

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

School Name: P.17X
DBN (i.e. 01M001): 75X017
Principal: MARLIN HOGGARD
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Superintendent: GARY HECHT
Network Leader: ADRIENNE EDELSTEIN

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the NYC DOE Web site.

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature**.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.
5. Names of SLT members must be added to this form for posting. The signed original document must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Marlin Hoggard	*Principal or Designee	
Arsenio Devarez	*UFT Chapter Leader or Designee	
Andrea Goldman	*PA/PTA President or Designated Co-President	
Mildred Toro	DC 37 Representative, if applicable	
Sandra Vega	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Claudia Chavez	Member/ Elected Parent	
Canice Arnold	Member/ Elected Parent	
Denise Ciceron	Member/ Elected Parent	
Eboni Alexander	Member/ Elected CSA	
Eblin Acosta	Member/ Elected UFT	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2015, teachers will increase their skills in questioning and discussion techniques, engaging students in learning, and assessing student learning, as a result of collaboration through structured professional learning communities, participation in professional learning activities around the Danielson Framework for Teaching and receiving actionable feedback from administrators, as measured by a 10% improvement in pedagogical delivery (HEIDI ratings) in components 3b, 3c, and 3d.

Comprehensive Needs Assessment

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

In previous years, teachers were asked to meet during their common planning time to address concerns and highlight best practices within their classrooms. During the 2012-13 school year, the round table protocol was used to guide meetings that were structured by grade bands. At the middle school, student populations (ratios) were also taken into consideration. There was success in curriculum adjustments for specific populations at this level so the decision was made to make this a uniform practice school-wide.

Instructional Strategies/Activities

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

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

1. Administration will strategically design teacher schedules to ensure common planning times and coherence among administrative assignments to ensure sufficient time allocations to professional learning communities in accordance with grade band and student population served.
2. Administration and Unit Coordinators will train teachers in use of protocols to facilitate structure within meetings.
3. Administration will seek feedback from teachers to design a professional learning community flow chart to support communities across sites.
4. Administration will provide teachers with the opportunity and resources to conduct Charlotte Danielson-based Self-Assessment via ARIS Learn and develop professional growth plans.
5. Teachers will be provided with feedback and opportunities to select internal and external professional learning workshops.
6. Assistant Principals will design a school-wide internal professional learning calendar and incorporate the use of the internal UFT Teacher Center, District Coaches, and SESIS Coordinator.
7. Administrators will utilize approved templates for informal and formal observations and providing structured feedback based on low-inference data.
8. Administration will discuss and construct an observation schedule within the 6 observation cycles based on teachers' evaluation option selection form.
9. Administration will provide teachers with timely feedback following all informal and formal observations through one-on-one conferences.

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

1. Administrative Cabinet
2. UFT Teacher Center and Coach
3. Advance Resources
4. ARIS Learn
5. NYCDOE Teacher Effectiveness Talent Coach
6. GO Math, UNIQUE, EQUALS, and Writing Matter Consultants
7. D75 District Coaches

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

1. Weekly Cabinet will allow Administrators the opportunity to discuss professional learning and teacher progress and plan for next steps.
2. Bi-monthly, Administrators will meet with internal and external task force members to discuss supports provided to teachers.
3. Bi-monthly, Administrator s will provide feedback to professional learning communities regarding next steps and assess Professional Learning Community Flow Chart.
4. Post observation and informal conferences will afford Administrators the opportunity to confer with teachers and collaborate on improving and adjusting teacher practice.

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

1. Beginning in October 2014, NYCDOE Teacher Effectiveness Talent Coach will meet with the Administrative Team to assess and support norming of low-inference observation evaluations.
2. Administrative Team will hold Initial Planning Conferences with all teachers by October 2014.
3. Unit Coordinators and Lead Teachers will provide training to staff on curricula beginning September 2014 and extending through June 2015.

