

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

DBN: (i.e. 01M001):

75Q277

School Name:

THE RIVERVIEW SCHOOL

Principal:

SUSAN MCNULTY

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Elementary, Middle & High School School Number (DBN): 75Q277
School Type: Special Education D75 Grades Served: K-21
School Address: 1-50 51st Avenue Long Island City, NY 11101
Phone Number: 718-609-3320 Fax: 718-609-3322
School Contact Person: Susan McNulty Email Address: smcnulty@schools.nyc.gov
Principal: Susan McNulty
UFT Chapter Leader: Mitchell Glover
Parents' Association President: Sabretta Alford
SLT Chairperson: _____
Student Representative(s): _____

District Information

District: 75 Superintendent: Gary Hecht
Superintendent's Office Address: 400 1st Avenue, New York, NY
Superintendent's Email Address: ghecht@schools.nyc.gov
Phone Number: 212-802-1501 Fax: _____

Cluster and Network Information

Cluster Number: _____ Cluster Leader: _____
Network Number: N754 Network Leader: Arthur Fusco

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Susan McNulty	*Principal or Designee	
Mitchell Glover	*UFT Chapter Leader or Designee	
Sabretta Alford	*PA/PTA President or Designated Co-President	
Rosa Ferreira	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Victoria Vizza	UFT Teacher	
Danielle Fazzalore	UFT Teacher	
Amanda Winepol	UFT Teacher	
Deanna Holbrook	UFT Paraprofessional	
Audrey Dunlap	Parent	
Kati Flores	Parent	
Kweyao Nikki Rucker	Parent	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
a.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
b.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
c.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
d.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
e.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
f.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents,

The Quality Review and the Capacity Framework

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

NYCDOE's Quality Review (QR)

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

PS 277Q, The Riverview School, is a new District 75 Special Education Organization. The Riverview Organization opened in September 2013. The organization began with two collocated sites in newly constructed buildings located in Long Island City, Queens. This year, The Riverview School opened another collocated site in a new construction building located in Ridgewood, Queens. The Riverview School services students in grades K-12. All of 277Q's students have an Individualized Education Program (IEP) and range in classification of abilities. The school has a total population of 126 students. 76% of our students are male and 24% female. 37% of our students are hispanic, 20% white, 19% Asian, 18% African American, 2% multi-race, 2% American Indian/Alaskan, 1% Hawaiian/Pacific Islander. 35% of our students are English Language Learners. The following languages are spoken in the homes of the students at PS 277Q: Bengali, Arabic, Punjabi, Romanian, Mandarin, Nepal, Swedish, Urdu, Cantonese and Spanish.

At The Riverview School we believe that children of all abilities can reach their fullest potential when placed in a safe, nurturing, and collaborative environment. It is our goal to help students develop the skills they need to become as independent as possible with the ability to express their needs and feelings appropriately so they can meet the challenges of education, work and life. To support and develop these skills, students will engage in project-based, relevant and functional units of study that are aligned to the New York State Common Core Learning Standards. Students will use individualized assistive technology to be given a voice and will participate in real-world experiences throughout their education. In partnership with parents, collocated schools and community organizations we will provide students with opportunities to take part in community jobs, programs and projects. Together we will work to create an atmosphere in which each student is expected to learn at high levels, and each student is supported so he or she can learn at high levels. We will encourage students not to give up, using language that shows students they can learn and celebrate the small steps that together show student growth. Our Acronym R.I.V.E.R. is the foundation of our school that stands for respect, independence, voice, empathy and responsibility

Our 277Q Organization has developed the following partnerships and initiatives:

Inclusion- We have partnered with the Hunter's Point Community Middle School Program to include 8 students into their program. We have created a dynamic program providing our inclusion students the opportunities to participate in after school dances, events, bands, and debate teams. Our students have won various awards for their participation in debate and have performed in numerous shows for band. One of our inclusion students' mothers was the 2013-2014 PTA President for Hunter's Point Community Middle School.

Peer Buddy with Hunter Point Community Middle School- Our SETTS Teacher created a buddy program for the HPCMS students and our D75 Riverview Students. HPCMS Students are paired with one of our D75 Riverview students and they meet during lunch period two times per week. The HPCMS students were provided training from our Riverview OT, SETTS Provider and paraprofessionals on the various disabilities and behaviors our D75 students' display. Both groups of students have learned invaluable lessons including social skills, awareness of disabilities as well as diversity.

Birch Family Services – We partnered with Birch Family Services to consult with our teachers on using TEACCH- a structured teaching model in our classrooms. Teachers attended a two day workshop at birch and consultants came into our classrooms to work with teachers on setting up their structured teaching environments.

District 75 Coaches - We work closely with District 75 Coaches from the Autism, Literacy, UDL, Transition, Assessment, Technology, PBIS Departments and Office of School Wellness. Coaches from each of the departments come in to work specifically with teachers on creating best practices in their rooms.

IPAD Pilot – Our elementary school participated in an IPAD pilot through the Technology Office of District 75. Classes were awarded IPADS for each of the students in the room enabling students to better communicate and engage in class lessons.

HAI Residency – Arts and music residencies for .

Anne Buckley Reen – Get Ready To Learn – 14 of 18 our teachers were trained in using GRTL (yoga program) in their classrooms. Schedules were created to allow for daily participation in the program.

Donors Choose – Teachers requested funding to acquire materials for their rooms. Through Donor’s Choose teachers received furniture, play equipment, as well as vocational materials needed to improve instruction.

The Riverview School’s accomplishments include but are not limited to the following: data from our 2013-2014 New School Quality Review states that 277Q shows strength in indicator 4.1. The school’s effective use of the Danielson’ Frameworks for Learning in the observation of classroom practices and learning outcomes has elevated school-wide instructional practices to promote professional growth, reflection and positive student outcomes. School leaders along with teacher mentors and district coaches support the development of teachers, including those new to the profession. Through the strategic use of frequent cycles of classroom observation using the Danielson Framework for Teaching and analysis of student work/data, teachers are given effective immediate verbal and written feedback that captures strengths, challenges and next steps. Teachers are provided essential next steps that enable them to move along the continuum of best practices leading to an improved quality of student work products. School leaders have supported teacher development through the use of mentors, district coaches, outside consultants, creative scheduling enabling extra professional development time as well as faculty conferences and professional learning communities. Administration makes informed decisions from observation data regarding assignment, tenure and retention of staff. Staff members assess themselves in the beginning and end of the year using Danielson’s Framework and discuss personal goals and professional development plans with administration.

277Q also shows strength in indicator 1.4. As a new school it was essential to create an environment in which staff felt supported and respected enabling them to support the academic and personal growth of students. The collaborative approach among all school staff and with parents has allowed for a culture of mutual trust and positive attitudes towards learning. The school’s approach to culture-building and social-emotional support results in an inclusive culture that supports progress toward the school’s goals. Structures are in place so that each student is known well by at least one adult who helps to personalize support for each individual student. Teachers work to help students develop the skills they need to become as independent as possible with the ability to express their needs and feelings appropriately so they can meet the challenges of education, work and life.

This year our school successfully added a third site and continues work to keep open communication and consistency across the growing organization. We continue to have positive and collaborative relationships with our four collocated schools. We work with collocated schools to have joint celebrations and programs.

The Riverview School opened in the 2013-14 school year, housed in a newly constructed collocated building. With 88% of the teachers probationary we have been faced with the challenge of providing the staff with professional development in all programmatic aspects of a new program. In addition we developed DOE school procedures and manuals organizing trainings to support staff in all areas. The alternate assessment students required a Unit of Study curriculum aligned with the Common Core.

For the 2013-2014 school year all staff were trained in all programmatic aspects of a new program. All DOE school procedures and manuals were developed and trainings implemented. A 277Q curriculum was developed and a Unit of Study Curriculum aligned with the common core was written and implemented. Monthly assessment of curriculum is ongoing. 277Q purchased common core aligned Math and ELA curriculum supplements to utilize with students.

One focus for 277Q is found in indicator 1.1. The Riverview School is focusing this year on enhancing the planning and implementation of coherent CCLS-aligned units of study with more embedded performance tasks that emphasize higher-order thinking skills for all learners. 277Q has created a curriculum team that has developed more rigorous and differentiated performance tasks that emphasize higher-order thinking for all students.

