

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

**School Name: THE ROBERT E. PEARY SCHOOL**

**DBN (i.e. 01M001): 75Q075**

**Principal: JAMES THORBS**

**Principal Email: JTHORBS@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 Comprehensive Educational Plan (CEP), 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 CEP 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 document must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
James Thorbs	*Principal or Designee	
Joice Rodriguez	*UFT Chapter Leader or Designee	
Deyanira Aguilera	*PA/PTA President or Designated Co-President	
Rosa Ramos	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Wayne Ambrose	Member/ Parent	
Janet Turcios	Member/ UFT Teacher	
Sean Arnold	Member/ UFT Teacher	
Luz Soria	Member/ Parent	
Moreine Fontanelle	Member/ Parent	
Diamaris Magarin	Member/ Parent	

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

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

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

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

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

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

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

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

## **School Receiving Title I Funds**

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

## CEP Checklist

### **All Schools**

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

## Goal and Action Plan #1

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

### **Annual Goal #1**

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

By June, 2015 students in grades 3 through 8 will demonstrate a 5% increase in formative assessment results by improving mastery of Reading/Communication skills as evidenced by the successful completion of Common Core Learning Standards (CCLS) tasks or Alternate Assessment Curriculum strands.

### **Comprehensive Needs Assessment**

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

The Spring 2014 New York State English Language Arts Assessment indicates that 90% of students in grades 3 through 8 performed in Level 1. Teacher survey in 2013-2014 indicated that the teachers of alternately assessed students overwhelmingly indicated the need for instructional programs that align with the functional abilities of alternately assessed and standardized students. To close the gap in reading skills, in 2014-2015, the school continues to explore options for curriculum/academic intervention services in reading to students to meet diverse functional needs.

### **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. Activity – The school will adopt and align an alternate assessment curriculum for communication skills in reading in order to offer a more efficient instructional program to meet the students' diverse needs.
2. Activity – The school will designate a Data Management Specialist to oversee and monitor student progress in the areas of reading and communication skills through formative and summative assessment data. The Data Management Specialist, in conjunction with the school coaches, will train teachers in the implementation and application of individualized student reading/communication skills data-based assessments.
3. Activity – The school, in conjunction with the School Leadership Team, will select programs to expand reading/communication skill academic intervention supports and assessments to provide teachers with additional methodologies to decrease the gap between student performance and grade level expectations. The selected programs are being implemented in the classroom, with professional development being provided to support the teachers.

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

1. In conjunction with the District Network Leader, school administrators and coaches will align the alternate assessment curriculum to the school's curriculum map to ensure that the daily curriculum meets the needs of the student populations.
2. The Administration, Data Management Specialist, School Instructional Coaches, and Classroom teachers in grades 3 through 8 will confer to determine how to apply data gleaned from the assessments to the instructional needs of the student.
3. Administration, Instructional Coaches, and the Data Management Specialist will provide support in the training and monitoring of individualized instructional interventions to be utilized by the students.

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

1. A Teacher Feedback Survey will be conducted in January and May 2015 to assess teacher implementation of the alternate assessment curriculum and student progress reports.
2. Students in both standardized and alternately assessed classes will demonstrate a minimum of 2 ½% growth in reading/communication skills as measured during mid-year interim assessment utilizing the Student Annual Needs Determination Inventory ( SANDI) or the Performance Series Assessment (Scantron).
3. The school will use formative/summative data to determine overall progress of student performance. Student progress will be tracked at a minimum of five times per school year to evaluate student progress and to determine the effectiveness of interventions (RTI – Response to Intervention) and evaluate the appropriateness of strategies employed. The expected student improvement will coincide with the targeted years 5% growth. A data team will analyze the designated AIS programs in reading to determine overall program effectiveness.

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

1. The curriculum will be adapted by October, 2014 and continue to be implemented throughout June, 2015.
2. Alternately assessed students in grades 3 through 8 will utilize SANDI to determine student growth in reading. The SANDI baseline will be conducted in September and final assessment will be administered by May, 2015. The Performance Series Assessment (Scantron) will be administered in the Fall, 2014. Interim assessments will be administered by February, 2015. Final growth to be evaluated in May, 2015.
3. Academic Intervention supports in reading/communications skills will be identified by September 30, 2014. The classroom teachers will receive ongoing professional development throughout 2014-2015 to support the introduction to and operation of the selected academic intervention support programs.

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

1. Two school instructional coach lines will be created to support the implementation and success of the alternate assessment curriculum. Funding will be allocated for

the scheduling of small group in-house professional development.

2. Administration in conjunction with the Data Management Specialist/Testing Coordinator will analyze interim and final growth in SANDI and Performance Series Assessment (Scantron). Mid-Year Assessments will demonstrate an average interim growth of 2 ½%. Per diem and per session funding will be allocated to support small group training and implementation of the curriculum/assessment programs. Teachers will receive training in either Performance Series Assessment (Scantron) or SANDI in September. In November, a follow-up training will be held on the Chancellor's Conference Day on Scantron as a tool for remediation. SANDI training will be held in house during small group professional development (tax levy per diem funding allocated).
3. Instructional funding will be allocated to expand upon academic intervention service materials including SMILE, Unique Learning Systems, Fountas and Pinnell Reading Assessment, Attainment Core Curriculum Solutions, Elementary and Secondary Reading Programs, Thinking Maps, and Reading A-Z. Per Diem and Per Session Funding was allocated in order to provide teachers with professional development in the assessment/instructional programs.

**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).

In order to improve student performance in Reading/Communication Skills, a series of parent instructional workshops including training on "Understanding your Child's Individual Student Report (ISR)", the alternate assessment curriculum, Common Core Learning Standards, and various academic intervention support programs will be held during 2014-2015 in order to familiarize parents with these programs so that they may better support these instructional programs in the home.

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

Tax Levy New York State Alternate Curriculum

## Goal and Action Plan #2

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

### **Annual Goal #2**

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

By June, 2015 students in grades 3 through 8 will demonstrate a 5% increase in formative assessment results by improving mastery of Mathematics skills as evidenced by the successful completion of Common Core Learning Standards (CCLS) tasks or Alternate Assessment Curriculum strands.

### **Comprehensive Needs Assessment**

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

The Spring 2014 New York State Mathematics Assessment indicates that 88% of students in grades 3 through 8 performed in Level 1. Teacher survey in 2013-2014 indicated that the teachers of alternately assessed students overwhelmingly indicated the need for instructional programs in mathematics that align with the functional abilities of alternately assessed and standardized students. To close the gap in mathematics skills, in 2014-2015, the school continues to explore options for curriculum/academic intervention services to students to meet diverse functional needs.

### **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. Activity – The school will adopt and align an alternate assessment curriculum for mathematics skills in order to offer a more efficient instructional program to meet the students diverse needs.
2. Activity – The school will designate a Data Management Specialist to oversee and monitor student progress in the areas of mathematics through formative and summative assessment data. The Data Management Specialist, in conjunction with the school coaches, will train teachers in the implementation and application of individualized student mathematics data-based assessments. Additionally, a data team will be formulated to assess the Response to Intervention in relation to the results of the interim assessment outcomes in Performance Series Assessment (Scantron).
3. Activity – The school, in conjunction with the School Leadership Team, will select programs to expand mathematics academic intervention supports and assessments to provide teachers with additional methodologies to decrease the gap between student performance and grade level expectations. The selected programs are being implemented in the classroom, with professional development being provided to support the teachers.

