

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

**School Name:** P256Q  
**DBN (i.e. 01M001):** 75Q256  
**Principal:** OSWALDO ROMAN  
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**Superintendent:** GARY HECHT  
**Network Leader:** ARTHUR FUSCO

## 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
Oswaldo Roman	*Principal or Designee	
Hans Marryshow	*UFT Chapter Leader or Designee	
Donna Tuffour	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Anthony Winston	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Yvonne Pacheco	Member/ Teacher	
Yuka Dawson	Member/ Teacher	
Mary Keane	Member/ Unit Coordinatory	
Erin McNally	Member/ PT	
Theresa Ianelli	Member/ Parent	
Wendy Campell; Victoria Bruce; Lottrell Granger	Member/ Parent; counselor; AP	

\*\*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>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
	▪ 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>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 will demonstrate improved content proficiency across basic subject areas as evidenced by successful completion of CCLS-aligned tasks appropriate to grade and content using low inference data on the final student work performance tasks.

### **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.

In using the Common Core Learning Standards (CCLS) for school 2014-2015, our educational teams and students need continued experience in utilizing these standards in lesson planning to provide academic rigor. Our state assessment results for the 2013-2014 school year show that 55% of our 3-8<sup>th</sup> grade standardized students are performing a level 1 in ELA. In math, 58% perform at level 1 in grades 3-8. In reading, 9% of our NYSAA students performed at Level 1 and 34% at Level 2 while 11% of the students performed Level 1 and 34 % performed at Level 2 in math.

Capacity Framework Alignment: Rigorous Instruction, Collaborative Teachers and Effective School Leadership

### **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**

K-12 Standardized and NYSAA students:

-Teachers will collaborate with each other to examine student work samples during common periods (Collaborative Inquiry Teams) (weekly/bi-weekly). The school based coach as well as administration will provide support, as identified. Support may include but are not limited to inter-class visitations, in classroom support, professional dialogue/conversations, sharing of student work during common planning and professional development workshops.

-Training on NYS Common Core Learning Standards (3 times per year – September opening, Election Day and Brooklyn-Queens Day)

-Curriculum mapping/unit planning (ongoing)

-Continue development and revision of school based Units of Study – Standardized and Alternate/ELA and Math (ongoing, monthly)

-Utilization and adaptation of NYCDOE performance tasks for CCSS alignment (Fall)

-continued assessment and revision of, as well as consistent utilization of ELA and Math rubric including rating 1-4 (Fall)

-Examining student work samples (collaborative inquiries) (weekly/bi-weekly)

1. -Interdisciplinary approach to providing rigorous instruction through cross curricula lesson planning

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

1. Teachers

2. Paraprofessionals

3. Administration

4. Consultants – Teachers and Writer's Collaborative

5. Unit coordinators

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

1. Curriculum maps/pacing calendars and rubrics and/or pre and post assessments (ongoing)

2. Lesson plans with alignment to CCLS – during walkthroughs and observations (ongoing)

3. Low inference data gathered for each unit (every 4-6 weeks)

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

1. See above, as noted in strategy section
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Common planning, collaborative inquiry teams, 'Lunch and Learn' meetings to modify and adapt performance tasks to develop standard based, meaningful units of study for both alternate and standardized students with corresponding rubrics. These professional conversation help differentiate instruction for our students by developing attainable units of study for our students. We are incorporating these performance tasks into the curriculum maps.

**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).

Open School meetings will be utilized to inform parents about the implementation of performance tasks for current and upcoming units in ELA and Math (discussions, pamphlets, etc.). In addition, students will receive homework related to the units for parents to work on with his/her student at home. We also sent home monthly parent newsletters (elementary) with information related to the curriculum to share theme and skill related information with parents (NYSAA).

**Budget and Resource Alignment**

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

x	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						
Per Session money – teachers/supervisors (curriculum development)						

## 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 will improve proficiency in math as evidenced by a 2% increase in scale scores on the NYS math exams, grade 3-8.

### **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 state assessment results for the 2013-14 school year show that 58% of our students are performing at level 1 in grades 3-8 for math. In addition, [www.edperformance.com/Scantron](http://www.edperformance.com/Scantron) baseline results from the fall 2014 assessment demonstrate that students are performing below grade level.

Capacity Framework Alignment: Rigorous Instruction, Collaborative Teachers

### **Instructional Strategies/Activities**

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

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

##### **Overall:**

P256Q will analyze the results of our formal and informal assessments to identify skill deficits and in turn, will provide professional development for teachers to work to improve student outcomes in these identified areas

Our assessment and programs utilized are noted as follow (by grade level/content area):

-Scantron (2x a year – fall and spring)

-Completion of test analysis from 13-14 school year (fall 2014) with distribution to teachers (fall 2014)

Math Resources:

- Units of Study and Skills of the Week (ongoing)
- Math and Focus (grade K-8)
- Coach Crosswalks for Math
- New York Ready (test prep)
- KUTA Software, LLC
- STAMS
- AIS Math
- BrainPOP

-Pacing Calendars (Math) (ongoing)

-Weekly common planning (standardized) for discussion of strategies, programs and best practices

-Utilization of laptop cart for lesson implementation twice per week per class

-Teacher Resource Binder – ‘Everything You Need to Know’ (fall)

-Creation of Student Portfolios demonstrating student progress through assessment and student work samples (ongoing)

-Web based programs for enhancement of skills/supplement instruction (i.e. Smartboard, BrainPOP, Math aquarium, etc.)

**Inclusion**

- Participation in the general education curriculum with paraprofessional support, daily
- Direct and/or indirect instruction from SETTS providers (as per the IEP) in all identified academic areas
- 1. -Middle SETTS providers attend monthly general education curriculum meetings

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

1. Administration
2. Teachers
3. Paraprofessionals
4. Students
5. Related Service Providers

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

-Review of Student Portfolios (1 per month, per teacher) demonstrating student progress as seen in informal assessment results, mastery of goals in student work samples, conferencing notes demonstrated targeted skills, etc.

1. Student conferencing – students will be actively involved in the process of student binder creation (accountable talk) as evidenced through conference logs.
2. Review informal data (Scantron) after assessment periods, during walkthroughs and for formal observation

-Develop baseline of state assessment results from spring 2014 (fall 2014)

-Common planning meeting discussions (weekly) – identify areas of need and support implementation of best practices and effective strategies/methodologies.

-Advance: Formal and informal observations (3-6 dependent on option chosen) based on the Danielson Framework to observe evidence of best practices and competency identified in teacher self-assessment and goal setting forms. Observe evidence of best practices and competencies (evidence gathered as per teacher growth plan, 2 times a year – baseline and post assessment)

-Inquiry team meetings (1x per month) and review of progress following the developed action plan – collection of data quarterly; review pre and post math unit assessments (4-6 weeks)

-Review IEP goals and objectives for mastery (minimum of 3x on report cards, 1x for annual review)

-Annual review process

-Team meetings, as needed

-PPT meetings, weekly

**Scheduling**

3. Teacher schedules will need to address periods of common planning/special trainings for appropriate staff members. Creative Scheduling allows for greater homogeneous grouping.

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

1. See above, as noted in strategy section

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

1. Discussions related to student progress in math, as well as effective instructional strategies during common planning periods. Utilize curricula team to analyze data

and then assess alignment of current pacing calendars, making data driven adjustments as appropriate. Ongoing PD from the District focused on math is available (i.e. Math in Focus, etc.).

***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).

Continue to make the Common Core Library resources available to parents. Incorporation of web-based programs that can be utilized at home to support students' mastery of Math skills (i.e. Math and Focus, etc.). Utilize of the leadership team, parent coordinator and our ELL teacher to outreach to parents through a newsletter and/or phone calls and memos to parents regarding study skills and procedures for test taking, particularly as the test nears in the spring. Provide parent meetings to assist parents in understanding the state exam, as well as strategies that are effective in completing homework and reinforcing instructional outcomes.

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

- OTPS –
- NYSTL textbook (object code 0337)
- NYSTL software ( Object code 0199)
- NYSTL library (Object code 0338)
- Instructional Monies (General Supplies: Object code 0100)

### Goal and Action Plan #3

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

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

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

By June 2015, K-8<sup>th</sup> grade standardized students will increase occurrence/frequency of two (2) identified social emotional competencies (social awareness and self-management) that relate to Social Emotional Learning Standards, as evidenced by a 5 point increase in raw scores (post-test) over baseline (pre-test) using low inference data (i.e. teacher questionnaire) from the DESSA (Devereux Student Strengths Assessment).

#### **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.

Being a District 75 School, all of our students have Individual Education Plans (IEPs) and 100% of our K-8<sup>th</sup> grade standardized students receive counseling as a related service to address various behavioral issues. During the school year 2013-2014, we had an average of 4 referrals to the SAFE room (CIT) each day, which interrupts student learning. We also have 16 students with crisis management paraprofessional (CPs) for this subgroup of students, and continue to aim at improving student behavior and to promote independence by completing functional behavior assessment (FBAs), behavior Intervention Plans (BIPs) and decrease the need for CPs when appropriate. The goal of the emotional literacy program is to give students the skills needed to regulate his/her behavior and ultimately, works on interpersonal relationships and functioning within a community.

Capacity Framework Alignment: Effective School Leadership, Supportive Environment and Trust

#### **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**

-Participation in Emotional Literacy in all classrooms, including clusters

-Creation of school wide charter, classroom charters,

-Utilization of mood meter throughout the day (daily)

-Journal writing (daily)

-Kudos Box (weekly) – give compliments between students

-Development of lessons related to emotional literacy with a focus on vocabulary (3 times a week)

-Blueprint for de-escalation, focused on using discussion of student's feelings with the goal of getting back to class

-Utilization of teacher plans for targeted student behavior, based on results of baseline scores with an area of focus (class based).

-Therapeutic Crisis Intervention (TCI) training for teachers and paraprofessionals (4 day course as scheduled on DOE website) – this course supports teachers in understanding the conflict cycle and provided strategies for de-escalating potentially aggressive and explosive situations with students. In learning and effectively utilizing these strategies programmatically, the need for one to one management paraprofessionals will decrease.

-Completion of Functional Behavior Assessments for students with 1:1 crisis management paraprofessional (annual) with a minimum of 2 weeks of data on a targeted problem behavior. These identify the interventions and support needed for classroom teams in dealing with student behavior and in turn, help in identifying professional development.