Another focus for 277Q is found in indicator 1.2. The school needs to strengthen student engagement across all subject areas and consistently provide multiple entry points into the curriculum so that all students demonstrate high levels of thinking. The schools' next step is to provide more rigorous and engaging activities into class lessons.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

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

After reviewing our 2014 Fall SANDI baseline data, we found that our alternate assessment students are in need of strategies to help improve skills in the area of reading for information. Specifically students’ scores were lowest in Common Core Standards Reading for information 1 and Reading for information 10. As a new school it is essential that we work to improve our students’ overall performance in reading. We will focus on this need throughout the year in common planning, inquiry, informal and formal walkthroughs and PPT meetings.

As a recommendation of our NSQR we are continuing to enhance the planning and implementation of coherent Common Core Learning Standards-aligned units of study with more embedded performance tasks that emphasize higher-order thinking skills for all learners. Teachers are working to strengthen questioning and discussion techniques, and teaching strategies across all subject areas, so students with varying abilities and needs demonstrate high levels of thinking, in order to close the achievement gap. 277’s curriculum is aligned to the common core and motivating to our alternate assessment students. Our need is to adapt the curriculum and increase the rigor of instruction to make comprehension more accessible to all of our learners.

Part 2 – Annual Goal

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

By June 2015, all students participating in alternate assessment classrooms will demonstrate improved performance in ELA (reading) skills through the use of targeted instructional strategies to indicate an increase of 3% above baseline as measured by the SANDI assessment.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> A. Research-based instructional programs, professional development, and/or systems and structures needed to impact change B. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). C. Strategies to increase parent involvement and engagement D. Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>

<p>277Q will utilize the 277Q ELA Curriculum, Unique, Foundations, SMILE, Wilson, Reading A to Z, News 2 U, Discovery Science, Brain Pop, Ablenet Focus on Science and Social Studies Libraries, Functional Libraries, social stories, Flocabulary, GRTL and Alternative and Augmentative Communication (AAC) Devices to aid in the development of phonemic awareness and reading comprehension skills</p> <p>277Q Curriculum team will continue to meet from Spring 2014 to align curriculum to the CCLS and create embedded performance tasks that emphasize higher-order thinking skills for all learners.</p> <p>Staff will meet every Monday, in teacher teams, common planning meeting for professional development. There will be sign in sheets for staff development workshops.</p> <p>UDL Task Force, Autism, Literacy, Science, Early Childhood Coach and TEACCH Consultants will work with staff to prepare classrooms for effective instruction. To build capacity each of these coaches will identify lead teachers who will manage implementation and data collection.</p> <p>Administrators and lead teachers will train classroom teachers on the SANDI assessment</p> <p>Classroom teachers will administer the SANDI baseline assessment in September and October 2014.</p> <p>The SANDI Baseline Reading Assessment will provide information/data on students' skills abilities</p> <p>Teachers will review and analyze data in order to determine next steps</p> <p>Teachers will use the data obtained on the SANDI to create I.E.P. goals and develop lesson plans</p> <p>Students will use a common core aligned unit of study for each content area to reach targeted goals and objectives</p>	<p>All students in grades K-12.</p>	<p>Spring 2014 administration and lead teachers developed a curriculum team and worked per session to create and adapt a 277Q curriculum aligned to the common core standards</p> <p>July and August 2014 the curriculum team met to continue work. Administration and Lead Teachers prepared a school-wide professional development program</p> <p>September 2014 – Administrators, lead teachers and classroom teachers were trained in curriculum and assessment options</p> <p>September - October 2014 teachers give the SANDI baseline Assessment</p> <p>October 2014 teachers analyze baseline data,</p>	<p>Administrators, classroom teachers, unit coordinators, speech therapists, ESL teacher, District UDL Task Force, Autism Coach, Early Childhood and Literacy Coach, Science Coach and TEACCH Consultants</p>
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<p>Lesson plans will follow aligned curriculum to improve individualized skills</p> <p>All classrooms will utilize the TEACCH methodology using visual schedules</p> <p>Teachers will meet to discuss/share while processing and mastering new material during common planning times.</p> <p>During common planning periods staff will work together to develop action plans and discuss strategies for students.</p>		<p>aligning curriculum and IEP goals for students</p> <p>Ongoing Monday PD's, Common Planning Meetings focus on targeted assessment areas, curriculum as well as best practices in the classroom.</p> <p>Teachers assess progress and growth of students throughout the school year.</p> <p>Ongoing - Student work and achievement is celebrated within the class and after each unit of study</p> <p>May 2015 administer the SANDI Assessment</p> <p>May-June 2015 analyze results of the final assessment.</p>	
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<p>Using intervention programs such as SMILE, Foundations, Wilson, GRTL, Unique, Ablenet Curriculum, Brain Pop, Discovery Science, Reading A to Z, Flocabulary, Alternative and Augmentative Communication (AAC) Devices to aid in the development of phonemic awareness and reading comprehension skills.</p> <p>SANDI Assessment - Analyze results, create IEP goals, provide individualized direct instruction</p> <p>Scaffold and adapt curriculum for students need</p> <p>Vary methods of presentation for student work</p>			
<p>Parent Curriculum Night September & May</p> <p>Monthly celebrations with parents in the classroom</p> <p>Monthly Parent Trainings</p> <p>Parent Teacher Conferences</p> <p>Performances</p> <p>Title III Saturday Program</p> <p>Homework Packet Connection to home</p> <p>Classroom Websites</p> <p>Daily Communication Logs with parents</p> <p>Every Tuesday time allotted to connect with parents</p> <p>IEP Meetings</p>			
<p>At the Riverview School, everyone works towards the shared goal of improved student outcomes. 277Q has consistent meetings, daily communication and celebrations with students, staff and parents. As summarized in our New Schools Quality Review, "School leaders and staff have established a collaborative environment where students are actively engaged in learning and benefit from effective support for their academic and personal growth. The school aligns it resources with the Comprehensive Education Plan, professional development goals and embedded structures that results in continuous support for teacher team collaboration and improvement in instructional practices."</p>			

Part 4 – Resources Needed

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

Curriculum and intervention programs are needed to implement this plan. These include but are not limited to: 277Q ELA Curriculum, SMILE, Foundations, Wilson, GRTL, Unique, Ablenet Curriculum, Brain Pop, Discovery Science, Reading A to Z, Flocabulary, Alternative and Augmentative Communication (AAC) Devices to aid in the development of phonemic awareness and reading comprehension skills.

Human Resources needed to implement this plan include: Administrators, classroom teachers, unit coordinators, speech therapists, ESL teacher, District UDL Task Force, Autism Coach, Early Childhood and Literacy Coach, Science Coach and TEACCH Consultants

Part 5 – Budget and Resource Alignment

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

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

- A. Tax Levy instructional monies to purchases supplies required for curriculum programs
- B. Tax Levy instructional monies to purchase the SMILE, Foundations, Unique, N2Y, Ablenet Focus on Science and Math, Reading A to Z
- C. Tax Levy Children’s first inquiry for per session for teachers
- D. Tax Levy Children’s first inquiry for per session for supervisors
- E. Tax Levy Children’s first inquiry for per session for principal
- F. Tax Levy Data Specialist

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

February 2015 - Review of Pre and Post monthly curriculum assessments from September 2014 to February 2015

February 2015 - Review of IEP progress updates

February 2015 - Review of 1:1, group and workstation

February 2015 - Review ongoing Common Planning Meetings will focus on looking at student work to assess progress and growth of students.

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

Rubric, FBA, 1:1, group and workstation data has shown that as a school we need to improve students’ independent functioning in varied environments within the school community and a decrease in prompt dependency. Students have shown great gains in managing the structured teaching environment in the classroom and using visual schedules with increasing independence. These skills need to be generalized across people and settings in the school community with the same level of independence.