4. Alternate Assessment (6:1:1) teachers of Grades 6-8; and 3 pre-identified teachers from K-5 sites will be provided with professional learning on Unique by September 30, 2014.
5. By October 15, 2014, SESIS Coordinator and Assistant Principals will provide staff with professional learning on use of 17X progress monitoring tool.
6. Baseline assessments will be administered to students beginning September 30, 2014 and ending by November 8, 2014, as specified by P.17X Assessment Calendar.
7. SESIS Coordinator will attend all required workshops and support teachers as identified by Administrative Team beginning October 2014 and ending June 2015.
8. Beginning October 2014 and extending through June 2015, professional learning community meetings will meet to discuss student progress, planning, and next steps with respect to student population, staff to student ratio, and grade band bi-weekly.
9. By November 15, 2014, all District Coaches will provide support plans to Administrative Team in area of expertise.
10. By November 30, 2014, Administrative Team will roll out final plan for District Coaches to all sites.
11. UFT Teacher Center Coach will collaborate with Lead Mathematics Teachers and classroom teachers to support use of assessment data to support instruction by November 30, 2014.
12. Data Team will monitor student progress and report information to students, parents, and staff throughout the school year.
13. During the first week of every month, professional learning communities will review curricula and make necessary adjustments based on analysis of student work products and assessment results as noted on Professional Learning Community Flow Chart.
14. By December 22, 2014, the Administrative Team will review teacher observation data from Cycles I and II and determine next steps.
15. By January 2015, teachers will meet with administrators to discuss their observations and review professional growth plans to make necessary adjustments.
16. By January 2015, the Administrative Team will communicate any adjustments to the differentiated professional learning plans.
17. By March 2015, the Administrative Team will review teacher observation data from Cycles III and IV and determine next steps.
18. By June 2015, the Administrative Team will meet with teachers complete all Summative Conferences.

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

1. Per Session funds have been allocated to support the Curriculum Development Team.
2. Per Session and Per Diem funding has been scheduled to support Professional learning opportunities.
3. Funding has been allocated to support the UFT Teacher Center Coach.
4. Funding has been allocated to support F-Status administrators working with standardized and alternate assessment teachers.
5. Funding has been allocated to purchase Charlotte Danielson’s book, “The Handbook of Enhancing Professional Practice.”
6. **Emotional Literacy** is a program that will assist the students in recognizing, understanding, labeling, expressing, and regulating their emotions that will enhance their performance in the classroom.
7. **Power of Choice/Bridge to Success** is a school-wide positive behavior supports system designed to meet the behavioral needs of our students that will enable them to perform well academically.
8. **Penny Harvest** affords our students the opportunity to engage in mathematics activities that will hone their number sense skills through counting, graphing, and hypothesizing.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

- In collaboration with Administrators, the Parent Coordinator will incorporate information regarding the teaching framework in the monthly newsletter.
- Workshops will be held to inform parents of Charlotte Danielson Framework and curriculum materials at 17X.
- Parents, as members of the school community will serve as a resource to communicate and reflect on the positive and areas of concerns within the school.
- Data Team will organize student results to be distributed to individual students parents
- Parent Coordinator and Technology Liaison will coordinate multiple opportunities for parents to complete the Learning Environment Survey in school.
- Parent Coordinator will be a two-way source of information and communication between the school and parents. The Parent Coordinator will articulate both the concerns and needs of parents, teachers, and administrators.
- Parents are encouraged to participate on the School Leadership Team (SLT). This team informs parents about the programs in the school, the implementations of new programs, and involvement in the school’s decision-making process.
- Assemblies, student performances, publishing parties, and student of the month celebrations will be open for parents to attend and celebrate their children’s achievements.

Budget and Resource Alignment

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

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

N/A

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2015, all students will improve skills in reading informational text as a result of exposure to Common Core-aligned curricula and instruction tailored to their needs as determined by their Individual Education Programs as measured by a 5% increase over baseline in mastery of skills on the appropriate formative assessment.

Comprehensive Needs Assessment

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

As a school we must focus on maintaining high scholastic achievement and implement such programs to ensure that students reach their full potential in all academic areas. This is a skill that is transferred across all content areas. While our students continue to progress each year, many of students perform far below standards. Therefore, we must continue to strive to increase their skills using research-based curricula and programming designed to meet their needs.