-Distribution and implementation of Positive Behavior Intervention Supports (PBIS) manual handbook (fall)

-Utilization of the School Wide Information System (SWIS) program (middle) for reports/data collection (daily) (print and distribute for review during common planning, monthly)

-Behavior Point Sheets (daily)

-Behavior Matrix (daily)

-Implementation of hierarchy of levels earned (initial set-up – fall)

-Ability to earn 'Clubs'/special activities (theatre trips, cooking programs, science club, etc.)/school store (weekly)

-Development of a Positive Acknowledgement System

-Implementation of SAFE (crisis intervention) room (daily)

-Occurrence Reports (as appropriate)

-On site trainings and PBIS meetings (bi-monthly)

-Pupil Personnel Team Meetings (weekly)

-Weekly Behavior Newsletter (Middle School)

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

Administrators

Teachers

Students

Crisis Intervention Team

Paraprofessionals

Counseling

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

-Data review

- Interval of Periodic Review: bi-monthly
- Instrument of measure: SWIS data, occurrences/suspensions, mood meter data

Projected Gains: decrease of 2% in both March 2015 and in May 2015 from low inference DESSA results. Also, decrease in 1 average daily referral to CIT by March and another decrease of 1 daily referral by June.

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

See notes above within strategies section

-PPT meeting (2x a month)

-Special schedules for monthly assembly programs

-Common planning (weekly)

PBIS meeting (2x a month)

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

We are focusing on providing new opportunities for our students to grow into well-rounded individuals. Our implementation of an Emotional Literacy program helps to teach students to self-regulate, utilizing new vocabulary words to identify emotions and feelings. These experiences aim at decreasing behaviors by building student success and interest.

***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).

Distribution of information to parents at the year's start about the PBIS program, as well as the components of the Emotional Literacy program. Distribution of our 'ROCKS Weekly Newsletter' discusses school initiatives to incorporate and support appropriate student behavior, as well as students' progress in relation to the school wide behavior program (Levels earned, etc.) (ROCKS – respect, organization, cooperation, kindness and safety). Monthly assemblies to highlight student achievements. The counselors are available to discuss behavioral issues daily and also offer information to parents during Open School. Also, our parent coordinator is available as a resource for parents both in school and outside of school (community outreach, etc.).

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

OTPS –

-Instructional monies (general – supplies, object code 0100)

-Fundraising

## Goal and Action Plan #4

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

### **Annual Goal #4**

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

By June 2015, to improve targeted student outcomes as identified in a professional growth plan with two SMART goals for each teacher that are informed by their 2013-14 Advance Rating and MOTP as measured by low inference data and formal and/or informal observations using the Advance Teacher Effectiveness program as evidenced by the special education teacher and supervisor.

### **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.

Providing teachers with the opportunity to reflect on his or her practice builds ownership and aims at creating a culture of continuous improvement. In our End of the Year conference and IPC meetings, supervisors and teachers collaborated to examine feedback provided through the Advance program to determine next steps and areas of improvement. Through these conversations, our school's vision is reinforced in our focus to provide rigorous instruction for all students. The need for rigor in our instruction continues to allow us to set high standards, reinforcing the school's vision. This goal will aim at improving student achievement in areas that specifically target students' needs with designated program self-contained ratios. For example, identified goals for standardized assessment classes may include improvement in student behavior and/or targeted academic growth while an alternate assessment teacher may focus on improvement in communication and improvement in a student's ability to self-regulate him/herself.

Capacity Framework Alignment: Rigorous Instruction, Supportive Environment, Collaborative Teachers, Effective School Leadership, Strong Family Community Ties

### **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. End of the Year Conference (Spring 2014) and IPC meetings (Fall 2014)
2. Professional development in the component of the Advance Teacher Effectiveness program (fall 2014).
3. Provide Professional Growth Plan templates to guide self-assessment and identification of goals (fall 2014)
4. Collaborative discussions between supervisor and teacher to evaluate and edit identified goals accordingly (fall 2014).
5. Ongoing feedback through formal and informal observations.
6. Ongoing opportunities for PD in each teacher's professional growth plan.
7. Review of low inference data for each goal (spring 2015)

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

1. Teachers
2. Administrators
3. [www.district75pd.org](http://www.district75pd.org) and school based PD (common planning, half day PDs, Election Day/BQ day, etc.)
4. Charlotte Danielson Framework for Effective Teaching

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

1. Review the development of Professional Growth Plans (fall 2014)
2. Discussions regarding identified goals during pre and post observations, as appropriate (ongoing)
3. Review evidence of progress toward each identified goal at End of the Year conference, (i.e. low inference data) (spring 2015)

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

1. See notes above within strategy section

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

Common planning, collaborative inquiry teams, 'Lunch and Learn' meetings, PD agendas to provide opportunities for growth in designated topics related to professional growth plans. The Advance Rating system will be regularly utilized to provide teachers with immediate and specific feedback to improve his/her instructional practice

### **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).

Not applicable

### **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.

OPTS:  
 Curriculum and Staff Development (object code 0689)  
 Education Consultants (object code 0685)

## Goal and Action Plan #5

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

### **Annual Goal #5**

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

By June 2015, alternate assessment students assigned to the Work Study program at Gateway Academy will improve two (2) soft skills (Work skills/Habits and Interpersonal Relationships) that relate to pre-vocational skills, as measured and evidenced by improvement from baseline (pre) to final (post) scores using low inference data (Likert scale rating) from the Level 3 Vocational Assessment Tool.

### **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.

Beginning at 12 years of age, educational planning for students with disabilities includes transition planning. As a school, we value preparing students to become active members of the community and focus on providing them with the skills and opportunities to develop College and Career Readiness. We have developed positive relationships with local community businesses (CVS, Jewish Association of Seniors, Catholic Charities, McDonald's, Belle Harbor Manor) for our students to gain work experience (Strong Family and Community Ties). Our educational team works closely with students to generalize skills from the classroom to the work place, given ongoing support that aims at generalization instructional outcomes (Supportive Environment). These experiences provide our students with successful work experiences in a safe and supportive environment.

Capacity Framework Alignment: Strong Community Ties, Supportive Environment, Rigorous Instruction, Trust

### **Instructional Strategies/Activities**

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

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

1. Review IEPs to identify qualifying students and review transition goals to guide instruction (ongoing)
2. Administer Level 1 Assessment (Fall 2014)
3. Administer Level 3 assessment (monthly)
4. Communication with community business to prepare for implementation of program, including internship agreement and emergency plan (fall 2014 and ongoing)
5. Instruction within school environment to acquire and practice vocational skills needed for assigned work place (i.e. Virtual Classroom, vocational centers, etc.) (ongoing)
6. Parental permission to participate (fall 2014)
7. Administrative meetings to develop schedule, staff assignments, etc. (fall 2014)
8. Coordinate transportation for each work site (fall 2014).
9. Attend monthly 'Adult Day Services' meeting through the Queens Council of Developmental Disabilities (monthly)
10. Participate in the End of the Year Award Ceremony Luncheon (i.e. awards, plaques, etc.)(June 2015).

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

1. Administration
2. Transition Coordinator
3. Transition Office
4. Classroom Teachers
5. Parents
6. Counselors
7. Community Businesses
8. Queens Council of Developmental Disabilities

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

Use Level 1 assessment to guide student placement based on student interest (fall 2014)  
Utilize Transition Coordinator to development positive relationships with local businesses (fall 2014)  
Evaluation of student progress by analyzing Level 3 assessment (monthly)  
Report of progress on IEP goals and within report cards (quarterly).

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

See notes above within strategy section

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

Registration and professional development for teachers in using the software, Virtual Classroom. Transition coordinator will utilize resources and communicate as appropriate with the District's Transition Office. Incorporation of activities related to the Career Development for Occupational Standards (CDOS) within lesson planning and IEP development.

***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).

Obtain permission slips and working paper, if necessary from parents at the start of the school year. In addition, we communicate the importance of parents attending a Front Door training meeting from OPWDD to obtain information regarding available services for student in high school and beyond. Provide information regarding other resources for parents related to transition from outside agencies and District parent workshops (i.e. phone calls, flyers, etc.)

***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.

VTEA –  
  
Non-contractual (stipends) – object code 0400  
Supplies – General (object code 0100)

### Academic Intervention Services (AIS)

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

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	<ul style="list-style-type: none"> <li>• Career Choices</li> <li>• Read 180</li> <li>• NYS Regents Exam Coach</li> <li>• Coach Jumpstart</li> <li>• Scholastic Reading Skills</li> <li>• Wilson Reading Program</li> <li>• Step Up to Writing</li> <li>• Emotional Literacy</li> <li>• SMILE</li> <li>• Headsprout (Learning A-Z)</li> <li>• New York Ready</li> <li>• Handwriting Without Tears</li> <li>• STARS</li> <li>• SAT prep</li> <li>• WAVE curriculum</li> <li>• Townsend Press vocabulary basics and common core clinics</li> <li>• Flocabulary</li> <li>• Reading A-Z</li> <li>• Crosswalk Plus</li> </ul>	Small Group Instruction, One-to-One, Tutoring	Services provided during school day
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Career Choices Mathematics Program</li> <li>• NYS Regents Exam Coach Algebra</li> <li>• Coach Jump Start</li> <li>• Math One XL Program</li> <li>• Math Skill Builder</li> <li>• Math Skill Builder Practice</li> <li>• Math Games</li> <li>• Math Coach Jumpstart</li> <li>• Townsend Press common core clinics</li> <li>• STAMS</li> <li>• New York Ready</li> <li>• Critical Thinking for Life</li> <li>• KUTA Software, LLC</li> </ul>	Small Group Instruction, One-to-One, Tutoring	Services provided during school day

	<ul style="list-style-type: none"> <li>• Virtual Classroom</li> <li>• Career Zone website</li> <li>• College Board website</li> <li>• Crosswalk Plus</li> </ul>		
<b>Science</b>	<ul style="list-style-type: none"> <li>• NY Coach, Science</li> <li>• Barons Regents Review</li> <li>• Science A-Z</li> <li>• Brain Pop</li> <li>• National Geographic Learning Resources</li> <li>• Ablenet Focus on Science</li> </ul>	Small Group Instruction, One-to-One, Tutoring	Services provided during school day
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>• Trade books,</li> <li>• Primary Sources,</li> <li>• Stepping Out Life Skills Program</li> <li>• NYS Global History Regents Coach</li> <li>• NYS US History Regents Coach</li> </ul>	Small Group Instruction, One-to-One, Tutoring	Services provided during school day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	<ul style="list-style-type: none"> <li>• Positive Behavior Intervention Services</li> </ul> Emotional Literacy	Daily Points Sheet Emotional Literacy Resources	Daily, throughout the day

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

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

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

**Title I Status**

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

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

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

**High Quality and Ongoing Professional Development**

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

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

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

**SWP Schools Only**

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

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

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

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

**TA Schools Only**

**Use of Program Resources**

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

**TA Coordination with the Regular Program**

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

**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.

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**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.



**Department of Education**

Carmen Fariña, Chancellor

**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 HYPERLINK "http://schools.nyc.gov/Academics/ELL/default.htm"

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

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## 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.

<b>Part A: School Information</b>	
Name of School: P256Q	DBN: 75Q256
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)	

<b>Part B: Direct Instruction Supplemental Program Information</b>
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: <u>16</u>
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

6    7    8    9    10    11    12

Total # of teachers in this program: 2

# of certified ESL/Bilingual teachers: 2

# of content area teachers:

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: P256Q is a special education school within the New York City Department of Education's District 75 program. P256Q consists of nine sites, located throughout the Rockaways in Queens with the main site located in Syosset, Long Island. Several inclusion programs operate within three of the nine sites. The school has a population of 504 students, 59 of whom are English Language Learners, indicating that 12% of the school's population is ELLs. P256Q has a diverse population of students ranging in grades Pre-K through grade 12, which include students with disabilities such as: emotional disturbance, intellectual disability, autism, multiple disabilities, learning disability, and speech impairment, as described on each student's Individualized Education Plan. The classroom ratios at P256Q vary throughout the nine sites that include: 12:1:1, 8:1:1, 6:1:1, and 12:1:4. All students participate in New York State Standardized or Alternate Assessments. 38% of our students participate in NYSAA and 62% of our students participate in Standardized Assessment. P256Q has 59 ELLs throughout nine sites at the Beginner, Intermediate, and Advanced English language proficiency levels according to the NYSESLAT and NYSITELL. The following languages are spoken in the homes of the students at P256Q: Arabic, Bengali, Chinese, English, Haitian Creole, Polish, Punjabi, and Spanish. All ELL students participate in New York State Standardized or Alternate Assessment. Of our ELLs, 41% participate in standardized while 59% participate in NYSAA.

#### Description of Supplemental Title III Language Instruction Program

P256Q will establish the Title III after school supplemental language instructional program for English Language Learners in the residential treatment program at the Mercy First site in Syosset that will begin during the 2014 - 2015 school year. The program will run for 16 sessions on Tuesdays commencing the second week of December and ending the third week of May. School hours are 8:10 - 3:00 PM; the program will run from 3:05 to 5:05 PM. Instruction will be delivered in English using ESL methodologies. This supplemental language instructional program, titled "Exploring Cultures in the ESL Classroom: Building English Language Skills Through the Arts" focuses on supporting students who are reading below their grade level while fostering the acquisition of listening, speaking, reading, and writing skills in English. P256Q serves students in grades K – 12, however; the supplemental language instructional program will serve 16 students in grades 9 – 11 in a 12:1:1 setting that will include students in general education and special education in order to maintain the appropriate grade range and IEP ratio for participating students who are at the Beginner, Intermediate, and Advanced English proficiency levels according to the NYSESLAT.

“Exploring Cultures in the ESL Classroom: Building English Language Skills Through the Arts” was selected as the topic of the after school supplemental instructional program because of the benefits of using authentic materials and meaningful cultural experiences to support the development of ELLs’ reading, writing, listening, and speaking skills. Additionally, the ESL teacher submitted a needs assessment to the principal after reviewing IEP goals, standardized assessment scores, student work, and NYSESLAT scores. Data based on the needs assessment showed that additional supplemental instruction across the four modalities: listening, speaking, reading, and writing, indicated that more instruction was needed. The following New York State Learning Standards will be addressed: Career Development and Occupational Studies Standard 3a: Universal Foundation Skills, English Language Arts Standard 4: Language for Social Interaction, and the New Language Arts Progressions. The curriculum and lessons are developed to engage students in meaningful, authentic experiences where they can make connections to their native or adopted cultures using technology; both curriculum and lessons are aligned with Common Core Learning Standards.

Two certified ESL teachers will work together to provide direct instruction to all ELL students who attend the Title III program with the assistance of 2 paraprofessionals. The students will be separated into two groups based on their proficiency level. Each ESL teacher will work with one group of students with the assistance of one paraprofessional. The school principal will supervise the Title III program and act as a facilitator to instruction bringing his own culture into the program. There are a total of 16 sessions in the after school supplementary language instructional program.

The supplemental language instruction program will be divided into 3 parts where the ESL teachers will differentiate their instruction. Each student will be given an apron, a binder, a highlighter, and a pen to use throughout the program. The first part will start with students participating in an activity related to the cultural unit of study for the week designed to enhance their knowledge of subjective cultural elements for 20 minutes. Subjective cultural elements are a society’s characteristic way of perceiving a social environment. Students will increase their cultural awareness with the assistance of the teachers and paraprofessionals and practice using their reading, writing, listening and speaking skills through the New Language Arts Progressions (NLAP). For the second part of the program, the students will participate in communicative language learning centers using the Common Core Learning Standards with a small group of 2-3 students for 30 minutes that address the objective elements of culture (Art, Music, and Dance). Students will rotate to each center every 10 minutes with their group. The art center will address visual learners using images of famous works of art printed from the Internet. The music center will address auditory learners using the iPad. The dance center will address kinesthetic/tactile learners using the iPad to access videos of dances from around the world as well as respond to discussion questions. The third part of the program will address the cuisine of the selected culture. Students will focus on developing their vocational skills by participating in a cooking lesson (Career Development and Occupational Studies Standard 3a). All lessons in the program will include a hands-on cooking component. Students will learn how to read a recipe and increase their awareness of appropriate kitchen safety and food handling practices. The ESL teachers will deliver lessons that are meaningful, age appropriate and motivating for the students while using cooperative learning, the multi-sensory approach, and technology integration to support the development of the student’s reading, writing, listening, and speaking skills. The ESL teachers will utilize an array of ESL methodologies such as Total Physical Response, the Language Experience Approach, and Communicative Language Teaching. The ESL teachers will use technology-based hardware such as the Lenovo Laptop and manipulate multimedia and

Windows software applications to deliver instruction.

#### Description of How Supplemental Services Complement Mandated Services

The after school supplemental language instructional program will support the mandated ESL instruction services provided to ELLs during the school day by allowing students to have the opportunity to reinforce their reading, writing, listening, and speaking skills in English, and applying those skills in their content area classes. The students will also be able to use their acquired English skills in social situations with their peers and within in the school community as well as in their home environment with their families.

#### Description of Scientifically Based Research for Supplemental Instructional Program

The theme of the Tuesday after school program is "Exploring Cultures in the ESL Classroom: Building English Language Skills Through the Arts". Research supports the use of communicative, meaningful situations where the ELL student can use authentic language to make connections to learning (Oxford, et. al, 1989). Students will participate in activities where they will be able to communicate with their peers as well as make connections from their native and adopted cultures through the use of art, music, and dance. According to James Lee (2003), communication is not only oral expression but also the ability to express, interpret, and negotiate meaning in the classroom as well as in their communities. The students in this supplemental language instructional program are in treatment programs where the goal is to provide them with the appropriate communication skills necessary to return to their communities. Moreover, in order to build relationships with students and their families, it is essential for educators to possess knowledge of their own cultural beliefs and understand that their beliefs may conflict with the beliefs of other cultures. Research supports the need for professionals in the field of education to develop awareness of certain cultural elements and assumptions that underlie their decision-making practices. Beth Harry (1992) states, "it has been recommended that, for professionals working with culturally diverse populations, cultural self-awareness is a prerequisite to developing collaborative relationships with families" (p. 347).

#### Materials

This year, we will be purchasing a utility cart to transport materials and food throughout the school building. A laminating machine and laminating pouches, as well as a thermal binding machine with presentation covers will be used to preserve student work and artifacts. A computer case will be purchased to protect the laptop. Additional ink is needed to print materials and student work. A locked filing cabinet is needed to secure all program materials and supplies. Finally, a single burner range is needed for cooking.

#### Description of Assessments Used to Determine Success of Support

The following assessments will be used to monitor student progress in the supplemental language instructional program: Checklists; Rubrics; Summative Assessment - NYSESLAT; Formative Assessments – WRAT 4, teacher-made assessments (checklists and rubrics), and the Scantron Performance Series Test.

### 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 ESL teachers, Lisamarie Loor and Alexandra DePasquale, will provide professional development to two paraprofessionals and the principal. The principal will attend the last hour of the four PD sessions. The objective of the PD is to understand the plight of immigrant students, recognize the stages of uprooting, increase awareness of cultural/academic/psychological techniques and interventions, and how to practice cultural continuity in the classroom. It is important for students to retain their native cultural elements while incorporating those from the new culture. The participants of the PD will keep a journal throughout the four sessions. Participants will answer discussion questions from the book "Learning a New Land," by Carola Suárez-Orozco as well as reflect on their experiences throughout the supplemental language instructional program.

The PD will take place on four Tuesdays (PD Sessions will not fall on instructional Tuesdays) commencing the third week of November and ending the third week of April for two hours from 3:05 to 5:05.

The PD will be a book study pertaining to understanding the immigrant student and creating a learning environment that is sensitive to their cultures. The book "Learning a New Land," by Carola Suárez-Orozco will be used for the four PD sessions. The reading assignments will be given prior to the PD sessions. This remarkable study of immigrant students on both coasts challenges us to think about the consequences of not being proficient in the language of the new country and to help these children realize their potential. The topics to be covered are academic engagement and performance, networks of relationships, the challenges of learning English, immigration policy dilemmas, and portraits of student achievement levels. These topics are aligned with the chapters in the book.

#### **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: The supplemental language instructional program is taking place at Mercy First, a residential treatment program in Syosset. The students are admitted to Mercy First for a variety of reasons that include placement in the foster care program, Abuse/Prevention program, or the Non-Secure Detention Services program. The students in our program have very limited or no contact with their parents/guardians; therefore, while at Mercy First they are assigned a case manager or "surrogate parent." Throughout the program, the case managers will participate in the cultural activities alongside their clients. Participation in the cultural activities will strengthen the case manager/client relationship.

The case managers will be invited during the second week of November to attend the 16 sessions commencing the second week of December and ending the third week of May from 3:05 to 5:05.

The case managers will be able to enhance their knowledge of their client’s native/adopted cultures. Participation of the case managers in the supplemental language instructional program will also increase their cultural awareness and instill an understanding of why it is essential during the treatment of their clients while at Mercy First.

The case manager of each student will receive two Title III notification letters (NYCDOE Website) from the ESL teachers, Lisamarie Loor and Alexandra DePasquale. The letter will include information about the supplemental language instructional program in English and in the preferred language of the student's parent/guardian. The case manager will then forward the Title III notification letter to the parent/guardian where appropriate. The ESL teachers will distribute flyers each month inviting the case managers to participate in the cultural activities with their clients.

<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: <u>\$11,200</u>		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	<u>\$7,732.00</u>	<p><b>Support</b></p> <p>1 secretary x 10 hours x 31.12 = \$311.20</p> <p><b>Instructional Program</b></p> <p>1 principal x 16 days x 1 hour x 52.84 = \$845.44</p> <p>2 teachers x 16 days x 2 hours x 50.50 = \$3,232.00</p> <p>2 paraprofessionals x 16 days x 2 hours x 29.05 = \$1859.20</p> <p><b>Professional Development</b></p> <p>2 teachers x 4 days x 2 hours x 50.50= \$808.00</p> <p>2 paraprofessionals x 4 days x 2 hours x 29.05 = \$464.80</p>

		1 principal x 4 days x 1 hour x 52.84= \$211.36
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	<u>N/A</u>	<u>N/A</u>
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>	<u>\$2,174.47</u>	Lexmark Color Printer (1x 677.24) = \$677.24 Lexmark Toner Cartridge Black (1 x 102.50) = \$102.50 Lexmark Toner Cartridge Cyan (1 x 144.51) = \$144.51 Lexmark Toner Cartridge Magenta (1 x 144.51) = \$144.51 Lexmark Toner Cartridge Yellow (1 x 144.51) = \$144.51 Fellowes Saturn Laminator (1 x 75.37) = \$75.37 Staples Laminating Pouches (4 x 18.03) = \$72.12 Fellowes Thermal Binding Machine (2 x 130.47) = \$260.94 Fellowes Thermal Presentation Covers (4 x 8.93) = \$ 35.72 Utility Cart (1 x 121.24) = \$121.24 Metal Filing Cabinet (1 x 199.75) = \$199.75 Look n' Cook Cookbook (1 x 45.57) = \$45.57 "Learning a New Land" PD book (5 x 15.39) = \$76.95 Speck Laptop Case (1 x 29.53) = 29.53 Single Burner Range (1 x 44.01) =44.01

Educational Software (Object Code 199)	<u>\$436.00</u>	Brain Pop ESL (1 x 436.00) = \$436.00
Travel	<u>N/A</u>	<u>N/A</u>
Other	<u>\$857.53</u>	<b>Instructional Program</b> Food for all Cooking Lessons \$657.53 Refreshments for parents/guardians \$200.00
<b>TOTAL</b>	<b><u>\$11,200.00</u></b>	<b><u>\$11,200.00</u></b>

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

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

## Part I: School ELL Profile

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

District <b>75</b>	Borough <b>Queens</b>	School Number <b>256</b>
School Name <b>75Q256</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>Oswaldo Roman</b>	Assistant Principal <b>Ellen Kaplan</b>
Coach	Coach
ESL Teacher <b>Lisamarie Loor</b>	Guidance Counselor <b>Elizabeth Kaufman</b>
Teacher/Subject Area	Parent <b>Gerdien Krohn</b>
Teacher/Subject Area	Parent Coordinator <b>Donna Tuffour</b>
Related Service Provider	Other <b>Jeannine Gomez</b>
Network Leader(Only if working with the LAP team)	Other

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>506</b>	Total number of ELLs	<b>42</b>	ELLs as share of total student population (%)	<b>8.30%</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
SELECT ONE														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	42	Newcomers (ELLs receiving service 0-3 years)	17	ELL Students with Disabilities	42
SIFE	2	ELLs receiving service 4-6 years	16	Long-Term (completed 6+ years)	9

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	17	0	18	16	2	16	9	0	9	42

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	17	0	18	16	2	16	9	0	9	42
Number of ELLs who have an alternate placement paraprofessional: <u>16</u>										

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

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

\*EP=English proficient student

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

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	3	4	1	1	3		4	2	4	1	7	3	1	34
Chinese														0
Russian														0
Bengali		1				1								2
Urdu														0
Arabic														0
Haitian								1			1		1	3
French									1					1
Korean														0
Punjabi								1						1
Polish							1							1
Albanian														0
Other														0
<b>TOTAL</b>	<b>3</b>	<b>5</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	<b>4</b>	<b>5</b>	<b>1</b>	<b>8</b>	<b>3</b>	<b>2</b>	<b>42</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)	3	5		2	3	1	5	3	2		1	1	2	28
Intermediate(I)							2	1	2					5
Advanced (A)							1			1	6	1		9
Total	<b>3</b>	<b>5</b>	<b>0</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>8</b>	<b>4</b>	<b>4</b>	<b>1</b>	<b>7</b>	<b>2</b>	<b>2</b>	<b>42</b>

**NYSESLAT Modality Analysis**

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

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									0

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
 To assess the early literacy skills of our K – 2 ELLs that take standardized assessments, our school uses TCRWP (Teachers' College Reading and Writing Project) Individual Running Records and classroom data collection. To assess the early literacy skills of our K -2 ELLs that take NYSAA, our school uses SANDI/FAST (Student Annual Needs Determination Inventory/Formative Assessment of

Standards Task) and classroom data collection. To assess the early literacy skills of our 3-5 ELLs that take standardized assessments, our school uses TCRWP (Teachers' College Reading and Writing Project) Individual Running Records and classroom data collection. To assess the early literacy skills of our 3-5 ELLs that take NYSAA, our school uses SANDI/FAST (Student Annual Needs Determination Inventory/Formative Assessment of Standards Task) and classroom data collection. With the information we obtain based on the results of the aforementioned assessments we can conclude that our ELL students should remain in the small, structured, special education class they are placed in so that they can continue to work on their early literacy skills. The data collected from these assessments help us to identify students that are "At Risk" and we adjust our school's instructional plan accordingly through team meetings and common planning meetings. The information from the assessments aid us in providing immediate support in the students' low performing areas. With this data, we can review the ELL's individual progress during common planning periods and intervention strategies can be implemented. Fourteen of our 42 ELL students are in grades 3-8 and participate in Standardized Assessment. All 14 showed little or no improvement in all areas of their early literacy skills assessments. One of these students was flagged as "At Risk" by our Academic Intervention Team. Twenty-eight of our 42 ELL students participate in the New York State Alternate Assessment (NYSAA). Of the 28, 18 exhibited improvement in their ELA skills as evidenced by their SANDI/FAST (Student Annual Needs Determination Inventory/Formative Assessment of Standards Task) and classroom data collection.

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

The data patterns across proficiency levels and grades on the LAB-R and the NYSESLAT reveal that 67% of our students are at the Beginner (B) level. Of that 67%, 50% are elementary and 50% are Middle and High School students. It is also important to note that of our 28 Beginner level students, 82% are NYSAA students. These are students with Autism, Intellectual Disabilities, and/or Multiple Disabilities. Additionally, 12% of our students are at an Intermediate (I) level and 21% of our students are at an Advanced (A) Level. 67% of our ELL population are NYSAA students. The data patterns suggest that our students with disabilities arrive to our school and score at the beginner level on the LAB-R. Data patterns across proficiency levels on the LAB-R and NYSESLAT revealed that the longer an ELL student continues to receive services he/she gains fluency in speaking. Their proficiency level in the modality of speaking increases. The data also indicates that in the modality of listening and reading, ELL students are making marginal gains. The data shows that our ELL students did not make significant advancement in the modality of writing. Data patterns reveal that the older grades have made more significant progress than the younger grades in terms of the LAB-R and the NYSESLAT.

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 [AMAO tool](#))

The patterns across proficiencies and grades are significant. Data revealed that the longer an ELL student continues to receive services he/she gains fluency. Their English speaking proficiency increases. The data also indicates that in the area of listening and reading, ELL students are making marginal gains while they did not make significant advancement in writing. Data patterns suggest that the older grades have made more noteworthy progress than the younger grades. Fourteen of the 42 ELL students are High School Students. Of the 14, six passed Regents. These exams were all given in English.. Our school did not give any exams in native languages. PS 256Q has an ESL program only. The results of ELL's periodic assessments guide our instructional practices.

4. For each program, answer the following:

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

We offer an ESL Push-In/Pull-Out with or without a native language speaking paraprofessional in the classroom depending on the student's IEP and parent choice. In each program a paraprofessional who speaks the student's native language if the child's IEP states that they require a native language speaking person in the classroom. There is no difference across proficiencies and grades. Students are taught as per their IEP goals. Our school is a District 75 school for children with severe disabilities. Our program is IEP driven. We do not use ELL Periodic Assessments. Our teachers and related service providers infuse the ELL students' culture into lessons and throughout school activities such as art, APE, music and movement, etc. For example Idiomatic Expressions, songs, foods, and maps are used to detect cultural differences or similarities. Currently our school does not feature a bilingual program. At this time we offer ESL services.

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 RtI as a systematic process for examining how ELLs' backgrounds and educational contexts (i.e., first and second language proficiency, educational history including bilingual models, immigration pattern, socioeconomic status, and culture) have an impact on their academic achievement in a U.S. classroom.

As a first step in the screening process, when a student enters a NYC public school for the first time, a Home Language Identification Survey (HLIS) is completed. With this information, our teachers will begin to uncover the factors that could influence the student's English language learning process, thereby allowing this knowledge to guide linguistically responsive instructional choices. In addition to screening and identification for ESL services to support language development, the ELL student also takes part in RtI screening to assess

whether his/her literacy skills and competencies are meeting grade level benchmarks. All of our students also come into our community with a Psychoeducational evaluation that reports academic, intelligence, and emotional skills. This report is conducted by a school psychologist or a provide agency hired by the parents. If an ELL student is flagged as at-risk or below-benchmark on any particular skill or competency, the student receives targeted instructional support to support development in this area. This support is delivered in coordination with language support services. Teachers and parents are given an opportunity to examine the appropriateness of classroom instruction and the classroom context, based on knowledge of individual student factors. Classroom instruction and specific attention toward CCLS IEP goals is the key step to supporting ELLs at-risk for or experiencing difficulties, as well as a critical step in fully implementing the Rtl model. We implement Tier I of the ELL Rtl (Strong Core Instruction) by developing language and literacy across the curriculum, making lessons meaningful, teaching complex thinking, and teaching through conversation. Tier II (Targeted Intervention) begins by identifying of instructional areas (specific skills and competencies) that need further, more intense intervention. Tier III (Progress monitoring DATA) informs us of how at-risk students are responding to instruction. Progress monitoring data is used to make educational decisions about changes in IEP goals, 1:1 instruction, and/or related services such as speech and language services. When progress is monitored, the expected rate of an ELL's progress takes into account language development and background. The student's progress is then compared with levels demonstrated by appropriate peer groups. Teachers and Related Service Providers create a plan for gathering information through informal and formal assessments such as teacher made tests, LAB-R, NYSESLAT, ECLAS, TCRWP informal assessments, and high stakes State exams in which some students receive testing accommodations. Common Planning time provides a nondiscriminatory interpretation of all assessment data.