Part 2 – Annual Goal

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

By June 2015, all students participating in alternate assessment classrooms will show a 3% increase in independence in varied school environments through the use of targeted instructional strategies as measured by rubrics, FBA, 1:1, group and workstation data as well as student portfolios.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> E. Research-based instructional programs, professional development, and/or systems and structures needed to impact change F. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). G. Strategies to increase parent involvement and engagement H. Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
277Q will utilize the 277Q ELA Curriculum, Unique, GRTL, Assistive Communication Devices, PECS Program, Social Stories, Scripts, Vizzle, Communication APPs and TEACCH Methodology to improve the level of student independence in the school environment. Staff will meet every Monday, in teacher teams and	All K-12 Students	July and August 2014 Administration and Lead Teachers reviewed student data and prepared a school-wide	Administrators, classroom teachers, unit coordinators, speech teachers, Occupational and Physical Therapists, ESL

<p>common planning meetings for professional development on best practices in the TEACCH classroom as well as how to foster independence with students.</p> <p>UDL Task Force, Autism and TEACCH Consultants will work with staff to prepare classrooms for increased independence. To build capacity each of these coaches will identify lead teachers who will manage implementation and data collection.</p>		<p>professional development program</p> <p>August 2014 all new teachers and paraprofessionals were trained in TEACCH from Birch Family Services</p> <p>September 2014 –Administrators, lead teachers, classroom teachers and related service providers were trained in AAC Devices, PECS Program, TEACCH, curriculum and assessment options</p> <p>September 2014 we established a UDL Task Force and attend monthly UDL meetings at District 75</p> <p>November-December 2014 teachers gather and analyze student data</p> <p>Teachers assess progress and growth of students throughout the school year.</p> <p>Ongoing Monday PD's, Common Planning Meetings focus</p>	<p>teacher, District UDL Task Force, Autism Coach, Early Childhood and Literacy Coach, Science Coach and TEACCH Consultants</p>
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		<p>on AAC, PECS Program, TEACCH, targeted assessment areas, curriculum as well as best practices in the classroom.</p> <p>February 2015 review rubric data on student independence</p> <p>May-June 2015 analyze results of the final data.</p>	
<p>Using programs such as Social Stories, Scripts, GRTL, Unique, Assistive Communication Devices and PECS Program, Communication APPs to increase student independence</p> <p>Using the TEACCH methodology in classrooms creating structured teaching environments</p> <p>Use of work systems, visual schedules, video modeling,</p> <p>Routines and varied methods of presentation for student work</p>			
<p>Parent Curriculum Night September & May</p> <p>Monthly celebrations with parents in the classroom</p> <p>Monthly Parent Trainings</p> <p>Parent Teacher Conferences</p> <p>Performances</p> <p>Title III Saturday Program</p> <p>Homework Packet Connection to home</p> <p>Material sharing with parents</p> <p>Classroom Websites</p> <p>Daily Communication Logs with parents</p> <p>Every Tuesday time allotted to connect with parents</p> <p>IEP Meetings</p>			
<p>At the Riverview School, everyone works towards the shared goal of improved student outcomes.</p>			

<p>277Q has consistent meetings, daily communication and celebrations with students, staff and parents. As summarized in our New Schools Quality Review, “School leaders and staff have established a collaborative environment where students are actively engaged in learning and benefit from effective support for their academic and personal growth. The school aligns its resources with the Comprehensive Education Plan, professional development goals and embedded structures that results in continuous support for teacher team collaboration and improvement in instructional practices.”</p>			
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Part 4 – Resources Needed

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

277Q will utilize the 277Q ELA Curriculum, Unique, GRTL, Assistive Communication Devices, PECS Program, Social Stories, Scripts, Vizzle, Communication APPs and TEACCH Methodology to improve the level of student independence in the school environment.

In order to implement this plan the following human resources are needed: Administrators, classroom teachers, unit coordinators, speech teachers, Occupational and Physical Therapists, ESL teacher, District UDL Task Force, Autism Coach, Early Childhood and Literacy Coach, Science Coach and TEACCH Consultants.

Part 5 – Budget and Resource Alignment

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

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

- G. Tax Levy instructional monies to purchases supplies required for curriculum programs**
- H. Tax Levy instructional monies to purchase the SMILE, Foundations, Unique, N2Y, Ablenet Focus on Science and Math, Reading A to Z**
- I. Tax Levy Data Specialist**
- J. Mini Ipad Grant**
- K. VTEA Funds**

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

3. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
4. Specify a timeframe for mid-point progress monitoring activities.

February 2015 -Review of Pre and Post monthly rubrics from September 2014 to February 2015

February 2015 - Review of IEP progress updates

February 2015 - Review of 1:1, group and workstation

February 2015 - Review ongoing Common Planning Meetings will focus on looking at student work to assess progress and growth of students.

Part 6b. Complete in February 2015.

3. Did the school meet the mid-point benchmark(s) in the timeframe specified?

Yes

No

4. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

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

SANDI Assessment, Equals pre & post assessments, rubric, FBA, 1:1, group and workstation data has shown that students in all grades are functioning below grade level in math. As a recommendation of our NSQR we are continuing to enhance the planning and implementation of coherent Common Core Learning Standards-aligned units of study with more embedded performance tasks that emphasize higher-order thinking skills for all learners. Teachers are working to strengthen questioning and discussion techniques, and teaching strategies across all subject areas, so students with varying abilities and needs demonstrate high levels of thinking, in order to close the achievement gap. Our need is to adapt the curriculum and increase the rigor of instruction.

Part 2 – Annual Goal

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

By June 2015, all students participating in alternate assessment classrooms will demonstrate improved performance in Math (operation and algebraic) skills through the use of targeted instructional strategies to indicate an increase of 3% above baseline as measured by the SANDI assessment.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> I. Research-based instructional programs, professional development, and/or systems and structures needed to impact change J. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). K. Strategies to increase parent involvement and engagement L. Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
277Q will utilize Equals, Math Manipulatives, D75 Math Modules, Ablenet Focus on math, Functional Libraries, social stories, GRTL and Alternative and Augmentative Communication (AAC) Devices to aid in the development of math (operation and Algebraic)	All K-12 Alternate Assessment Students	Spring 2014 administration and lead teachers reviewed math curriculums	Administrators, Vocational Education Teacher, Classroom Teachers, Unit

<p>skills.</p> <p>Staff will meet every Monday, in teacher teams, common planning meeting for professional development. There will be sign in sheets for staff development workshops.</p> <p>UDL Task Force, Autism, Early Childhood Coach and TEACCH Consultants will work with staff to prepare classrooms for effective instruction. To build capacity each of these coaches will identify lead teachers who will manage implementation and data collection.</p> <p>Administrators and lead teachers will train classroom teachers on the SANDI assessment</p> <p>Classroom teachers will administer the SANDI baseline assessment in September and October 2014.</p> <p>The SANDI Baseline Math Assessment will provide information/data on students' skills abilities</p> <p>Teachers will review and analyze data in order to determine next steps</p> <p>Teachers will use the data obtained on the SANDI to create I.E.P. goals and develop lesson plans</p> <p>Students will use a common core aligned unit of study for each content area to reach targeted goals and objectives</p> <p>Lesson plans will follow aligned curriculum to improve individualized skills</p> <p>All classrooms will utilize the TEACCH methodology using visual schedules</p> <p>Teachers will meet to discuss/share while processing and mastering new material during common planning times.</p> <p>During learning communities staff will work together to develop action plans and discuss strategies for students driven by data collection. Teachers will</p>		<p>aligned to the common core standards</p> <p>July and August 2014 the curriculum team met to continue work selecting curriculum, choosing Equals</p> <p>Administration and Lead Teachers prepared a school-wide professional development program</p> <p>September 2014 – Administrators, lead teachers and classroom teachers were trained in curriculum and assessment options</p> <p>September - October 2014 teachers give the SANDI baseline Assessment</p> <p>October 2014 teachers analyze baseline data, aligning curriculum and IEP goals for students</p>	<p>Coordinators, Speech Teachers, Occupational and Physical Therapists, ESL teacher, District UDL Task Force, Autism Coach, Early Childhood and TEACCH Consultants</p>
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<p>review data from analysis of student performance assessment tasks in addition to identifying trends in student performance and data across units of study.</p>		<p>Ongoing Monday PD's, Common Planning Meetings focus on targeted assessment areas, curriculum as well as best practices in the classroom.</p> <p>Teachers assess progress and growth of students throughout the school year.</p> <p>Ongoing - Student work and achievement is celebrated within the class and after each unit of study</p> <p>May 2015 administer the SANDI Assessment</p> <p>May-June2015 analyze results of the final assessment.</p>	
<p>Using programs such as Equals, AbleNet Focus on Math, Math manipulatives, Functional Libraries, Social Stories, Scripts, GRTL, Unique, Alternative and Augmentative Communication (AAC) Devices, PECS Program and Communication APPs to increase student independence</p> <p>Using the TEACCH methodology in classrooms creating structured teaching environments</p>			

Use of work systems, visual schedules and video modeling			
Parent Curriculum Night September & May Monthly celebrations with parents in the classroom Monthly Parent Trainings Parent Teacher Conferences Performances Title III Saturday Program Homework Packet Connection to home Material sharing with parents Classroom Websites			
At the Riverview School, everyone works towards the shared goal of improved student outcomes. 277Q has consistent meetings, daily communication and celebrations with students, staff and parents. As summarized in our New Schools Quality Review, "School leaders and staff have established a collaborative environment where students are actively engaged in learning and benefit from effective support for their academic and personal growth. The school aligns its resources with the Comprehensive Education Plan, professional development goals and embedded structures that results in continuous support for teacher team collaboration and improvement in instructional practices."			

Part 4 – Resources Needed

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

277Q will utilize the Equals Curriculum, math manipulatives, Functional Libraries, GRTL, Alternative and Augmentative Communication (AAC) Devices, PECS Program, Social Stories, Scripts, Communication APPs and TEACCH Methodology to improve students' math skills.
In order to implement this plan the following human resources are needed: Administrators, classroom teachers, unit coordinators, ESL teacher, District UDL Task Force, Autism Coach, Early Childhood Coach and TEACCH Consultants.

Part 5 – Budget and Resource Alignment

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

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

- L. Tax Levy instructional monies to purchases supplies required for curriculum programs**
- M. Tax Levy instructional monies to purchase Equals, math manipulatives, Ablenet Focus on Math, Functional Libraries**
- N. Tax Levy Data Specialist**

O. Mini iPad Grant

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

5. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
6. Specify a timeframe for mid-point progress monitoring activities.

February 2015 -Review of Pre and Post monthly assessments from September 2014 to February 2015

February 2015 - Review of IEP progress updates

February 2015 - Review of 1:1, group and workstation

February 2015 - Review ongoing Common Planning Meetings will focus on looking at student work to assess progress and growth of students.

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

- | | | | | |
|---|--|-----|--|----|
| 5. Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
|---|--|-----|--|----|

- | | |
|---|--|
| 6. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | |
|---|--|

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

After reviewing ongoing classroom assessments including unit post assessments, SANDI, 1:1, workstation, group and FBA data as well as teacher ratings on Danielson’s Rubric 3c (student engagement), it was found that students lack of engagement had a negative impact on academic outcomes.

Students showed an increased ability to manage the structured classroom environment following work systems with varied levels of prompting. During lessons it was consistently noted students demonstrated a limited level of engagement.

Part 2 – Annual Goal

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

By June 2015, students will demonstrate a 3% increase in student engagement Danielson’s Rubric 3c during classroom activities as evidenced by effective classroom instruction, measured through formal and informal walkthroughs, Advance, 1:1, workstation and group data, SANDI Assessment as well as students portfolios.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> M. Research-based instructional programs, professional development, and/or systems and structures needed to impact change N. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). O. Strategies to increase parent involvement and engagement P. Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
277Q will utilize the 277Q ELA Curriculum, Unique, Foundations, SMILE, Wilson, Reading A to Z, Equals, News 2 U, Discovery Science, Brain Pop, Ablenet Focus on Science and Social Studies Libraries, Functional Libraries, social stories, Flocabulary,	All K-12 students	June 2014 administration Reviewed and analyzed teacher HEDI scores in	Administrators, classroom teachers, unit coordinators, speech therapists, ESL

<p>GRTL, Assistive Communication Devices to aid in improving student engagement in the classroom.</p> <p>277Q Curriculum team will continue to meet from Spring 2014 to align curriculum to the CCLS and create engaging embedded performance tasks that emphasize higher-order thinking skills for all learners.</p> <p>Staff will meet every Monday, in teacher teams, common planning meetings for professional development on topics including engaging students in learning, questioning and discussion techniques as well as best practices in the alternate assessment classroom. Teachers will evaluate student performance assessment tasks to determine student growth.</p> <p>UDL Task Force, Autism, Literacy, Science, Early Childhood Coach and TEACCH Consultants will work with staff to prepare classrooms for effective instruction. To build capacity each of these coaches will identify lead teachers who will manage implementation and data collection.</p> <p>Administrators will engage in formal and informal walkthroughs providing actionable feedback to staff</p> <p>Mentors will work with staff on feedback provided to the teachers.</p> <p>Teachers will meet to discuss/share while processing and mastering new material during common planning times.</p> <p>During common planning periods staff will work together to develop action plans and discuss strategies to support student growth effectively.</p> <p>Students will use a common core aligned unit of study for each content area to reach targeted goals and objectives</p> <p>Lesson plans will follow aligned curriculum to improve individualized skills</p> <p>All classrooms will utilize the TEACCH methodology</p>		<p>Advance</p> <p>July and August 2014 Administration and Lead Teachers prepared a school-wide professional development program</p> <p>September 2014 – Administrators, lead teachers and classroom teachers were trained on Danielson Rubric, curriculum and best practices of instruction for alternate students</p> <p>September - October 2014 administration held IPC's with teachers</p> <p>September to June administration conducts informal and formal walkthrough providing immediate actionable feedback</p> <p>Ongoing Monday PD's, Common Planning Meetings focus on</p>	<p>teacher, District UDL Task Force, Autism Coach, Early Childhood and Literacy Coach, Science Coach and TEACCH Consultants</p>
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<p>using visual schedules</p>		<p>student engagement, targeted assessment areas, curriculum as well as best practices in the classroom.</p> <p>Teachers assess progress and growth of students throughout the school year.</p> <p>Ongoing - Student work and achievement is celebrated within the class and after each unit of study</p> <p>May 2015 administer the SANDI Assessment</p> <p>May-June2015 analyze results of the final assessment.</p> <p>June 2015 administration will reevaluate Advance data</p>	
<p>Using programs such as Social Stories, Scripts, GRTL, Unique, Assistive Communication Devices and PECS Program, Communication APPs to increase student independence</p> <p>Using the TEACCH methodology in classrooms creating structured teaching environments, use of work systems, visual schedules and video modeling,</p>			

Routines and varied methods of presentation for student work			
Parent Curriculum Night September & May Monthly celebrations with parents in the classroom Monthly Parent Trainings Parent Teacher Conferences Performances Title III Saturday Program Homework Packet Connection to home Material sharing with parents Classroom Websites			
At the Riverview School, everyone works towards the shared goal of improved student outcomes. 277Q has consistent inquiry meetings, daily communication and celebrations with students, staff and parents. As summarized in our New Schools Quality Review, "School leaders and staff have established a collaborative environment where students are actively engaged in learning and benefit from effective support for their academic and personal growth. The school aligns its resources with the Comprehensive Education Plan, professional development goals and embedded structures that results in continuous support for teacher team collaboration and improvement in instructional practices."			

Part 4 – Resources Needed

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

277Q will utilize the 277Q ELA Curriculum, Unique, Foundations, SMILE, Wilson, Reading A to Z, News 2 U, Discovery Science, Brain Pop, AbleNet Focus on Science and Social Studies Libraries, Functional Libraries, social stories, Flocabulary, GRTL, Assistive Communication Devices to aid in improving student engagement in the classroom.

Administrators, classroom teachers, unit coordinators, speech therapists, ESL teacher, District UDL Task Force, Autism Coach, Early Childhood and Literacy Coach, Science Coach and TEACCH Consultants are needed to implement this plan.

Part 5 – Budget and Resource Alignment

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

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

P. Tax Levy instructional monies to purchases supplies required for curriculum programs

- Q. Tax Levy instructional monies to purchase the SMILE, Foundations, Unique, N2Y, Equals, Ablenet Focus on Science and Math, Reading A to Z**
- R. Mini Ipad Grant**
- S. Tax Levy Children’s first inquiry for per session for teachers**
- T. Tax Levy Children’s first inquiry for per session for supervisors**
- U. Tax Levy Children’s first inquiry for per session for principal**
- V. Tax Levy Data Specialist**

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 7. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 8. Specify a timeframe for mid-point progress monitoring activities.

February 2015 -Review of Pre and Post monthly rubrics from September 2014 to February 2015

February 2015 – Assess Advance data and completion of walkthrough

February 2015 - Review of IEP progress updates

February 2015 - Review of 1:1, group and workstation

February 2015 - Review ongoing Common Planning Meetings will focus on looking at student work to assess engagement, progress and growth of students.

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

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

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Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

Moving into our second year we are establishing a vocational education program to prepare students for work in the community. We are creating opportunities for students to perform work tasks in the school building that simulate community jobs. In order to work successfully in a community based job site students need to follow visual work systems and work cooperatively with coworkers.