Instructional Strategies/Activities

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

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

1. Teachers will receive professional learning around Fountas and Pinnell, using data to inform instruction using Leveled Intervention Libraries, trade books, and Focus on STEM.
2. Assign Assistant Principals to supervise the administration of the SANDI assessment, Fountas and Pinnell Running Records, and monitor student progress through walkthroughs, informal observations, and formal observations.
3. In collaboration with administration, teachers, SESIS Coordinator, UFT Teacher Center Coach, Writing Matters Consultant, and the Data Team will analyze student performance and determine next steps.
4. In collaboration with the UFT Teacher Center Coach, the Writing Matters Consultant will generate curriculum maps around the literacy curricula.
5. Administrators will develop a schedule of collaborative planning meetings to facilitate implementation.
6. Lead teachers will collaborate with UFT Teacher Center Coach to organize resources and assist teachers in the implementation process.

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

1. Administrative Cabinet
2. Curriculum Development Team
3. Data Specialist Team
4. UFT Teacher Center Coach
5. Leveled Intervention Libraries
6. Trade Books- Social Studies & Science
7. SANDI
8. Focus on STEM
9. Read180
10. Writing Matters Consultant
11. 17X- designed Units of Study
12. UNIQUE
13. Code X
14. SMILE

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

1. P.17X Alternate and Standardized Assessment IEP Goal Progress Monitoring Tools will track student progress on IEP goals.
2. Effective use of Bi-weekly Extended Cabinet will allow progress to be discussed monthly with Administrators.
3. Student progress will be measured three times during the school year after each the Administrative Team of Literacy-based formative assessments.
4. Data Specialist and Data Team will meet weekly to discuss assessment results, conduct analysis of data, and communicate the information across the organization.
5. AIS Team will meet Bi-weekly to discuss goal development, student performance and progress, and identify skill targets.
6. Teachers will meet Bi-weekly to discuss skill targets, strategies for skill implementation, and ongoing planning of instruction.
7. The Administrative Team will meet with Data Team and AIS Team to discuss student progress and develop strategic plans of instruction for implementation.

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

1. Administrative Team will present P.17X Assessment Calendar to all staff for the 2014-15 school year by September 30, 2014.
2. Unit Coordinators and Lead Teachers will provide training to staff on Fountas and Pinnell, SANDI, Foundations, Focus on STEM by September 30, 2014.
3. Alternate Assessment (6:1:1) teachers of Grades 6-8 will be provided with professional development on Unique by September 30, 2014.
4. By October 15, 2014, SESIS Coordinator and Assistant Principals will provide staff with professional development on use of 17X progress monitoring tool.
5. Baseline assessments will be administered to students beginning September 30, 2014 and ending by November 8, 2014, as specified by P.17X Assessment Calendar.
6. SESIS Coordinator will attend all required workshops and support teachers as identified by Administrative Team beginning October 2014 and ending June 2015.
7. Data Specialist will access student results and disseminate information to parents and teachers by November 12, 2014 (K-5); November 20, 2014 (Grades 6-8).
8. SESIS Coordinator will attend all required workshops and support teachers as identified by Administrative Team beginning October 2014 and ending June 2015.
9. Data Team will identify students in need of Academic Intervention Services by November 27, 2014.
10. By November 15, 2014, all District Literacy and Teacher Effectiveness Coaches will provide support plans to Administrative Team in area of expertise.
11. By November 30, 2014, Administrative Team will roll out final plan for District Coaches to all sites.
12. UFT Teacher Center Coach will collaborate with Lead Mathematics Teachers and classroom teachers to support use of assessment data to support instruction by November 30, 2014.
13. Academic Intervention Services will begin in December 2014 and continue until June 2015 for identified students.
14. Data Specialist will monitor student progress and report information to students, parents, and staff throughout the school year.
15. Bi-weekly, collaborative team meetings will meet to discuss student progress, planning, and next steps.
16. By February 2015, staff will conduct 2nd The Administrative Team of literacy-based formative assessment.
17. Data Team will access student results and analyze student progress to be reported to parents and teachers by March 2015.
18. In collaboration with teachers and the Administrative Team, Data Team will identify skills to be targeted during instruction to increase student performance by March 2015.
19. By May 2015, staff will conduct 3rd the Administrative Team of literacy-based interim assessments.
20. Data Team will access student results and analyze student progress to be reported to parents and teachers by June 2015.

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

1. **OTPS funds have been allocated to purchase Fountas and Pinnell assessment kits, and Leveled Intervention Library kits.**
2. **Per Session funds have been allocated to support the Data Specialist and**
3. **Per Session and Per Diem funds have been allocated to support AIS instruction.**
4. **Funding has been scheduled to upgrade and support the use of READ 180 to support AIS instruction.**
5. **Funding has been scheduled to support Professional learning opportunities for staff.**
6. **Funding has been allocated to support a UFT Teacher Center Coach.**
7. **iTeach/ iLearn** is a grant that has supported the integration of technology into all academic areas of the classroom. Students will have access to laptops purchased through the grant and be taught how to use technology as a tool to enhance their learning experience.
8. **Emotional Literacy** is a program that will assist the students in recognizing, understanding, labeling, expressing, and regulating their emotions that will enhance their performance in the classroom.
9. **Power of Choice/Bridge to Success** is a school-wide positive behavior supports system designed to meet the behavioral needs of our students that will enable them to perform well academically.
10. **Penny Harvest** affords our students the opportunity to engage in mathematics activities that will hone their number sense skills through counting, graphing, and hypothesizing.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- In collaboration with Administrators, the Parent Coordinator will incorporate information regarding the teaching framework in the monthly newsletter.
- Workshops will be held to inform parents of Charlotte Danielson Framework and curriculum materials at 17X.
- Parents, as members of the school community will serve as a resource to communicate and reflect on the positive and areas of concerns within the school.
- Data Team will organize student results to be distributed to individual students parents
- Parent Coordinator and Technology Liaison will coordinate multiple opportunities for parents to complete the Learning Environment Survey in school.
- Parent Coordinator will be a two-way source of information and communication between the school and parents. The Parent Coordinator will articulate both the concerns and needs of parents, teachers, and administrators.
- Parents are encouraged to participate on the School Leadership Team (SLT). This team informs parents about the programs in the school, the implementations of new

programs, and involvement in the school's decision-making process.

- Assemblies, student performances, publishing parties, and student of the month celebrations will be open for parents to attend and celebrate their children's achievements.

Budget and Resource Alignment

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

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

N/A

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2015, students will demonstrate an increase in self-regulation skills as Emotional Literacy will be infused into the Bridge to Success behavior support system, providing students with the resources to maintain positive behaviors within the school community, as measured by a decrease in infractions.

Comprehensive Needs Assessment

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

Although our Quality Review report indicated that our school community environment was supportive and cohesive, it was apparent that there needed to be formal connections between the Emotional Literacy and Bridge to Success programs. The Emotional Literacy program provides tools needed to address students' social-emotional needs.

Instructional Strategies/Activities

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

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

1. The Administrative Team will ensure the establishment of Emotional Literacy and Bridge to Success teams across all sites.
2. Administration will support staff in the reintegration of the first anchor (Mood Meter) to Bridge to Success on a daily basis in the morning and afternoon as evidenced by walkthroughs, informal and formal teacher observations.
3. Staff will be provided with professional learning around Emotional Literacy and Bridge to Success implementation.
4. Staff will re-integrate the second anchor (Blueprint) to Bridge to Success on a daily basis in the classroom and during Crisis Intervention.

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

1. Administrative Team
2. Emotional Literacy and Bridge to Success Teams
3. District Coaches
4. Conflict Resolution Team
5. Unit Coordinator
6. Counseling and Speech Staff

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

1. Weekly Cabinet will allow Administrators the opportunity to discuss professional learning and teacher progress and plan for next steps.
2. Monthly Extended Cabinet will allow Administrators the opportunity to will meet with representatives of each site's EL team to assess implementation progress.
3. Bi-monthly, Administrators will provide feedback to Emotional Literacy and Bridge to Success Teams to address concerns and make adjustments to professional learning plan.
4. Post observation and informal conferences will afford Administrators the opportunity to confer with teachers and collaborate on improving and adjusting teacher practice.

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

1. By September 2014, all educators will receive introductory and/or supplementary information on Emotional Literacy (during training).
2. By the end of week four in September 2014, classroom teachers will have re-introduced students to the Mood Meter and its purpose.
3. By the first week in November 2009, Principal and Assistant Principal begin classroom walk-thru to check progress.
4. Ongoing: Assistant Principal, CIT, and/or EL Team will informally observe students and teachers using the Mood Meter and Blueprint in classrooms, during related services, in SAVE room
5. Ongoing: Crisis Team and/or EL Team will assess data collection
6. Administration and/or members of EL Team will monitor presence of school-wide charter in all common areas, main hallway, classrooms, and offices.
7. Ongoing: Daily lesson plans will reflect the incorporation of Emotional Literacy into the ELA instructional block.
8. Ongoing: Lesson plans will be reviewed by the Administrative Team to ensure fidelity of implementation.

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

1. *OTPS funds have been allocated to support the implementation of the Emotional Literacy and Bridge to Success programs.*
2. *Per Session funds have been allocated to support the Data Specialist and Conflict Resolution Team*
3. *Funding has been scheduled to support Professional learning opportunities for staff.*
4. *Funding has been allocated to support a UFT Teacher Center Coach.*

5. **iTeach/ iLearn** is a grant that has supported the integration of technology into all academic areas of the classroom. Students will have access to laptops purchased through the grant and be taught how to use technology as a tool to enhance their learning experience.
6. **Emotional Literacy** is a program that will assist the students in recognizing, understanding, labeling, expressing, and regulating their emotions that will enhance their performance in the classroom.
7. **Power of Choice/Bridge to Success** is a school-wide positive behavior supports system designed to meet the behavioral needs of our students that will enable them to perform well academically.
8. **Penny Harvest** affords our students the opportunity to engage in mathematics activities that will hone their number sense skills through counting, graphing, and hypothesizing.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- In collaboration with Administrators, the Parent Coordinator will incorporate information regarding the teaching framework in the monthly newsletter.
- Workshops will be held to inform parents of Charlotte Danielson Framework and curriculum materials at 17X.
- Parents, as members of the school community will serve as a resource to communicate and reflect on the positive and areas of concerns within the school.
- Data Team will organize student results to be distributed to individual students parents
- Parent Coordinator and Technology Liaison will coordinate multiple opportunities for parents to complete the Learning Environment Survey in school.
- Parent Coordinator will be a two-way source of information and communication between the school and parents. The Parent Coordinator will articulate both the concerns and needs of parents, teachers, and administrators.
- Parents are encouraged to participate on the School Leadership Team (SLT). This team informs parents about the programs in the school, the implementations of new programs, and involvement in the school's decision-making process.
- Assemblies, student performances, publishing parties, and student of the month celebrations will be open for parents to attend and celebrate their children's achievements.

Budget and Resource Alignment

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

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

N/A

Goal and Action Plan #4

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

Annual Goal #4

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

By June 2015, P17X will strengthen parental involvement and voice within the school community by working closely with parents and community organizations as measured by a 10% increase in parental participation in professional learning workshops, IEP meetings, and other various activities, including school-created and city-wide learning environment surveys.

Comprehensive Needs Assessment

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

At 17X, we understand the importance of strong family ties with the school community. With an increase in student population year after year, it is imperative to increase the level of parental involvement. Parental involvement is used as a tool to improve school culture and communication between parents and staff to ensure the development and implementation of rigorous and meaningful experiences for all students.

Instructional Strategies/Activities

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

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

1. Utilize Parent Association (PA) to develop a parent survey to assess parents' needs and motivational sources for school participation.
2. Enlist the support of the Parent Coordinator to create a parent newsletter to be distributed monthly.
3. Administrative Team will collaborate with Parent Coordinator and PA President on event planning, newsletter production, and budget planning.
4. Enlist support of teachers to serve as school liaison to PA to assist in gathering information to be in newsletters, and event planning.
5. Parent Coordinator will create mock survey to assess parent perspective of school community and report information to Administrative Team
6. Establish School Survey Team with representatives from all areas of school community to conduct outreach to parents regarding participation.
7. Utilize Technology labs across sites to assist parents in completing the Learning Environment Survey.
8. Share goal and implementation plan with all staff at monthly staff meetings (formal and informal).
9. Assistant Principal meets with Parent Coordinator bi-monthly to assess progress and next steps.

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

1. Parent Coordinator
2. Parent Association Members
3. School Leadership Team
4. School Survey Committee
5. Administrative Team
6. Global and Regional Asperger Syndrome Partnership (GRASP)

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

1. Parental involvement will be measured three times during the school year November 2014, January, March and May 2015.
2. