



# 2014-15 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**DBN: (i.e. 01M001):** 75Q993

**School Name:**

**Principal:** JACQUELINE ZARETSKY

## Comprehensive Educational Plan Outline

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**Section 1: School Information Page**

**School Information**

School Level: \_\_\_\_\_ School Number (DBN): 75Q993  
School Type: Special Education Grades Served: K-12  
School Address: 85-15 258<sup>th</sup> Street Floral Park NY 11001  
Phone Number: 718 831 4040 Fax: 718 831 4037  
School Contact Person: Jacqueline Zaretsky Email Address: [jzarets@schools.nyc.gov](mailto:jzarets@schools.nyc.gov)  
Principal: Jacqueline Zaretsky  
UFT Chapter Leader: Lisa Viscovi  
Parents' Association President: Bonnie Kaliditis  
SLT Chairperson: Jacqueline Zaretsky  
Student Representative(s): N/A

**District Information**

District: 75 Superintendent: Gary Hecht  
Superintendent's Office Address: 400 First Avenue NY NY 10001  
Superintendent's Email Address: GHecht@schools.nyc.gov  
Phone Number: 212 802 1501 Fax: 212 802 1678

**Cluster and Network Information**

Cluster Number: CFN Cluster Leader: 751  
Network Number: 1 Network Leader: Adrienne Edelstein

## 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:

- 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\*.
- 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.\*\*
- 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)
Jacqueline Zaretsky	*Principal or Designee	
Lisa Viscovi	*UFT Chapter Leader or Designee	
Bonnie Kaliditis Cesar Olivas	*PA/PTA President or Designated Co-President	
	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	
Eileen Winslow	Member/ paraprofessionals	
Monica Ysaac	Member/ teacher	
Susan Goustas	Member/ guidance counselor	
Scott Faver	Member/ parent	
Luz Pinto	Member/ parent	
Jennifer Dinono	Member/ parent	
Belinda Barnett-Andrea	Member/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.

<b>The Six Elements of the Capacity Framework</b>	
<ul style="list-style-type: none"> <li> <b>Rigorous Instruction:</b> 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. </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Collaborative Teachers:</b> 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. </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Effective School Leadership:</b> 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. </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations. </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Trust:</b> 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, students and </li> </ul>	

administrators value each other.

## **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:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- 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:

- **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.
- **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.
- **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.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **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.

P993Q is a K-12 school serving students with disabilities, which include autism, emotional disturbance, multiple disabilities and intellectual disabilities.

The mission of P993Q is to prepare our students for the world of college and careers. Our school is committed to assessing student needs in all learning environments. Instruction, aligned to the CCLS, is delivered in a manner that motivates and engages all students. Our commitment to provide a safe, supported, and challenging school culture is embedded in all classrooms. We established an environment of trust where staff, parents, students and administrators value each other in our commitment to student success.

Consistency of practice across classrooms and building capacity are hallmarks of rigor for P993Q. It is expected that instruction and related services are delivered according to the mandates of the IEP and The Capacity Framework. It is the belief of the school community that student needs can be met with appropriate assessment and adaptations to instruction.

It is expected that school staff will plan instruction after meaningful assessment of student needs and measures of student learning. Evidence of student achievement is evaluated by the school community at IEP reviews, inquiry meetings, parent conferences, School Leadership Team, and by the administrative team. Formative assessments, which include SANDI/Fast, Performance Series, DRA-2, are used to better identify entry points for instruction and prepare students for articulation within the P993Q community.

Professional development is provided to staff on extended days for all staff to build capacity in meeting the academic, social-emotional, and related service needs of all students.

Areas of strength are:

- Planning and delivery of instruction that is appropriate for all students as evidenced by school-wide achievement in ELA and math.
- Formation of collaborative teams which include administrators, teachers, paraprofessionals, parents and related service providers to support the school community and student achievement.
- Flexible scheduling to support professional development for staff in areas of compliance, IEPs, assessment, instruction and behavior.

Achievements:

- FACE(Family and Community Engagement)—P993Q is an exemplary school that redefines parent involvement, resulting in greater impact on student outcomes, and is a model for other District 75 schools.
- Partnerships with outside agencies and community resources are strong so students are prepared to transition to the world of work.

Challenges:

- In order to effectively address the challenges of a K-12 alternate/standardized, multi-sited school, it is essential that consistency of practice and adherence to compliance is embedded in the school vision.

## 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

- 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).
- 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.

It was determined after review of standardized and alternate assessment formative baseline data, which includes SANDI, DRA2, and Performance Series, that 490 K-12 students require improvement in reading skills, which include phonemic awareness, phonics, fluency, vocabulary and comprehension. Findings indicate that the vast number of students perform at Level 1 where basic reading skills, including vocabulary, require improvement.

It was determined that:

- Staff would be trained to better use assessment data to develop customized, motivating, and inclusive instruction.
- Assessment tools, such as SANDI and Performance Series were determined to have features to support aligned instruction and development of IEP goals that are targeted to the needs of students.
- A comprehensive data team was formed to foster deeper understanding of assessments throughout the school community.

### 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, average scores in ELA for students in grades K-12 will improve by 5 points over baseline administration of assessments as measured by SANDI, Performance Series, and DRA2 assessments.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> 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"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• 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).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>• In order to meet the instructional needs of students in alignment with the Common Core Learning Standards, the SANDI formative assessment is used to best determine performance levels in reading, writing, math, communication, and transition for alternate assessment</li> </ul>	Alternate assessment students in grades K-12.	September 2014-June 2015. Periodic assessment	Teacher teams are scheduled for common planning to develop unit plans.

<p>students, grades K-12. SANDI is designed to assess students with disabilities in the following sub-groups: students with autism, emotional disturbance, multiply disabled, intellectual disabilities. Unique Learning Systems, an online program designed for students with disabilities K-12, is aligned to the common core learning standards. The instructional units are cross- curricula, and have assessment tools that inform instructional planning and IEP development.</p> <ul style="list-style-type: none"> <li>• DRA2 (K-2) and Performance Series (3-12) are administered to provide baseline data in all areas of ELA for standardized assessment students. Ready Gen curriculum, aligned to the common core learning standards, is used and data evaluated for student growth.</li> <li>• Teacher teams in assessment, data, and curriculum receive both district and school-based professional development that is shared with the school-community during extended day PD and common planning time.</li> </ul>	<p>Standardized Assessment students in grades K-8.</p>	<p>administration windows.</p>	<p>Administrators oversee implementation of the curriculum during the observation process and review of student data.</p>
<ul style="list-style-type: none"> <li>• ESL teachers develop instruction to ELLs that focus on speaking and listening skills that support ELA instruction. The Title III program supplements ELA instruction using methodologies that are appropriate for ELLs with disabilities.</li> <li>• ESL instruction is aligned to speaking and listening goals on IEPs. The effectiveness of instruction is evaluated by the ESL team .</li> </ul>	<p>Alternate and standardized assessment students in grades K-12.</p>	<p>September 2014-June 2015. Periodic assessment administration window.</p>	<p>Teacher teams are scheduled for common planning to develop unit plans. Administrators oversee implementation of the curriculum during the observation process and review of student data.</p>
<ul style="list-style-type: none"> <li>• FAST program engages families in training opportunities to improve communication between the home and school communities. It is in place to engage families in supporting instructional goals and meet compliance requirements for IEP development.</li> <li>• Title III Saturday Institute and Parent workshops incorporate training that reinforces ELA skills and strategies that can be generalized at home and in the community.</li> <li>• Translation services are provided as needed and/or requested.</li> </ul>	<p>Alternate and standardized assessment students in grades K-12.</p>	<p>September 2014-June 2015 following schedule of meetings, workshops, and events.</p>	<p>Administrators monitor interactions between staff and families and events scheduled in the FAST program.</p>
<ul style="list-style-type: none"> <li>• Parents, administrators and staff are encouraged to share feedback to improve academic, behavioral, and vocational outcomes for students during extended day activities, phone conversations, IEP meetings, and FAST events.</li> <li>• Translation services are provided as needed and/or requested.</li> </ul>	<p>Alternate and standardized assessment students in grades K-12.</p>	<p>September 2014-June 2015 following schedule of meetings, workshops, and events.</p>	<p>Administrators monitor interactions between staff and families and events scheduled in the FAST program.</p>

**Part 4 – Resources Needed**

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

- Extended day schedules are reconfigured to provide opportunities for professional development that is appropriate for a multi-sited school with students with disabilities that range from students with autism, emotional disturbance, multiply disabled, and mental retardation.
- Staff is provided communication devices, Smart Boards, iPads, curricula and assessments that are appropriate for the student population adaptations and modification needs, as indicated on the IEP.

**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.

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**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:

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

1. Data will show 2.5 point increase over baselines in ELA assessments.
2. Mid-point progress monitoring will take place during the last week of January 2015.

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

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

- 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).
- 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.

3. Upon review of behavioral data from July 2014 to the present by the PBIS/Safety Team, it is evident that protocols and instructional programs would be put in place to address the noted increase in incidents and accidents reported school-wide.

In order to better ensure student and staff safety, the classroom, cafeteria, gym, bus, and playground were identified as locations of focus where additional protocols, programs, and resources would be implemented. It was determined that improved social-emotional skills would result in a safer environment in all areas of the school.

4. P993Q is committed to the safety of students and staff in all areas of the school. The school uses behavioral resources provided by District 75 to meet the safety and behavioral needs of staff and students. However, data shows that the number of incidents reported in OORS is trending upward. The behaviors manifested are the result of the student disability and/or diagnosis, despite every effort to minimize such behaviors.

Therefore, this goal is designed to reverse the trend and demonstrate improvement in social-emotional behaviors that will result in an increase in appropriate behavioral data.

It was determined that a curriculum would be needed to provide instruction in social skills with the support of internal and external PBIS coaches.

### 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, targeted students will demonstrate 2% improvement over June 2014 social-emotional skills data as measured by the appropriate behavioral assessments, checklists, and rubrics.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• 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).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>			
<ul style="list-style-type: none"> <li>• The P993Q Safety Team, consisting of the Principal, safety liaison and PBIS coach, developed a handbook of Safety Protocols for implementation at nine sites. District 75 and DOE regulations, including Missing Student Protocol, are</li> </ul>	20 classes using 4Rs curriculum, grades K-8	January 2015-July 2015	PBIS team, classroom teachers. Administrators

<p>contained within to ensure that procedure is followed in the event of safety concerns in specific areas of the school.</p> <ul style="list-style-type: none"> <li>• Staff is required to sign off upon receipt of the handbook to ensure consistency of practice school-wide.</li> <li>• 4R's curriculum was purchased to support classroom instruction in social skills development.</li> <li>• Professional development in the 4R's will be delivered by a program representative to 100% of staff to ensure effective implementation of the curriculum.</li> <li>• PBIS strategies will be used as a pro-active method of reinforcing appropriate behavior during transition from classroom to all areas of the school.</li> <li>• Bus Driver/Matron training is conducted at all sites to share behavior strategies to minimize incidents during busing with the support of District 75 directives.</li> </ul>			<p>oversee implementation of the curriculum during the observation process and review of student data.</p>
<ul style="list-style-type: none"> <li>• Adapted materials and modifications to instruction will be utilized to meet the needs of students with varying disabilities and ELLs.</li> </ul>	<p>20 classes using 4Rs curriculum, grades K-8</p>	<p>January 2015-July 2015</p>	<p>PBIS team, classroom teachers. Administrators oversee implementation of the curriculum during the observation process and review of student data.</p>
<ul style="list-style-type: none"> <li>• FAST program engages families in training opportunities to improve communication between the school and home. It is in place to assist families in support and development of appropriate IEP goals, including behavior and safety, to meet compliance requirements.</li> <li>• Extended day agendas reflect time for teachers to discuss student progress with families.</li> <li>• Title III Saturday Institute incorporates parent training and workshops to reinforce PBIS skills and strategies that can be generalized at home and in the community.</li> <li>• Transition initiatives engage families of middle and high school students in accessing resources in the community. Behavior and safety goals are monitored for progress to support transition toward college and/or career objectives.</li> <li>• Translation services are provided as needed and/or requested.</li> </ul>	<p>20 classes using 4Rs curriculum, grades K-8</p>	<p>January 2015-July 2015</p>	<p>PBIS team, classroom teachers. Administrators oversee implementation of the curriculum during the observation process and review of student data.</p>
<ul style="list-style-type: none"> <li>• Parents, administrators and staff are encouraged to share feedback to improve academic, behavioral, and vocational outcomes for students during extended day activities, phone conversations, IEP meetings, and FAST events.</li> <li>• Translation services are provided as needed and/or requested.</li> </ul>	<p>20 classes using 4Rs curriculum, grades K-8</p>	<p>January 2015-July 2015 following schedule of meetings, workshops</p>	<p>Administrators monitor interactions between staff and families and events scheduled in the FAST program</p>

		and events.	
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**Part 4 – Resources Needed**

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

- PBIS and Safety Team provided time to meet and develop handbook for safety protocols. District 75 PBIS coach support the school by providing district-level checklists, regulations, and protocols to embed in the handbook.
- Purchase 4Rs curriculum and professional development supports using Boost Grant and Tax Levy funds.
- Schedules and staff assignments for 20 classes support a pro-active approach to improving student behaviors and safety.

**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.

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**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:

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

9. Upward trends in social-emotional behaviors will be identified during the last week of February.

10. Progress monitoring will take place in March, 2015.

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

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

<ul style="list-style-type: none"> <li>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).</li> <li>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.</li> </ul>
<ul style="list-style-type: none"> <li>It was determined after review of OORS, SWIS and IEP tracking data that targeted instruction in social-emotional behaviors would be required for twenty classes where reportable behaviors were trending upward.</li> <li>P993Q Safety and PBIS teams closely monitor trends in behaviors, incidents and accidents that impact safety for staff and students.</li> <li>The school works closely with families to improve skills at home and in the community during FAST events, parent conferences and IEP meetings.</li> <li>Included in the action plan will be the steps required to improve behavior skills that will be evidenced in the data cited above.</li> </ul>

### 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 – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2015, teacher teams using PBIS programs will be created to improve progress toward mastery of behavioral goals as measured by IEP tracking system.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>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).</li> <li>Strategies to increase parent involvement and engagement</li> <li>Activities that address the Capacity Framework element of Trust</li> </ul>			
<ul style="list-style-type: none"> <li>Safety, PBIS and teacher teams are developed to track data, identify areas of need and create timelines for implementation, i.e. Incident Reduction Plan.</li> <li>The teams suggest purchase of 4Rs curriculum which is appropriate for students with disabilities.</li> <li>Teacher teams will reinforce PBIS programs in classrooms using rubrics that measure behaviors that are aligned to IEP goals.</li> <li>Training in the implementation of the 4Rs will be delivered by</li> </ul>	20 classes using 4Rs curriculum, grades K-8	September 2014-July 2015	PBIS team, classroom teachers. Administrators oversee implementation of the curriculum during the observation process and review

program representative for consistency of practice.			of student data.
<ul style="list-style-type: none"> <li>Adapted materials and modifications to instruction will be utilized to meet the needs of students with varying disabilities and ELLs.</li> </ul>	20 classes using 4Rs curriculum, grades K-8	September 2014-July 2015	PBIS team, classroom teachers. Administrators oversee implementation of the curriculum during the observation process and review of student data.
<ul style="list-style-type: none"> <li>FAST program engages families in training opportunities to improve communication between the school and home. It is in place to assist families in support and development of appropriate IEP goals, including behavior and safety, to meet compliance requirements.</li> <li>Extended day agendas reflect time for teachers to discuss student progress with families.</li> <li>Title III Saturday Institute incorporates parent training and workshops to reinforce PBIS skills and strategies that can be generalized at home and in the community.</li> <li>Transition initiatives engage families of middle and high school students in accessing resources in the community. Behavior and safety goals are monitored for progress to support transition toward college and/or career objectives.</li> <li>Translation services are provided as needed and/or requested.</li> </ul>	20 classes using 4Rs curriculum, grades K-8	September 2014-July 2015	PBIS team, classroom teachers. Administrators oversee implementation of the curriculum during the observation process and review of student data.
<ul style="list-style-type: none"> <li>Parents, administrators and staff are encouraged to share feedback to improve academic, behavioral, and vocational outcomes for students during extended day activities, phone conversations, IEP meetings, and FAST events.</li> <li>Translation services are provided as needed and/or requested.</li> </ul>	20 classes using 4Rs curriculum, grades K-8	September 2014-July 2015	Administrators monitor interactions between staff and families and events scheduled in the FAST program

**Part 4 – Resources Needed**

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

- PBIS and Safety Team provided time to meet and develop handbook for safety protocols. District 75 PBIS coach support the school by providing district-level checklists, regulations, and protocols to embed in the handbook.
- Purchase 4Rs curriculum and professional development supports using Boost Grant and Tax Levy funds.
- Schedules and staff assignments for 20 classes support a pro-active approach to improving student behaviors and safety.

**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
List below any additional funding sources that will be utilized to support achievement of the goal.									

**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:

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

19. Upward trends in social-emotional behaviors will be identified during the last week of February.

20. Progress monitoring will take place in March, 2015.

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

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

<ul style="list-style-type: none"> <li>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).</li> <li>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.</li> </ul>
<p>23.</p> <ul style="list-style-type: none"> <li>It has been determined after review of feedback from teachers and paraprofessionals that additional trainings in assessment, FBAs, and safety protocols are requested.</li> <li>Student data indicates that social-emotional behaviors need improvement.</li> <li>Facilitating administration of formative assessments during window of administration to deepen understanding of alignment of instruction to IEP goals.</li> </ul>
<p>24.</p> <ul style="list-style-type: none"> <li>Staff is provided topics for discussion that are relevant to academic, behavioral and developmental growth of students.</li> <li>Extended day schedules are reconfigured to maximize the number of trainings and workshops for classroom teams.</li> <li>Classroom teams are supported with curriculum, adaptive devices, technology, and specialists (school and district-based coaches) to impact student achievement.</li> </ul>

### Part 2 – Annual Goal

<p>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 – <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2015, professional development opportunities for staff will increase by 5% as measured by schedules, agendas and sign-in documents.</p>

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>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).</li> <li>Strategies to increase parent involvement and engagement</li> <li>Activities that address the Capacity Framework element of Trust</li> </ul>			

<ul style="list-style-type: none"> <li>Extended day schedules are restructured to include additional trainings and workshops that include 100% of staff at each site.</li> <li>Trainers in academic areas, assessment (SANDI), and behavior (PBIS, 4Rs) are scheduled to deliver instruction to staff.</li> <li>SEIS training in IEP development is delivered to meet compliance, i.e. chapter 408.</li> <li>Paraprofessionals are trained to take low-inference data to facilitate instructional and behavioral planning.</li> <li>Administrators evaluate agendas and sign-in sheets to track the number of trainings and workshops delivered.</li> </ul>	Teachers, related service providers and paraprofessionals	September 2014-June 2015	Administrators oversee attendance at trainings, workshops, meetings and review of data.
<ul style="list-style-type: none"> <li>Adapted materials and modifications to instruction will be utilized to meet the needs of students with varying disabilities and ELLs.</li> </ul>	Teachers, related service providers and paraprofessionals	September 2014-June 2015	Administrators oversee attendance at trainings, workshops, meetings and review of data.
<ul style="list-style-type: none"> <li>FAST program engages families in training opportunities to improve communication between the school and home. It is in place to assist families in support and development of appropriate IEP goals, including behavior and safety, to meet compliance requirements.</li> <li>Extended day agendas reflect time for teachers to discuss student progress with families.</li> <li>Title III Saturday Institute incorporates parent training and workshops to reinforce PBIS skills and strategies that can be generalized at home and in the community.</li> <li>Transition initiatives engage families of middle and high school students in accessing resources in the community. Behavior and safety goals are monitored for progress to support transition toward college and/or career objectives</li> <li>Translation services are provided as needed and/or requested.</li> </ul>	Teachers, related service providers and paraprofessionals	September 2014-June 2015	Administrators oversee attendance at trainings, workshops, meetings and review of data.
<ul style="list-style-type: none"> <li>Parents, administrators and staff are encouraged to share feedback to improve academic, behavioral, and vocational outcomes for students during extended day activities, phone conversations, IEP meetings, and FAST events.</li> <li>Translation services are provided as needed and/or requested.</li> </ul>	Teachers, related service providers and paraprofessionals	September 2014-June 2015	Administrators oversee attendance at trainings, workshops, meetings and review of data.

**Part 4 – Resources Needed**

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

- School and district-based coaches in PBIS and Safety, as well as outside curriculum trainer in 4Rs, will be scheduled.
- Curriculum, i.e. 4Rs is purchased for targeted classes.
- Restructuring of extended day to allow for maximum numbers of workshops and attendees.

**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.

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**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:

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

29. 2.5% increase in the number of professional development opportunities over 2013-2014 by the last week of February 2015.

30. Data review by administrators will take place during the first week of March, 2015.

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

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

<ul style="list-style-type: none"> <li>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).</li> <li>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.</li> </ul>
<p>33.</p> <ul style="list-style-type: none"> <li>It was determined after review of transition trends and student performance in the transition program indicate the need for additional vocational training opportunities.</li> <li>Additional training that is aligned to the Common Core Learning Standards will expand student s’ experience in the community in preparation for career opportunities.</li> </ul> <p>34.</p> <ul style="list-style-type: none"> <li>P993Q has strong ties with the community and determined that students would benefit from an expanded transition program in preparation for work and career.</li> <li>The action plan will outline the process for expansion of vocational training opportunities.</li> </ul>

### Part 2 – Annual Goal

<p>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 – <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2015, there will be an increase of 2% in opportunities for vocational training for students in the transition program as measured by transition team data.</p>

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>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).</li> <li>Strategies to increase parent involvement and engagement</li> <li>Activities that address the Capacity Framework element of Trust</li> </ul>			
<ul style="list-style-type: none"> <li>Formation of an effective Transition Team to develop appropriate IEP goals for students.</li> <li>Transition Team collaborates with district-level coaches that partner with community worksites and provides resources that are appropriate for the needs of students with disabilities.</li> </ul>	Transition students grades 9-12	September 2014-June 2015	Two transition coordinators; special education teacher. Administrators oversee

<ul style="list-style-type: none"> <li>• Participation in Co-Op Tech program.</li> <li>• Common planning time is provided for transition team members to review student performance data.</li> <li>• Transition team members attend district-level professional development in transition services and CDOS curriculum.</li> <li>• Students are assessed using Level 1 Vocational assessment with self-evaluation component.</li> <li>• CDOS curriculum is utilized in all classrooms participating in the transition program.</li> <li>• Students are provided counseling and other related services to support transition goals.</li> </ul>			attendance at trainings, workshops, meetings and review of data.
<ul style="list-style-type: none"> <li>• Adapted materials and modifications to instruction will be utilized to meet the needs of students with varying disabilities and ELLs.</li> </ul>	Transition students grades 9-12	September 2014-June 2015	Two transition coordinators; special education teacher. Administrators oversee attendance at trainings, workshops, meetings and review of data
<ul style="list-style-type: none"> <li>• FAST program engages families in training opportunities to improve communication between the school and home. It is in place to assist families in support and development of appropriate IEP goals, including behavior and safety, to meet compliance requirements.</li> <li>• Extended day agendas reflect time for teachers to discuss student progress with families.</li> <li>• Title III Saturday Institute incorporates parent training and workshops to reinforce PBIS skills and strategies that can be generalized at home and in the community.</li> <li>• Transition initiatives engage families of middle and high school students in accessing resources in the community. Behavior and safety goals are monitored for progress to support transition toward college and/or career objectives</li> <li>• Translation services are provided as needed and/or requested.</li> </ul>	Transition students grades 9-12	September 2014-June 2015	Two transition coordinators; special education teacher. Administrators oversee attendance at trainings, workshops, meetings and review of data
<ul style="list-style-type: none"> <li>• Parents, administrators and staff are encouraged to share feedback to improve academic, behavioral, and vocational outcomes for students during extended day activities, phone conversations, IEP meetings, and FAST events.</li> <li>• Translation services are provided as needed and/or requested.</li> </ul>	Transition students grades 9-12	September 2014-June 2015	Two transition coordinators; special education teacher. Administrators oversee attendance at trainings, workshops, meetings and review of data

**Part 4 – Resources Needed**

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

adjustments, etc.

- Metro Cards for staff accompanying students to worksites.
- Flexible programming to include worksite visits.
- Purchase supplies for botanical gardens and equipment needed at worksites.

**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.

**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:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.
- Mid-point benchmark will be 1% increase in the number of training opportunities for transition students.
- Mid-point progress monitoring will take place during the last week in January 2015.

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

- |  |  |     |  |    |
|--|--|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified?                                     |  | Yes |  | No |
| • 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.)
<b>English Language Arts (ELA)</b>	AIS services determined by area of need as indicated by formative assessments (SANDI, Performance Series, running records)	Instruction in pillars of literacy, i.e. phonemic awareness, phonics, fluency, vocabulary, comprehension	Small group and/or one-to-one	During the school day
<b>Mathematics</b>	AIS services determined by area of need as indicated by formative assessments (SANDI, Performance Series, running records)	Instruction in numeration and operations aligned to Common Core Learning Standards.	Small group and/or one-to-one	During the school day
<b>Science</b>	AIS services determined by area of need as indicated by formative assessments (SANDI, Performance Series, running records)	Instruction in common core aligned scope and sequence in science	Small group and/or one-to-one	During the school day
<b>Social Studies</b>	AIS services determined by area of need as indicated by formative assessments (SANDI, Performance Series, running records)	Instruction in common core aligned scope and sequence in science	Small group and/or one-to-one	During the school day
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	AIS services determined by incident reports, i.e. SWIS, OORS, FBAs .	Instruction in behavior curricula including PBIS and 4Rs.	Small group and/or 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.

	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>	<b>X</b>	<b>Non-Title I</b>
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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 codes<sup>1</sup>. 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 consolidated<sup>2</sup>. **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			

**<sup>1</sup>Explanation/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.

<sup>2</sup>The **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.

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### Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in 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:

- 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;
- 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;
- 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;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend 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.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

### School-Parent Compact (SPC) Template

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

#### **I. School Responsibilities**

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

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

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

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



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

Claudia Aguirre, Chief Executive Officer  
52 Chambers Street, Room 209  
New York, New York 10007  
Phone: 212-374-6072

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

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

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

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

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

Part A: School Information	
Name of School: <u>993Q</u>	DBN: <u>75Q993</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>24</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>3</u>
# of certified ESL/Bilingual teachers: <u>2</u>
# of content area teachers: <u>1</u>

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: [Part B: Direct Instruction](#)

[P993Q](#) proposes to continue the Title III Saturday Instructional Institute for the 2014-15 school year. The program will run for 5 Saturdays as follows: 1 in January, 1 in February, 1 in March, 1 in April, 1 in May. The program will run from 9:00 AM to 1:00 PM. Instruction will be delivered in English, using ESL methodologies. The model of the instructional program for ELLs this year will be based on “Bridging the Gap Between Home and School Language Acquisition”. Instruction will be aligned to the Bilingual Progressions and the NYS Common Core Standards Reading 1, Speaking and Listening 1. 24 ELLs from all proficiency levels of performance, will be invited to attend the program in one 12:1:4 class (grades K-2) and one 12:1:1 configuration (grades 7-9). The program includes students in grades K-2 and 7-9, inviting former Title III attendees to once again act as mentors for the younger grades. Two certified ESL teachers will provide direct instruction to all of the ELL students who attend the Saturday program, with the assistance of 7 bilingual paraprofessionals (1 Bengali/Urdu, 1 Mandarin/Cantonese, 1 Haitian-Creole, 1 Hindi, and 1 Spanish-speaking. 2 additional bilingual paraprofessionals will be provided to two of our ELLs whom are mandated 1:1 paraprofessionals). The ESL teachers will be using laptops, magnetic letters, dry erase boards, and the Look, Listen, Speak Family Starter Kit (and related materials) to support instruction. An art/technology teacher will also work collaboratively with the two ESL teachers to facilitate instruction and to provide assistance with helping students, parents, and teachers design, program, and utilize augmentative and alternative communication systems (AAC), high and low tech communication devices and materials. Parents will work along side their youngsters and engage in hands-on activities. For that reason, 7 bilingual paraprofessionals will be employed in the instructional program to provide native language support for students and to serve as interpreters for parents who speak the various languages. The two licensed and permanently certified ESL teachers are qualified in the following: Teaching English to Speakers of other Languages (TESOL), Special Education Grades K-12, and have a combined nineteen years of experience in ESL, combined seventeen years Special Education experience, and Master’s degrees in both Special Education and TESOL. The Principal oversees the program and acts as facilitator to instruction. The art/technology teacher will provide collaborative support in the use of materials and technology during instruction. She will be utilizing colored pencils, construction paper, crayons, markers, scissors, and other art materials. A secretary will handle purchases and time-keeping for the Title III instructional and parent Saturday program and the after school professional development program. Formal Title III Invitation letters and flyers are sent home from school in each invitees communication notebook or folder notifying each family of their respective Title III program eligibility. The day will start off with students and parents participating in a structured family/staff networking activity. Students, with the assistance of teachers and paraprofessionals, will practice using listening and speaking skills by engaging in music, socialization and play activities. While students are engaged in these music and play activities, parents are networking with one another, the principal and parent coordinator. Bilingual paraprofessionals will be available to facilitate communication between staff and parents. ESL teachers will deliver collaborative lessons to ELL students and parents simultaneously after the networking activity. Lessons will be cohesive, age appropriate, and motivating. Lessons will be delivered using various methods of presentation, such as whole language, movement, and the use of multimedia and rhythm based musical instruments. AAC devices will be used to support development of receptive and expressive communication skills. ESL and

## Part B: Direct Instruction Supplemental Program Information

technology teachers will utilize multimedia, instructional software, and related hardware to support the supplemental Saturday instructional program. Technology-based hardware such as Smart Boards, ELMO visual presenters, multimedia projectors, ipods, digital cameras, lap tops, color printers, microphones, amplifiers and internet access will be utilized to support instruction. Ipad minis will be used to record and scrutinize student dialouge in verbal and language emergent students. I Talk apps and other English Learning tool services will be downloaded onto these devices as part of our instruction to aid students in learning English. “Bridging the Gap Between Home and School Language Acquisition” was selected as the model for our Saturday supplemental instructional program. Research shows that involved parents enhance the skills of ELLs as they are connected to the home-school community. In addition, after reviewing IEP goals, student work, and NYSESLAT scores, ESL teachers submitted a needs assessment to the principal. Data based on this needs assessment showed that additional instruction was needed across all language acquisition areas: listening, speaking, reading, and writing. Curriculum and lessons were developed to engage students, parents, and family members in the process of generalizing ESL skills in school, at home, and in the community. Appropriate translation/interpretation paraprofessionals will be available. P993Q site is accessible for students/families with disabilities. Communication devices will be available to facilitate communication for students. The Saturday supplemental instructional institute will enhance language instruction based on the use of informational text and real world applications. ELLs perform better when parents are involved in their education (B. Harry, 2004; J. Cummins, 1984). In addition, instruction that includes strategies (e.g., Cognitive Academic Language Learning Approach) that address cognitive and academic language needs for ELLs and is communication-focused is also supported by research (Chamot & O’Mally, 1994); Dulay, H., Burt, M. & Krashen, S. (1982), Krashen, S. (2006); Baca, L. (1991). Technology will be integrated into instruction during the Saturday instructional program at 993Q. Research has also shown that technology can be used to enhance teaching and learning in schools (Fisher, Dwyer, and Yocam, 1996; Cummins and Sayers, 1997). Researchers report that technology motivates students, encourages them to take ownership of their own work, builds metacognitive skills, provides students with access to other cultures, and enhances classrooms as centers of inquiry, exploration and literacy (Toppings, K., 1998). The following assessments will be used to monitor student success and achievement in the supplemental instructional program: Summative Assessment – Formative Assessments; DRA 2, program based and teacher-designed assessments such as checklists and rubrics which we plan to use to help assess our students' performance.

## Part C: Professional Development

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

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

Begin description here: [Part C Professional Development](#)

Mr. Leigh Eisenberg and Ms. Angela Everett (two of the ESL teachers from 993Q) will provide professional development to all Title III staff; seven bilingual paraprofessionals and one art/technology teacher after school for the Title III Saturday instructional institute. The school principal will be present but will be paid for one hour only. Topics will include: Alignment of instruction to the CCLS--Reading 1, Speaking and Listening 1 and Bilingual Progressions, using informational text as it applies to real life

### Part C: Professional Development

situations; the role of the bilingual paraprofessional as part of the instructional team, the use of technology to stimulate and support communication and socialization in ELLs, making picture symbols, making dual language symbols, how to build digital photo libraries, and putting theory into practice to elicit language from our ELLs. Data based on our needs assessment showed that additional instruction was needed across all language acquisition areas: listening, speaking, reading, and writing. The objectives of the PDs are geared toward training staff about the Bilingual Progressions and Reading 1, Speaking and Listening 1 of the CCLS. Staff will be trained on how to provide translation and interpretation services to a large ELL population. Staff need to be familiar with and adept in the use of AAC technology in order to facilitate communication. PD will take place once a week on Fridays for 5 weeks from 2:35PM to 4:35PM.

### Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: Part D: Parental Engagement Activities

There is a high level of communication with ELL parents throughout the school community. Supporting the ESL program is strong collaboration between the Parent Association and Parent Coordinator resulting in ongoing family activities, cultural events, and workshops that provide opportunities for social interaction, exposure to information on the Saturday Institute, and supports outside the school community. At the start of each workshop, parents engage in family networking activities. Parents then work along side their youngsters and engage in hands-on activities. Parents will be given PDF based teacher created instructional materials to be used at home with their children which will be downloaded on external thumb drives which they will be receiving. Parents will learn how to choose from and utilize various forms of scaffolds needed to help their children succeed. ELL parents are also made aware of CBO's and work program opportunities as part of transition planning for middle and high school students.

Members of the ESL team attend parent activities and workshops to share ideas and evaluate parent concerns. Members also attend School Leadership Team meetings where school-wide issues are discussed and implications for instruction of ELLs is specified. The ESL Team evaluates parent responses on the Learning Environment Survey for issues pertaining to ELLs. Parents of ELLs attending the Title III Saturday Institute provide feedback after each session. Responses are evaluated for concerns and suggestions in generalizing listening, speaking, reading, and writing skills at home and in the community. Translation services are provided if needed at all activities, events, workshops, conferences and meetings. Printed materials are distributed in native languages as well to inform all parents of school issues, agendas, and concerns. Attention is paid to scheduling meetings and activities that accommodate most parents and caregivers of ELLs with sensitivity to cultural and religious needs and concerns.

### Part E: Budget



		<u>15 scented markers = \$117.30</u> <u>15 crayons = \$20.79</u> <u>7 dot markers = \$84.21</u> <u>4 sets scissors = \$21.68</u> <u>10 glue stix = \$19.70</u> <u>1 Brother Label Maker = \$23.19</u> <u>2 pks labels = \$40.58</u> <u>15 colored pencils = \$36.30</u> <u>9 colored paper = \$31.68</u> <u>2 laminate pouch = \$36.06</u> <u>2 sheet protectors = \$21.40</u> <u>3 pk AA batteries = \$33.93</u> <u>2 pk AAA batteries = \$27.40</u> <u>6 pks of 9 Volt batteries = \$64.38</u> <u>2 black cartridge = \$ 17.58</u> <u>2 color cartridges = \$118.76</u> <u>20 wipe off/magnetic boards = \$120.20</u> <u>20 dry erase markers = \$46.00</u> <u>6 magnetic letters = \$54.54</u> <u>1 paper towel = \$19.93</u> <u>forks = \$14.98</u> <u>2 cups = \$29.96</u> <u>spoons = \$29.96</u> <u>napkins = \$3.34</u> <u>plates = \$26.21</u>
	"337" Textbooks : \$351.16	<u>20 Friends at School = \$70.80</u> <u>20 Family = \$ 59.40</u> <u>Look, Listen, Speak Family Starter Kit = \$137.49</u>  <u>CD-Rom = \$43.49</u> <u>2 Single Classroom License = \$39.98</u>
	"331" Equipment: Laptops \$1664.00	<u>2 Lenovo laptops = 2x \$832 = \$1664.00</u>
	"337" Parental Involvement Textbooks: \$214.37	<u>Look, Listen and Speak (My Family), 13 sets of each = \$214.37</u>
	"100" Parental Involvement: \$1003.60	<u>20 Thumb Drives = \$1003.60</u>
	Sub Total Supplies:	

	\$ 4,686.30	
Educational Software (Object Code 199)	_____	_____
Travel	"451" carfare \$250.00 "400" Refreshments \$250.00 Sub Total Parental Involment: 500.00	<u>Parental Involvement:</u> <u>Metro Cards (50) = \$250.00</u> <u>Refreshments = \$250.00</u>
Other	_____	_____
<b>TOTAL</b>	<b><u>\$17,464.00</u></b>	<b><u>\$17,464.00</u></b>

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

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

## Part I: School ELL Profile

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

District <b>75</b>	Borough <b>Queens</b>	School Number <b>993</b>
School Name		

### B. Language Allocation Policy Team Composition [i](#) NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Jacqueline Zaretsky</b>	Assistant Principal <b>Alexis Tandt</b>
Coach	Coach <b>type here</b>
ESL Teacher <b>Leigh Eisenberg</b>	Guidance Counselor <b>type here</b>
Teacher/Subject Area <b>Angela Everett-ESL</b>	Parent <b>Luz Pinto</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Neville Waldron</b>
Related Service Provider <b>type here</b>	Other <b>Jessica Shurgan-ESL</b>
Network Leader(Only if working with the LAP team)	Other <b>Patricia Hulewicz-ESL</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>4</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>392</b>	Total number of ELLs	<b>124</b>	ELLs as share of total student population (%)	<b>31.63%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	124	Newcomers (ELLs receiving service 0-3 years)	48	ELL Students with Disabilities	124
SIFE		ELLs receiving service 4-6 years	34	Long-Term (completed 6+ years)	42

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			0			0			0
Dual Language	0			0			0			0
ESL	48		48	34		34	42		42	124

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>Total</b>	<b>48</b>	<b>0</b>	<b>48</b>	<b>34</b>	<b>0</b>	<b>34</b>	<b>42</b>	<b>0</b>	<b>42</b>	<b>124</b>
Number of ELLs who have an alternate placement paraprofessional: <u>14</u>										

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

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

\*EP=English proficient student

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

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	11	11	6	1	7	2	2	5	1	2	3	1	6	58
Chinese	0	0	0	2	1	0	0	0	0	1	0	0	0	4
Russian	0	0	0	1	1	1	0	0	0	0	0	0	0	3
Bengali	1	0	1	3	0	3	0	0	1	1	0	0	0	10
Urdu	0	0	0	0	1	0	0	0	0	0	0	0	3	4
Arabic	0	2	1	0	0	0	0	0	0	0	0	0	0	3
Haitian	0	0	0	0	0	0	0	0	0	0	1	1	0	2
French	0	0	0	0	0	0	0	0	0	1	1	0	0	2
Korean	2	1	0	1	1	0	1	0	0	0	0	0	1	7
Punjabi	0	2	0	0	0	2	0	0	1	0	0	0	0	5
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	1	0	1	0	0	0	0	0	0	0	0	0	1	3
Other	4	2	2	3	3	1	0	2	2	0	1	1	2	23
<b>TOTAL</b>	<b>19</b>	<b>18</b>	<b>11</b>	<b>11</b>	<b>14</b>	<b>9</b>	<b>3</b>	<b>7</b>	<b>5</b>	<b>5</b>	<b>6</b>	<b>3</b>	<b>13</b>	<b>124</b>

## Part III: Assessment Analysis

### Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	18	19	19	13	6	13	5	1	6	1	1	3	6	111
Intermediate(I)	1	3	1	0	0	0	1	0	0	1	4	2	4	17
Advanced (A)	1	0	1	0	0	0	1	0	0	0	0	0	0	3
Total	<b>20</b>	<b>22</b>	<b>21</b>	<b>13</b>	<b>6</b>	<b>13</b>	<b>7</b>	<b>1</b>	<b>6</b>	<b>2</b>	<b>5</b>	<b>5</b>	<b>10</b>	<b>131</b>

**NYSESLAT Modality Analysis**

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

**NYSESLAT Modality Analysis**

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

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					!Und
4					
5	1				
6					
7	1				
8	1				
NYSAA Bilingual (SWD)			26		

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									
4									
5	1								
6									
7	1								
8	1								
NYSAA Bilingual (SWD)	25		1						

**NYS Science**

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)	5		5		8				

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	1		1	
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment	1		0	
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other <u>English</u>	1		0	
Other <u>Reading</u>	0		0	
NYSAA ELA	58			
NYSAA Mathematics	58			
NYSAA Social Studies	20			
NYSAA Science	30			

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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
  - The assessment tools our school uses to assess DRA-2 early literacy skills of our ELLs are SANDI, LAB-R, NYSESLAT, and tools from the LAP tool kit. The data shows that our students show strength in the areas of Listening and Speaking. This data will help our schools instruction for planning in regards to scheduling as per CR-Part 154 in order to appropriately implement instruction.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
  2. Students in elementary grades K-5 represent the greatest number of ELLs. ELLs tested at the Beginner level of proficiency on NYSESLAT and LAB-R.  
Middle school ELLs, grades 6-8 scored at Beginner level of proficiency .  
High school ELLs, grades 9-12 scored similarly at Beginner and Intermediate levels of proficiency.  
Therefore, ESL instruction is adapted and modified mainly for students at the Beginner levels of proficiency which aligns with assessment data from SANDI and NYS assessments.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))
  3. ATS RMNR report data was unavailable, therefore data from SANDI assessments, Unique Learning Systems, IEP data, NYSAA, and NYS tests was analyzed to support ESL instruction.
4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

a. The patterns show that the students do better with Listening and Speaking rather than Reading and Writing across various grades. At this time, our ELLs are only taking tests strictly in English and not in their native languages.

  - b. At this time, P993Q ELLS do not participate in ELL periodic assessments.
  - c. NA
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)  
Within the framework of RTI, our school uses data to guide instruction for ELLs with rigorous and culturally responsive instruction. Our program adds layers of instructional support to the standard core curriculum delivered in a school, based on the demonstrated and changing needs of the student learners. This includes levels of intervention and instruction that increase in duration and intensity over time; as students improve, measured by reliable and valid assessments, the extra supports are removed.
6. How do you make sure that a child's second language development is considered in instructional decisions?  
To ensure that a child's second language development is considered in instructional decisions, LAB-R and NYSESLAT scores are scrutinized. Data from these assessments are then used to drive instruction across the four NYSESLAT modalities.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?

At this time, we do not have dual language programs.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
The success of our programs for ELLs is determined by a monthly inquiry meeting where we compare and contrast data tracking sheets that monitor the progress of our ELLs based on their IEP annual goals.

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the

HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

The first step in identifying ELLs is the administration the formal initial assessment that includes the following: HLIS, informal/oral interview, LAB-R and Spanish LAB (if necessary). The HLIS is administered to parents of students new to the DOE in their spoken languages. Based on the results of the HLIS, a home language code must then be entered into ATS. If the home language is a language other than English, the LAB-R is administered within 10 days of initial enrollment (the first day these students enter kindergarten or an NYC school for the first time).

The Spanish LAB is administered if the student does not test out of the LAB-R and the ELLs language is Spanish.

The LAB-R administrators include Leigh Eisenberg, Patricia Hulewicz, Angela Everett, and Jessica Shurgan. Of the four ESL teachers, proficient in English, two speak Spanish. As per District 75 guidelines, the HLIS is administered by trained pedegogoues that hold a valid NYC teaching license; guidance counselors (whom hold a valid teaching liscense), unit coordinators, social workers and ESL teachers within the students' first ten days of attendance if not previously administered at the CSE level of the admission process. Translation services are provided as needed. Qualified ESL teachers review the results of all HLIS. If parents indicate that another language is used in the home, based upon responses in Part 1 and Part 2 of HLIS, LAB-R will then be administered. If the language spoken at home is Spanish, then Spanish LAB will be administered as well. ESL teachers review data in CAP, on IEPs, and ATS reports, including RLAT, RLER, RBPS to determine ESL eligibility, performance levels, and mandates. NYSESLAT is administered to all ELLs as scheduled by NYSED. The NYSESLAT administrators include Leigh Eisenberg, Patricia Hulewicz, Angela Everett, and Jessica Shurgan. Materials are distributed and shared amongst all team members in order to administer the Listening, Speaking, Reading, and Writing components according to the testing calendar.

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.  
Program choice options for ELL-SWDs are discussed during the Education Planning Conference (EPC) at the CSE level. It is explained to parents that neither Transitional Bilingual nor Dual-Language Programs are offered at P993Q at this time. If parents choose a program that the school does not currently offer the school keeps records in order to notify parents when the program of the choice becomes available. What is offered is a free-standing ESL program in which students are taught in English using ESL methodologies and native language support for a specific amount of time as determined by their NYSESLAT scores. ESL teachers and the Parent Coordinator collaborate to provide copies of HLIS in the parents' native language, and translation services to explain the program further. Telephone outreach and home visitations are conducted to follow up with parents who have not yet completed the survey. Opportunities to explain the Freestanding Program take place at Parent Orientation meetings in September and October conducted by the Parent Coordinator, Parent Association, and ESL team.
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 in the native language are sent home with newly eligible students describing the Freestanding ESL program at P993Q. The letters are sent within a week of LAB-R administration. Copies of these letters are maintained. A new screen (ELPC) has been created in ATS, as part of the State's corrective action plan, to record ELL program parent choice for all new admits with a home language other than English. On this new screen P.993 enters the date that LAB-R was administered, whether the parent was provided an orientation explaining the three ELL programs offered in New York City, which program the parent chose, and the program in which the student was placed. This screen is completed for each ELL new admit as soon as the student is placed in an ELL program.
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.  
ELLs who score below proficiency level on the LAB-R and/or Spanish LAB are placed in a Freestanding ESL program. Parents are invited by the ESL team to contact them at any time to further discuss the ESL program with translation services provided.
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.

All four modalities of NYSESLAT are administered to ELLs identified by BESIS, RLAT, RMNR, and ELL compliance documents.

NYSESLAT is administered by Leigh Eisenberg, Angela Everett, Jessica Shurgan, Patricia Hulewicz, all ESL teachers.

The speaking section of the test is administered to each student by teachers who are neither the child's ESL nor ELA teacher. Their respective writing exams were scored by ESL teachers who do not work with the individual students.

A 993Q NYSESLAT administrator who did not administer the test to the student scores the Writing section on site. Grids are returned to District testing centers and test materials are packaged and returned to the vendor. The NYSESLAT/LAP team evaluates all data pertaining to NYSESLAT and LAP in September to inform grouping and scheduling push-in models of instruction to better serve ELLs.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that

parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. **①**  
Parents survey and program selection is done at the CSE level.

## Part V: ELL Programming

### A. Programming and Scheduling Information

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

A Push in/Pull out model is utilized for students at ELLs at P993Q. A Heterogeneous grouping model is in place to deliver services for all proficiency levels. P993Q utilizes the Freestanding ESL program, exclusively. As a result, ESL instructors evaluate data and schedule instruction at specific sites where there are students mandated to receive ESL services using a heterogeneous model that complies with IEP instructional mandates.

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

ESL schedules reflect compliance with CR-Part 154 to the greatest extent possible. ELLs at the beginner and intermediate levels of English proficiency, grades K-8, are entitled to 360 minutes of ESL instruction per week. ELLs at the advanced levels of English proficiency require 180 minutes of ELA instruction. ELLs at the beginner level of learning English are mandated to receive 540 minutes of ESL instruction per week. ELLs in grades 9-12 at the intermediate level of learning English are mandated to receive 360 minutes of ESL instruction per week. ELLs demonstrating advanced proficiency at any grade level receive 180 minutes of ESL instruction. P 993Q ESL teachers push in to classes whose student-teacher-paraprofessional ratios include 12:1:4, 12:1:1, 8:1:1, 6:1:1, and inclusion settings. These ratios are always maintained when ESL instruction is delivered. Instructional minutes include lessons on based on the ESL and ELA standards that meet the needs of the special education ELLs at P993Q.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning

Standards.

Within the Freestanding ESL model, content-based instruction is delivered primarily using CALLA (Cognitive Academic Language Learning Approach) that integrates academic learning strategies needed to function in all-English classrooms, and TPR (Total Physical Response) which uses movement to facilitate comprehension. Scaffolding instruction is practiced in all content areas. Lessons are aligned with pacing guides, reading, writing, listening and speaking activities are incorporated into lessons across all content areas. Key vocabulary is emphasized throughout the lesson and the teacher provides oral and written preview and review. Our teachers devote adequate time to teaching content objectives and language objectives with the focus of building language-related skills and competencies that English learners need in order to comprehend the content. We do this to foster language development and meet the demands of the Common Core Learning Standards. ELLs with autism will learn vocabulary through the use of icons with large pictures and a small word, icons with a small picture and large words, or just the printed word with the definition written out. These words are taught/re-taught and maintained using Behavioral techniques. Group activities are planned to encourage collaboration and peer interactions. Many ELLs are not yet able to actively participate in academic discussions. Teachers will model sentences encouraging ELLs to focus on the content and not the structure. Students are encouraged to organize and express their thoughts in written form (i.e. reports) or verbally (i.e. speeches). The teacher serves as a coach encouraging students to be more explicit and always encourages students to have high expectations for their learning.

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

ELLs and families of ELLs are formally and informally interviewed in their native language. The Spanish LAB is administered to students whose home language is Spanish if they do not test out on the LAB-R. Translators are made available to facilitate evaluations.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

We ensure that ELL's are appropriately evaluated in all four modalities of English acquisition throughout the year through data tracking sheets and teacher observations. Instruction for all ELLs at P993Q is differentiated based upon needs indicated on IEPs. ESL teachers embed within unit plans instruction in all four communication modalities. Assessments are done on an ongoing basis and student performance drives further instruction.

6. How do you differentiate instruction for ELL subgroups?

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

6a. The instructional plan for SIFE includes small group and one to one tutoring and community awareness activities.

6b. Newcomers also receive small group and individual instruction along with community awareness activities to familiarize students with ESL methodologies. Instruction for students requiring ELA testing will align with ELA standards, have accommodations applied, and utilize ESL methodologies in preparation for assessments.

6c. Instructional plans for ELLs receiving services 4 to 6 years include the use of technology, music, movement, and augmentative communication devices to help students meet IEP goals. When appropriate, ELLs will participate in transition programs preparing them roles in the community.

6d. Instruction for long-term ELLs will continue to include transition programs and skills to prepare them for college/career readiness. Long-term ELLs are entitled to all AIS services and will be scheduled to receive them at their respective sites.

6e. For former ELLs in years one and two, after testing proficient some transitional support activities that the schools provide include all ELL testing accomadations, participation in Title III, continued support from the ESL teachers.

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

Instruction is differentiated for all students using both ESL and special education programs and methodologies. These include but are not limited to: The Natural Approach, which utilizes strategies that provide positive and accepting environments, concepts made comprehensible through visuals and objects, and little overt correcting of language errors. The Picture Exchange Communication System (PECS)-a therapeutic speech system that uses pictures to initiate and facilitate communication for language emergent students is also utilized. Alternate placement paraprofessionals and bilingual service providers support differentiated instruction for students with mandates. ESL teachers further adapt and modify existing curriculum, which may include Unique Learning Systems, a thematic curriculum with ELA, math, science, social studies, and transition components, District 75 literacy Units of Study and Go Math. ESL schedules reflect compliance with CR-Part 154 to the greatest extent possible. ELLs are grouped according to classification, grade level, and English proficiency levels. ESL teachers, classroom teachers, and related service providers meet regularly in order to create and implement schedules that do not conflict within the confines of the current SESIS system.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?  
 The push-in model allows ESL teachers to maximize delivery of service for SWD/ELLs.

**Courses Taught in Languages Other than English** ⓘ

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

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

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

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

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

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

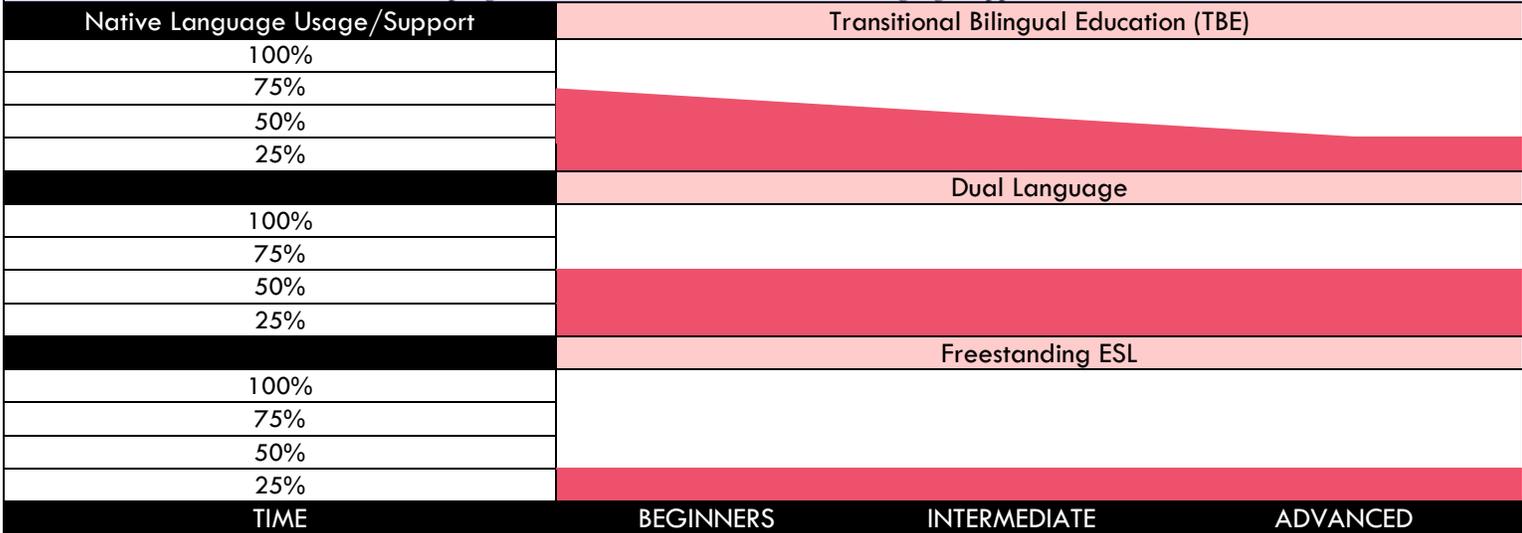
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

**Native Language Usage and Supports**

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



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

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Intervention services are provided in English as part of the Freestanding ESL Program at P993Q.
- Unique Learning Systems is a thematic-based curriculum that encompasses ELA, math, science, social studies, and transition instruction for NYSAA students.
- Additional programs include:
- ELA-Fundations, Lexia, Weekly Reader, Engrade
  - Math-Go Math, EQUALS, Everyday Math
  - Science-NAO-Robots, Brain Pop, STEM, Foss
  - Social Studies-Star Reporter, Meeville to Weeville, Time for Kids
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The effectiveness of our programs is measured by performance on NYSAA, NYS assessments and progress toward meeting IEP goal.
11. What new programs or improvements will be considered for the upcoming school year?
- New programs and improvements being considered for the upcoming school year include: Lexia reading program, Go Math, and Unique Learning systems. All programs are aligned to the Common Core learning Systems.
12. What programs/services for ELLs will be discontinued and why?
- No programs and/or services will be discontinued this year.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs at P993Q are encouraged to participate in school-based activities such as trips, shows, and athletic events. High school age ELLs participate in School to Work programs in the community at large.
- ESL teachers, counselors, and alternate placement paraprofessionals to assist in generalizing skills in the work place support them. Participation in the Title III Saturday Institute is open to all ESL mandated students.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Instructional materials and technology utilized with subgroups of ELLs on the autistic spectrum and severely cognitively impaired are Smart Boards, ELMO Visual Presenters, ipads, multi-media projectors, audio speakers, portable voice recorders, portable media centers, cinema screens, touch screens, digital cameras, mobile laptop carts, color printers, and internet access in all classes. Instruction is supported by the use of Alternative Augmentative Communication devices (AAC) that include single, two and three button communication devices, BIG MACS, Dynavox V, Dynavox VMax, and Dynavox Maestro.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native Language Arts instruction is supported by the use of bilingual Picture Exchange Communication Symbols (PECS). It is delivered to all ELLs that are BIS students mandated to receive ESL services and assignment of alternate placement paraprofessionals. Multi-lingual libraries are in place and available to ELLs in all classes. Dual language "We Are New York" books from Mayor Bloomberg's office are in the middle school and high school classes. ESL teachers collaborate with related service providers (speech, guidance, PT, OT) to apply IEP mandated adaptations and modifications during instruction. Native language support is systemic and not limited to the ESL classroom. In addition to glossaries, dictionaries, and materials in the Native Languages represented by ELLs school personell provides support to students' during the school day to be utilized to provide clarification for ELLs ( in their Native language) whom may be struggling with content and concepts in their subject- area classes. Teachers can group students of the same language for certain activities so that they can assist each other and respond in the Native language. Each of these strategies extend through our Title III program.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?
- ESL teachers collaborate with related service providers (speech, guidance, PT, OT) to apply IEP mandated adaptations and modifications during instruction. Collaboration with classroom teachers takes place to ensure age and grade level appropriate instruction is delivered.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- Newly enrolled ELLs and those enrolled during the school year are invited to participate in the summer Chapter 683 program

where they will receive instruction in special education and ESL methodologies.

18. What language electives are offered to ELLs?

P993Q currently does not offer language electives to high school age ELLs at this time.

19. For schools with dual language programs:

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

At this time, P993Q does not offer dual language programs.

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

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

1. ESL teachers attend all District 75 and DOE compliance meetings.

Leigh Eisenberg attends ELL Compliance PD Institute: 9/12/13 & 4/1/14; Intellikeys Classroom Suite: 12/5/13 & 1/30/14

Angela Everett-Jessica Shurgan: ELL Teacher PD Institute: 10/22/13, 1/22/14, 3/21/14, 6/13/14

Patricia Hulewicz: New ELL Teachr Institute: 10/8/13, 1/17/14, 3/28/14/, 5/30/14

Additional turnkey trainings take place at monthly collaborative inquiry team meetings which may include attendance by related service providers, subject teachers, parent coordinator, and speech therapists.

ESL teachers

Information is turn-keyed with the ESL Team and timelines for implementation are developed. ESL teachers attend workshops pertaining to ESL compliance and curriculum at the District 75 and citywide levels. Information is shared with all members of the ESL team. ESL teachers turn key updated 993Q ELL information and data to the District 75 Director of English Language Learners and District ESL Coaches on a regular and as needed basis. Attendance at all professional development workshops is posted monthly and tracked for compliance purposes. All ESL providers are members of an ESL focus group which meets monthly.

2. Meeting agendas reflect recent professional development or training opportunities that align Common Core Learning Standards to ESL Instruction. Student work will be evaluated and tracked for progress throughout the school year for growth in ESL modality areas. Training in strategies to differentiate instruction for ELL-SWDs will include the Universal Design for Learning and Depth Of Knowledge models. Through the push-in model, ESL teachers will utilize these strategies with classroom teachers and paraprofessionals. Paraprofessionals working in the Title III Saturday Institute receive two hours a week of per session training in the curriculum, lessons, and methodologies needed at each session.

3. ESL teachers provide classroom teachers and related service staff performance and proficiency data for ELLs. Data tracking sheets are shared with staff and maintained in the classroom data management systems. As students transition from elementary to middle school, ESL strategies that are effective with each student are shared with staff in their new setting. Students transitioning to high school are prepared for community activities such as work programs using ESL supports and strategies.

4. All new staff is registered for Jose P training courses as seats are made available throughout the school year. The ESL Team monitors attendance at Jose P training for compliance in completing the 10 hours of training.

## D. Parental Involvement

1. Describe ELL parent involvement in your school? Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. Four members of the School Leadership Team are parents of ELLs. The P993Q Parent Association is also headed by parents of ELLs. As a result, there is a high level of communication with ELL parents throughout the school community. Collaboration between the Parent Association and Parent Coordinator result in ongoing family activities, cultural events, and workshops that provide opportunities for social interaction and supports outside the school community.

2. ELL parents are made aware of CBO's and work program opportunities as part of transition planning for middle and high school.

3. Members of the ESL team attend parent activities and workshops to share ideas and evaluate parent concerns. Members also attend School Leadership Team meetings where school-wide issues are discussed and implications for instruction of ELLs is specified. The members of the ESL Team evaluate responses and comments posted on the ARIS Parent Link by parents of ELLs for areas of concern. The ESL Team evaluates parent responses on the Learning Environment Survey for issues pertaining to ELLs. Parents of ELLs attending the Title III Saturday Institute are encouraged to provide feedback after each session. Responses are pored over for concerns and suggestions in generalizing listening, speaking, reading, and writing skills at home and in the community.

4. Translation services are provided if needed at all activities, events, workshops, conferences and meetings. Printed materials are distributed in native languages as well to inform all parents of school issues, agendas, and concerns. Attention is paid to scheduling meetings and activities that accommodate most parents and caregivers of ELLs with sensitivity to cultural and religious needs and concerns.

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## E. Additional Information

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

Parents are provided 30 hours of training in the use of ESL methodologies for the home and community environments through our Title III Program.

## **Part VI: LAP Assurances**

School Name: P993Q

School DBN: 75Q993

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jacqueline Zaretsky	Principal		10/30/13
Alexis Tandt	Assistant Principal		10/30/13
Neville Waldron	Parent Coordinator		10/30/13
Leigh Eisenberg	ESL Teacher		10/30/13
Luz Pinto	Parent		10/30/13
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
Patricia Hulewicz	Other <u>Teacher/ESL</u>		10/30/13
Angela Everett	Other <u>Teacher/ESL</u>		10/30/13
Jessica Shurgan	Other <u>Teacher/ESL</u>		10/30/13
	Other _____		1/1/01

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

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

DBN: **75Q993**

School Name: **P993**

Cluster:       

Network: **1**

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

**Part A: Needs Assessment Findings**

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

The Office for Family Engagement and Advocacy provides a Language Identification Card that the school sends home with students by backpack. It is also contained in the school newsletter that is available online.

The Global Connect Parent Outreach also surveys families for preferred languages.

Responses are analyzed for translation and interpretation needs for any future contact with families.

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

Findings reveal the need to expand outreach to parents in Translation and Interpretation Services. These include: engaging a greater number of parents in school-wide programs and communication, educating parents in accessing and navigating online DOE resources, facilitate communication with school in formal (IEP conference) and informal (walk-in, telephone) settings.

Findings are reported to the school community through the P993Q parent newsletter, School Leadership Team, Parent Association meetings, cabinet meetings, and DOE parent coordinator meetings (FAST).

## Part B: Strategies and Activities

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

Mandated alternate placement paraprofessionals and in-house personnel translate written correspondence as needed. Parent coordinator provides written notices in additional languages to communicate information, including ways to access and navigate online DOE resources in Translation and Interpretation Services, meetings, conferences, and workshops in a timely manner. Parent coordinator prepares and distributes brochures listing procedures to effectively communicate with the school.

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

Mandated alternate placement paraprofessionals and in-house personnel are available to provide oral interpretation services as needed. Requests for outside contractors are made through DOE Translation and Interpretation Unit in a timely manner to prepare for meetings, hearings, and conferences.

The Big Word is an outside vendor contracted to provide services during FAST (Families and School Teams Training). Unilateral supports are provided in native languages by professional translators.

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

A--Bill of Parents Rights and Responsibilities are sent home with students in September 2013.

B--Notice of availability of Translation and Interpretation Services are sent home with each student and posted at all nine P993Q sites on the Parent Coordinator bulletin board.

C--P993Q Safety Plan