Part 2 – Annual Goal

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

By June 2015 alternate assessment middle and high school students will demonstrate a 3% increase in the ability to complete 2 pre-vocational tasks (follow multi-step work system, work cooperatively with coworker) within the structure of a work site as evidenced by student data on the number of work tasks successfully completed.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> Q. Research-based instructional programs, professional development, and/or systems and structures needed to impact change R. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). S. Strategies to increase parent involvement and engagement T. Activities that address the Capacity Framework element of Trust 			
<p>277Q will utilize the CDOS aligned 277Q Vocational Curriculum, Unique- Transition Band , GRTL, Assistive Communication Devices, PECS Program, Social Stories, Scripts, Vizzle, Communication APPs and TEACCH Methodology.</p> <p>Monday Professional Development; teacher teams</p>	All MS/HS students	Spring 2014 administration and Voc Ed teacher developed a curriculum aligned to the common core and CDOS	Administrators, classroom teachers, unit coordinators, speech therapists, ESL teacher, District UDL Task Force,

<p>and common planning meetings to assess student work and select strategies to support student growth.</p> <p>UDL Task Force, Autism and TEACCH Consultants will work with staff to provide environmental changes for increased independence and purposeful use of the school environment. To build capacity each of these coaches will identify lead teachers who will manage program implementation , next steps and data collection .</p> <p>Data collected from parent surveys will drive topics for monthly parent trainings. Parents will participate in monthly trainings.</p> <p>Parent-School activities will be organized to create opportunities for parent visits and participation in school based reading programs.</p> <p>School homework policy will be developed and aligned with ELA, Math and Vocational units of study to increase collaboration with parents and provide opportunities for generalization of academic skills to the home setting.</p>	<p>standards. Home work policy aligned with units of study developed</p> <p>July and August 2014 Administration and Vocational Education Teacher met to continue work.</p> <p>Administration and Lead Teachers prepared a school-wide professional development program</p> <p>Ongoing Monday PD's, Common Planning Meetings curriculum as well as best practices in the classroom.</p> <p>Vocational Education Teacher assess progress and growth of students throughout the school year.</p> <p>Ongoing - Student work and achievement</p>	<p>Transition and Autism Coach, and TEACCH Consultants</p>
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		<p>is celebrated within the class and after each unit. School based Parent activities will be organized and implemented bi-monthly. May-June 2015 analyze results of student data.</p>	
<p>We are using programs such as Social Stories, Communication Scripts, GRTL, Unique, Assistive Communication Devices and PECS Program, Communication APPs for our alternate assessment learners.</p> <p>Use of work systems, visual schedules, video modelling, Routines and varied methods of presentation for student work will be developed and implemented as ongoing strategies.</p>			
<p>Parent Curriculum Night September & May Monthly celebrations with parents in the classroom Monthly Parent Trainings Parent Teacher Conferences Performances Title III Saturday Program Homework Packet Connection to home Material sharing with parents Classroom Websites</p>			
<p>At the Riverview School, everyone works towards the shared goal of improved student outcomes. 277Q has consistent meetings, daily communication and celebrations with students, staff and parents. As summarized in our New Schools Quality Review, "school leaders and staff have established a collaborative environment where students are actively engaged in learning and benefit from effective support for their academic and personal growth. The school aligns its resources with the Comprehensive Education</p>			

Plan, professional development goals and embedded structures that results in continuous support for teacher team collaboration and improvement in instructional practices”			
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Part 4 – Resources Needed

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

277Q will utilize the CDOS aligned 277Q Vocational Curriculum, Unique- Transition Band , GRTL, Assistive Communication Devices, PECS Program, Social Stories, Scripts, Vizzle, Communication APPs and TEACCH Methodology to assist students in completing vocational tasks in the work environment.

Administrators, Vocational Education Teacher, Classroom Teachers, Unit Coordinators, Speech Teachers, Occupational and Physical Therapists, ESL teacher, District UDL Task Force, Autism and Transition Coach and TEACCH Consultants are needed to help implement this plan.

Administrators, Vocational Education Teacher, Classroom Teachers, Unit Coordinators, Speech Teachers, Occupational and Physical Therapists, ESL teacher, District UDL Task Force, Autism Coach, Early Childhood and Literacy Coach, Science Coach and TEACCH Consultants are needed to help implement this plan.

Part 5 – Budget and Resource Alignment

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

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

- W. Tax Levy instructional monies to purchases supplies required for curriculum programs**
- X. Tax Levy instructional monies to purchase resources for curriculum**
- Y. Tax Levy Data Specialist**
- Z. Mini Ipad Grant**
- AA. VTEA Funds**

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 10. Specify a timeframe for mid-point progress monitoring activities.

February 2015 -Review of Pre and Post monthly rubrics from September 2014 to February 2015

February 2015 - Review of IEP progress updates

February 2015 - Review of 1:1, group and workstation

February 2015 - Review ongoing Common Planning Meetings will focus on looking at student work to assess progress and growth of students.

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

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	SANDI Assessment, Student Work, Rubrics, FBA, 1:1, group and workstation data	SMILE Foundations Wilson Unique Reading A to Z News 2 U Functional Libraries AbleNet STEM Meville to Weville Vocational Curriculum	Small group, One to One, Tutoring	During the school day
Mathematics	SANDI Assessment, Student Work, Rubrics, FBA, 1:1, group and workstation data	AbleNet Focus on Math Equals Math Manipulative kits Math Games Math Skill Builders Functional Libraries Vocational Curriculum	Small group, One to One, Tutoring	During the school day
Science	SANDI Assessment, Student Work, Rubrics, FBA, 1:1, group and workstation data	AbleNet focus on Science BrainPop Scholastic Magazines National Geographic Magazines Functional Libraries Vocational Curriculum	Small group, One to One, Tutoring	During the school day
Social Studies	SANDI Assessment, Student Work, Rubrics, FBA, 1:1, group and workstation data	D75 Modules Meville to Weville Scholastic Magazine Brain Pop Functional Libraries AbleNet Social Studies Library Vocational Curriculum	Small group, One to One, Tutoring	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	FBA data and student work	PBIS Social Stories GRTL Emotional Literacy	Small group, One to One	During the school day

Section 7: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
- For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I
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Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

2b. High Quality and Ongoing Professional Development

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP) Template

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

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

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

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

1. actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
2. engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
3. ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
4. 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;
5. maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
6. 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;
7. 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;
8. host the required Annual Title I Parent Meeting on or before December 1st 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;
9. 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;
10. translate all critical school documents and provide interpretation during meetings and events as needed;
11. conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

12. holding an annual Title I Parent Curriculum Conference;
13. hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
14. encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
15. supporting or hosting Family Day events;
16. establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
17. encouraging more parents to become trained school volunteers;
18. providing written and verbal progress reports that are periodically given to keep parents informed of their

children's progress;

- 19.** developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- 20.** providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC) Template

, 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.

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

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to

observe classroom activities;

- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

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

- **Parent/Guardian Responsibilities:**

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

- **Student Responsibilities:**

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



Division of Specialized Instruction and Student Support
Office of English Language Learners
 Claudia Aguirre, Chief Executive Officer
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072
<http://schools.nyc.gov/Academics/ELL/default.htm>

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

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

1. **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.
 - a) The Title III supplemental instructional services must be based on student need
 - b) These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - c) 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.
 - d) Teachers providing the services must be certified bilingual education and/or ESL teachers.
2. **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - a) Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
3. **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - a) These are in addition to mandated activities, such as parent orientation during ELL identification process.

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

Part A: School Information	
Name of School: <u>The Riverview School</u>	DBN: <u>75Q277</u>
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

1. rationale
2. subgroups and grade levels of students to be served
3. schedule and duration
4. language of instruction
5. # and types of certified teachers
6. types of materials

Begin description here: PS 277Q is a special education school within the New York City Department of Education's District 75. PS 277Q consists of three sites, located throughout Queens with the main site located in Long Island City. Several programs operate within the three sites. The school has a population of 121 students, 43 of which are English Language Learners, indicating that 35% of the school's population are ELLs. PS 277Q has a diverse population of students ranging in grades K, 1, 3, 5, 7, 8, 9 and 10 which include students with disabilities such as: intellectual disability, autism, multiple disabilities, learning disability, and speech impairment, as described on each student's Individualized Education Plan. The classroom ratios at PS 277Q vary throughout the three sites and include: 12:1:1, 8:1:1 and 6:1:1. All ELL students participate in Alternate Assessment. The 43 ELLs throughout the three sites are at the beginner and intermediate English language proficiency levels according to the NYSESLAT 2014 and NYSITELL. The following languages are spoken in the homes of the students at PS 277Q: Bengali, Arabic, Punjabi, Romanian, Mandarin, Nepalese, Swedish, Urdu, Cantonese and Spanish.

Freestanding ESL Program:

This program is comprised of 43 ELLs. The ESL teacher utilizes both a push-in and pullout instructional model in our Freestanding ESL program. ESL instruction incorporates ESL methodologies such as Total Physical Response (TPR), Language Experience Approach, and strategies such as Scaffolding Techniques (bridging, text re-presentation, modeling) and the use of graphic organizers. The ESL teacher infuses English Language Arts into all aspects of instruction. In addition our ESL teacher utilizes our adapted curriculum during the pullout sessions so the students will not lose valuable instructional time.

NYSESLAT and NYSITELL shows the following decisions: Kindergarten - 9 beginner students and 1 Intermediate, 1st grade - 14 Beginner students and 2 Intermediate, 6th grade- 1 Beginner, 7th grade- 9 Beginners, 8th grade - 1 beginner, 9th grade - 3 Beginners and 10th grade - 5 Beginners.

Description of Supplemental Title III Language Instruction Program:

PS 277Q will establish the Title III Saturday academy program for English Language Learners in the Main Site @404 in Long Island City during the 2014-2015 school year. (We plan to start the last Saturday of January and end the last Saturday in March.) The program will run from 9 a.m. - 1 p.m. Instruction will be delivered in English using ESL methodologies. PS 277Q serves students in grades K- 12. However, the supplemental instructional program will serve 12 students in grades 6-10. There will be a total of 8 sessions in the program. The first four sessions will include 6 students in grades 6 & 7. The last four sessions will include 6 students in grades 8, 9 & 10. The participating students will maintain the appropriate grade range and IEP ratio. These 12 students are at the beginner level per 2014 NYSESLAT results. The staff involved in this program includes: one administrator, one ESL teacher and 3 paraprofessionals, in order to provide language support to the students and parents. One of the students involved in the program requires a 1:1 paraprofessional.

Part B: Direct Instruction Supplemental Program Information

The supplemental language instructional program entitled "Cultural Diversity Around Us" will support ELL students by exposing them to different cultures in their Queens communities. This program will focus on supporting the students who are reading below grade level, and build their speaking, listening, reading, writing and vocational skills. The ELL students face many barriers. Due to their limited English language proficiency and disabilities they may have a decreased awareness of their surroundings and how to engage functionally in their community. In addition these students require experiences in order to develop career readiness and independent living skills. It is the goal of this program to provide these students with exposure, opportunity and instruction to develop the aforementioned skills. Through the use of authentic materials and the implementation of lessons which address meaningful cultural experiences, the students will be prepared to travel to local neighborhoods, frequent local stores, prepare meals, comprehend various aspects of diverse cultures and identify their role within this schema. The book titled "The Neighborhoods in Queens" will help to support the program. This book will assist the ESL teacher by providing the information needed regarding the cultures in Queens.

The program will be divided into eight instructional sessions, each of which is divided into two parts. The first part of each session will target reading. Reading materials as determined by the 2014 NYSESLAT scores will be presented. Each week the materials will preview one of the cultures/areas being studied. Using Google Earth students will locate and match cultures to specific Queens neighborhoods. In addition, multi-faceted teaching approaches will be used to explore the cultures, foods, dance, music and traditions being studied in the Title III program. This program will help to broaden the knowledge of their community. The ESL teacher will provide various means for students to access learning such as videos, hands-on activities, prezis and social stories.

The second part of each session will explore various neighborhoods in Queens that house specific cultures. The use of iPads (specifically Google Earth for IOS devices) will enable students to locate restaurants, stores and any additional culturally relevant community based places of interest. Once the students identify the places of interest, the teacher will provide instruction defining various means of transportation and travel tools. They will use the transportation apps (Embark NY and HopStop) to organize travel routes which will include the use of MTA train and bus routes as well as driving routes from school and home to the specific locations. The teacher will present a menu from a particular restaurant and culture identified by the students. After reading the menu, the students will roleplay ordering food from the menu and tally up total expenditures and means of payment. Additionally they will have the opportunity to cook and sample some of the dishes representing the various cultures studied. This activity will allow students to broaden their knowledge of foods from different cultures and foster the development of skills essential for the students to be able to function independently in their communities. The cookbook "Queens: A Culinary Passport: Exploring Ethnic Cuisine in New York City's Most Diverse Borough" will serve as a reference to the ESL teacher.

Throughout the program, the ESL teacher will focus on community awareness, career readiness and work related skills as well as address the NYS Common Core Learning Standards and the New Language Art Progressions within the lesson plans. The ESL teacher will differentiate instructional materials according to the ELL students' levels of performance. According to James W. Guthrie "educational goals for students with autism aim for skills in communication, social interaction, appropriate behavior, choice making, and functional academic abilities." Through our Title III program we believe that we hit all of the skills that are important for our students.

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.

7. rationale
8. teachers to receive training
9. schedule and duration
10. topics to be covered
11. name of provider

Begin description here: The ESL teacher Amanda Dutton, will provide professional development to one administrator and three para professionals. The PDs will take place in the morning before the program from 8 a.m. - 9 a.m.; on the last two Saturdays of the program, there will be an additional hour from 1:00 p.m. to 2:00 p.m. in order to summarize and reflect on the success of the Title III program. The objective of the PD is to understand the needs and feelings of the immigrant students. It will increase awareness of cultural & academic techniques to also be used in the classroom. The ESL teacher will provide an outline of the activities that will take place that session. The participants will keep a journal of the PD sessions. The ESL teacher will also expose the principal and paraprofessionals to ESL methodologies.

Topics: (chapters in book "The Neighborhoods of Queens")

- Flushing
- Jackson Heights
- Long Island City
- Jamaica
- The Rockaways
- Corona
- Elmhurst
- Ozone Park
- Summary of Prior Professional Sessions
- Reflection and evaluation of 2014-2015 Title III

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.

12. rationale
13. schedule and duration
14. topics to be covered
15. name of provider
16. how parents will be notified of these activities

Begin description here: Prior to the commencement of the program, the parents will receive a Title III letter in their native/preferred language inviting them to participate in the program. The letter will include information about the session dates and topics that will be covered. During the November parent teacher conferences parents will be informed of the Title III program and how it will benefit them and their children. The parent coordinator will follow up and make a series of phone calls to make sure parents understand the purpose of the program. Parents will be invited to attend the eight Title III instructional sessions with their children.

Part D: Parental Engagement Activities

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Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) 1. Per session 2. Per diem	<u>8,000.58</u>	<u>Instructional Program</u> <u>1 teacher x 4 hours x 8 x 50.50 = 1,616</u> <u>1 administrator x 4 x 8 x 52.84 = 1690.88</u> <u>3 paraprofessionals x 4 x 8 x 29.05 = 2,788.80</u> <u>Professional Development</u> <u>1 teacher x 10 hours x 50.50 = 505</u> <u>1 admin x 10 hours x 52.84 = 528.40</u> <u>3 paras x 10 hours x 29.05 = 871.50</u>
Purchased services 1. High quality staff and curriculum development contracts.	<u>n/a</u>	<u>n/a</u>
Supplies and materials 2. Must be supplemental. 3. Additional curricula, instructional materials. 4. Must be clearly listed.	<u>\$2,239.42</u>	<u>Instructional Program</u> <u>Technology:</u> <u>IPads: 6 iPad Minis x \$279 = \$1,674</u> <u>Flash drive x 4 x \$7.55 = \$30.20</u> <u>IPad mini cases x 6 x \$26.44 = \$158.64</u>

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<p><u>Books:</u></p> <p><u>"The Neighborhoods of Queens" text = \$22.00</u></p> <p><u>"Queens: A Culinary Passport: Exploring Ethnic Cuisine in New York City's Most Diverse Borough" text = \$17.00</u></p> <p><u>School Supplies:</u></p> <p><u>Notebooks x 12 x \$1.13 = \$ 13.56</u></p> <p><u>Pencils x 2 boxes x \$ 0.96 = \$ 1.92</u></p> <p><u>Eraser packs x 2 x \$0.44 = \$ 0.88</u></p> <p><u>Markers x 4 boxes x \$2.13 = \$8.52</u></p> <p><u>Avery Permanent Glue Sticks Clear Large 1.27 oz. 6/Pk x 3 x 6.14 = \$18.42</u></p> <p><u>Play Money Deluxe Set x 1 x \$21.28 = \$21.28</u></p> <p><u>Food for instructional program: \$273.01</u></p>
Educational Software (Object Code 199)	<u>n/a</u>	<u>n/a</u>
Travel	<u>960.00</u>	<u>Metrocards x 24 students & parents x 8 x \$ 5=\$960</u>
Other	<u>_____</u>	<u>_____</u>
TOTAL	<u>\$11,200</u>	<u>11,200</u>

