition from middle school to high school to community and work settings.

In addition to DOE and D75 ELL professional development activities, staff attend ELL workshops conducted at P138M on professional development days. All records of staff participation in professional development activities are maintained in the P138M staff development office.

## 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?

Communication and parent involvement are encouraged and supported by the Family Coordinator, the ESL teachers, and the bilingual classroom teacher. Parents who may require written translation and oral interpretation services are initially identified by a review of: ATS Home Language, POB/Lang/Geo (RPB) and ELL reports; and a review of IEPs indicating parents' preferred language. Specific details of individual translation and interpretation needs are ascertained by a review of information provided in the Annual Parent Interests/Needs Survey. According to recent data, fifty-five percent of our student body and their families are Hispanic, and approximately 3% are Asian. An additional 3% speak any one of the other twelve languages identified on Home Language Surveys. The majority of our Hispanic families require written translation and/or oral interpretation services to ensure a full understanding of the educational process for their children and a timely awareness of other pertinent information relating to the school community. Seven Asian students are identified as English language learners and their families require translation and/or interpretation services. Professional development activities, School Leadership Team meetings, IEP conferences, staff and PTA meetings present ongoing opportunities for raising staff awareness of parental needs and the school's responsibility to provide written translations and/or verbal interpretations as necessary and the availability of these services

Spanish and Chinese language documents and forms are distributed and used when appropriate (ex. DOE publications, IEP forms), and school generated written materials for families are translated in a timely manner by school staff members and sent to all households simultaneously. School staff members translate parents' written communications to the school. Bilingual school staff members are available to interpret information and discussions during all meetings, phone calls, events and IEP conferences conducted during school hours and a budget is in place to employ staff to provide these services during afterschool hours when needed. The NYCDOE Translation/Interpretation Unit will be contacted for assistance in the event that we are unable to provide esoteric language services.

Parents are notified, in writing, of the availability of translation and interpretation services and information on how to obtain these services is included. The Notice for Parents Regarding Language Assistance Services is posted at all school sites. Additionally, the Parents' Bill of Rights and Options for our ELL special education students are discussed with their parents during IEP and Educational Planning Conferences. Through the school's Parent Coordinator, bilingual classroom teacher and ESL teachers, P138M offers ongoing information and translation services in the identified home languages.

On The Annual Parent Survey of Interests/Needs, parents indicate the informational topics that they are most interested in, as well as their preferred meeting times and locations. In response, a variety of workshops and activities addressing varying aspects of their children's educational, social and emotional growth are conducted throughout the year for our student's families. Workshops and activities include, but are not limited to, the following: effective parent/family participation in school activities; home activities to support learning; assessment; learning standards and achievement of goals. Our school partners with community based organizations and social agencies to plan and facilitate these workshops and activities. Additionally, partnering agencies are contacted, as needed, to provide supports to individual students and their families. Partners include: Union Settlement, Resources for Children with Special Needs, Mercy Drive, Synergia, Young Adult Institute (YAI), Association for the Help of retarded Childred (AHRC), and United Cerebral Palsy (UCP).

A special segment of our fall parent meeting, conducted by our ESL teacher(s) and the bilingual classroom teacher, informs parents of our ELL students of programs available for their children, as well as scheduled parent meeting(s) and workshop(s). The Title III supplemental Afterschool program is also discussed at this time.

All written materials for families (including notices of orientation meeting, workshop(s) and Title III letter) are translated into Spanish and Chinese, as needed, by bilingual school staff members for timely dissemination. These materials are sent home in student backpacks and/or school-to-home notebooks. Follow-up phone calls are made by Spanish speaking bilingual staff members who are also available to interpret information and discussions during the meeting(s) and workshop(s). A separate budget is in place to employ staff members to provide translation and interpretation services outside regular school hours, when needed.

Two Spanish speaking certified bilingual teachers and two ESL teachers will conduct a Title III Saturday workshop in Spring 2014 for Spanish speaking parents and their children who are designated as ELLs. Two Spanish speaking bilingual paraprofessionals will assist to facilitate hands-on participation by students with their parents, and a share and review will be conducted during a working lunch. The objective is to demonstrate effective strategies/activities for parents to implement at home/in the community. Students will actively participate. The

bilingual paraprofessionals will continue activities with students while parents have the opportunity to make differentiated instructional materials to use at home with their children. Lunch and Metro cards will be provided for participating students and their parents. If participation is positive and the budget allows, an additional workshop will be scheduled.