6. How do you make sure that a child's second language development is considered in instructional decisions?  
We make sure the ELL child's second language development is considered in instructional decisions by including the parents, classroom teacher, Alternate Placement Paraprofessional (if applicable), and the ESL Teacher in the IEP annual review meeting and weekly PPT (Pupil Personal Team) and common planning meetings.
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?

P256Q does not offer a duel language program, currently we offer an ESL program only.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
P256Q evaluates the success of our program for ELLs by examining the data from the NYSESLAT scores and comparing it to the previous years' scores and tracking the progress of each ELL's individual goals on their IEP.

## 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](#).)  
P256Q follows several steps in order to identify all ELL students. We begin with the administration of the HLIS (Home Language Identification Survey) through an informal, oral interview with the parent of a new student, if this protocol has not been followed at the CSE. This informal, oral interview is conducted in English and in the Native Language. The HLIS is determined as follows; if in questions 1-4 the answer is "Other than English" the child is an ELL. If in questions 5-8, two or more questions are answered, then the student is eligible to take the NYSESLAT. This survey is completed within ten days of admission into the New York City School System. If it is determined that the child's home language is a language other than English and the child is an ELL (English Language Learner) we review the child's records and information in the ATS system to confirm whether or not the LAB-R was given. If the student needs to receive the LAB-R, the ESL teacher administers it. If students whose native language is Spanish, does not pass the LAB-R, they are administered the Spanish LAB. The LAB-R is only given in the event that the CSE has not followed procedural protocols for new ELL admits that receive ESL or Bilingual services and are District 75 special education students. Ms. Lisamarie Loor, a licensed, certified, New York State, English as a Second Language Teacher, conducts all initial screenings, HLIS interviews, the formal initial assessment, the LAB-R and the NYSESLAT.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.  
Options for children placed in District 75 Special Education that are English Language Learners are discussed with parents at the Educational Planning Conference at the CSE (Committee on Special Education), where the initial IEP is written. Parent choice letters are not applicable in District 75. If necessary, Mrs. Donna Toffour, our Parent Coordinator, explains the procedure to parents with the assistance of a staff member that speaks their native language or with a representative from the Language Translation and Interpretation Unit via telephone or in-person, if necessary. The program choices in NYC for ELLs are explained to parents by the CSE. It is explained to them that the New York City Department of Education offers English Language Learners; TBE, Dual Language, and Freestanding ESL, however based on current CSE recommendations, our school is only able to provide freestanding ESL. Parent outreach is done by our parent coordinator, Ms. Donna Tuffour. All correspondence is disseminated to parents in their Native Language.
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 [\[see tool kit\]](#).)  
As stated above, since options are discussed with parents at the CSE level, entitlement letters, parent surveys, and program selection are not typically used at the school level. At the CSE planning meeting the parent is provided with interpretation services in their native language, as needed. As stated, program discussions are made at the CSE level in conjunction with the parents. Therefore, the trend is meeting the physical and cognitive needs of the students, because this is typically the principal concern of the both the CSE and the parents. However, all necessary documents (entitlement letters, Parent Survey and Program Selection forms) are placed in the students' CSE file and stored in the CSE record room and a copy of all documents is sent to the student's receiving school. Additionally, the new SESIS (Special Education Student Information System) system for IEPs requires a copy of the students' HLIS and all other evaluations and documents be scanned into SESIS.
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 Committee on Special Education and the Placement Officer at District 75 determine placement with the parent by offering tours of schools that are available for children with disabilities and offer Bilingual classes or ESL services. Tours are conducted by a school administrator and a DOE employee that speaks the native language of the parent. The sites chosen for touring depend on what kind of program the student has been placed in based upon his or her disability. The parents' choice of sites are not solely based on their child's English Language needs. Parents predominantly choose a site that addresses the needs of their child as it pertains to their disability (autism, multiple disabilities, learning disabilities, emotional disabilities, and intellectual disabilities). Program models are offered based on the student and his or her educational needs as per their IEP mandates. The program models are aligned with the CSE evaluation of what the student needs most in terms of his or her disability. Since our school does not have bilingual classes, students whose IEP recommends TBE or Bilingual classes are provided with ESL services by an ESL teacher and an Alternate Placement Paraprofessional that speaks English and the Native Language.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
To administer the NYSESLAT (New York State English as a Second Language Achievement Test) to all ELLs each year, P256Q takes several steps to ensure all students are tested according to New York State's mandated directions. First, the ESL teacher, Lisamarie Loor, works with the ELL students all year on their English Language skills. Next, we verify each ELL student's grade and eligibility by using the RLAT function in ATS and each child's SESIS IEP. We also use the RHLA exam history report in ATS as well as the RLER ATS report to view previous NYSESLAT and LAB-R reports. Then, with the assistance of the classroom teachers, testing times are scheduled so the ESL teacher can administer the exam accordingly.
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.   
Over the past few years the trend in program choice that parents have requested is English as a Second Language (ESL) or Bilingual Services. Over the past few years 17 parents have chosen Bilingual Services and 22 parents have chosen ESL. The program model offered at our school is ESL push-in and/or pull-out. Our school does not currently offer bilingual classes. To build alignment between parent choice and program offering our Bilingual students are placed in a class with an Alternate Placement Paraprofessional who can speak the native language of the student and English and the students receives ESL Services from a licensed teacher. Also, it is important to note that program discussions are made at the CSE level in conjunction with the parents. Therefore, at the meeting the physical and cognitive needs of the students is typically the principal concern of the both the CSE and the parents.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
  - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

Sixty percent of our students participate in Standardized Assessments and 40% of our students participate in New York State Alternate Assessment. Instruction is delivered using the Freestanding ESL model. Our school does not offer any Bilingual classes at this time; therefore, the students mandated for Bilingual classes (the result of the parent and CSE initial IEP meeting) receive ESL services and are placed in a classroom with an Alternate Placement Paraprofessional that is fluent in the Native Language of the student and in English. The ESL teacher uses the Push-In (Co-Teaching) and the Pull-Out (small group instruction) model of freestanding ESL instruction when providing services. The groups are made up heterogeneously, in terms of their ESL requirements, but are homogeneous in terms of the students' cognitive needs and depending on the student's mandate and classification as per their IEP.

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)?

In our model, the ESL teacher is required to provide a detailed schedule to the principal and Assistant Principals in order to ensure that the mandated number of instructional minutes are being provided in agreement with grade and proficiency levels. This is in accordance with explicit CR Part 154 regulations. We are presently not mandated to teach any NLA (Native Language Arts) classes. The classroom teacher works in conjunction with the ESL teacher to ensure that the mandated number of ESL and ELA instructional minutes are being met. At times they will Co-teach in order to maximize use of instructional time. The classroom teachers are also given a copy of the ESL teacher's schedule.

Beginner and Intermediate level ELL's in grades K-8 receive 360 minutes per week. Advanced ELL students in grades K-8 receive 180 minutes of ESL instruction and 180 minutes of ELA instruction per week. Beginner level ELL's in grades 9-12 receive 540 minutes per week of ESL services. Intermediate ELL's in grades 9-12 receive 360 minutes of ESL instruction per week. Advanced ELL's in grades 9-12 receive 180 minutes of instruction in ESL and 180 minutes of instruction in ELA per week. For all grades and instructional levels the Push-In or Pull model is alternated daily.

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.

In each of our models (ESL Pull-out/ Push-in AND ESL Pull-out/ Push-in with an Alternate Placement Native Language Speaking Paraprofessional) content areas are delivered by engaging the ESL teacher and the content-area teachers in curriculum planning, implementation, and rigorous professional development. Content is made comprehensible to foster language development and meet the demands of the Common Core Learning Standards by effectively grouping students, maximizing use of instructional time, and by integrating language development and literacy in all content areas in English and in the students' native language. All teachers of ELLs use instructional approaches and methods like cooperative learning/group work, discovery, expository learning, brainstorming, demonstration method, role play, differentiation, T.P.R. (Total Physical Response), Think-Pair-Share, Learning Experience Approach, Text Re-presentation, cooperative learning, and small group instruction to enrich language development. We use grade level appropriate materials that are aligned to our students specific, special needs in terms of their disability and instructional level eg. Our Standardized Assessment ELLs in grades K-3 use instructional strategies and grade-level materials such as Foundations (Orton-Gillingham multi-sensory program that provides skill development in phonics, fluency, phonemic awareness, vocabulary and spelling and decoding), Words Your Way, Fountas and Pinnell Leveled Readers, Scholastic Magazine, and Reading Street. The Instruction is differentiated for all ELLs. Our Alternate Assessment ELLs in grades K-2 (nongraded) use a variety of instructional strategies and grade level materials based on TEACCH methodology. TEACCH is a therapeutic technique to help autistic individuals understand their surroundings. Such strategies and materials as; Foundations (Orton-Gillingham multi-sensory program that provides skill development in phonics, fluency, phonemic awareness, vocabulary and spelling and decoding), Words Your Way, Fountas and Pinnell Leveled Readers, Scholastic Magazine, SMILE (a highly structured, multi-sensory program that engages complex learners in a sequestial program beginning with attention and imitation tasks, through phoneme and syllable learning, noun vocabulary and then moving onto simple sentences and short stories), Headsprout (an ELA computer program), and Ablenet Focus on Science. They also participate in JARS (Joint Action Routine) which is a functional curriculum used with students with disabilities collaboratively with Speech and Language teachers. Our Standardized Assessment ELLs in grades 3-5 use instructional strategies and grade level materials such as Wilson Foundations (Orton-Gillingham multi-sensory program that provides skill development in phonics, fluency, phonemic awareness, vocabulary and spelling and decoding), Reading Street, Fountas and Pinnell Leveled Readers, and Scholastic Magazine. Our Alternate Assessment ELLs in grades 3-5 (nongraded) use a variety of instructional strategies and grade level materials based on TEACCH methodology. TEACCH is a therapeutic technique to help autistic individuals understand their surroundings. Such strategies and materials as; Wilson Foundations and Foundations (Orton-Gillingham multi-sensory program that provides skill development in phonics, fluency, phonemic awareness, vocabulary and spelling and decoding), SMILE (a highly structured, multi-sensory program that engages complex learners in a sequestial program beginning with attention and imitation tasks, through phoneme and syllable learning, noun vocabulary and then moving onto simple sentences and short stories), Headsprout (an ELA computer program), Fountas and Pinnell Leveled Readers, Words Your Way, Scholastic Magazine, and Ablenet Focus on Science. They also participate in JARS (Joint Action Routine) which is a functional curriculum used with students with disabilities collaboratively with Speech and Language teachers. Our Standardized Assessment ELLs in Middle School use instructional strategies and grade level materials such as Wilson Foundations (Orton-Gillingham multi-sensory program that provides skill development in phonics, fluency, phonemic awareness, vocabulary and spelling and decoding), Reading Street, Fountas and Pinnell Leveled Readers, Scholastic Magazine, Read 180, and the McGraw Hill Literacy Program. They also received two periods per week of AIS (Academic Intervention Services) and use Coach practice books. Our Alternate Assessment ELLs in Middle School (nongraded) use a variety of instructional strategies and grade level materials based on TEACCH methodology. TEACCH is a therapeutic technique to help autistic individuals understand their surroundings. Such strategies and materials as; Wilson Foundations and Foundations (Orton-Gillingham multi-sensory program that provides skill development in phonics, fluency, phonemic awareness, vocabulary and spelling and decoding), SMILE (a highly structured, multi-sensory program that engages complex learners in a sequestial program beginning with attention and imitation tasks, through phoneme and syllable learning, noun vocabulary and then moving onto simple sentences and short stories), Words Your Way, Headsprout (an ELA computer program), Fountas and Pinnell Leveled Readers, Scholastic Magazine, and Ablenet Focus on Science. They also participate in JARS (Joint Action Routine) which is a functional curriculum used with students with disabilities collaboratively with Speech and Language teachers. Our Standardized Assessment ELLs in High School use Wilson Foundations (Orton-Gillingham multi-sensory program that provides skill development in phonics, fluency, phonemic awareness, vocabulary and spelling and decoding), Leveled Vocabulary Books, Reading Street, Fountas and Pinnell Leveled Readers, Scholastic Magazine, Read 180, and the McGraw Hill Literacy Program. Our Alternate Assessment ELLs in High School grade 9 to age 21 (nongraded) use a variety of instructional strategies and grade level materials based on the TEACCH methodology. TEACCH is a therapeutic technique to help autistic individuals understand their surroundings. Such strategies and materials as; Wilson Foundations (Orton-Gillingham multi-sensory program that provides skill development in phonics, fluency, phonemic awareness, vocabulary and spelling and decoding), Leveled Vocabulary Books, Fountas and Pinnell Leveled Readers, and Scholastic Magazine. They also participate in JARS (Joint Action Routine) which is

a functional curriculum used with students with disabilities collaboratively with Speech and Language teachers.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
The native language evaluations of our ELL students is conducted at the CSE level by the Committee on Special Education before they arrive at our school. If the CSE neglects to do this, the ESL teacher administers the Spanish LAB to students who are Spanish speaking. If the students' native language is something other than Spanish we call the office of ELL at our district and/or the NYC DOE Office of Language Translation and Interpretation so they they may arrange for the child to receive an evaluation of their native language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
P 256Q ensures that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year by using effective programs to measure their progress. Diagnostic assessments (e.g. formal assessments with necessary accommodations as per their IEP, portfolio assessments, formative classroom assessments and informal periodic assessments) are used to track language acquisition in all four modality areas (Listening, Speaking, Reading, and Writing). Additionally, New York State mandates that all English Language Learners take the NYSESLAT (The New York State English as a Second Language Achievement Test) exam annually. In order to annually evaluate ELL students we use the results of the NYSESLAT. These results describe the students' English language performance level based on scores from four modalities; Listening, Reading, Speaking, and Writing. Students' scores on this exam assist us in determining each student's progress toward English proficiency. Based on the raw scores from the NYSESLAT, all ELLs, are categorized as either: Beginner, Intermediate, Advanced, or are deemed proficient in the target language.
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).

Instruction is differentiated for all ELL subgroups through several methods which include, adapting and modifying materials for students in 12:1:4, 6:1:1, 12:1:1 and 8:1:1 populations (these are defined later in this document), and flexible scheduling.

SIFE students are taught by using a multi-sensory and multicultural approach along with intensive literacy/language instruction in cooperative groups in a print rich environment with differentiated instruction. ESL materials are infused throughout all aspects of the instruction SIFE students receive. They have access to libraries that are aligned to the Common Core Learning Standards and contain supplemental materials in their native language. The libraries include a variety of books on all levels that support the backgrounds, strengths, and English language needs of our SIFE students. SIFE students work with the ESL teacher who alternates the push-in and pull-out models in collaboration with the classroom teacher. The use of technology is also incorporated into the curriculum for all SIFE students. Goals are met by using instructional approaches and methods such as cooperative learning/group work, discovery, expository learning, Think-Share-Pair, Graphic Organizers, brainstorming, Realia, demonstration method, role play, differentiation, and small group instruction in English and in their native language.

ELL students that have been in the US less than three years are subject to the same Common Core Learning Standards as non-ELL students. In addition to meeting the Common Core Learning Standards, ELL students will demonstrate cross-cultural knowledge and understanding by using culturally appropriate behaviors. They are expected to have knowledge of local and United States cultures and practices in their interactions with others while in their present environment. All ELL students with less than three years in the US equally participate in all New York Department of Education Common Core Learning Standards. Our ESL teacher and instructional staff adapt the curriculum to meet the needs of these students; They modify the course work and their methods of instruction as needed. IEP goals are met by using instructional approaches and methods like cooperative learning/group work, intensive literacy/language instruction, flexible scheduling, print rich environment, discovery, expository learning, brainstorming, Think-Pair-Share, Realia, Graphic Organizers, demonstration method, role play, differentiation, and small group instruction in English and in their native language. All ELL students in grades 3-12, with less than three years of ESL services receive additional ELA Academic Intervention Services (AIS) instruction two times per week in order to prepare for the New York State ELA, Math, Science and Regents exams. The AIS instruction is given in English and in the native language when necessary.

ELL students that have been receiving ESL services for four to six years receive instruction aligned to the CCLS. ELL students demonstrate cross-cultural knowledge and understanding by using culturally appropriate behaviors. They are expected to have knowledge of local and United States cultures and practices in their interactions with others while in their present environment and equally participate in

CCLS coursework. In an effort to meet the special needs of these students our ESL teacher and instructional staff adapt the curriculum and modify the course work and methods of instruction as needed. IEP and ELL goals are met by using instructional approaches and methods like cooperative learning/group work, intensive literacy/language instruction, flexible scheduling, print rich environment, discovery, expository learning, brainstorming, demonstration method, role play, Realia, Think-Pair-Share, Graphic Organizers, differentiation, and small group instruction in English and in their native language. These students receive additional ELA Academic Intervention Services (AIS) instruction two times per week in order to prepare for the New York State exams and the New York State Regents Exams. The AIS instruction is given in English and in the native language when necessary.

ELL students that have been receiving ESL services Long-Term (six years or more) receive CCLS aligned instruction. They are expected to have knowledge of local and United States cultures and practices in their interactions with others while in their present environment and are expected to equally participate in all New York Department of Education Common Core Learning Standards for all subject areas. Our ESL teacher and instructional staff adapt the curriculum to meet the needs of these students. They modify the course work and their methods of instruction as needed. IEP and ELL goals are met by using instructional approaches and methods like cooperative learning/group work, intensive literacy/language instruction, flexible scheduling, graphic organizers, print rich environment, discovery, expository learning, brainstorming, demonstration method, role play, differentiation, and small group instruction in English and in their native language. All ELL students in grades 3-12, that have been receiving ESL services Long-Term (six years or more) receive additional ELA Academic Intervention Services (AIS) instruction two times per week in order to prepare for the New York State exams and the Regents exams. Students receive AIS instruction. AIS instruction is given in English and in the native language when necessary.

Former ELLs (1 and 2 years after testing proficient on the NYSESLAT ) receive AIS (Academic Intervention Services) for up to two years for extra support. These services are provided by a special education teacher.

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 instructional strategies and grade-level materials teachers of ELL students with disabilities use that both provide access to academic content areas and accelerate English language development are aligned with the Common Core Learning Standards. The ESL teacher meets daily with the classroom teachers at common planning meetings to discuss instruction and strategies. Every child in our program (all grades) has an IEP and is a special education student. Each instructional strategy and all materials that are used encompass all aspects of Balanced Literacy. Every classroom has a Smart Board. For Bilingual students that are mandated to have ESL services with a native language speaking paraprofessional on the classroom, instruction is provided in English and in the student's native language.

Our Standardized Assessment ELLs in grades K-3 use instructional strategies and grade-level materials such as Foundations (Orton-Gillingham multi-sensory program that provides skill development in phonics, fluency, phonemic awareness, vocabulary and spelling and decoding), Words Your Way, Fountas and Pinnell Leveled Readers, Scholastic Magazine, and Reading Street. The Instruction is differentiated for all ELL subgroups where students work with the ESL teacher who alternates the push-in and pull-out models in collaboration with the classroom teacher . The use of technology is also incorporated into the curriculum for all SIFE students. Goals are met by using instructional approaches and methods such as cooperative learning/group work, discovery, expository learning, Think-Share-Pair, Graphic Organizers, brainstorming, Realia, demonstration method, role play, differentiation, and small group instruction in English and in their native language.

Our Alternate Assessment ELLs in grades K-2 (nongraded) use a variety of instructional strategies and grade level materials based on TEACCH methodology. TEACCH is a therapeutic technique to help autistic individuals understand their surroundings. Such strategies and materials as; Foundations (Orton-Gillingham multi-sensory program that provides skill development in phonics, fluency, phonemic awareness, vocabulary and spelling and decoding), Words Your Way, Fountas and Pinnell Leveled Readers, Scholastic Magazine, SMILE (a highly structured, multi-sensory program that engages complex learners in a sequestial program beginning with attention and imitation tasks, through phoneme and syllable learning, noun vocabulary and then moving onto simple sentences and short stories), Headsprout (an ELA computer program), and Ablenet Focus on Science. They also participate in JARS (Joint Action Routine) which is a functional curriculum used with students with disabilities collaboratively with Speech and Language teachers. Additionally, our ELL students with autism use common core aligned, rubric based, cross curricular units of study with a pacing calendar.

Our Standardized Assessment ELLs in grades 3-5 use instructional strategies and grade level materials such as Wilson Foundations (Orton-Gillingham multi-sensory program that provides skill development in phonics, fluency, phonemic awareness, vocabulary and spelling and decoding), Reading Street, Fountas and Pinnell Leveled Readers, and Scholastic Magazine. They also received two periods per week of AIS (Academic Intervention Services) and use Coach in order to prepare for the NY State Common Core

#### Summative Assessment.

Our Alternate Assessment ELLs in grades 3-5 (nongraded) use a variety of instructional strategies and grade level materials based on TEACCH methodology. TEACCH is a therapeutic technique to help autistic individuals understand their surroundings. Such strategies and materials as; Wilson Foundations and Foundations (Orton-Gillingham multi-sensory program that provides skill development in phonics, fluency, phonemic awareness, vocabulary and spelling and decoding), SMILE (a highly structured, multi-sensory program that engages complex learners in a sequential program beginning with attention and imitation tasks, through phoneme and syllable learning, noun vocabulary and then moving onto simple sentences and short stories), Headsprout (an ELA computer program), Fountas and Pinnell Leveled Readers, Words Your Way, Scholastic Magazine, and AbleNet Focus on Science. They also participate in JARS (Joint Action Routine) which is a functional curriculum used with students with disabilities collaboratively with Speech and Language teachers. Additionally, our ELL students with autism use common core aligned, rubric based, cross curricular units of study with a pacing calendar.

Our Standardized Assessment ELLs in Middle School use instructional strategies and grade level materials such as Wilson Foundations (Orton-Gillingham multi-sensory program that provides skill development in phonics, fluency, phonemic awareness, vocabulary and spelling and decoding), Reading Street, Fountas and Pinnell Leveled Readers, Scholastic Magazine, Read 180, and the McGraw Hill Literacy Program. They also received two periods per week of AIS (Academic Intervention Services) and use Coach in order to prepare for the NY State Common Core Summative Assessment.

Our Alternate Assessment ELLs in Middle School (nongraded) use a variety of instructional strategies and grade level materials based on TEACCH methodology. TEACCH is a therapeutic technique to help autistic individuals understand their surroundings. Such strategies and materials as; Wilson Foundations and Foundations (Orton-Gillingham multi-sensory program that provides skill development in phonics, fluency, phonemic awareness, vocabulary and spelling and decoding), SMILE (a highly structured, multi-sensory program that engages complex learners in a sequential program beginning with attention and imitation tasks, through phoneme and syllable learning, noun vocabulary and then moving onto simple sentences and short stories), Words Your Way, Headsprout (an ELA computer program), Fountas and Pinnell Leveled Readers, Scholastic Magazine, and AbleNet Focus on Science. They also participate in JARS (Joint Action Routine) which is a functional curriculum used with students with disabilities collaboratively with Speech and Language teachers. Additionally, our ELL students with autism use common core aligned, rubric based, cross curricular units of study with a pacing calendar.

Our Standardized Assessment ELLs in High School use Wilson Foundations (Orton-Gillingham multi-sensory program that provides skill development in phonics, fluency, phonemic awareness, vocabulary and spelling and decoding), Leveled Vocabulary Books, Reading Street, Fountas and Pinnell Leveled Readers, Scholastic Magazine, Read 180, and the McGraw Hill Literacy Program. They also received two periods per week of AIS (Academic Intervention Services) and use Coach in order to prepare for the NY State Common Core Assessment as well as Title I, one on one ELA tutoring in the Learning Center.

Our Alternate Assessment ELLs in High School grade 9 to age 21 (nongraded) use a variety of instructional strategies and grade level materials based on the TEACCH methodology. TEACCH is a therapeutic technique to help autistic individuals understand their surroundings. Such strategies and materials as; Wilson Foundations (Orton-Gillingham multi-sensory program that provides skill development in phonics, fluency, phonemic awareness, vocabulary and spelling and decoding), Leveled Vocabulary Books, Fountas and Pinnell Leveled Readers, and Scholastic Magazine. They also participate in JARS (Joint Action Routine) which is a functional curriculum used with students with disabilities collaboratively with Speech and Language teachers. Additionally, our ELL students with autism use common core aligned, rubric based, cross curricular unit of study with a pacing calendar.

All of our students have access to laptops, Smartboards, Assistive Technology devices, classroom desktops and i-pads.

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

Our school uses curricular, instructional, and scheduling flexibility to enable diverse ELLs with disabilities to achieve their IEP goals and attain English proficiency within the least restrictive environment. This is attained by using special education strategies and methodologies that are aligned to the Common Core Learning Standards and are cross curricular. Instruction provided is a District 75, special education setting in accordance with the child's IEP. The teacher uses a Push-in and Push-out model Small student to teacher ratio affords us scheduling flexibility and the capability to provide instruction using appropriate scaffolding techniques while placing a high value on culture and student diversity. Special techniques and individual plans aid us in providing quality instruction to our ELL students with disabilities; such as TEACCH (a therapeutic technique to help autistic individuals understand their surroundings), Power of Choice Behavioral Modification System, FBAs (Functional Behavior Assessments), BIPs (Behavioral

Intervention Plan), SWISS (School Wide Information System), PBIS, (Positive Intervention Behavior Support), along with Vocabulary and Language Development, Guided Interaction, Metacognition and Authentic Assessment, Explicit Instruction, Meaning-Based Context and Universal Themes, and Modeling, Graphic Organizers, and Visuals.

### Courses Taught in Languages Other than English

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

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

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

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

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

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

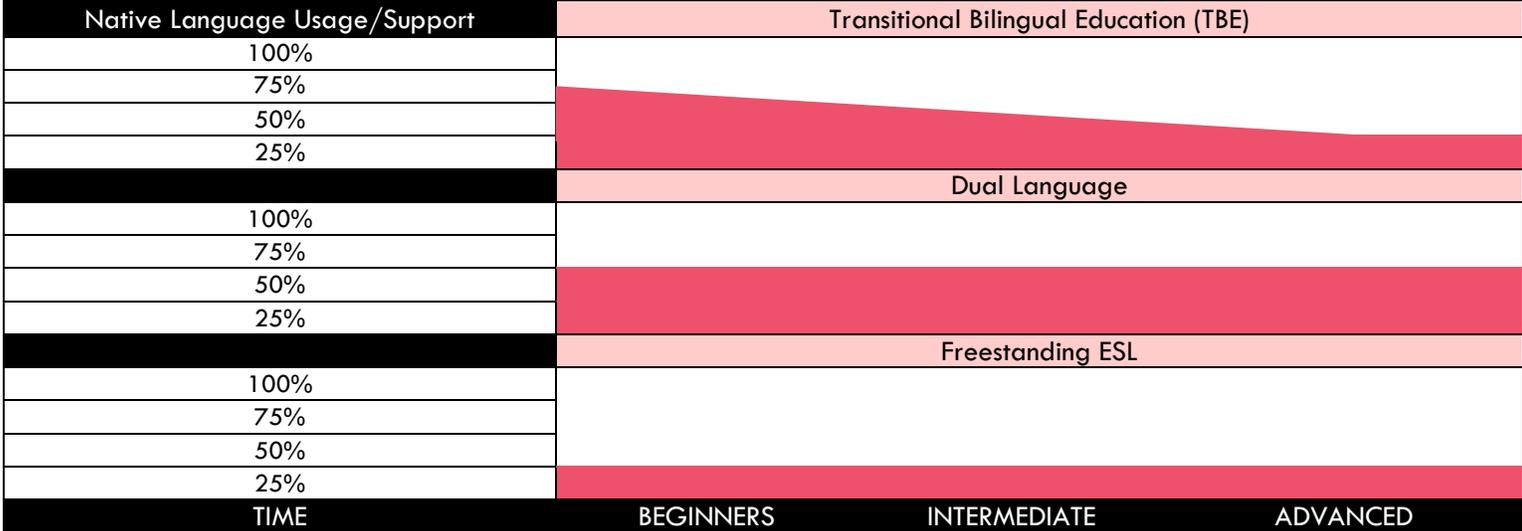
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

**Native Language Usage and Supports**

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



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

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Intervention programs are offered at P 256 Q for ELL's in all subgroups (SIFE, newcomers less than three years of ESL services, three to six years of ESL services, six years and over of ESL services, and special needs) in ELA are Foundations, Wilson Foundations, Read 180, JARS, Scholastic Magazine, Words your Way, Headsprout Reading Street, McGraw Hill Reading Programs, FounAIS, SMILE and Weekly Reader. Interventions used in Math are Brain Pop, NY Coach, STEMS, and Math Steps. Interventions used in Science are Ablenet Focus on Science, and Fountas and Pinnell Leveled Readers. These interventions are offered in English with the assistance of the ESL teacher and an Alternate Placement Paraprofessional when necessary and are all aligned to the CCLS.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The program(s) we currently use are effective in increasing our ELL students' math and literacy skills as evidenced in our students meeting their IEP goals. The ESL teacher uses the Pull-Out/Push-In model in collaboration with the classroom teacher and related service providers (OT, PT, RN, SP). All of our ELL students have a modified curriculum, modified promotion criteria, and/or take New York State Alternate Assessments in accordance with their IEPs.
11. What new programs or improvements will be considered for the upcoming school year?
- The programs and/or improvements being considered for next year are Aha!Math. (an engaging and motivating supplemental K-5 curriculum that builds students' foundational skills for math success and is fully aligned to state and Common Core standards). Brain-Pop Science (An animated website for students between middle and early high school level that provides a variety of curriculum-based content that is fully aligned with the Common Core Curriculum).
12. What programs/services for ELLs will be discontinued and why?
- We are not discontinuing any programs or services 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.
- ELLs are afforded equal access to all school programs (during school and after school) in accordance with their IEPs and the Chancellor's Regulations. Some of our ELLs participate in our Title III program, CHAMPS, and BEACON. ELL parents are invited to all Parent and school meetings in their native language.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- To support ELLs, our school uses a variety of instructional materials, including technology. Every classroom has a Smart Board, some ELLs uses AACs (Augmentative Communication Devices) as per their IEP, all ELL students have access to MAC laptops and MAC's with Touch Screens. Teachers of ELLs with autism use the boardmaker computer program to create Mayer-Johnspn picture cues, color printers and laminators to effectively communicate with their ELL students. Instructionally, we utilize Wilson Fundantions, NYSAA Pacing calendar, teacher made materials, i-pads (specific language programs), collaborative materials made with the classroom teacher, and any specific manipulatives used by our support staff such as Occupational Therapy, Physical Therapy, and Speech and Language Therapy. In addition, depending on the age/grade of the ELL students and his/her IEP the following instructional materials (in alignment to the CCLS) may be used: Wilson Foundations/Foundations, Words your Way, Fountas & Pinnell Leveled Readers, Scholastic Magazine, Reading Street, SMILE, Headsprout, Ablenet Focus on Scienc, JARS, McGraw Hill Literacy Program.,
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- ELL students that have special needs make up all of our ELL's. We use the ESL with a Pull-out/Push-in model only. Native language support is delivered by using modified instructional, functional curriculum that is tailored to meet their ESL needs in all content areas, grade level, and disability in accordance with their IEPs and the Common Core Learning Standards. Children who, as per their IEP, should get Bilingual services, but do not because our school does not offer it have a native language speaking paraprofessional in the classroom throughout the day and when receiving Push-in or Pull-out ESL services.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- The required services support and resources corespond to ELLs' ages and grade levels because we follow the New York State CR Part 154 mandated number of units of support for ELLs. All classroom resources in the aforementioned paragraphs and naratives are available to the ELL students regardless of grade or age. Based on the students' profeciency level on the NYSESLAT or LAB-R (NYSITELL as of February 2014) the ESL teacher provides the mandated number of hours. Beginner level ELLs in grades K-8 receive 360 minutes of ELL services per week. Intermediate level ELLs in grades K-8 also receive 360 minutes per week of ESL instruction. Advanced ELL in grades K-8 receive 180 minutes per week of ESL instruction. Beginner level ELLs in grades 9-12 (this includes disabled students up to age 21) receive 540 minutes of ELL services per week. Intermediate level ELLs in grades 9-12 (this includes disabled students up to age 21) receive 360 minutes per week of ESL instruction. Advanced ELL in grades 9-12 (this includes

disabled students up to age 21) receive 180 minutes per week of ESL instruction.

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

Before the beginning of the school year, newly enrolled ELL students and their parents are invited to come to school and meet with their ESL teacher, the parent coordinator, and the classroom teacher. They receive a letter in their native language inviting them. Throughout the school year ELLs and their parents are invited to all PA meetings, workshops organized by the parent coordinator, parent/teacher Conferences, and IEP meetings. The parents receive letters in their native language and translators are provided when needed.

18. What language electives are offered to ELLs?

P256Q offers (first year) Spanish as a language elective to our Standardized Assessment High School students.

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)?

P256Q does not currently have a dual language program.

## C. Professional Development and Support for School Staff

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

All ELL personnel at our school attend professional development four to five times during the school year. These personnel include: Assistant Principals, Bilingual/ESL Coordinators, Paraprofessionals, Classroom Teachers (Special Education and General Education), ESL Teachers, Guidance Counselors, Speech Therapists, Occupational Therapists, Physical Therapists, and the Parent Coordinator. These workshops are offered through District 75 and at the school level. They cover NYSESLAT testing, LAB-R testing, ESL methodologies, and compliance information. The ESL teacher and the ESL Liaison attend these workshops. On the school level, all staff members attend three workshops per school year on the Common Core Learning Standards, balanced literacy, content area instruction, and formative and summative assessments) that incorporate using ESL methodologies.

To support ELLs as they engage in the Common Core Learning Standards the District offers several ESL and Bilingual teacher Professional Development sessions. One is a New ELL Teacher Professional Development Series: The ELL 'How To...' Institute that offers Four- six hour sessions that cover creating lesson plans and thematic units, intensive modeling and practice in adapting books and materials to meet the needs of ELL students with disabilities, with an emphasis on adapting content-area texts in order to retain the essence of the material, while providing comprehensible input. Also, the four session institute provides participants with the tools to manage the behavioral and emotional needs of ELL students with disabilities through the lens of the cultural aspects of behavior focusing on the tenets of Social Emotional Learning (SEL). Additionally, this specific professional development series focus on working with the varied learning styles of ELL students with disabilities, celebrating multiple intelligences and maximizing students' performance through the use of their varied learning styles in conjunction with quality IEP that is aligned to CCLS and addresses language and culture issues via ESL methodologies, enhancement of the native language, and assessment in both native and target languages. Participants are expected to attend all four sessions of this Professional Development Institute. All Domains from the Danielson FFT are addressed: A certificate will be issued upon completion of the workshop.

Another professional development series is a two session series that covers ELL Compliance. The first session of this series will provide step-by-step directions in the identification of ELLs, via the interpretation of the Home Language Identification Survey (HLIS), and delves into the information which can be gleaned by cross-referencing the appropriate ATS reports. The session demonstrates how to prepare the Language Allocation Policy (LAP), and Language Translation and Interpretation document, District-based Compliance Binder documents, and how to determine eligibility for ELL services via LAB-R, and commencing in February 2014, the NYSITELL. The second part of the series discusses the NYSESLAT, the assessment used by the NYSED to demonstrate English language proficiency, this year in the second part of phase one, and geared toward complete alignment with CCLS by 2015 (phase 2), will be modeled in each of the four modalities of the test: listening, speaking, reading and writing. Rubrics for the performance-based modalities of speaking and writing will be demonstrated, the types of questions will be illustrated, and participants will score anchor papers of the assessment. The presentation will address the Danielson FFT.

Additionally, a four part ELL Teacher Professional Development Institute Series with the theme: Empowering ELLs with Disabilities is offered. Here, teachers and support staff receive an introduction to basic human rights (water, shelter, food, clothing, safety, clothing, and education) and will learn to use unique tools to enable the understanding of this topic for ELLs with disabilities. Integrated curriculum, aligned with and connected to CCLS will be modeled, and participation will be interactive. Technology will be integrated into the presentation, including the use of iPad applications to support participants' growth as educators. Also, this series will provide participants with tools to teach ELL students with disabilities in all grade levels about rights and responsibilities in the home, at school, and in the work place. Participants will focus on what the term Human Rights means for ELL students with disabilities, and how they may become empowered via the IEP process as well as provide the basis for comparing and contrasting current U.S. child labor laws with those of other countries in summarizing the theme of the series. Many of our teachers require the mandate of 10 hours of Jose P. training. If the training is taken within the District 75 teachers are provided with two, five hour sessions and given a certificate as proof of participation.

When ELL's transition from elementary to middle school or middle school to High School we provide our teachers with support so they can best assist the student with the transition. In P256Q many of our ELLs remain in our program through High School. Teachers are encouraged to meet with the child's new classroom teacher and ESL teacher so to provide background knowledge, share successful strategies, and discuss ways in which to guide the student toward English fluency and enable them to transition from elementary school to middle school and middle school to high school.

Many of our teachers require the mandate of 10 hours of Jose P. training. If the training is taken within, the District 75 teachers are provided with two, five hour sessions and given a certificate as proof of participation. Certificated are kept on file at the main site.

## 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?

Parents are a valuable resource for our ESL teacher and classroom teachers because they have essential information about their children that is vital for planning meaningful educational experiences. District 75 occasionally offers ELL specific workshops to ELL parents. When such a workshop is available, we send home a note to the parents in English and in their Native Language, District 75 posts it on their website and we post the information on our school web-site as well. Also, translators, comprised of bilingual staff, are available during conferences and other non-ELL related workshops. Our non-ELL related workshops for parents usually pertain to children with disabilities or standard based instruction. Our school's parent coordinator ensures adequate communication with parents and families of ELL students and plans accordingly when the parents voice their needs through the NYC DOE Office of Language Translation and Interpretation (they are able to provide translation and interpretation services in many languages). The ELL parents are invited to participate in PTA meetings. Our ESL teacher, Ms. Lisamarie Loor, and a bilingual translator for assistance, meet with parents to discuss their specific needs when a parent requests a meeting and throughout the school year. We are involved with several community businesses through the Transition Linkage Coordinator as we move the high school age students towards the work world.

## E. Additional Information

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

## Part VI: LAP Assurances

School Name: <u>256</u>		School DBN: <u>75Q256</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Oswaldo Roman	Principal		11/8/13
Ellen Kaplan	Assistant Principal		11/8/13
Donna Tuffour	Parent Coordinator		11/8/13
Lisamarie Loor	ESL Teacher		11/8/13
Gerdien Krohn	Parent		11/8/13
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
Elizabeth Kaufman	Guidance Counselor		11/8/13
	Network Leader		
Jeannine Gomez	Other <u>ESL Liaison</u>		11/8/13
	Other _____		
	Other _____		
	Other _____		



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

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

DBN: **75Q256** School Name: \_\_\_\_\_

Cluster: **75** Network: **4**

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

**Part A: Needs Assessment Findings**

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

P256Q uses the Translation and Interpretation Unit at the Department of Education. This unit aims to improve the way the NYC Department of Education communicates and engages with limited-English proficient parents. The Unit provides our school with an internal resource for accessing written translation, on-site interpretation, and over-the-phone interpretation services. The Unit is also responsible for spearheading all efforts related to language access, including, training and awareness of language access requirements and available resources, monitoring compliance, and oversight of earmarked, school-based translation funds. In addition to the Translation and Interpretation Unit, we utilize the Home Language Identification Survey, Informal Oral Interview in English/Native Language and data from ATS reports, specifically the RDGS and RHLA to identify the different languages that are spoken in our students' homes. Our Parent Coordinator is essential in the process of identifying the parent population that has Limited English Proficiency. The Parent Coordinator also ensures that parents have the opportunity to receive the necessary information for supporting their children academically in their Native Language.

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

Our findings indicate that at present we have 42 students whom have been identified as LEP students. It is imperative for us to recognize that translation and interpretation services are not limited to parents of students identified as English Language Learners. There are eight different languages spoken in our students' homes. Forty-two students need written and oral communication services. Of our student population of 506, the breakdown of the primary languages spoken in our students' homes is as follows:

English: 452; Spanish: 44; Haitian Creole: 3; Punjabi: 1; Bengali: 3; Polish: 1; French: 1; Hungarian: 1;

At teacher conferences and Professional Development Trainings, we make our school community aware of these findings and discuss their

implications.

## 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.

All parents that speak a language other than English receive a translated Bill of Parents Rights and Responsibilities. Bilingual staff members frequently provide language translation services at P256Q orally and in writing. We can offer per-session monies to school staff so that they may provide written translation services to parents who have limited English proficiency. If staff members at our school cannot provide translations we request it from the Translation and Interpretation Unit at the NYC DOE. To request a translated document we complete a Translation Request Form and submit it to [translations@schools.nyc.gov](mailto:translations@schools.nyc.gov), along with the file to be translated. The Translation and Interpretation Unit review the project and email an estimated completion date to the principal. They offer translation and interpretation services in Arabic, Bengali, Chinese, French, Haitian Creole, Korean, Russian, Spanish and Urdu. For additional languages the unit contacts external vendors.

For instance, the unit can provide translation of critical documents such as Discipline Codes, Parent Handbooks, Parent Bill of Rights, Standard Letters from the school nurse, registration, application, and selection; standards and performance (e.g., standard text on report cards); conduct, safety, and discipline; special education and related services; and transfers and discharges. In addition to the later they can translate personal notes regarding, but not limited to; health, safety, legal or disciplinary matters; entitlement to public education or placement in any Special Education, English Language Learner or non-standard academic program shall be translated and interpreted by school staff or the Translation and Interpretation Unit .

Our staff can translate and interpretate in Spanish, Punjabi, Haitian-Creole, Darsi/Farsi, and Bengali. We will require translation and interpretation services for the languages; French, Hungarian and Polish.

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.

As above, the Translation and Interpretation Unit as well as school staff will provide oral interpretation services on-site and over-the-phone.

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>.

To fulfill Section VII of the Chancelor's Regulations A-663 our Parent-Coordinator is essential regarding parental notification requirements for translation and interpretation services. The Parent Coordinator as well as the ESL Teacher are required to contact the Language Translation and Interpretation Unit via email or phone.