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

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

Part I: School ELL Profile

1. School Information [i](#)

District 75	Borough Queens	School Number 277
School Name The Riverview School		

2. 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 Susan McNulty	Assistant Principal Angela Pomo
Coach type here	Coach type here
ESL Teacher Amanda Dutton	Guidance Counselor AnnMarie Regan
Teacher/Subject Area Jill Dizeo/Unit Coordinator	Parent Sabretta Alford
Teacher/Subject Area Crystal Gemma/Unit Coordinator	Parent Coordinator type here
Related Service Provider	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	84	Total number of ELLs	20	ELLs as share of total student population (%)	23.81%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In	0													0
SELECT ONE														0
Total	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	21	Newcomers (ELLs receiving service 0-3 years)	13	ELL Students with Disabilities	21
SIFE		ELLs receiving service 4-6 years	5	Long-Term (completed 6+ years)	3

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	13	0	13	5	0	5	3	0	3		21

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		
Total	13	0	13	5	0	5	3	0	3	21
Number of ELLs who have an alternate placement paraprofessional: <u>0</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
TOTAL	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
TOTAL	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	
TOTAL	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	5						5	1	1	1				13
Chinese										1				1
Russian														0
Bengali	1							1						2
Urdu														0
Arabic							1		1					2
Haitian														0
French														0
Korean														0
Punjabi							1							1
Polish														0
Albanian														0
Other							1			1				2
TOTAL	6	0	0	0	0	0	8	2	2	3	0	0	0	21

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)	6						8	2	2	3				21
Intermediate(I)														0
Advanced (A)														0
Total	6	0	0	0	0	0	8	2	2	3	0	0	0	21

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					!Und
4					
5					
6					
7					
8					
NYSAA Bilingual (SWD)				10	

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									
4									
5									
6									
7									
8									
NYSAA Bilingual (SWD)							10		

NYS Science

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
To assess the early literacy skills of our K – 8 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 -12 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 from the results of the aforementioned assessments we identify students that are “At Risk” and we adjust our school’s instructional plan accordingly. We will look at skills that students are struggling with and create academic plans for students. We will discuss our findings at Pupil Personnel team meetings and common planning meetings and begin to develop plans with intervention strategies that can be implemented for or ELL students.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
As a new school we will be assessing patterns across proficiency level and grades on the Lab-R and 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](#))

As we identify patterns in our new school we will modify instruction as needed. We will use the AMAO Estimator Tool to project our status through the 2016-2017 school year. Using this tool we will analyze student achievement data in the content areas

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

As a new school we are starting to identify patterns and analyze data with teacher teams. School leaders and teachers are analyzing periodic assessments to identify students’ strengths and needs in skill areas. We use this information to create goals and develop lesson plans for individualized students. We are learning that many of our ELL’s need the extra support and scaffolded work in the classroom. When available in the classroom we utilize paras and teachers to speak with students in their native language to help with clarification and comprehension of materials.

4. 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](#).)

Being a D75 school we offer Tier 3 services to all of our students. Following the RTI model, our administrators will bring together invested key players and generate a team. The team will work together to provide students with the support they need in the classroom.

5. How do you make sure that a child’s second language development is considered in instructional decisions?
As a new school we will 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. We will discuss at weekly PPT (Pupil Personnel Team) and common planning meetings how our findings will affect the instructional decisions we make as a team.

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

At this time, we do not offer a Dual Language Program.

4. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
After completing our first year of service 277Q will evaluate the success of our program for ELLs by examining the data from the NYSESLAT scores and comparing it to students’ previous years’ scores and track the progress of each ELL’s individual goals on their IEP. We will also look at formal and informal observations to evaluate student growth and thus success of our program.

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](#).)

277Q will follow several steps in order to identify all ELL students. Two coaches from the District 75 ELL Office met with administration and reviewed school reports to identify ELL students. We began our school year with the administration of the HLIS (Home Language Identification Survey) through an informal, oral interview with the parent of a new student. This informal, oral interview is conducted in English and in the Native Language. 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. Coaches from the D75 Office of ELL's as well as our licensed ESL teacher administered the LAB-R to our students. If students whose native language is Spanish, did not pass the LAB-R, they were administered the Spanish LAB-R. Our licensed ESL Teacher will administer 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. Our school social worker or unit coordinators will explain 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. It is explained to parents 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 unit coordinators and social worker. All correspondence regarding program choices 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 [\[see tool kit\]](#).)

Entitlement letters, parent surveys, and program selection are not typically used at the school level however when necessary our unit coordinators and social worker will coordinate at the school. 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. All necessary documents (entitlement letters, Parent Survey and Program Selection forms) are placed in the students' file and stored in a locked filing cabinet in the main office of our school. The unit coordinators and social worker work with the secretary to ensure that all forms are returned and placed in the students file. The 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 as well.

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. ELL students are evaluated by a bilingual psychologist during the placement process. 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. 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. At this time our school only offers freestanding ESL services.

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

To administer the NYSESLAT (New York State English as a Second Language Achievement Test) to all ELLs each year, 277Q will take several steps to ensure all students are tested according to New York State's mandated directions. First, the ESL teacher, pupil accounting secretary and administration will verify each ELL student's grade and eligibility by using the RLAT function in ATS and each child's IEP. The ESL teacher in conjunction with the classroom teacher and related service providers will work with the ELL students during the year on their English Language Skills. After we finalize the number of students and grades of students taking the assessment the administration will order the NYSESLAT exams. Finally, 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. 

As a new school we will start to review parent survey and program selection forms in the upcoming years. Program placement is done at the CSE with the parents.

Part V: ELL Programming

1. 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](#))
 1. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 2. 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])?

277Q is a D75 self contained program servicing students in classes of 6:1:1, 8:1:1 and 12:1:1. Our ESL teacher as well as our related service providers use a push-in/pull-out model for service. Our classes are set up heterogeneously throughout our program.

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)?

1. 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 will 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 do not have a TBE class and therefore no NLA. The ESL teacher will meet with a District 75 Coach to review his\her schedule to ensure he/she is providing the mandated number of instructional minutes to our ELL students. The classroom teacher will work 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 will also be 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.

2. 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 our models (ESL Pull-out/ Push-in) content areas will be delivered by engaging the ESL teacher and the content-area teachers in curriculum planning, implementation, and rigorous professional development. Instruction is designed to foster language development and meet the demands of the Common Core Learning Standards. Our staff will work to effectively group students, maximize use of instructional time, while integrating language development and literacy in all content areas in English and in the students' native language. Teachers use instructional approaches and methods like cooperative learning/group work, discovery, expository learning, brainstorming, demonstration method, role play, differentiation, Think-Pair-Share, Learning Experience Approach, cooperative learning, and small group instruction to enrich language development.

3. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Throughout the school year our ESL teacher will work with staff to ensure that ELL students are evaluated in their native languages. We also use alternate placement paras to assist students in their native language in the classroom.
4. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
We will ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year by using effective programs to measure their progress. Assessments (e.g. formal assessments with necessary accommodations as per students' 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 will take the NYSESLAT (The New York State English as a Second Language Aptitude Test) exam annually. In order to annually evaluate ELL students we will 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 will 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.
5. How do you differentiate instruction for ELL subgroups?
 1. Describe your instructional plan for SIFE.
 2. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 3. Describe your plan for ELLs receiving service 4 to 6 years.
 4. Describe your plan for long-term ELLs (completed 6+ years).
 5. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Instruction will be differentiated for all ELL subgroups through several methods which include, adapting and modifying materials for students in our 6:1:1, 8:1:1 and 12:1:1 populations.

SIFE students will be 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 will work with the ESL teacher (when hired) who will alternate the push-in and pull-out model in collaboration with the classroom teacher . The use of technology will also be 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 ELA, Math, Science, Social Studies and all other 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 are expected to equally participate in all New York Department of Education Common Core Learning Standards for all subject areas. Our ESL teacher (when hired) 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, 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 will receive additional ELA Academic Intervention Services (AIS) instruction.

ELL students that have been receiving ESL services for four to six years are subject to the same common core standards as non-ELL students. In addition to meeting the ELA, Math, Science, Social Studies and all other common core 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 that have been receiving ESL services for four to six years expected to equally participate in all New York Department of Education Common Core 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. 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. All ELL students in grades 3-12, that have been receiving ESL services for four to six years will receive additional ELA Academic Intervention Services (AIS) instruction.

ELL students that have been receiving ESL services Long-Term (six years or more) are subject to the same common core standards as non-ELL students. In addition to meeting the ELA, Math, Science, Social Studies and all other common core 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 that have been receiving ESL services Long-Term (six years or more) are expected to equally participate in all New York Department of Education Common Core 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. 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 for six years or more will receive additional ELA Academic Intervention Services (AIS) Instruction.

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

6. 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 will meet 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.

Our Standardized Assessment ELLs in grades K-8 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), leveled Libraries and Scholastic Magazine 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 will also be incorporated into the curriculum for any 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-12 (nongraded) use a variety of instructional strategies and grade level materials based on TEACCH methodology. 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), Scholastic Magazine, 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), 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 use common core aligned, rubric based, cross curricular units of study with a pacing calendar.

7. 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, such as TEACCH, that are aligned to the Common Core Learning Standards and are cross curricular. Instruction provided in a District 75, special education setting in accordance with the child's IEP. The ESL teacher will use 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 .

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:

1. classes that are taught in English using books in the native language
2. heritage classes
3. 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
FOR TBE /DL PROGRAMS: 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

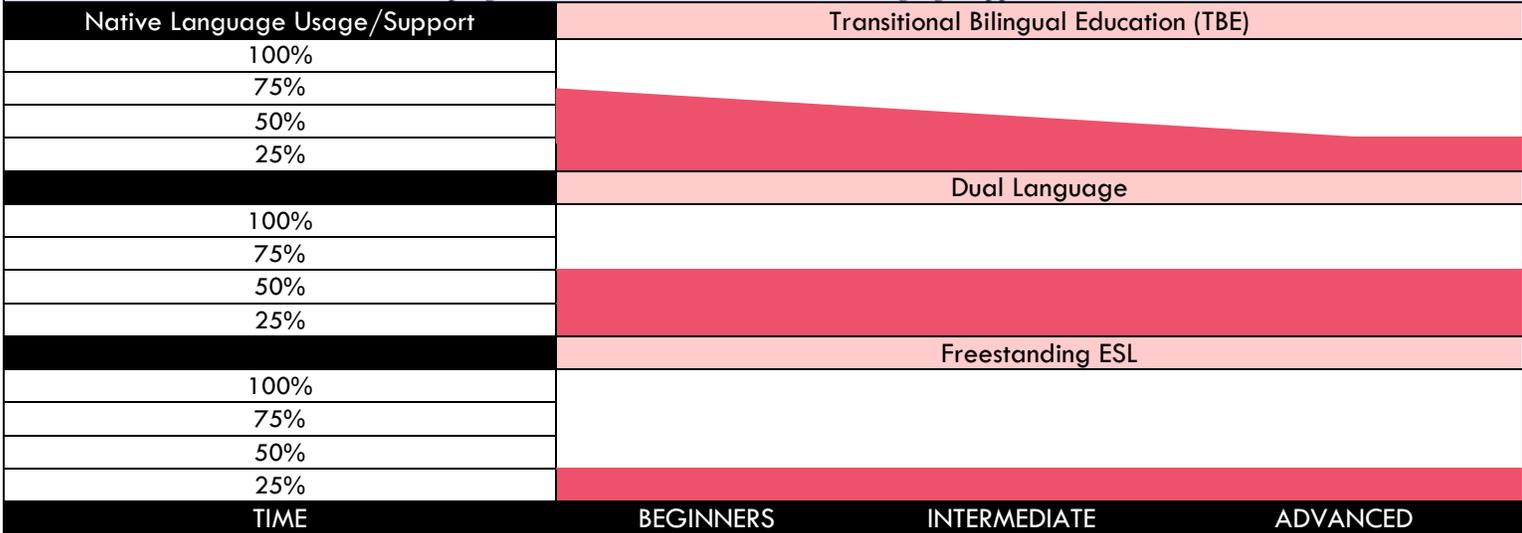
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

4. Programming and Scheduling Information--Continued

5. 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 will be offered at 277Q 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). We will focus on all content areas using programs such as Foundations, Wilson Foundations, JARS, Scholastic Magazine, Weekly Reader, Brain Pop, AbleNet Focus on Science, Headsprout, AIS and SMILE. 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.
6. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
As a new school, our program is in the process of being developed.
7. What new programs or improvements will be considered for the upcoming school year?
As a new school our entire program is in the beginning stages.
8. What programs/services for ELLs will be discontinued and why?
We are not discontinuing any programs or services at this time.
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs will be afforded equal access to all school programs (during school and after school) including but not limited to CHAMPS Programs, Academic Intervention Services, GRTL Program, Rock UcationProgram, in accordance with their IEPs and the Chancellor's Regulations. ELL parents are invited to all Parent and school meetings in their native language.
10. 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 will use a variety of instructional materials, including technology. Every classroom has a Smart Board, many ELLs uses AACs (Augmentative Communication Devices) as per their IEP, all ELL students have access to MAC laptops and MAC's with Touch Screens. Classroom teachers and ESL Teachers 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 and JARS.
11. 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 will use the ESL with a Pull-out/Push-in model as well as the use of alternate placement paras in necessary classrooms. Native language support will be delivered by using modified instructional, functional curriculum that is tailored to meet their ESL needs in all conctect areas, grade level, and disability in accordance with their IEPs and the Common Core Learning Standards.
12. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?
The required services support and resources correspond to ELLs' ages and grade levels because we will follow the New York State CR Part 154 mandated number of units of support for ELLs. Classroom resources available to all ELL students. Based on the students' profeciency level on the NYSESLAT or LAB-R (NYSITELL as of February 2014) the ESL teacher will provide 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.
13. 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.
In the beginning of the school year, newly enrolled ELL students and their parents will be invited to come to school and meet with their ESL teacher, the parent coordinator, and the classroom teacher. They will receive a letter in their native language inviting them. All newly enrolled students are invited to attend the Chapter 683 Summer Program. Throughout the school year ELLs and their parents will be invited to all PA meetings, workshops organized by the parent coordinator, parent/teacher Conferences, and IEP meetings. The parents will receive letters in their native language and translators will be provided when needed.

14. What language electives are offered to ELLs?

277Q does not offer language electives at this time.

15. For schools with dual language programs:

1. How much time (%) is the target language used for EPs and ELLs in each grade?

2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?

3. How is language separated for instruction (time, subject, teacher, theme)?

4. What Dual Language model is used (side-by-side, self-contained, other)?

5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

277Q does not currently have a dual language program.

16. 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 will attend professional development throughout the school year. These workshops are offered through District 75 as well as at the school. The workshops at the District as well as the school cover NYSESLAT testing, LAB-R testing, ESL methodologie and compliance information. The ESL teacher will attend these workshops. On the school level, all staff members attend workshops throughout the school year on the Common Core Learning Standards, balanced literacy, content area instruction, TEACCH Methodologies, Communication Support and formative and summative assessments that incorporate using ESL methodologies.

To support ELLs as they engage in the Common Core Learning Standards District 75 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 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.

Our ESL Teacher will meet with the D75 ELL Coach for training and support. He/She will follow ELL procedures and protocols utilized in our District.

When ELL's transition from elementary to middle school or middle school to High School we will provide our teachers with support so they can best assist the student with the transition. Teachers will be 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 an enable them to transition from elementary school to middle school and middle school to high school.

Our teachers will be given the mandated 10 hours of Jose P. training. This training is offered through the District 75's ELL office and teachers can register for it. 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.

5. 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. Throughout the year we plan events that consider the cultural backgrounds of all of our students. The ELL parents are invited to participate in PTA meetings, best practices fair, classroom celebrations as well as class field trips. As a new school we are beginning to develop relationships with community based organizations. To assess the needs of our parents our ESL teacher meets with parents to discuss specific needs of families. District 75 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. 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. We also provide workshops that are requested by parents. Our school's social worker, unit coordinators and ESL teacher ensures adequate communication with parents and families of ELL students and plans accordingly when the parents voice their needs.

5. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: <u>277Q</u>		School DBN: <u>75Q277</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Susan McNulty	Principal		11/15/13
Angela Pomo	Assistant Principal		11/15/13
	Parent Coordinator		1/1/01
Amanda Dutton	ESL Teacher		1/1/01
Sabretta Alford	Parent		12/1/13
Jill Dizeo/Unit Coordinator	Teacher/Subject Area		12/1/13
Crystal Gemma/Unit Coordinator	Teacher/Subject Area		11/15/13
	Coach		1/1/01
	Coach		1/1/01
AnnMarie Regan	Guidance Counselor		11/15/13
	Network Leader		1/1/01
	Other _____		1/1/01