

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

**School Name:** P226M  
**DBN (i.e. 01M001):** 75M226  
**Principal:** RACHELLE KLAINBERG  
**Principal Email:** RKLAINB@SCHOOLS.NYC.GOV  
**Superintendent:** GARY HECHT  
**Network Leader:** KATHLEEN LEFEVRE

### 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
Rachelle Klainberg	*Principal or Designee	
Adriana Garcia	*UFT Chapter Leader or Designee	
Gaku Takanashi	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Joshua Semple	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Jeanne Bradley	Member/ CSA	
Blaga Lucic	Member/ UFT	
Elena Kantrowitz	Member/ UFT	
Gabriela Casado	Member/ SLT Chairperson	
Lauren Oellerich	Member/ UFT	
Scott Callahan	Member/ UFT	
Patrina Simpson	Member/ Parent	
Maritza Roche	Member/ Parent	
Jazmin Alvarado	Member/ Parent	
Stephanie Evans	Member/ Parent	
Adalgise Medina	Member/ Parent	
Faye Mugaviri	Member/ Parent	
Karenter Powell	Member/ Parent	
	Member/	

\*\*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>N/A</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>x</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, P226M students across all grade levels will demonstrate increased proficiency in reading tasks as measured by a 5% increase in mastery of skills in the area of Text Complexity on appropriate formative assessments, including, but not limited to the SANDI, the Diagnostic Reading Assessment (DRA), and Performance Series over baseline.

### **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 ELA goals over the past several years have focused on development of writing competencies, through which 98% of students have made gains across domain areas of the P226M adapted Writing Continuum; most notably, as per analysis of 2013-14 baseline to midpoint SANDI assessment results, in the areas of Written Intent and Vocabulary. To further build students' writing abilities, this year we are focusing on Text Complexity, an area in which last year 25% of classrooms made gains of 3% or less, to help students enhance interdisciplinary knowledge and opportunities to interact with a variety of literary and informational texts at increasingly challenging levels. The intended outcome of this goal is that teachers will make thoughtful and data-driven decisions in generating and selecting appropriately complex mentor texts, and students will use these texts and related vocabulary to produce enhanced written and/or discussion-based communication across subject areas and relevant topics.

### **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**

1. Review and implementation of the P226M Curriculum Map in ELA/Writing embedding the Common Core Learning Standards, instructional shifts, and related assessment tasks
2. School-wide baseline Reading assessment administered and scored using the SANDI, DRA, or Performance Series assessment as per students' instructional level.
3. Implementation of word study programs across elementary and secondary sites promoting understanding of phonemic awareness and sight word recognition to assist in the promotion of Text Complexity
4. Teacher participation in Professional Development trainings related to Reading and Literacy development
5. Ongoing provision of reading opportunities that promote interaction with appropriately and progressively complex mentor texts
6. IEP goal in Reading identified/updated for each student as per assessed need via assessment data
7. Ongoing collaboration between P226M teachers and the Speech Department to address students' individualized methods of communication and vocabulary development to enhance comprehension of appropriately complex texts
8. Ongoing review of student progress towards IEP goal attainment in Reading by collaborative teacher inquiry teams during joint planning time, documented in student Portfolios
9. Midpoint school-wide Reading assessment administered and scored using the SANDI, DRA, or Performance Series assessment
10. Endpoint school-wide Reading assessment administered and scored using the SANDI, DRA, or Performance Series assessment for comparative analysis of student progress across domains, including Text Complexity, over the course of the 2014-15 school year

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

1. Teachers, Assistant Principals, Principal
2. Teachers, Assistant Principals, Principal
3. Teachers, Assistant Principal, School-based Coach
4. Teachers, Assistant Principals, Principal, School-based Coach, District 75 Coaches
5. Teachers, Assistant Principal, Principal
6. Teachers
7. Teachers, Speech Providers
8. Teachers, Assistant Principals, Principal
9. Teachers, Assistant Principals, Principal
10. Teachers, Assistant Principals, Principal

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

1. Monthly informal and formal classroom observations, student work sample analysis using performance-based rubrics

2. Analysis and review of baseline Reading assessment results
3. Student work samples
4. Professional Development Turn-Key Training Forms; Classroom evidence of strategies learned
5. CCLS-aligned rubric scores on culminating unit-end tasks
6. IEP review
7. Review of instructional mentor texts, Student Communication Profiles; Use of individualized communication devices for Reading activities
8. IEP progress updates; Portfolio Progress Monitoring forms
9. Analysis and review of midpoint Reading assessment results for comparative analysis to baseline
10. Analysis and review of endpoint Reading assessment results for comparative analysis to baseline and midpoint

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

1. September 2014-June 2015
2. September-October 2014
3. September 2014-June 2015
4. September 2014-June 2015
5. September 2014-June 2015
6. October/November 2014, February 2015, April 2015, June 2015
7. September 2014-June 2015
8. September 2014-June 2015
9. January 2015
10. May/June 2015

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

1. Common planning time; Site-based professional development
2. Professional Activities Periods - Assessment planning
3. Core Curriculum resources (Foundations, Just Words)
4. Per Diem substitute teacher funding to support attendance at workshops related to Reading and Literacy
5. Per session funding for meetings of the P226M Curriculum Development Task Force to review and revise Curriculum Maps and related resources; Experiential learning opportunities through partnerships with Inside Broadway, Story Shifters, the Jewish Museum, and Urban Advantage
6. SESIS trainings in goal development
7. Common planning time
8. Teacher Inquiry Teams
9. Professional Activities Periods - Assessment planning
10. Professional Activities Periods - Assessment planning

**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).

- Parent involvement in the educational process through review of assessment data, development of students' IEP goal in Reading and ongoing Portfolio review
- Daily homework assignments in Reading to bridge the home-school connection
- Monthly Family Fun Day events across sites to provide parents with hands-on opportunities to experience classroom instruction across content areas, including Reading and Literacy, alongside their children
- Literacy and Reading-based suggestions and strategies for the home via weekly Homework Feedback Forms, the P226M Times, and monthly classroom newsletters

**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	x	Grants
---	----------	----------	-----------	-----------	-----------	---	--------

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

- Citywide Instructional Expectations funding
- Per diem substitute teacher funding
- NYSTL technology, textbook and library funding

- Core Curriculum textbook and curricular resource allocation

## 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, P226M students across all grade levels will demonstrate gains in math competencies as measured by 5% growth in mastery of skills in the area of Numeration on appropriate formative assessments, including, but not limited to, the Everyday Math Pre-K Assessment and the Early Childhood Assessment of Math (ECAM), over baseline.

### **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.

We have chosen this Math goal because Numeration focuses deeply on the key aspects of numbers, quantities, computation, and application essential to real-world problem solving, so students have the strong foundational knowledge base necessary to apply and transfer mathematical skills across concepts and topics. As per our 2013-14 SANDI data analysis, students across grade levels made gains in the Numeration and Number Sense domains, but continue to require additional support to master subsequent life skills in this area, especially for our students with the highest level of cognitive need. The intended outcome of this goal is to deepen student understanding of Numeration through math programs such as Go Math (first adopted during the 2013-14 school year by our school) in grades K-5 and practice of these skills through the Number Sense, Everyday Math, and the P226M Transition Curriculum in the middle to high school grades, so they can apply key concepts to a variety of functional, everyday situations throughout their school day and at home to build essential skills necessary for transition into adulthood and the world of work.