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

1. In conjunction with the District Network Leader, school administrators and coaches will align the alternate assessment curriculum to the school's curriculum map to ensure that the daily curriculum meets the needs of the student populations.
2. The Administration, Data Management Specialist, School Instructional Coaches, and Classroom teachers in grades 3 through 8 will confer to determine how to apply data gleaned from the assessments to the instructional needs of the student.
3. Administration, Instructional Coaches, and the Data Management Specialist will provide support in the training and monitoring of individualized instructional interventions to be utilized by the students.

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

1. A Teacher Feedback Survey will be conducted in January and May 2015 to assess teacher implementation of the alternate assessment curriculum and student progress reports.
2. Students in both standardized and alternately assessed classes will demonstrate a minimum of 2 ½% growth in mathematics skills as measured during mid-year interim assessment utilizing the Student Annual Needs Determination Inventory (SANDI) or the Performance Series Assessment (Scantron).
3. The school will use formative/summative data to determine overall progress of student performance. Student progress will be tracked at a minimum of five times per school year to evaluate student progress and to determine the effectiveness of interventions (Response to Intervention - RTI) and evaluate the appropriateness of strategies employed. The expected student improvement will coincide with the targeted years 5% growth. A data team will analyze the designated AIS programs in mathematics to determine overall program effectiveness.

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

1. The curriculum will be adapted by October, 2014 and continue to be implemented throughout June, 2015.
2. Alternately assessed students in grades 3 through 8 will utilize SANDI/FAST to determine student growth in mathematics. The SANDI baseline will be conducted in September and a final assessment will be administered in May, 2015. The FAST baseline will be conducted in November and reviewed for student growth in March, 2015. The Performance Series Assessment (Scantron) baseline will be administered in the Fall, 2014 and an interim assessment administered by February, 2015. Final growth to be evaluated in May, 2015.
3. Academic Intervention supports in mathematics skills will be identified by September 30, 2014. The classroom teachers will receive ongoing professional development throughout 2014-2015 to support the introduction to and operation of the selected academic intervention support programs. The rollout of acquired academic

intervention support programs will continue throughout 2014-2015.

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

1. Two school instructional coach lines will be created to support the implementation and success of the alternate assessment curriculum. Funding will be allocated for the scheduling of small group in-house professional development.
2. Administration in conjunction with the Data Management Specialist/Testing Coordinator will analyze interim and final growth in SANDI and Performance Series Assessment (Scantron). Mid-Year Assessments will demonstrate an average interim growth of 2 ½%. Per diem and per session funding will be allocated to support small group training and implementation of the curriculum/assessment programs. Teachers will receive training in either Performance Series Assessment (Scantron) or SANDI in September. In November, a follow-up training will be held on the Chancellor's Conference Day on Scantron as a tool for remediation. SANDI training will be held in house during small group professional development (tax levy funding allocated).
3. Instructional funding will be allocated to expand upon academic intervention service materials including TouchMath, Unique Learning Systems, Attainment Core Curriculum Solutions Elementary and Secondary Mathematics Programs, and Thinking Maps. Per Diem and Per Session Funding was allocated in order to provide teachers with professional development in the assessment/instructional programs.

**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).

In order to improve student performance in Mathematics, a series of parent instructional workshops including training on "Understanding your Child's Individual Student Report (ISR)", the alternate assessment curriculum, Common Core Learning Standards, and various academic intervention support programs will be held during 2014-2015 in order to familiarize parents with these programs so that they may better support these instructional programs in the home

**Budget and Resource Alignment**

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

<b>x</b>	<b>Tax Levy</b>	<b>Title IA</b>	<b>Title IIA</b>	<b>Title III</b>	<b>Set Aside</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.						
xTax Levy New York State Alternate Assessment Curriculum CW						

### 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.

Teachers will increase their overall Measure of Teacher Practice (MOTP) rating in the Advance observational system as a result of professional development which supports the expansion of instructional resources and provides teachers with multiple strategies to align instruction to functional abilities. Component 3C of the Danielson Rubric (Engaging Students in Learning) in Advance will be evaluated in June 2015; it is anticipated that the overall mean score of Component 3C will be in the effective range (equal to or greater than 3.0)

#### **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.

Based on teacher feedback through weekly coach response logs collected in 2013-2014, there exists a need for the expansion of available curriculum and interventions that more closely match student's functional abilities.

#### **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. The school will opt to take part in a "Quality Improvement Process (QIP)". The focus will be on literacy for students in standardized assessment. The process will provide support specifically in specially-designed instruction for the purpose of improving performance on NYS English Language Arts Exam..
2. A teacher resource room will be created complete with academic intervention resources.
3. The school instructional coaches will schedule inter-visitations to conduct demonstration lessons on the application of intervention materials to specific student academic needs.
4. Develop and utilize an alternate assessment curriculum map to identify appropriate instructional resources/teacher strategies to meet student individualized goals.

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

1. The school will receive support from the Division of Specialized Instruction and Student Support. A Special Education School Improvement Specialist (SEIS) will confer with the instructional team (Administration, Instructional Coaches, and the Data Management Specialist) to target areas for improvement based on 2014 NYS ELA scores)
2. Funding will be allocated for the purchase of academic instructional programs, an additional school instructional coach, and small group professional developments.
3. Administration and instructional coaches will coordinate visitations to classrooms to provide demonstration lessons on AIS programs
4. School Administration, school coaches, and classroom teachers will develop Alternate Assessment Curriculum Maps in ELA, Math, Science, and Social Studies

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

1. A decrease in the number of students in Level 1 on the NYS ELA exam during Spring, 2015
2. All classroom teachers will apply the available resources and strategies to decrease the gap between student functional abilities and grade level expectations and account for them through Academic Intervention Support Student Calendars.
3. The Measure of Teacher Practice (MOTP) rating in the Advance Observation System (item 3C) as outlined in the Advance resource "Specific Considerations for Teachers of Students with Disabilities" will be evaluated for effectiveness after each of four scheduled observation cycles. It is anticipated that the mean score will be in the effective range (equal to or greater than 3.0)
4. To align instruction more closely to student independent functional levels by creating an adapted instructional guideline to inform lesson planning.

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

1. The Quality Improvement Process begins November, 2014. Meetings with the Instructional Team and the SEIS representative are scheduled to commence in December, 2014. The team will meet 3 -4 times per month. Progress to be monitored three times annually. The process will conclude in June, 2015.
2. A Teacher Resource Center containing multiple instructional interventions will be created by January 15, 2015.
3. Observation schedules ongoing through June 2014-2015
4. Evaluations will be conducted at the conclusion of the following observation cycles – January 30, March 6, April 24 and June 1, 2015)

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

1. Meeting/Walkthroughs will be scheduled on the instructional calendar coordinated with the instruction team and the SEIS representative.

2. A room and scheduled times will be designated for the Teacher Resource Center. Funding will be allocated to allow for the purchase of instructional intervention materials.
3. A calendar of coach inter-visitations will be developed and coordinated with the observation schedule
4. Professional Development will be held on the developed Alternate Assessment Curriculum in grade bands Kindergarten-2, 3-5, and 6-8. Teachers will be provided with examples of subject area lessons in English Language Arts, Math, Science, and Social Studies.

***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).

In order to improve parent participation, a series of parental instructional workshops will be held throughout 2014-2015 to inform and educate parents on the plans to improve teacher effectiveness.

***Budget and Resource Alignment***

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

x	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						

## Goal and Action Plan #4

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

### **Annual Goal #4**

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

### **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.

### **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.

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

1.

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

1.

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

1.

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

1.

### **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).

### **Budget and Resource Alignment**

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

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

## Goal and Action Plan #5

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

### **Annual Goal #5**

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

### **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.

### **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.

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

1.

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

1.

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

1.

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

1.