### **E. Additional Information**

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

Paste response to question here:

## Part VI: LAP Assurances

| <b>School Name: P138M</b>   |                      | <b>School DBN: 75M138</b> |                 |
|---|----------------------|---------------------------|-----------------|
| Signatures of LAP team members certify that the information provided is accurate. |                      |                           |                 |
| Name (PRINT)  | Title                | Signature                 | Date (mm/dd/yy) |
| Jacqueline Keane  | Principal            |                           | 11/13/13        |
| Michael Gaffney   | Assistant Principal  |                           | 11/13/13        |
| Revenya Murray  | Parent Coordinator   |                           | 11/13/13        |
| Susan Guzman  | ESL Teacher          |                           | 11/13/13        |
| Mirandy Rodriguez Brown   | Parent               |                           | 11/13/13        |
| Melida Almeida, ESL   | Teacher/Subject Area |                           | 11/13/13        |
| Allyson Wiggin, ESL   | Teacher/Subject Area |                           | 11/13/13        |
| James Bhagwandin  | Coach                |                           | 11/13/13        |
|   | Coach                |                           | 11/13/13        |
| Joclyn Cohen  | Guidance Counselor   |                           | 11/13/13        |
| N/A   | Network Leader       |                           | 11/13/13        |
| Mercedes Florez, Spec Ed Tchr   | Other _____          |                           | 11/13/13        |
| Patrice O'Donnell, Staff Dev  | Other _____          |                           | 11/13/13        |
| Lorraine Rodriguez, Speech  | Other _____          |                           | 11/13/13        |
|   | Other _____          |                           |                 |

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

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

DBN: 75M138 School Name: P138M

Cluster: NYCDOE D75 Network: 1

**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.

Communication and parent involvement are encouraged and supported by the Administration, the Family Coordinator, classroom staff, the ESL teachers, and the bilingual classroom teacher.

Parents who may require home language interpretation services, including written translation and oral interpretation services, are initially identified by a review of:

ATS Home Language Interpretation Survey, POB/Lang/Geo (RPB) and ELL reports;

and a review of IEPs indicating parents' preferred language.

These reports are maintained by the Pupil Accounting Secretary.

P138M's Annual Parent Interests/Needs Survey, developed by the School Leadership Team and the Parent Coordinator, is translated into Spanish and Chinese to meet the anticipated native language needs of the parents of our students.

Specific details of parents' individual translation and interpretation needs are ascertained during a review of the information provided in the Surveys completed and returned by the parents.

The returned surveys are maintained in the Parent Coordinator's files.

Appropriate signage is prominently displayed, informing visiting parents of translation services that are available.

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.

According to recent data, fifty-two percent of our student body and their families are Hispanic, and approximately 4% are Asian. Home Language Surveys and P138M Annual Parent Surveys indicate that a majority of our Hispanic families require written translation and/or oral interpretation services to ensure a full understanding of the educational process for their children and a timely awareness of other pertinent information relating to the school community. Three Asian students are identified as English language learners and their families require translation and/or interpretation services.

Professional development activities, School Leadership Team meetings, IEP conferences, Staff and PTA meetings present ongoing opportunities for raising staff awareness of parental needs, the school's responsibility to provide written translations and/or verbal interpretations as needed, and the availability of these services.

## 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.

Spanish and Chinese language documents and forms are distributed and used when appropriate (ex. DOE publications, IEP forms). Spanish and Chinese documents are downloaded from the DOE website, as needed.

School generated written materials for families are translated in a timely manner by school staff members and sent to all households simultaneously.

School staff members translate parents' written communications with the school.

The NYCDOE Translation/Interpretation Unit will be contacted for assistance in the event that esoteric language services are needed, and we are unable to provide them.

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.

Bilingual school staff members are available to interpret information and discussions during all meetings, phone calls, events and IEP conferences conducted during school hours.

A budget is in place to employ staff to provide these services during afterschool hours when needed.

The NYCDOE Translation/Interpretation Unit will be contacted for assistance in the event that esoteric language services are needed, and we are unable to provide them.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

Parents are notified, in writing, of the availability of translation and interpretation services. Information on how to obtain these services is included.

The "Notice for Parents Regarding Language Assistance Services" is posted at all school sites.

The NYCDOE Translation and Interpretation Unit will be contacted for assistance in the event that there is as need for esoteric language services that we are unable to provide.

The "Parents' Bill of Rights" and "Safety Plan Procedures" are sent to all parents in their native languages.