### **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**

1. Review and implementation of targeted curricula in Math embedding the Common Core Learning Standards, instructional shifts, and related assessment tasks
2. School-wide baseline Math assessment administered and scored using the Everyday Math Pre-K Assessment or the Early Childhood Assessment of Math (ECAM) as per students' instructional level
3. Implementation of daily routines across elementary and secondary sites promoting understanding of Numeration in students' daily lives such as Morning Meetings
4. Teacher participation in Professional Development trainings related to Math development
5. Monthly meetings of the P226M Middle/High School Math Inquiry Team to develop and assess instructional strategies in Math for students with the greatest level of cognitive need
6. IEP goal in Math identified/updated for each student as per assessed need via assessment data
7. Ongoing collaboration between P226M teachers and the Related Service Department to address students' individualized strategies for interacting with numbers across content areas and environments
8. Ongoing review of student progress towards IEP goal attainment in Math by collaborative teacher inquiry teams during joint planning time, documented in student Portfolios
9. Midpoint school-wide Math assessment administered and scored using the Everyday Math Pre-K Assessment or the Early Childhood Assessment of Math (ECAM)
10. Endpoint school-wide Math assessment administered and scored using the Everyday Math Pre-K Assessment or the Early Childhood Assessment of Math (ECAM) for comparative analysis of student progress across domains, including Numeration, over the course of the 2014-15 school year

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

1. Teachers, Assistant Principals, Principal
2. Teachers, Assistant Principals, Principal
3. Teachers, Assistant Principal, School-based Coach
4. Teachers, Assistant Principals, Principal, School-based Coach, District 75 Coaches
5. Teachers, Assistant Principal
6. Teachers
7. Teachers, Related Service Providers
8. Teachers, Assistant Principals, Principal
9. Teachers, Assistant Principals, Principal
10. Teachers, Assistant Principals, Principal

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

1. Monthly informal and formal classroom observations, student work sample analysis using performance-based rubrics
2. Analysis and review of baseline Math assessment results
3. Student work samples
4. Professional Development Turn-Key Training Forms; Classroom evidence of strategies learned
5. CCLS-aligned rubric scores on culminating unit-end tasks
6. IEP review
7. Review of student-specific strategies in Math utilized across content areas and related service domains
8. IEP progress updates; Portfolio Progress Monitoring forms
9. Analysis and review of midpoint Math assessment results for comparative analysis to baseline
10. Analysis and review of endpoint Math assessment results for comparative analysis to baseline and midpoint

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

1. September 2014-June 2015
2. September-October 2014
3. September 2014-June 2015
4. September 2014-June 2015
5. September 2014-June 2015
6. October/November 2014, February 2015, April 2015, June 2015
7. September 2014-June 2015
8. September 2014-June 2015
9. January 2015
10. May/June 2015

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

1. Common planning time; Site-based professional development
2. Professional Activities Periods - Assessment planning
3. Curricula resources (Everyday Math, Go Math, Number Sense)
4. Per Diem substitute teacher funding to support attendance at workshops related to Math
5. Per session funding for meetings of the P226M Math Inquiry Team to review and revise Curriculum Maps and related resources;
6. SESIS trainings in goal development
7. Common planning time
8. Teacher Inquiry Teams
9. Professional Activities Periods - Assessment planning
10. Professional Activities Periods - Assessment planning

***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).

- Parent involvement in the educational process through review of assessment data, development of students' IEP goal in Math and ongoing Portfolio review
- Daily homework assignments in Math to bridge the home-school connection
- Monthly Family Fun Day events across sites to provide parents with hands-on opportunities to experience classroom instruction across content areas, including Math activities, alongside their children
- Math-based suggestions and strategies for the home via weekly Homework Feedback Forms, the P226M Times, and monthly classroom newsletters

***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.

- Citywide Instructional Expectations funding
- Per diem substitute teacher funding
- NYSTL technology, textbook and library funding

- Core Curriculum textbook and curricular resource allocation
- F-status funding to support Math Coach visits

### 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, P226M students across all grade levels with Behavior Intervention Plans will improve pro-social behaviors as measured by a 3% increase in mastery of skills on the Social Emotional section of the ABLLs or SANDI assessment over baseline.

#### **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 Social Emotional Learning Goal responds to our students who exhibit the most significant behaviors that impact learning. All students within our school work towards annual Social Emotional Learning goals as per their IEP. Last year, 96% of students met time-bound Social Emotional Learning objectives, and the school saw an overall growth of 10% in the Social Emotional Learning section of the SANDI assessment from baseline to endpoint. The assessed group in need of the most continued growth remains those for whom Functional Behavioral Assessments and specific Behavior Intervention Plans are needed. Through school-wide training in Positive Behavior Supports, the consistent implementation of our school-wide CHAMPs positive behavior support matrix, the use of Emotional Literacy strategies within classroom instruction, and focused data analysis and Behavior Intervention planning through the efforts of classroom instructors and the Pupil Personnel Team, the necessary supports are in place to continue to increase the pro-social behaviors of our targeted student population, with the intended outcome of a reduction in behavioral incidents that impact learning.

#### **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**

1. Review and reinforce P226M CHAMPs Universal Positive Behavior Support expectations across all sites and classrooms
2. Baseline school-wide administration and scoring of the Social Emotional Learning component of the ABLLs or SANDI assessment
3. Social Emotional IEP goal generated/updated for each student within one of the four domains of the Social Emotional Learning Standards as per analysis of ABLLs or SANDI results and targeted areas for growth
4. Review or generation of a Functional Behavioral Assessment and Behavior Intervention Plan for students with ongoing documented behaviors that affect learning
5. Behavior Intervention Progress Monitoring in 10-week intervals
6. Frequency data collection of student progress towards Social Emotional IEP goal attainment over a two week interval five times within the school year
7. Ongoing review of student progress towards IEP goal attainment in Social Emotional Learning in collaborative teacher inquiry teams during joint planning time, documented in student Portfolios
8. Endpoint school-wide administration and scoring of the Social Emotional Learning component of the ABLLs or SANDI assessment

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

1. Teachers, Paraprofessionals, Assistant Principals, Principals, School-based Coach, District 75 PBIS Coaches
2. Teachers, Assistant Principals, Principal
3. Teachers
4. Teachers, Guidance Counselors
5. Teachers, Paraprofessionals, Guidance Counselors
6. Teachers, Paraprofessionals
7. Teachers, Assistant Principals, Principal
8. Teachers, Assistant Principals, Principal

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

1. Monthly informal and formal classroom observations, student work samples of CHAMPs-related lessons
2. Analysis and review of baseline Social Emotional Learning assessment results
3. IEP goal updates
4. Administrative review of FBA/BIPs
5. Analysis of Progress Monitoring data by the Pupil Personnel and Classroom Teams

6. IEP review
7. IEP progress updates; Portfolio Goal-at-a-Glance forms
8. Analysis and review of endpoint Social Emotional Learning assessment results for comparative analysis to baseline

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

1. September 2014-June 2015
2. September/October 2014
3. October/November 2014, February 2015, April 2015, June 2015
4. September 2014-June 2015
5. September 2013-June 2014
6. October/November 2014, December/January 2015, February/March 2015, April/May 2015, June 2015
7. September 2014-June 2015
8. May/June 2015

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

1. School-wide Professional Development; District 75 PBIS Coach support
2. Professional Activities Periods – Assessment Planning
3. Professional Development in IEP goal setting
4. Per Diem substitute teacher funding planning to support attendance at workshops related to FBA/BIP development
5. School-wide Professional Development Sessions in Behavior Support Planning
6. Collaborative Teacher Teams
7. Collaborative Teacher Teams
8. Professional Activities Periods – Assessment Planning

**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).

- Parent involvement in the educational process through review of assessment data, development of students' IEP Social Emotional Learning goals, Functional Behavior Assessment/Behavior Intervention Planning input (for applicable students), and ongoing progress review
- Parent training opportunities within and outside of P226M related to Positive Behavior Supports and social emotional development
- Monthly Family Fun Day events across sites to provide parents with hands-on opportunities to experience classroom instruction and related social skill strategies alongside their children
- Social Emotional Learning suggestions and strategies for the home via weekly Homework Feedback forms, the P226M Times, and monthly classroom newsletters

**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.

- Per diem substitute teacher funding
- NYSTL textbook and library funding

## 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, P226M students ages 14-21 will achieve increased proficiency in using transition skills needed for post-secondary success as evidenced by a 5% increase in the mastery of specific job-related tasks from baseline to endpoint on Level III Vocational checklists.

### **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.

Transition Planning at P226M begins the day students enter our school program, as they build self and community awareness through classroom-based responsibilities, neighborhood exploration, and diverse field trip experiences. Students ages 14-21 have enhanced their exposure to the self-advocacy skills necessary for post-secondary success through participation in the planning and execution of their IEP meetings, completion of the Level 1 Vocational Assessment, and participation in weekly community-based jobsite training experiences. In addition, all students ages 18-21 utilize information from their student-directed IEPs, Level 1 Vocational Assessments, IEP Transition planning documents, the P226M Transition Curriculum, and job site skill inventories to develop a visual resume to share with adult service programs. This year also marks the first full year of implementation of the P226M Transition Curriculum, which combines access to the Common Core Learning Standards and the Career Development and Occupational Studies Standards across core content areas. While we have previously tracked the number of students participating in their transition planning and completing related documents such as a visual resume, the school community has recognized the need to track data on the impact of these strategies, paired with ongoing transition-related instruction, in preparing students for adulthood. As a result, in the 2014-15 school year we adopted the use of the Transition component of the SANDI assessment and Level III Vocational Assessment checklists to identify and track progress in key skill areas related to community access and job skills necessary for our students to master during their final years of instruction prior to acclimation to the adult service world. We expect the use of customized Level III Vocational Assessment checklists to demonstrate a gain of at least 5% in the mastery of pinpointed transition-related skills from baseline to endpoint for all students participating in jobsite experiences.

### **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**

1. Review and implementation of the P226M Transition Curriculum Map embedding the Common Core Learning/CDOS Standards and related assessment tasks across ELA, Math, and Social Studies content areas
2. Completion of student, teacher, and parent Level 1 Vocational Assessments for all students age 14-21
3. IEP goal development for students age 14-21 as per assessed need via the SANDI Transition assessment and Level 1 Vocational Assessments, through student-led IEP meetings
4. Baseline assessment and data analysis of Level III Vocational checklists at student jobsites
5. Ongoing review of student progress towards IEP goal attainment in Transition-related skills in collaborative teacher inquiry teams during joint planning time, documented in student Portfolios
6. Weekly job skill training experiences for students ages 14-21 at community-based sites to teach targeted vocational skills
7. Endpoint administration and data analysis of Level III Vocational checklists at student jobsites

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

1. Teachers, Assistant Principals, Principal
2. Teachers, Assistant Principal, Transition Support Coach
3. Teachers, Transition Support Coach
4. Teachers, Transition Support Coach
5. Teachers, Assistant Principals, Principal
6. Teachers, CBO and Local Business Supervisors, Transition Support Coach
7. Teachers, Assistant Principals, Principal

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

1. Monthly informal and formal classroom observations, student work sample analysis using performance-based rubrics
2. Level I completion status in SESIS
3. IEP review to confirm alignment with SANDI and Level 1 Vocational Assessment results/compliance with mandated components of the Transition IEP; Student-led IEP
4. Transition Inquiry Team data analysis
5. Professional Activities Periods - Assessment Planning

6. Ongoing progress monitoring of jobsite performance
7. {Transition Inquiry Team data analysis

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

1. September 2014-June 2015
2. September/October 2014
3. October/November 2014
4. December 2014
5. September 2014-June 2015
6. December 2014-June 2015
7. May/June 2015

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

1. Common planning time; Site-based professional development; Per session funding for meetings of the P226M Curriculum Development Task Force to review and revise Curriculum Maps and related resources
2. Professional Activities Periods – Assessment planning
3. Flexible scheduling for Transition Support Coach visits
4. Per Diem substitute teacher funding to support attendance at workshops related to Transition Planning, the Transition IEP, and Level III Vocational Assessments
5. Teacher Inquiry Teams
6. Linkage with CBO and local business jobsite training opportunities for students
7. Professional Activities Periods – Assessment Planning; Inter-site visitations to provide common planning time for Inclusion and Work Study Program teachers

***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).

- Parent involvement in the Transition process through participation in students' Level I and III Vocational Assessments, IEP meetings, and related goal-setting
- Monthly Family Fun Day events across sites to provide parents with hands-on opportunities to experience Transition-related classroom and community-based instruction alongside their children
- Parent training opportunities within and outside of P226M related to student self-advocacy, Medicaid service coordination, adult services, and agency affiliations, OPWD, the Open Door initiative, and Guardianship to support the transition process

***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.

- Per diem substitute teacher and paraprofessional funding
- VTEA funding to support student work stipends and school-based vocational training experiences

## 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, P226M parents of students across all grade levels will engage in trainings, workshops, tours, and related activities focusing on agency affiliation and supports to promote their child's effective transition towards adulthood, as evidenced by a 5% increase in school-wide parental participation from the 2013-14 school year.

### **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.

Affiliation with agencies is a key step in students' ability to secure the range of resources necessary for effective supports in their post-secondary lives. At P226M, families are encouraged to apply for Medicaid Service Coordinator and related agency supports from the time their child first enters the school. By doing so, linkages and key personnel are available as students and families face needs such as respite services, outside parent training, home-based support, or placement with adult service agencies. Parent training is also necessary to confirm full understanding of the application for guardianship process, SSI, etc. During the 2013-14 school year, 49 parents attended site-based Fall Parent Meetings that discussed agency affiliation, 29 attended agency tours, 50 attended a school-based Open Door training, and 10 participated in a school-based training in SSI. This year, we recognize the need to increase these numbers to confirm that all families are well-informed and represented by the time their children graduate from the Department of Education.

### **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**

1. Outreach, invitations, and scheduling of Fall site-based Parent Meetings
2. Outreach, invitations, and scheduling of Fall Transition Meeting for students ages 18-21
3. Outreach, invitations and scheduling of adult service agency tours
4. Personal communication with families for assistance in obtaining Medicaid Service Coordination/agency supports
5. Scheduling of appointments for individualized parent support in navigating the Guardianship application process
6. Outreach, invitations, and scheduling of a day time and evening Front Door training for families.
7. Review of end-of-year Parent Engagement data and Learning Environment Parent Survey

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

1. Site Coordinators, Parent Coordinator, Teachers, Assistant Principals, Principal
2. Site Coordinators, Parent Coordinator, Family Worker, Transition Support Coach, Assistant Principal, Principal
3. Parent Coordinator, Family Worker, Transition Support Coach
4. Parent Coordinator, Family Worker, Transition Support Coach
5. Parent Coordinator, Family Worker, Transition Support Coach
6. Parent Coordinator, Family Worker, Transition Support Coach, Assistant Principal, Principal
7. Parent Coordinator, Transition Support Coach, Assistant Principal, Principal

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

1. Fall Parent Meeting attendance sheets and workshop interest inventories
2. Fall Transition Meeting attendance sheets
3. Adult service agency tour attendance sheets and parent feedback forms
4. Parent phone and outreach logs
5. Guardianship session dates and schedule
6. Front Door training attendance sheets and feedback forms
7. 2014-15 Parent Involvement data chart and Learning Environment Survey outcomes

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

1. September-October 2014
2. September-October 2014
3. October 2014-June 2015
4. September 2014-June 2015

5. September 2014-June 2015
6. December 2014-June 2015
7. June –August 2015

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

1. Scheduling and allocation of space for meetings at each site
2. Scheduling and allocation of space for meeting at Main Site
3. Scheduling of tours with a diverse representation of adult service agencies
4. Scheduling and securement of appointments and transportation with parents, agencies, evaluators, etc.
5. Scheduling and allocation of technology use with parents
6. Scheduling with District 75 Transition Support personnel and applicable agency, allocation of meeting space
7. Ongoing data collection of parent outreach, attendance, and feedback

**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).

- Parent training opportunities within and outside of P226M related to student self-advocacy, Medicaid service coordination, adult services, and agency affiliations, OPWD, the Open Door initiative, and Guardianship to support the transition process
- Ongoing outreach and information conveyed to families via mail, phone, flyers, email, school newsletters, and the school website

**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.

- Parent Coordinator Funding – refreshments for meetings
- Transportation funding for Parent Metrocards

### 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>	Literacy remediation based upon DRA results, Scranton Performance Series, and DOE Predictive exams. Remediation includes shared reading, guided reading, Wilson word study programs (Just Words and Foundations) test taking strategies and practice for both ELA and Regents exams.	Classroom-based support one period each in the general education classroom (for students in inclusive settings) as well as small group tutorials twice weekly	All services are provided during the school day.
<b>Mathematics</b>	Mathematics remediation based on Scranton Performance Series and DOE Predictive exams. Remediation includes Everyday Math curriculum, Go Math, High School Regents-level Math curricula, as well as teacher made materials in Computation, Geometry, Algebra, and Measurement. Remediation also targets test taking strategies and practice for both NY State Grade 3-8 Mathematics exams and Regents exams.	Classroom-based support once weekly in the general education classroom (for students in inclusive settings) as well as small group tutorials twice weekly	All services are provided during the school day.
<b>Science</b>	Small group instructional support focusing on content area vocabulary and skill-building in Grade 3-8 Science Core and High School curriculum as well as test-taking strategies for NY State Grade 3-8 Science and Regents exams.	Classroom based support once weekly in the general education classroom (for students in inclusive settings) as well as small group tutorials twice weekly	All services are provided during the school day.
<b>Social Studies</b>	Small group instructional support focusing on content area vocabulary and skill-building in Grades 3-8 Social Studies Core and High School curriculum as well as test-taking strategies for Regents exams.	Classroom based support once weekly in the general education classroom (for students in inclusive settings) as well as small group tutorials twice weekly	All services are provided during the school day.
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	General support related to key areas of school success including social skill development, study habits, time management, GED preparation, and understanding post-secondary options.	Small group and individual delivery as needed	All services are provided during the school day.

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

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

**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).

---

## 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 log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

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 or Parent Association
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;



**SCHOOL-PARENT COMPACT**  
**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;
- 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 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;

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

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

## **III. Student Responsibilities:**

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



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

Claudia Aguirre, Chief Executive Officer  
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 September 30, 2014.

Part A: School Information	
Name of School: P226M	DBN: 75M226
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

P226M has 230 students. 50 are ELLS. Most the students at P226M are classified as having autism and they are placed in a student-to-staff ratio of 6:1:1 or 8:1:1. 6 classrooms have students classified with Intellectual Disability and Emotional Disturbances and are in classes with a student-to-staff ratio of 12:1:1. Our grades range from Kindergarten to 12th grade.

The ELL population at P226M is not eligible to take standardized assessments. Instead they participate in the NYS Alternate Assessment.

The P226M Title III Plan for English Language Learners (ELL) is a comprehensive plan that adheres to the NYCDOE guidelines for Title III. The majority of the students receiving ELL services at P226M are students with severe disabilities who require specific strategies and individualization techniques to address their specific needs, including the use of a communication systems and direct social skill instruction, while building their levels of independence.

The supplemental instructional services provided through the Title III will serve 6 ELL students whose ages range from 7 to 10, and their grades range from third to fifth grade in English. The group will have a ratio of 6:1:1. The students selected for our Title III program are from three of our elementary sites in the upper Manhattan. This specific site (P226M@P208), where the Title III will be implemented, is the most accessible site for all parents as it is the closest to public transportation. In addition, most of our families live in upper Manhattan. The proposed after-school program will run for two hours. The rationale for choosing this population is to reach these students with communication disorders by utilizing a number of creative approaches in embedding ESL strategies in Music, the Arts, Culinary Arts, Dance/movement, and Technology, in order to extend the ELL students' literacy skills. This multi-faceted approach will be the basis of the P226M Title III Plan in order to facilitate students acquisition language/communication skills.

During the first hour, the students will be provided with services by an artist from Arts Horizon, in collaboration with the ESL teacher. Two Spanish speaking paraprofessionals, one of whom is a one-to-one paraprofessional, will assist in providing instruction. The focus of the Title III program will be on language development in English through Fine Arts. The ESL teacher will instruct students, in collaboration with the Arts Horizon artist, by building language skills using ESL strategies. Students will make a different piece of abstract art each session and discover various styles of contemporary art. Students will make sculptures, paintings, installations, costumes and will also use poetry to create art. Students' work will be displayed in the school, creating their very own Abstract Art Museum. ESL methodologies (i.e., TPR, The Language Experience Approach) and strategies (i.e., Graphic Organizers;

### Part B: Direct Instruction Supplemental Program Information

Think-Pair-Share; Modeling) will be utilized throughout the lessons. Many of our students are non-verbal or have severe language delays, and require specialized systems to support their communication. ELL students succeed when instruction is focused on communication (Krashen. 2006). The representative from Arts Horizon will use both English and Spanish language support to develop students' vocabulary and expressive language skills as the art project is planned and executed. Arts Horizons states that "The Arts are important in themselves and they help students learn other subjects."

In the second hour of the Title III program, the ESL teacher will work with the group to build students' language skills through writing activities . Art books from Knowledge Industry will be used as a resource to support instruction. We will run the 2-hour after-school Title III program on Wednesdays over the course of 17 weeks, at one of our elementary sites. The sessions will run from 3:00PM to 5:00PM comencing the end of January through April. The administrator will be on hand for all title III sessions and will be remunerated from 3:50 to 5:05 PM.

All of the instructional activities will complement ESL services required under CR Part 154, which our students are receiving during the regular school day.

P226M will use a number of assessment tools in order to determine the success/impact of the support provided as a result of the Title III program. Pre-post tests, and teacher-created rubrics will be used. Bulletin boards will display the art and writing activities the students completed during this after school program.

### Part C: Professional Development

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

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

Begin description here:

We plan to provide high quality professional development on ways to enhance literacy skills and art for ELL students. The ESL Teacher, paraprofessionals, and the administrator in the Title III program will participate in two sessions, on Thursdays, two hours each of professional development activities facilitated by Arts Horizon. These sessions will occur after school hours from 3:30 to 5:30 and they are linked to the art projects that the students are doing during the classroom sessions. This PD entails scheduled visits to various Museums of Art, such as the Metropolitan and the Moma, to study the paintings and the artists reviewed during the sessions with the students.

Additionally, Title III staff will take part in two 'Learning Study' sessions. Articles such as "Responses of Autistic Children to Art Therapy and Music Therapy" by Michelle Joy Parker Hairston and "Art Therapy as an intervention for Autism" by Melinda J. Emery will be read in advance by Title III staff, and will be discussed, using discussion questions pre-prepared by the teacher and assistant principal. This study and analysis will inform instruction preparation and execution of the Title III program. They will meet two

**Part C: Professional Development**

times on Thursdays from 3:00 - 5:00 p.m. Administrator will be remunerate from 3:50 to 5:05 PM.

**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:

Title III-related information distributed to parents of ELLs is translated by bilingual staff members. Once translated, information is both mailed and sent home in students' backpacks. In addition, our parent coordinator makes follow up phone calls to all parents whose children are eligible for these services.

Two Workshop sessions are provided to parents during the Title III program, on Wednesdays 3 to 5 PM by our Parent Coordinator, at no cost to the Title III program.

Parents are invited to attend the remaining 15 Title III instructional sessions with their child. Our ESL teacher, in collaboration with the Arts Horizon artist, will provide direct training to parents by modeling in the classroom with the students during the sessions of the Title III after school program, in order to help parents create a consistent approach to language practice by using ESL strategies at home and school. In this way, parents can practice with their children in English and their native language.

During the two Title III parent workshop sessions, our parent coordinator, Ms. Francis, will inform parents of the different agencies and resources outside of the DOE which will enable them to continue to expose their children to the fine arts, about which they have began learning during the Title III program. Agency Representatives will be invited to the afterschool Title III program from "Community Resources and Services for Children". This agency is a non profit organization, and they will inform parents of the different programs they have available to support the ESL students such as after school recreation programs and Summer Art Camps. Upon request the parent coordinator will provide information on other topics. The workshop sessions with our parent coordinator, Ms. Francis, will run during the 2-hour Title III sessions on Wednesdays over the course of two weeks, separate from the children.

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_



**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<p>Purchased services</p> <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	<p>1,950.00</p> <p>\$1,100.00</p>	<p>Art Horizon-contracted services for direct student instruction, 7 sessions</p> <p>Professional Development for Title III staff, 2 sessions</p>
<p>Supplies and materials</p> <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	<p>\$258.69 (ink)</p> <p>\$39.03(White paper),</p> <p>\$105.96 (colored paper)</p> <p>\$10.69 (construction paper)</p> <p>\$21.32 (paint brushes)</p> <p>\$28.12 (scissors)</p> <p>\$116.00 (Classroom pack paint)</p> <p>\$37.44 (2 glue)</p> <p>\$78.24 (crayons)</p> <p>\$51.45 (imprinting mats)</p> <p>Total= \$746.94</p>	<p>Art materials ( from school specialty):</p>
<p>Educational Software (Object Code 199)</p>	<p>_____</p>	<p>_____</p>

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Travel	\$500  \$250	108 Metro-cards for parent (two ways) \$ 5.00, and  student (one way) \$2.50
Other	\$250 \$330.33	Refreshments for Parents books for parents engagement sessions
<b>TOTAL</b>	\$11200	_____

**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>00</b>	Borough <b>Manhattan</b>	School Number <b>226</b>
School Name <b>P226M</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>Rachelle Klainberg</b>	Assistant Principal <b>Inmaculada Jardi</b>
Coach <b>Warren Dugdale</b>	Coach
ESL Teacher <b>Joan Craffey</b>	Guidance Counselor <b>Tom Gassert</b>
Teacher/Subject Area <b>Scott Callahan</b>	Parent <b>Gaku Takanashi</b>
Teacher/Subject Area : <b>ESL teacher: Eduardo Tario</b>	Parent Coordinator <b>Dahyana Francis</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>Kathleen LeFevre</b>	Other <b>type here</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>2</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>1</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>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>1</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>1</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>307</b>	Total number of ELLs	<b>62</b>	ELLs as share of total student population (%)	<b>20.20%</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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	62	Newcomers (ELLs receiving service 0-3 years)	37	ELL Students with Disabilities	62
SIFE	1	ELLs receiving service 4-6 years	11	Long-Term (completed 6+ years)	14

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	37			11			14			62

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>37</b>	<b>0</b>	<b>0</b>	<b>11</b>	<b>0</b>	<b>0</b>	<b>14</b>	<b>0</b>	<b>0</b>	<b>62</b>
Number of ELLs who have an alternate placement paraprofessional: <u>14</u>										

**C. Home Language Breakdown and ELL Programs**

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

\*EP=English proficient student

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

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	3	6	2	7	5	2	5	5	7	4	1	2	8	57
Chinese													3	3
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other													2	2
<b>TOTAL</b>	<b>3</b>	<b>6</b>	<b>2</b>	<b>7</b>	<b>5</b>	<b>2</b>	<b>5</b>	<b>5</b>	<b>7</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>13</b>	<b>62</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/ WRITING	B													
	I													
	A													
	P													

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3		1			!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			1						
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	15			
NYSAA Mathematics	15			
NYSAA Social Studies	1			
NYSAA Science	4			

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
To assess early literacy skills and to demonstrate literacy growth, our data is based on the SANDI, DRA, student work, rubrics and updates of student goals in the IEP.

Most of our English Language Learners take the New York State Alternate Assessment (NYSAA) and participate in the ongoing P226M portfolio assessment. As a result, new assessment-based tasks are always being developed. These tasks are designed collaboratively by the special education teachers, related service providers, and the ESL teachers.

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

The ELL population at P226M is not eligible to take standardized assessments. Instead they participate in the NYS Alternate Assessment. In the 2012-13 school year, we had a total of 15 ELL students participate in the NYSESLAT.

Students in alternate assessment do not take standardized tests due to the severity of their language and/or cognitive impairments, as the data collected would not be meaningful. Nonetheless, these students are required to take the LAB-R and the NYSESLAT, including those who are served as per their IEPs. Consequently, the results of the LAB-R and the NYSESLAT do not reflect the true abilities or progress of our students. We do not have the NYSESLAT results from year 2012-13 at the present time.

For those students whose results on the HLIS suggest that a Revised Language Assessment Battery- Revised (LAB-R) should have been administered and was not, arrangements are made for a LAB-R to be administered by the ESL teacher within ten days of admission. For those Spanish speaking students, the Spanish LAB is also administered by our Spanish Speaking ESL teacher. The answer documents are sent to the District to ensure official scanning.

We do not have the NYSESLAT results from year 2012-13 at the present time.

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](#))

Although we do not yet have the results of the NYSESLAT from the 2012-13 school year, the NYSESLAT results from prior years reveal that most of our students scored at the beginning level. In the modality of Listening and Speaking, most of our students scored at the beginning level, and very few at the intermediate level. In the modality of Reading and Writing, most students scored at the beginning level, and very few at the intermediate level. This data shows that the scores in both modalities are low due to language and processing deficits related to students' diagnosis of autism or intellectual disabilities. The results of the NYSESLAT in prior years suggest that we continue to proceed with the same academic focus. Teachers will participate in cohort meetings to discuss curriculum, share experiences, and learn new strategies to enhance their reading instruction.

4. For each program, answer the following:

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

One ESL student participated in the NYS ELA and NYS Math, scoring on Level 2. She demonstrates weaknesses in vocabulary and inferencing which is typical of our students with autism with language and processing deficits. No ESL students participated in Regents Examinations during the 2012-13 school year.

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

Our Standardized student receives two push in and one pull out of SETSS service sessions to remediate her grade level deficiencies based on the data from periodic assessments, the DRA and the NYSESLAT. We will continue work with all academic areas using modeling, text representation and bridging what she knows with what she needs to learn next. We will continue utilizing a Balanced Literacy approach to achieve a higher level of academic acquisition and we will continue using language building exercises to promote vocabulary development and comprehension.

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

Teacher dialogues with parents and guardians include a discussion of students' native language literacy levels. This information strongly influences English Language Arts curriculum design and individualized language development strategies. Most members of the P226M teaching staff have participated in the mandated 10 hours of Jose P. ESL staff development.

For those bilingual students placed in monolingual classrooms, an alternate placement paraprofessional who speaks the native

language of the student is in place.

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

We do 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.).

We evaluate the success of our programs by analyzing the data collected on a variety of assessment: SANDI, DRA the P226M Writing Continuum, and attainment of IEP goals.

In addition, classroom teachers in collaboration with ESL teachers are engaged in inquiry- based structured professional collaborations to review IEP- driven student work samples linked to the Common Core Learning Standards and determine next steps towards the attainment of ELA and ESL IEP goals.

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
ELL students are being identified using the Home Language Identification Survey (HLIS) resulting from English not being the language spoken at home. If students' HLIS is not completed by the CSE, it is completed by the school. The Site Coordinator, a licensed Special Educator, invites the parents of newcomers to the unit, then interviews them using the HLIS. If translation is needed, the Parent Coordinator or a staff member that speaks the parent's native language will be present during the interview to translate. For those students whose results on the HLIS suggest that a Language Assessment Battery- Revised (LAB-R) should have been administered and was not, arrangements are made for a LAB-R to be administered by the ESL teacher within ten days of admission. For those Spanish speaking students, the Spanish LAB is also administered by our Spanish Speaking ESL teacher. The answer documents are sent to the District to ensure official scanning.  
.
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.  
Options for special education English Language Learners are discussed with parents during the Educational Planning Conference at the CSE level and at triennial conferences with the SBST. Placement decisions are made at this level during the conferences with the parents. At P226M, parents again receive this information from the school's Parent Coordinator, School Leadership Team meetings, semi-annual site parent meetings, school newsletters, and parent-teacher conferences. In addition, this information is available in the P226M Parent Handbook. Our school also offers parents ongoing information in their home language and trainings on different aspects of their children's education such as effective parent participation in school activities, home activities to support learning, assessments, etc.
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 [\[see tool kit\]](#).)  
This process is taken care of at the CSE level. Parents are informed at the CSE during the Educational Planning Conference of all their options. Placement is decided during the conference, and school offers are made.
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.

Student placement is decided at the CSE in conjunction with the parents and then written into the IEP. During the 2012-13 school year, we did not have bilingual classes. During this 2013-14 school year, we continue to have no bilingual classes. Bilingual students are placed in a monolingual class with an alternate placement paraprofessional. Parents are informed by the school's Parent Coordinator, School Leadership Team meetings, semi-annual site parent meetings, school newsletters, and parent-teacher conferences in their native language, using the alternate placement paraprofessionals and the translation services and materials provided by the Department of Education. Parents are provided with information regarding due process rights, school events, and school and DOE policies in their native language in the event that English is not their preferred language. School staff will provide translation services as needed for school documents, notices, and information. In addition, this information is available in the P226M Parent Handbook. Our school also offers parents ongoing information in their home language and trainings on different aspects of their children's education such as effective parent participation in school activities, home activities to support learning, assessments, etc.

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.

Once students have been identified as ELLs, they are eligible to take the NYSESLAT. We utilize the ATS report RLER-LAB-R to identify student eligible for LAB-R testing and the ATS report RLER-LAT to identify students eligible for the NYSESLAT. During NYSESLAT administration, a schedule is prepared in collaboration with the ESL teachers to ensure that all four modalities are administered to all ELLs.

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.   
All of our students have IEPs. Placement decisions are made at the CSE level. The programs offered at P226M are monolingual classrooms with an alternate placement paraprofessional for bilingual students, and ESL services.

## 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])?

For ESL instruction, we use both a push-in and a pull-out model. Using the push-in model, the ESL teacher and the classroom teacher collaborate on adaptations for the student during whole class instruction. In this model, the ESL teacher spends blocks of time in the classroom with the mandated student(s) and his/her classmates. As the classroom teacher is instructing the full class, the ESL teacher is specifically targeting the goals of the ESL students. Both teachers plan collaboratively to provide the appropriate instruction for ESL students.

In the pull-out model, the student is removed from class and works individually with the ESL teacher. The work done during these sessions typically targets the specific needs of the students in a certain subject area. It is always connected to the work they are doing in their regular classroom and it is used as a time of intensive practice or skill development. This pull-out model is only used with students who are able to generalize and apply the information they are learning in one-on-one sessions back in the classroom.

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)?

Generally, our K-8 students receive the CR Part 154 mandated minutes for ESL services at the beginner level (360 minutes), as well as a minimum of one 45-minute period daily of interventions, imparted by special education classroom teachers who have received Jose P. Training. Our high school students receive up to 500 minutes of ESL, as well as instructional interventions for a minimum of one 50-minute period daily by special education classroom teachers who have received Jose P. Training.

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.

We differentiate instruction in all content areas following the Common Core Learning Standards to address the individualized needs of every learner. We utilize a variety of curricula to address the different needs of our students, including the District 75 ELA Units of Study, EveryDay Math, Go Math, the Core Curriculum for Social Studies and Science, Foundations, and Writing Without Tears. We have also created a Transition Curriculum for our students ages 18-21. We address the social skills of our students by implementing the Social Skills In Our Schools Curriculum by Dr. Michelle Dunn, the P226M Universal Positive Behavior Support Protocols (CHAMPs), and Emotional Literacy. Teacher dialogues with parents and guardians include a discussion of students' native language literacy levels. This information strongly influences English Language Arts curriculum design and individualized language development strategies.

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

At this time we do not have bilingual classrooms. Our bilingual students are placed in monolingual classrooms with alternate placement paraprofessionals that speak the students' native language. The alternate placement paraprofessionals evaluate students in their native language through informal assessments in collaboration with the ESL and special education classroom teacher, who design instructional lessons to accelerate English language development.

In addition, our bilingual special education students are again evaluated at triennial conferences with the SBST and a bilingual psychologist to ensure the appropriate placement.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
Our ELLs students are evaluated using the SANDI and DRA assessment and the Writing Continuum to demonstrate literacy growth. In addition, we analyze student work through rubrics and updates of student goals in the IEP.

Most of our English Language Learners take the New York State Alternate Assessment (NYSAA) and participate in the ongoing P226M portfolio assessment. They also are being assessed with the NYSESLAT.

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

Presently, we have one SIFE student. This student receives instruction in English through ESL methodologies by special education teachers.

Presently we have 19 ELL newcomers. The school plan for new ELL students entering the English Language School System includes providing a nurturing environment to facilitate language production via an experienced special education teacher and alternate placement paraprofessional that are familiar with bilingual and ESL techniques. If it is possible, we also group students that share the same first language. This facilitates communication among students and facilitates adaptation to the school system. Strategies and instruction are focused around providing students with access to classroom instruction related to grade level standards, with adaptations as needed. Instructional materials include Core Curriculum resources in ELA, Math, Science, and Social Studies, Mayor-Johnson visual supports, technology devices for mandated students, and leveled libraries. Most materials are presented in English, translated with the support of the alternate placement paraprofessional who speaks their assigned students' native language.

There are 8 students who have been receiving services for more than three years, but with less than 6 years of service. We continue providing ESL services as per their IEP and in accordance with their proficiency levels indicated on the NYSESLAT.

Students who have received ESL instruction for 6 years or more receive additional support in various areas including job site training, ADL, and community-based instruction. For these students, the emphasis of instruction has shifted from classwork to community-based learning, to prepare students for their post-secondary transitions.

We have no former ELLs, as no students test at the proficiency level.

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

We use strategies such as modeling, text representation, and bridging what the student knows with what they do not know to provide access to academic content areas and accelerate English language development. We utilize a Balanced Literacy approach to achieve a higher level of academic skill acquisition for our students. We use language building exercises to promote vocabulary development and comprehension. We create and use communication boards and utilize devices to facilitate social communication. We also differentiate instruction following the Common Core Learning Standards to address the individualized needs of every learner. The analysis and utilization of student performance data is used to improve instructional practices and outcomes. We utilize a variety of curricula to address the different needs of our students, including the District 75 ELA Units of Study, EveryDay Math, Go Math, the Core Curriculum for Social Studies and Science, Foundations, and Writing Without Tears. We have also created a Transition Curriculum for our students ages 18-21. We address the social skills of our students by implementing the Social Skills In Our Schools Curriculum by Dr. Michelle Dunn, the P226M Universal Positive Behavior Support Protocols (CHAMPs), and Emotional Literacy. Teacher dialogues with parents and guardians include a discussion of students' native language literacy levels. This information strongly influences English Language Arts curriculum design and individualized language-development strategies. Most members of the P226M teaching staff have participated in the mandated 10 hours of Jose P. ESL staff development.

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

Most the students at P226M are classified as having autism and are placed in classrooms with a student to staff ratio of 6:1:1 or 8:1:1. Six classrooms include students classified with Intellectual Disabilities and Emotional Disturbances, with a student to staff ratio of a 12:1:1.

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

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

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

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

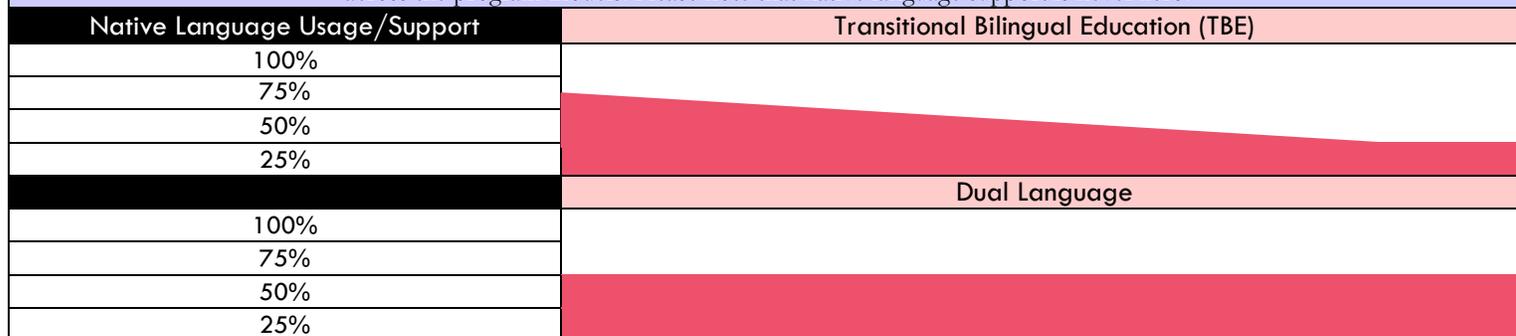
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

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

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

**Native Language Usage and Supports**

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



	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
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.
- Common planning times are scheduled to optimize instruction in order to foster language acquisition. During the instruction of ELA, the collaboration between the special education teacher and the ESL provider is very important. They work as a team and they provide the appropriate instruction for ESL students. During team meetings, the teacher, paraprofessionals, related service providers and ESL teacher discuss strategies to optimize instruction for the ELL student; they develop cross curricular IEP goals. For high school students, transition is considered a primary focus. The team collaborates in the creation of ESL techniques that will be incorporated during instructional periods to maximize English language acquisition for ELLs.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- We demonstrate the effectiveness of our programs by analyzing the data collected on a variety of assessment: SANDI, DRA, the P226M adapted Writing Continuum, and attainment of IEP goals.
- In addition, classroom teachers in collaboration with ESL teachers are engaged in inquiry- based structured professional collaborations to review IEP- driven student work samples linked to the Common Core Learning Standards and determine next steps towards the attainment of the ELA and ESL IEP goals.
11. What new programs or improvements will be considered for the upcoming school year?
- We will continue with the programs that we had in place for the year 2012-13.
12. What programs/services for ELLs will be discontinued and why?
- We will not discontinue any programs or services.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are afforded equal access to all P226M school program as they participate in monolingual classrooms with embedded supports alongside their peers who qualify for programming with the same instructional ratio.
- The supplemental instructional services provided through the Title III will serve six ELL students whose ages range from 7 to 10, and grades ranging from second to fourth grade. The group will have a ratio of 6:1:1. The proposed after-school program will run for two hours. The rationale for choosing this population is to reach these students with communication disorders by utilizing a number of creative approaches in embedding ESL strategies in music, the arts, culinary arts, dance/movement, and technology, to extend the ELL students' literacy 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)?
- Technology supports, such as Boardmaker and digital cameras, are integrated into ESL and the content areas. Multi-sensory and multicultural materials are infused throughout all aspects of instruction. The classroom library includes a variety of books at all levels reflecting the backgrounds, needs and strengths of ELLs. A Balanced Literacy approach, Foundations, and Go Math for elementary and the Everyday Math and Math Equals curriculum for middle school and high school are followed. In the high school, for those students ages 18 to 21, we utilize the Transition Curriculum developed by a group of P226M teachers. Components of the Syracuse Curriculum and other resources specifically designed to address the very special needs of our transitioning ELL students are also utilized. Content area instruction follows the Common Core Learning Standards. Functionally based instruction is provided across the curriculum in order to foster generalization of skills and increase independence levels. Additional ESL support is provided in areas including job sites, ADL, and community-based instruction. Materials from FOSS and Harcourt are used in our hands-on science program. Community-based experiences, field trips, and Adaptive Physical Education complete the program for our ELL students.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Our bilingual students are placed in monolingual classrooms with bilingual paraprofessionals that speak the students' native language.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?
- Our students are placed in our school by the CSE; the services provided are those mandate by their IEP.
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.

Our students are placed in our school by the CSE. We provide tours for the parents and with translation services available by our Parent Coordinator for Spanish-speaking parents.

The school plan for new ELL students entering the English Language School System includes providing a nurturing environment to facilitate language production via an experienced special education teacher and alternate placement paraprofessional that are familiar with bilingual and ESL techniques. If it is possible, we also group students that share the same first language. This facilitates communication among students and facilitates adaptation to the school system. Strategies are focused around providing students with access to classroom instruction related to grade level standards, with adaptations as needed. Instructional materials include Core Curriculum resources in ELA, Math, Science, and Social Studies, Mayor-Johnson visual supports, technology devices for mandated students, and leveled libraries. Most materials are presented in English, translated with the support of the alternate placement paraprofessionals who speak their assigned students' native language.

18. What language electives are offered to ELLs?

All of our students are second language exempt as per their IEP

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)?

We do not have a dual language program

## C. Professional Development and Support for School Staff

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

P. 226M will provide a variety of opportunities for teachers to master the teaching strategies, curriculum practices and behavioral approaches which address the particular needs of our ELL students. P226M provides ongoing professional development to all staff including those teachers and paraprofessionals with ELL students in their classrooms. Due to the needs of our students with autism, English Language Acquisition methodologies are used throughout the curriculum. Professional Development is provided to staff in differentiated instruction and goal setting to promote student learning according to the needs of all students, including ELLs. In addition, all of our students receive Speech and Language Services. The therapists work closely with and train pedagogical staff. The primary purpose of this instruction is to promote English language communication skills for all students including those who are ELLs.

The P226M Administrative Team also provides Professional Development addressing the needs and specialized topics specific to ELL students. For example, strategies that support English Language Learners have included professional development on methodologies for language acquisition and language instruction, standards-based instruction and assessment, emergent literacy, reading readiness and writing procedures, and IEP writing techniques. In addition, ESL staff provides specific training to classroom teachers about pertinent topics, strategies, and materials for ESL instruction. They also provide support to paraprofessionals on ESL techniques through their classroom "push in" model.

Collaboration between the school and the district-based ELL support coach has been established. Teachers and paraprofessionals serving ELLs are supported through the coaching services provided by the District's instructional coach. The coach visits the school several times each year and trains staff in ESL techniques.

The Language Allocation Policy (LAP) is collaboratively developed with the Administration and ESL staff. It is then explained and distributed to teachers who have ELL students in their classrooms.

Portfolios completed by classroom teachers, Speech and Language providers, and ESL teachers demonstrate English Language acquisition and development of communication skills. Each portfolio compiled by ESL teachers is organized to specifically address the needs of ELLs and related progress on their IEP goals.

In addition, we provide staff support by encouraging attendance at District, City, and Statewide seminars focusing on the education of ELLs with severe disabilities. Most members of our teaching staff have participated in the mandated 10 hours of Jose P. ESL staff development.

## **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?

Parental involvement is a key component of our school, including parents of ELLs. A variety of events are held throughout the school year to promote parental involvement. We hold parent teacher conferences twice a year. During this time the parents have the opportunity to visit their child's classroom and meet with the teachers, including their ESL teacher. In addition we hold parent meetings each Fall. These meetings are geared towards the specific issues and needs of the parents, including the needs of our ELLs parents, across each school site. Aside from these individual meetings there are many other opportunities for parental involvement. We host monthly "Family Friday" visitations to the classroom, Parent Association events, School Leadership Team meetings, Art Shows, a Science Fair, and the annual Spring Fling. DOE translation services and funding are utilized to translate school-specific written material into the home language of our families, to provide them with full access to all school publications and information sources.

In addition to Educational Planning Conferences and Triennial Conferences at P226M, parents, again, receive the options for Special Education English Language Learners from the school's Parent Coordinator, School Leadership Team meetings, semi-annual site parent meetings, school newsletters and parent-teacher conferences. This information is also available in the P226M Parent Handbook. Our school offers parents ongoing information in their home language and trainings on different aspects of their child's education, such as effective parent participation in school activities, home activities to support learning, assessments, standards, and achievement of goals. Our Parent Coordinator works to partner families with agencies and organizations to support the specific needs of their children. We also encourage parents of ELLs to attend conferences sponsored by agencies such as YAI.

P226M makes a strong effort to stay in close contact with all ELL parents. We inform parents of their child's eligibility for ELL services. We provide them with school notices and informational materials translated in their native language. Our Parent Coordinator works closely with ELL supervisors, staff, and families to provide additional support and information.

## **E. Additional Information**

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

## Part VI: LAP Assurances

**School Name:**

**P226M**

**School DBN: 75M226**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Rachelle Klainberg	Principal		
Inmaculada Jardi	Assistant Principal		
Dahyana Francis	Parent Coordinator		
Eddie Tario	ESL Teacher		
Gaku Takanashi	Parent		
Scott Callahan	Teacher/Subject Area		
	Teacher/Subject Area		
Warren Dugdale	Coach		
	Coach		
Tom Gassert	Guidance Counselor		
Kathleen LeFevre	Network Leader		
	Other _____		

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

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

DBN: **75M226** School Name: **P226M**

Cluster: **District 75** Network: **2**

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

**Part A: Needs Assessment Findings**

---

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

In order to assess our school's written translation and oral interpretation needs we will:

- a. Survey all parents regarding language needs as per the Home Language Survey completed within the first 10 days of students' admission to the Department of Education
- b. Document the different languages spoken by parents as per ATS as each student is admitted to P226M
- c. Require teacher consultation of Student Profile and Summary Page in SESIS prior to each IEP review

Our Parent Coordinator engages in outreach to families regarding their need for language assistance to communicate effectively regarding all Department of Education matters. In addition, the Alternate Placement paraprofessionals assigned to support mandated students assist with needed translation of materials, notices, information, etc. to families. The Department of Education translation services are utilized as needed to further support parents' language interpretation needs.

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

The summary of findings of our school's written translation and oral interpretation needs show that of our 62 English Language Learner parents, 57 speak Spanish. We also have three parents who speaks Chinese, a parent who speaks Hebrew, and one parent who speaks French. The findings are reported to the school community through School Leadership Team Meetings and in our Parent Handbook. Additionally, the Parent Coordinator has organized events for parents where information about the school and other related issues are relayed. We plan to include such information on the P226M web site, as well.

## Part B: Strategies and Activities

---

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

P226M will continue to use the translation services and materials provided by the Department of Education. Parents will be provided with information regarding due process rights, school events, and school and DOE policies in their native language in the event that English is not their preferred language. School staff will provide translation services as needed for school documents, notices, and information.

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

Oral translation services for parents who attend parent-teacher conferences and parent meetings will continue to be provided in-house by the Parent Coordinator, Assistant Principal, and other staff members. When required, contracted services will be secured to assure that oral interpretation needs are being met.

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

In accordance with Section VII of Chancellor's Regulations A-663, the school will provide all written DOE materials, including parent resources and letters from the Chancellor and Superintendent, in the native languages of parents. We will utilize the Translation Interpretation Unit's services as well as our in-house bilingual staff to assure that parent needs are met. The school will use our Parent Handbook, site-based postings, and website to inform parents of their rights regarding translation and interpretation services in covered languages, and instructions on how to obtain them.