### **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).

### **Budget and Resource Alignment**

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

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

### Academic Intervention Services (AIS)

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

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	SRA Kits DRA Achieve It Great Leaps ELA Handwriting Without Tears Smile Wordly Wise 3000 Words Their Way Thinking Maps Unique Learning Systems Foundations Attainment Core Curriculum Solutions Elementary and Secondary Reading A-Z	Small group/one to one	daily during the school day
<b>Mathematics</b>	Think Central Achieve It Math Steps Math Dashboard-CMP3 Great Leaps Math Math Triumphs Thinking Maps Unique Learning Systems Attainment Core Curriculum Solutions Touchmath	Small group/one to one One to one/individual	daily during the school day
<b>Science</b>	I Openers Unique Learning Systems	Small group/one to one	daily during the school day
<b>Social Studies</b>	I Openers Unique Learning Systems	Small group/one to one	daily during the school day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Counseling: Strategies for students to improve on-task duration  Attendance Procedures: Strategy to minimize student absences through classroom and attendance teachers tracking of weekly student attendance.  Crisis Intervention provided as needed to at-risk students  IEP mandated counseling	Counseling Sessions individual/Small Group  Attendance Teacher and Classroom Teacher initiate home contacts through telephone or home visits.  One to one with Crisis Intervention Staff  One to one/Small Group	During the school day  Daily, during the school day  During the school day, as needed  Services provided as per counseling schedule



**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).

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

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

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

---

**Parent Involvement Policy (PIP) Template**

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- 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;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;

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

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

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

## **III. Student Responsibilities:**

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



**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: Robert E. Peary	DBN: 75Q075
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: 56 Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 2 # of certified ESL/Bilingual teachers: 2 # 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: Out of the 506 students in P. 75Q, 162 are English Language Learners (ELLs) (32%). Of those ELLs, 81% receive alternate assessments and 19% receive standardized assessments. Our ELL population includes students from grades K-8 who are between the ages of 5 and 12 years old. The school services students with autism, intellectual disability, and emotional disturbance (ED). The languages spoken in our students' households include Spanish, Bengali, Urdu, Cantonese, Mandarin, Romanian, Punjabi, Arabic, Hebrew, Albanian, Portuguese, Japanese, Fukienese and Haitian Creole. Instructional methodologies that are used with our ELLs include The Cognitive Academic Language Learning Approach (CALLA), Total Physical Response (TPR) and the Language Experience Approach (LEA). We also use graphic organizers and QTEL (Quality Teaching for English Learners) strategies which focus on scaffolding techniques, and Applied Behavioral Analysis (ABA) to support our ELLs' learning. ABA strategies as well as TEACCH (Treatment and Education of Autistic and Related Communication Handicapped Children) include discrete trials and data collection to address the Individualized Educational Plans (IEPs) of the ELL students with autism. Technology is incorporated to provide additional support. Instructional materials that promote high interest, while relevant to students' backgrounds, academic needs and strengths are used to support ELLs. The ESL teachers together with the classroom teachers plan collaboratively for the levels of language proficiency and the skills of listening, speaking, reading, and writing in English.

The Supplemental Program utilizing Title III monies will be comprised of an after-school instructional program servicing 56 students from P.75Q -Main and P.75Q@ P.S. 239Q, and P.S. 75Q @239 Annex sites. The program will physically take place at the main site. The students selected to participate in the program scored Beginner on the 2014 NYSESLAT and therefore will benefit from supplemental literacy instruction in English.

The Supplemental Program will consist of 56 ELLs in 6:1:1, 8:1:1 and 12:1:1 class ratios in grades K-8. The focus of the supplemental program is to help students build skills in English in the four modalities of listening, speaking, reading, and writing. It will be a continuation of the school's curriculum, providing intensive support to enhance literacy skills. New Language Arts Progressions will be addressed, as well as English Language Arts Common Core Standards and ELA extensions in grades K-8. The supplemental instructional program will benefit our students as they will have ample opportunities to engage in receptive and expressive language through the use of differentiated hands-on activities, short stories read aloud by the teacher, and literacy through the use of computers. In order to achieve our goal of improving student performance, teachers will employ visual supports, Total Physical Response (TPR), small group instruction and whole group instruction.

Many of our students participate in other after-school programs. In order to allow more students

## Part B: Direct Instruction Supplemental Program Information

opportunities to participate in the Title III Program, it will be divided into four 5-week sessions (two days per week with a total of ten meetings per session). It will be held twice a week on Wednesdays and Thursdays for two hours each day (from 3:30 p.m. to 5:30 p.m.) for twenty (20) weeks beginning in January 2015. Each session will have a different group of students in attendance. The first, second and third sessions will consist of two groups of students with 6:1:1 student-to-staff ratios. The first session will serve students in third and fourth grades; the second will serve students in fifth and sixth grades; the third session will serve students in seventh and eighth grades. The fourth session will consist of one group of 8:1:1 students (seventh and eighth grades) and one group of 12:1:1 (kindergarten through second grade) students. Each group will be taught by one ESL certified teacher and one paraprofessional. By the end of the program, 56 students (12 in the first session, 12 in the second, 12 in the third, and 20 in the fourth) will have attended ten 2-hour meetings of the Title III Program. A member of the P. 75Q/Robert E. Peary administration will be present at each session for the duration of the program; however, the administrator's salary will be paid by another after-school program.

Instruction will be delivered in English using ESL methodologies. Paraprofessionals will be assigned to each class with preference given to the students' languages within each group so as to provide native language support as needed.

The purpose of the supplemental instructional program will be to strengthen English as the primary language of communication in school for severely cognitively delayed students who receive alternate assessment. The Title III Program will be a continuation of the school's curriculum, but will provide intensive literacy development through the use of four different literacy programs. Utilizing programs for early language acquisition, the supplemental language after school program will increase the students' usage of receptive and expressive language in English. Instruction will be designed to target students' IEP communication and literacy goals each week. Homogeneous classes will provide for learning to occur at the student's functional level during whole class, small group and individual activities. This is in alignment with instruction provided to ELLs during the school day (e.g., ELLs receive direct instruction from their ESL teachers and they also receive direct instruction from special education teachers throughout the school day).

ELLs with severe cognitive and developmental disabilities have a difficult time generalizing skills and applying them in novel situations, in a variety of settings, and with a variety of people. P. 75Q plans to provide a means for ELL students to build and generalize their listening, speaking, reading, and writing skills in English for social interaction (ESL Standard 4) utilizing whole group, small group, and individual instruction during the after-school supplemental Title III program.

As mentioned, the Title III after-school program will utilize four different programs to improve literacy development. One of the programs of the Supplemental Instructional Program is the Unique Learning System. This program has been developed based on current research-based information that promotes access to standards-based learning and literacy instruction. "The Unique Learning System" suggests that reading instruction for students with significant disabilities follow a unit approach, which integrates many subjects into a theme. (Browder 2006) Research for students with mild disabilities has shown improved performance with a unit approach (Englert, Raphael & marriage, 1994; Mastropierie and Scruggs, 1994). Elements of an inclusive unit design include: 1. A central unit issue, 2. an opening

## Part B: Direct Instruction Supplemental Program Information

motivator, 3. lessons that are linked to the theme, 4. source varied modes of student expression (Onosko & Jorgensen 1998). This format is also conducive to the varied needs of students with significant disabilities.

Another program we will be using is Voyager Passport Reading Program. Voyager Passport provides “direct, systematic instruction in each of the essential reading components (phonemic awareness, phonics, fluency, vocabulary, and comprehension) and is designed as an intervention program for students for whom the core reading program is not sufficient. The lessons are based on the latest scientific knowledge about effective reading instruction and are carefully designed to effectively and efficiently address each of the strategies and skills necessary for struggling readers.” The instruction and activities in the voyager Passport Reading Program are predominantly delivered through small group instruction. Students will participate in activities ranging from pre-reading skills to reading comprehension.

Santillana Intensive Reading Program will also be an integral part of the Supplemental Instructional Program. “The Santillana Intensive English is a standards-based ESL/ELD intervention program designed to accelerate the development of social and academic language skills through content-based instruction.” It can be used as a core program or supplemental to any basal reading language arts program. The activities in the Santillana Intensive English Program will vary from individual to small group instruction. The level of difficulty can range from naming pictures to retelling stories to predicting events.

Additionally, we will be incorporating The Edmark Reading Program into our instruction. The Edmark Reading Program “has been teaching struggling reading students to successfully read for over thirty years. The multimedia (Win/Mac) version received the Codie Award as the Best Special Educational Software Solution of 2002. Available in Win/Mac version or Print version, The Edmark Reading Program is the ‘one that works’.” The activities in the Edmark Reading Program also will vary from individual to small group instruction. Students will participate in expressive language exercises which vary from internalization of vocabulary words to composing a story involving specific vocabulary.

All four programs have been previously purchased by the school. Title III money will be utilized to purchase supplies to enhance learning activities. These include, but are not limited to, laminating machines for the two teachers to preserve materials, glue, markers, paper, Velcro and notebooks.

Some examples of student tasks to be used in the after-school program are:

Students participate in retelling a story on the plant cycle (such as Pumpkin, Pumpkin or The Carrot Seed) using picture cards with words to put the steps in the plant cycle in order and/or making a flip book of 4 pages with pictures and labels to show the four stages of growth of a pumpkin seed (e.g. seed, plant, flower, pumpkin) (aligned with New York State Alternate Assessment ELA extensions 11308 Grade 5 Reading).

After listening to a story such as The Three Little Ducks or Have You Seen My Duckling? Students respond to the events they have heard in the story verbally and through other methods of communication (aligned with New York State Alternate Assessment ELA extensions 12108 Grade 3

### Part B: Direct Instruction Supplemental Program Information

Reading) such as pictures, picture symbols, and/or voice output devices.

### Part C: Professional Development

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

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

Begin description here: The PD portion of the Title III after school program will consist of three sessions for the Title III instructional staff. They will cover methodologies found in the above reading programs. Professional Development will take place on three separate occasions during the program. The PD will take place after school, on the Monday of the first week, the tenth week and the twentieth week of the program. They will be held at the main site. Each session will be one hour from 3:05 to 4:05 pm. Two certified ESL teachers, Luis Ortiz and Laura Di Gangi, will conduct the PD. The paraprofessionals and administrator will receive the training. The topic of the first training is assessment. It will consist of demonstration and utilization of the assessment tools to be used to determine the ELL student's present level of performance with regard to receptive and expressive language. The topic of the second training will be how to incorporate ESL methodologies and strategies into the existing curriculum. The topic of the third training is to discuss the results and analysis of assessments and how to use those results to further drive instruction. It will encompass the Response to Intervention (RtI) and the next steps to be taken after reviewing ELL student progress and/or lack of progress.

### 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: Parent Involvement is paramount to the success of our endeavor. "To promote a healthy self-esteem of each and every child, early childhood education programs must be thoughtfully designed to serve both parents and children-or the more so for those who speak a language other than English at home (Helen Nissany, 1961)."

"Research has indicated that parental involvement is correlated with increased academic performance, especially in schools with a high percentage of culturally and linguistically diverse populations

**Part D: Parental Engagement Activities**

(Henderson and Marburger, 1987).”

In alignment with instructional staff training, parent workshops will convene to demonstrate the programs for the purpose of familiarizing the parents with them and increasing home participation with the learning methodologies.

The parent component of the Title III supplemental program will consist of four separate parent engagement workshops. The workshops will take place on Tuesdays from 3:05 p.m. to 4:05 p.m. during the first week of each 5-week institute. Luis Ortiz and Laura Di Gangi, certified ESL teachers, will conduct the workshops. The workshops will serve as an informational meeting where the ESL teachers explain the program and its components and benefits to the parents of students participating in each institute. Parents will be given strategies and tips on how to support and increase their students’ learning at home. Parents will also be invited to attend the ten meetings that their child will be participating in.

Information regarding the Title III Program will be provided via letters sent home, telephone contact and parent meetings. All letters will be translated into the parents’ native languages and interpreters will be available for telephone conversations and parent meetings. The school addresses the needs of parents to communicate in their native language through the use of the Department of Education’s Translation Unit. Ample opportunity and time will be provided to convey concerns in order to promote communication and participation by parents from different cultural backgrounds. Training will be provided to encourage effective parental participation in school activities, home activities, and to support the acquisition of literacy skills, learning assessments, standards and achievements of goals.

**Part E: Budget**

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

Allocation Amount: \$17232

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	\$13508.30	2 ESL teachers X 2 days per week X 2 hrs per day X 20 weeks X \$50.50 = \$8080  2 paraprofessionals X 2 days per week X 2 hrs per day X 20 weeks X 29.05= \$4648  Professional Development Component:  2 ESL teachers 3 sessions X 1 hr @ \$50.50 = \$303

<b>Part E: Budget</b>		
<b>FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.</b> Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: \$17232		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		2 paraprofessionals x 3 sessions X 1 hr x \$29.05 = \$174.3  Parent Involvement Component:  2 teacher trainer X 3 sessions X 1 hr X \$50.50 = \$303
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	3821.70	Classroom supplies: notebook paper 10 @ 24.19 = 241.90 copy paper 2 @ 24.99 = 49.98 pencils 50 @ 6.39 = 319.50 crayons 20 @ 4.99 = 99.80 colored markers 20 @ 20.99 = 419.80 glue sticks 15 @ 10.99 = 164.85 velcro 15 @ 24.83 = 372.45 notebooks 60 @ 2.49 = 149.40 chart paper 10 @ 8.99 = 89.90 construction paper 10 @ 7.33 = 73.30 folders 6 @ \$4.99 (10 pack) = 29.94 printer ink 10 @ 86.99 = 869.90 laminating machine 2 @ 159.99 = 319.98 laminating sheets 25@15.79 = 394.75 cleaning wipes 5 @ 6.99 = 34.95 scissors 10 @ 6.09 = 60.90 books = 130.40
Educational Software (Object Code 199)		_____
Travel	_____	_____
Other	\$250.00	Refreshment for parents
<b>TOTAL</b>	<b>\$17580</b>	_____



**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

District <b>75</b>	Borough <b>Queens</b>	School Number <b>075</b>
School Name <b>Robert E Peary</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>James Thorbs</b>	Assistant Principal <b>Anthony Loades-ELL Coordinator</b>
Coach <b>Maureen Healy</b>	Coach <b>Kalceda Davis</b>
ESL Teacher <b>Luis Ortiz</b>	Guidance Counselor <b>Willie Rose</b>
Teacher/Subject Area <b>Laura DiGangi (ESL)</b>	Parent <b>Deyanira Aguilera</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Tashawna Hassell</b>
Related Service Provider <b>Matt Kostel-Speech teacher</b>	Other <b>Concita Britton (ESL)</b>
Network Leader(Only if working with the LAP team) <b>Kathleen Lafiva</b>	Other <b>Patricia Nelson (ESL)</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>4</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>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>480</b>	Total number of ELLs	<b>138</b>	ELLs as share of total student population (%)	<b>28.75%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
<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>														
Push-in														0
Pull-out														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	138	Newcomers (ELLs receiving service 0-3 years)	63	ELL Students with Disabilities	138
SIFE	0	ELLs receiving service 4-6 years	35	Long-Term (completed 6+ years)	40

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	63	0	63	35	0	35	40	0	40	138

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>63</b>	<b>0</b>	<b>63</b>	<b>35</b>	<b>0</b>	<b>35</b>	<b>40</b>	<b>0</b>	<b>40</b>	<b>138</b>
Number of ELLs who have an alternate placement paraprofessional: <u>22</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	5	7	34	9	9	5	11	13	4					97
Chinese														0
Russian														0
Bengali	2	1	3	1		3	2	2	1					15
Urdu	1		2	1		0	0		2					6
Arabic	0		1	1	1	0	0	0	0					3
Haitian	0		1	0	0	0	0	0	0					1
French														0
Korean														0
Punjabi	0	0	0	0	0	0		1	0					1
Polish		0	0		2	0	0		1					3
Albanian	0	0	0		0	0	0	1	0					1
Other		2	2	1	1	2		2	1					11
<b>TOTAL</b>	<b>8</b>	<b>10</b>	<b>43</b>	<b>13</b>	<b>13</b>	<b>10</b>	<b>13</b>	<b>19</b>	<b>9</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>138</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)	7	8	40	12	12	7	13	18	11					128
Intermediate(I)	0	2	4	1	1	1	0	0	1					10
Advanced (A)	0	0	0	0	0	0	0	0	0					0
Total	7	10	44	13	13	8	13	18	12	0	0	0	0	138

**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					!Und
4					
5					
6					
7					
8					
NYSAA Bilingual (SWD)	2	4	10	39	

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									
4									
5									
6									
7									
8									
NYSAA Bilingual (SWD)			2		15		38		

**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)					1		9		

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
The assessment tools our school uses to assess the early literacy skills of our ELLs are ECLAS-2, ABLLS, SANDI and Scantron. These assessments are designed to help students reach educational standards. The results help teachers clearly define measurable goals, pinpoint objectives that need to be reviewed and assess their needs to modify instruction. Other forms of assessment, such as checklists,

are also used. These checklists include the following: data that appraises the student's knowledge of numbers, letters, colors, basic commands, etc., i.e. ABLLS, reading comprehension, writing skills as well as an inventory of English structures used by the teacher to develop contextualized activities. Datafolios that contain samples of student work will be used to monitor students' progress over a period of time.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
The results of NYSESLAT show that the focus for most of our students needs to be reading and writing. Data application and analysis of class profiles indicate that the majority of our ELLs are at the beginning level of English proficiency.
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](#))  
Statistical data is unavailable; therefore, the analysis of our findings is based on data from previous years. Our findings noted that we need to focus on written expression across all grades. Instruction should address written expression. This includes foundation skills on the writing process in all classrooms. Teachers will receive ongoing training and feedback to assist students in developing writing skills.
4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
  - d. The majority of ELLs at 75Q participate in New York State Alternate Assessment (NYSAA). The ELLs that participated in NYSAA performed within the range as their monolingual peers on the alternate performance indicators in ELA, Mathematics and Science. Our main goal is to utilize the students' higher levels of listening and speaking skills as foundation for building up reading and writing skills. Greater emphasis is placed on improving Basic Interpersonal Communication skills for ELLs that are at the beginner proficiency level, and greater emphasis will be placed on Cognitive Academic Language Proficiency for students who are at the Intermediate and advanced proficiency levels. Classroom libraries are equipped with books of different languages to support students' native languages. For those students whose IEPs recommends bilingual services are placed in alternate placement with an Alternate Placement Paraprofessional who speaks the student's native language. Teachers use informal assessments which provide an overview of student's receptive and expressive language skills.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)  
Our school uses different assessment tools, such as ABLLS and SANDI, to identify students' functional level. These tools provide us with important information to remediate student's progress. Our school also uses the Unique Learning System to assess our ELL's level of proficiency in all modalities. These assessments help improve instruction in order for our student's to achieve a higher academic level.
6. How do you make sure that a child's second language development is considered in instructional decisions?  
All teachers in our organization have been trained in Jose P.. They know some strategies that help students develop the necessary skills in order to become fluent in the target language. Classrooms are also equipped with native language book. Teachers attend to different PDs offered by the English Language Learners department. Some of the strategies ELLs teachers are using include:
  - Be observant and notice what ELLs are interested in. What they might want to talk about, and what they know.
  - Select a conversation topic that is meaningful to children. Their choice of a toy or a play area signals their interest.
  - Learn how to read the meaning of gestures and facial expressions.
  - Using actual names of people and objects rather than pronouns during instruction
  - Talk about topics in the present
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?

Our school does not offer a dual language program at this time.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
At the end of the school year, ELL staff review the materials used with ELLs to see what is showing progress. Then LAP team meet with the administration to discuss what materials are working and to plan for future materials, if necessary. At the present time,. Materials and programs used for our ELLs are meeting their needs and parent request of programs.

## 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](#).)  
Upon student entry (within 10 days,) Luis Ortiz (Spanish and English), Laura DiGangi (Italian and English), Concita Britto, (Portuguese, Spanish and English), and Patricia Nelson (English) certified ESL Teachers, discuss the home language identification survey (HLIS) with the parents and also discuss evaluations available that would determine their child's availability into the program. These trained pedagogues will then review IEP's, CAP mandates, and ATS reports in order to identify our Limited English Proficient (LEP) students who are eligible to receive ESL and/or Alternate Placement services. The Spanish LAB is only administered if the Spanish speaking ELL does not test out of the LAB-R. Then parents are called to discuss the program available and students are called into IVR. If a new student comes in the summer, the same procedure is followed.
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 ELLs are discussed with parents during the Educational Planning Conference at the CSE level. Then the ESL teacher and the parent coordinator discuss the ELL program with the parents. They also discuss The Supplemental Program (Title III) that is offered in our organization and all the services that the school offers to parents and students including language and interpretation services. Parents are notified in English and in the language they understand, of their child's placement in an instructional bilingual or free-standing English as Second Language Program and their options. The purpose of this notification is to discuss and explain further the nature, purposes and the education value of the program. Options are also discussed during orientation, placement and during Parents/Teachers' conferences. Parents also receive a full and clear explanation of the different programs available for their children: Transitional Bilingual Education (TBE) Programs, Dual Language Program and Freestanding English as Second Language (ESL). It will help parents to come to an understanding of each program and, therefore, decide which program will benefit their children best.
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 [\[see tool kit\]](#).)  
Entitlement letters are done at CSC.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.  
The school addresses the needs of parents to communicate in their native language through the use of the Department of Education's Translation Unit. The school's Parent Coordinator and/or the ESL teacher work together with the school to provide parental documents in the family's native language. Ample opportunity and time will be provided to convey concerns in order to promote communications/participation by parents from different cultural backgrounds. Home Language Identification Survey(HLIS) forms are provided in the families' native language, and translators are provided as needed. If a new student comes in without the parent present, phone calls are made to the parent requesting their attendance in filling out this survey within the child's 10 days of school. Students new to the New York City Department of Education identified as Limited English Proficient (LEP) are administered the LAB-R if it has not been previously administered at the CSE level of the admission process. Once school staff collect the HLIS from parents and determine that a language other than English is spoken in the child's home, then the child is administered a Language Assessment Battery revised (LAB-R), which is a test that establishes English proficiency level. The students that score below proficiency in the LAB-R, will become eligible for state-mandated services for ELL's. In the Spring, each ELL is administered the New York State English as a Second Language Achievement Test (NYSESLAT) to determine English proficiency. The NYSESLAT exam include the four modalities: speaking, listening, reading, and writing. First, we administer the speaking portion to each child individually. The other three parts are administered at another date, in groups of students depending on their grade level and proficiency level. In order to determine whether students' continue to take the NYSESLAT exam, ESL teachers review ATS reports, such as RLAT and REXH, to check the previous scoring and provide us information on each ELLs' current level of proficiency. This test determines whether or not the student's continue to be eligible for English language services.
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.

-First, we review the RLER, BESIS, and other ATS reports to check students who are eligible to take the NYSESLAT and we keep on checking the reports every single day to make sure all students are tested including new ones. One of the ESL teachers attend all mandatory workshops and training available prior to the beginning of the test and then all other pedagogues involved in administering portion of the NYSESLAT are trained. Then:

-We make up grouping and scheduling for each modality, Speaking first

-We make sure each student is tested on correct grade level based on the NYSAA birth chart

-The ESL teacher's will meet to assign which teacher's will pair up to test students on Speaking section

-Teacher's will then test Listening, Reading, and Writing sections of NYSESLAT to their students according to the grouping and scheduling

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. [①](#)
- Our school makes every effort to stay in contact with ELL parents from administering the Home Language Survey to informing them of their child's eligibility for ELL services to collecting the forms to indicate the parent program choice for their children. Based on the parent survey, parents have all requested ESL program for their children. At this time, P75Q has a Pull-out - Push-in ESL program. Parent options are done at CSC and it reflects on the parent options screen.

## 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])?

Before students come to our school, they are evaluated at the CSE level where their language needs are determined. Students who speak Spanish at home and score below proficiency on the LAB-R are administered a Spanish LAB to determine Spanish dominance. During annual reviews, the classroom teacher and the ESL teacher discuss the language needs of the students. This information is given to the psychologist as he/she will have the final determination of the language needs of each student. The program model of 75Q provides ESL instruction to all of our ELLs in grades K-8 who are eligible to receive such services as per their HLIS and their IEPs. The instruction is provided both to students whose IEP indicates "ESL" only and whose IEP indicates "Bilingual Instruction Services." ELLs are taught in the language of service designated on the IEP with the aid of an alternate placement paraprofessional and bilingual service providers when applicable.

The school follows the Pull Out and Push In methods of instruction. Students are instructed in homogenous groups according to their continuum classification, age range and proficiency level. All students receiving ESL services are either at the Beginning, Intermediate or Advanced Level of Proficiency. To address the needs of ESL students directly, either a teacher or an Alternate Placement paraprofessional speaking in the students' native language has been assigned to those classes housing ESL students. Instructional strategies used to ensure students meet the ESL standards, and excel in state and local assessments include: The Cognitive Academic Language Learning Approach (CALLA) for students in standardized assessment, Total Physical Response (TPR), Language Experience, Graphic Organizers, QTEL (Quality Teaching for English Learners) strategies which focus on scaffolding techniques, and Applied Behavioral Analysis (ABA). ABA strategies as well as TEACCH include discrete trials and data collection to address the Individualized Educational Plans (IEPs) of the ELL students with autism. In addition, multisensory approaches in conjunction with communication symbols will be used. The use of technology is incorporated to provide additional support. Instructional materials that promote high interest, while relevant to students' background, academic needs and strengths are used to support ELLs.

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

Our ELLs are scattered across the classroom settings of 6:1:1, 8:1:1 and 12:1:1 and inclusion throughout different sites. ELLs receive the number of units required by CR Part 154. Students receive ESL according to New York State mandates of 360 minutes for those students at the Beginning/Intermediate Level and 180 minutes for students at the Advanced Level. Students at the advanced level also receive 180 minutes of ELA. Our staff consisting of 4 certified ESL teachers travels to all different sites to service our ELLs.

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.

The ESL teachers together with the classroom teachers plan collaboratively in the development of lesson plans for the levels of language proficiency and the skills of listening, speaking, reading and writing. Activities are differentiated based on students' proficiency level. The use of technology, music and visual cues are all incorporated to help students succeed. Content area instruction uses ESL methodologies. Classroom teachers adapt curriculum in order to meet the needs of students with severe disabilities. All attempts in planning will be made to formulate a Bilingual class whenever possible and appropriate. The certified ESL teachers utilize a push-in/Pull out model of instruction and work together with the classroom teachers to plan collaboratively in the development of lesson plans for the level of language proficiency and the skills of listening, speaking, reading and writing. Students are supported throughout the day via an Academic Intervention Services (AIS) program, Instructional Technology, Visual Arts Enrichment, and with differentiated instruction and tutoring with emphasis on specific skills in reading and writing. Language support may include explicit vocabulary instruction (i.e. pre-teaching and contextualizing vocabulary) and scaffolding writing activities. The use of technology is included to give students additional instructional support. Multi-sensory and multi-cultural materials are infused throughout all aspects of instruction

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

The first step we make is to determine the ELLs literacy backgrounds in their native language. Teachers use predictability logs to make these assessments. They can also use nontraditional assessments, such as checklists and observations, to determine ELLs' literacy strengths and needs. Knowledge of ways to assess ELLs literacy development accurately can help classroom teachers determine instructional lessons and interventions so that all students make real progress towards literacy. At this time P75Q does not have a bilingual classroom; however, bilingual related service providers and alternate placement paraprofessionals assist student and, informally, do assessment to measure students' academic skills in their native language. Alternate placement

paraprofessionals work close with the teachers to measure academic and behavior progress of ELLs.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
We constantly expose our students to activities and lessons where all four modalities are evaluated. Students are grouped according to their English proficiency level and are encouraged to fully participate on all activities prepared by classroom and ESL teachers. ELLs are given ample opportunities to practice all 4 modalities by engaging them in discussions about familiar topics, answering factual and inference questions after a read aloud story and writing a sentence or paragraph (based on their abilities and writing skills) about a story read in class or about a topic of their interest. During a lesson, students are given ample opportunities to express their thoughts. Their ideas are listened and respected. For students who are non-verbal, visual and auditory impaired we use assistive technology to accommodate their needs.
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).

SIFE: Presently, 75Q does not have any students with interrupted formal education. P75Q's plan will encourage and guide students both academically and socially, supporting their linguistic and cultural appreciation. In addition, it will integrate students' native language as a tool to support strong ELA acquisition. Services available for any newcomer or SIFE students include tutoring, community awareness activities, support of native language, and nurturing environment to facilitate language production, and technology. Students will be placed into our program based on IEP mandates and will receive all services specified with IEP. Students will be integrated into classroom settings based continuum mandates for class size and age as per NYS regulations. Instruction will be differentiated both inside of the class setting and within the framework of ESL instruction. Long term ELLs and SIFE students will continue to be supported through the communication and technology components of their educational programs. Long term ELLs are entitled to all AIS services. Our plan for ELLs who are receiving the services for 4-6 years include tutoring, after school program, one on one instruction during lessons to help them increase their reading and writing skills.

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?

The ESL teachers use many instructional strategies and grade level materials to provide our students with access to academic content area and to accelerate English language development. Some of the strategies include, modeling, differentiation of instruction, thematic teaching, visual tools, repetition, and the use of high thinking techniques such as comparing and contrast. In order to better support our English Language Learners to achieve their highest potential and get the most out of their learning experience, the ESL teachers combine their materials with the classroom teachers materials when planning rigorous instruction that includes the common core standards. We use all different strategies to help students achieve their maximum in all 4 modalities. Materials used to help our ELLs include, the Unique Learning System Program for reading and writing, Santillana, and grade level books which we modified to our students level of reading proficiency.

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?

Due to the nature of the handi capping conditions, our students are required to be in a self-contained classroom in the least restrictive environment possible. The only time our non-inclusion, ELL students from PS 239, 254, and 276 would be spending time with their non-disabled peers would be during mealtimes (breakfast and lunch) and dismissal. Alternate placement para's work with our bilingual ELL's and stay with them throughout the day. In addition, they will receive ESL instruction by pull out or push in method. Our inclusion students from PS. 239 and PS 88, spend the day in the classroom with their non-disabled peers. The ESL teacher will pull them out of their classrooms and work in a group of three for a 50 minute period.

All students in P75Q are categorized as special need students. Our students are placed in the least restrictive environment based on IEP mandates. Because of this, our students have special instructional concerns for both ELL and a diagnosed disability. The schools utilizes itinerant ESL teachers servicing students throughout 8 sites locations in the school organization. Students are given ESL services on a push in/ pull out basis as a part of their special placement due to their disabilities.

Curriculum is enhanced with ESL programs designed to improve students second language skills. Students are grouped by functional abilities (proficiency levels) to maximize instructional focuses. Teachers schedules are adapted to maximize instructional time while servicing to serve 133 students over 8 sites.

### Courses Taught in Languages Other than English ⓘ

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

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

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

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

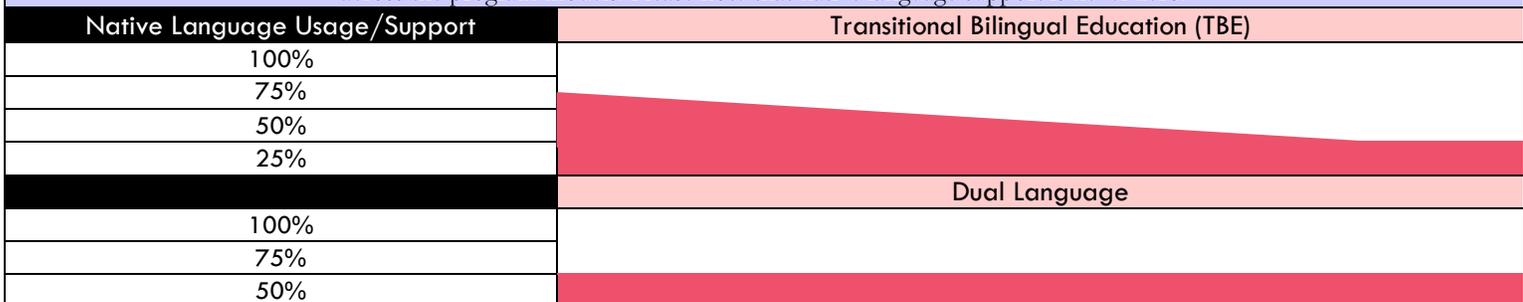
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

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

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



25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

## B. Programming and Scheduling Information--Continued

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

Content Area Instruction: Math, Social Studies and Science are taught by special education classroom teachers in English. Supplemental materials are utilized in the child's native language to promote learning and understanding of difficult concepts. Language development and subject area teaching/learning are critical to the success of ELLs. ELLs are grouped by level of English language acquisition, (beginning, intermediate, and advanced levels), to facilitate instruction. Content Area Instruction follows NYS Common Core Standards. The ESL teachers team with the classroom staff to focus on oral and written language development in English. Positive reinforcement, as well as behavior management techniques is applied through a functional communication approach to learning, via Applied Behavior Analysis (ABA). All subject areas are taught in English, through ESL methodologies by special education teachers who have completed the mandated 10 hours of Jose P. ESL training. Scaffolding techniques are used in Content Area Instruction to elaborate and expand on students' language. Mayer-Johnson symbols are also used on picture boards. Students in Alternate Placement are provided with native language support from a paraprofessional who speaks the student's native language, as well as English. P. 75Q has been using an ESL Program, which provides students with the opportunity to learn Cognitive Academic Language Proficiency (CALP) that focuses on language necessary for academic success in the content areas. Example: The classroom environment, in which ESL is taught through mathematics content, has been carefully structured so that second language acquisition can occur. Instructional activities promote second language development through a natural process that focuses not on language, but on communicating the concepts and applications of mathematics. Lessons teaching new concepts in mathematics focus on the use of manipulatives, graphics and concrete materials to clarify and reinforce language students with the opportunity to learn Cognitive Academic Language Proficiency (CALP) that focuses on language necessary for academic success in the content areas. Example: The classroom environment, in which ESL is taught through mathematics content, has been carefully structured so that second language acquisition can occur. Instructional activities promote second language development through a natural process that focuses not on language, but on communicating the concepts and applications of mathematics. Lessons teaching new concepts in mathematics focus on the use of manipulatives, graphics and concrete materials to clarify and reinforce language meanings through mathematics. Instructional activities build on students' real-life experiences as well as prior knowledge. The use of technology is incorporated into ESL and content area instruction to provide students with additional support. Students who score proficient on the NYSESLAT are placed in a monolingual classroom and are supported with ESL instruction by the ESL teacher for the first two years. Test accommodations for former ELLs include: time extensions, separate locations and/or small group administration and read aloud

English Language Arts: Literacy instruction follows the NYS Common Core Standards, NYC Balanced Literacy Program, and Teachers College workshop model which is supported by classroom libraries including an assortment of multicultural books and the use of technology. In addition, ELLs at the advanced level of English language proficiency, receive 1 unit of ELA instruction.

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 are currently using the Unique Learning System curriculum which is standards-based for students with significant disabilities. Unique Learning System has been developed based on current research-based information that promotes access to literacy instruction. It meets the needs of our children through the intensive individualized instruction it provides through explicit lesson plans. The students work toward alternative achievement standards for grade level content. Our students love the beautiful pictures in the stories and current events they learn in fun ways through New-2-You. Unique Learning System is the only online, dynamic, standards-based curriculum specifically designed for special learners. Monthly instructional thematic units of study are downloaded directly from the website. Each unit contains 30 lesson plans and downloadable materials that teachers can readily implement into classroom learning activities. All materials are created using SymbolStix graphics. The unit lesson plans define three levels of differentiated tasks to accommodate the diversity of learners with significant disabilities. This program keeps up with Common Core and state standards.

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

We are considering to purchase Santillana spotlight to improve the NYSESLAT score for ELLs with disabilities.

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

No programs will be discontinued at this time.

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

Our school makes every effort to provide the best possible experience for our students. School offers an orientation for prospective and incoming students. Parents are presented with the spectrum of services we offer. This includes all instructional and

related services and other support services that compliment students' well being and success at school. Students are supported by all staff and are gradually integrated to all the programs available in the school including after school program. The supplemental instructional program (after-school) provides much needed additional services to our students as they have ample opportunity to engage in activities including hands-on, short stories read aloud, and literacy through the use of computers. 75Q plans to provide a means for all ELLs students to build and generalize their listening, speaking, reading and writing skills in English for social interaction.

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

The "Write" Way to Read

- Santillana – K-5 (ESL) Intensive English Kit – Level "K"
- Big Books – an assortment of in both Spanish and English
- Simple Addition Instant Learning Center
- Foam Dice (for practicing math operations, probability and place value)
- Linking Cubes (to build skills in basic math operations, measurement and graphing.)
- Hardwood Pattern Blocks
- PECS
- Sight-Word Readers – Level 1-3
- Mayer-Johnson Symbols
- Edmark Reading Program
- "Avenues" Vocabulary Builders set – Hampton Brown
- "Smart Talk" Interactive language Acquisition Station
- 10 Minutes to Better Reading – CD plus book set
- .LinguiSystem: Picture Stories and Language Activities
- Things I can Say and Do – Autism/PDD
- Functional Vocabulary Kit

Unique Learning System

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

**Use of Native Language:** An array of culturally relevant materials, on a variety of levels, is used to encourage students to maintain and value their native language and culture. Thus, helping students to develop a sense of pride, as well as helping students build skills and strategies that will transfer into English.

**The Writing Process:** The Writing Process will be used to provide a flexible framework for students at all developmental stages. This process will aid students in promoting and developing literacy skills. Strategies include modeling a variety of genres through the use of writing centers, journals, guided composition and writing for meaningful reasons. The use of technology will allow students to edit their work and address specific skills needed for writing in the content areas. Students' work is published at the completion of each writing unit and they are recognized for their hard work.

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

English Language Learners receive required services and resources as per their IEP. Required related services include PT, OT, Speech, counseling, Alternate Placement paraprofessional as well as crisis and health paraprofessionals. As ELLs advance and acquire more skills in whatever area they are getting support on, the services decrease. For instance, there are ELLs who required speech therapy 2X30X1, but as they develop their language skills, mandates are reduced to 2X30X3 and the same thing happens in other areas.

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.

18. What language electives are offered to ELLs?

At this time, P75Q is not offering any language electives to our ELLs.

19. For schools with dual language programs:

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

(simultaneous)?

NA

### 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.

On-going professional development is necessary to consistently instruct staff on using ESL strategies and methodologies as well as the implication of the Language Allocation Policy. All staff assigned to ELL students receive their mandated professional development through web casting and training from the ESL teachers during Title III professional development periods. In addition, all staff including assistant principals, common branches teachers, subject area teachers, paraprofessionals, guidance counselors, psychologists, occupational/physical therapists, speech therapists, secretaries and parent coordinator are in receiving professional development..ESL teachers attend District 75 City-wide ELL workshops and meetings. They also maintain contact with the District 75 ELL coaches and director regarding issues of compliance and instruction. I work closely with Mr. Gamal who is the Guidance Counselor responsible to help students and parents during the transition from elementary, middle and high school. We have orientation for parents and students as well as on one conversation with them.

During the 2013-2014 school year P. 75Q's professional development plan includes issues pertaining to the instruction of ELLs, such as overview of approaches for ESL instruction, ESL in the content areas, the writing process, NYS ESL standards, Language Allocation Policy, cultural diversity, technology and literacy, Alternate Assessment Methods for ELLs. P. 75Q teachers and paraprofessionals who serve ELLs are supported through coaching services provided by the district's instructional coaches and are encouraged to attend district, city and state wide professional development focusing on the education of ELLs such as: Jose P and QTEL. All teachers participate in mandated Jose P. ESL training. All documents regarding Jose P Compliance are maintained with the school (office files and ELL Compliance Binder). The PD's help teachers understand how ELLs learn and what different strategies they can use to support their academic growth in different subject areas. During the PD's, we talk to teachers about the benefits of using graphic organizers to help ELLs fully participate in reading and writing discussion and activities during lessons.

#### **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?

Through the school's Parent Coordinator and the ESL teacher, P.75Q will offer parents of ELLs ongoing information in their home languages. Ample opportunity and time will be provided to convey concerns in order to promote communication with and participation by parents from different cultural backgrounds through orientations, IEP meetings, Parent Teacher conferences, Parent Association Meetings, and workshops. Workshops will be provided to encourage effective parental participation in school activities, home activities, and to support the acquisition of literacy skills, learning assessments, standards and achievement of goals. Translation services are provided during parent's workshops to ensure participation of ELL parents. The Parent Coordinator and the ESL teachers work closely to offer parents of ELLs ongoing information in their home languages. Parents continuously receive phone calls and letters in order to keep them informed about upcoming events. ESL parents workshops are conducted to monitor and enhance parent involvement. Parents of ELLs have been actively involved in various workshops organized by the parent coordinator. This school year we are continuing offering parents workshops to give them support and we will be working with different agencies and inviting guests speakers to talk to the parents about different topics of concern. Besides the Parent Coordinator, the Guidance Counselor conducts school tours and informs parents about the proper documents needed during registration. He also answers and clarifies any concerns that parents may have at the time of registration. Information will be provided to parents through scheduled meetings, conferences and planning sessions for the Individualized Education Program (IEP). Through the parent's Coordinator, the school is presently working with several agencies and organizations to offer informative workshops on important topics and issues of interest to all parents. Translation in the parents native language is always offered at the workshops. The school will be contacting agencies to offer information specifically to our ELLs parents. Some of the agencies and organizations that our school partner with include, New Horizon Counseling Center, Cornell university Health/Nutrition programs, Mercy Drive, PT/OT Services Agency, Resources for Children with Special Needs, Inc. among others.

#### **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: Robert E. Peary**

**School DBN: 75075**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
James Thorbs	Principal		
Anthony Loades	Assistant Principal		
Tashwana Hassell	Parent Coordinator		
Luis Ortiz and Laura Di Gangi	ESL Teacher		
Deyanira Ceballos	Parent		
Patricia Nelson/ ESL teacher	Teacher/Subject Area		
Concita Britton/ ESL teacher	Teacher/Subject Area		
Maureen Healy	Coach		
Theresa Falovene	Coach		
Willie Rose	Guidance Counselor		
Kathleen Lafiva	Network Leader		
	Other _____		

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

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

DBN: 75Q075 School Name: Robert E. Peary

Cluster: Gary Hecht 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**

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

The school determines the primary language spoken by each parent by reviewing student home language survey forms, emergency cards and ATS reports. Language needs are compiled and maintained by the parent coordinator and the ESL teacher who work closely together to ensure that translation/interpretation needs of parents are met. P75Q hires staff members who are bilingual specifically in the area of parent outreach and who are utilized as parent translators and assist in interpretation at all parent meetings.

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.

P75Q serves 138 LEP/ELLs (98 Spanish, 5 Chinese/Mandarin/CN, 16 Bengali, 6 Urdu, 1 Punjabi, 3 Polish, 1 Romanian, 1 Hebrew, 1 Albanian, 1 French Haitian Creole, 3 Arabic, 1 Dari/Farsi/Persian, and 1 Portuguese). A Spanish interpreter participates in every PA/SLT function. P75Q distributes the Bill of Rights document in the parents' native language and ensures that interpreters in different languages are present for parent conferences and that all communication is provided in the parent home language.

## Part B: Strategies and Activities

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

P75Q routinely translates and sends out written correspondence to parents in English, Spanish, Bengali, Urdu, and Chinese provided by the Translation and Interpretation Unit. Staff are utilized to provide interpretation and translation in other languages. In addition, school documents are secured in the parent home language, i.e. IEP's, student report cards, emergency cards, etc.

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.

In-house school staff responds to the needs of the parent community by providing interpretation services when necessary. In instances where staff is unavailable, phone translation is provided through the Translation and Interpretation unit. If necessary, a contracted provider will be hired if an interpreter is not available. Bilingual staff are available to help parents during one on one meetings and groups such as IEP meetings, parents and teachers conferences and other school events. Presently, the school has staff who speak Spanish, Bengali, Urdu, Punjabi, Hindi, Mandarin, Chinese and Cantonese, Albanian, Polish and Arabic.

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>.

P75Q will comply with Chancellor's Regulations A683 by ensuring that parent home language needs are ascertained through the pupil accounting secretary and shared with the parent coordinator, ESL teacher, and school staff. Parents are notified in their home language of the "Bill of Parental Rights and Responsibilities." Postings are prominently displayed at the entrance to the school notifying parents of language assistance available in the school. Written correspondence is in the parent home language. Interpretation services via staff member of telephone is available for parent conferences.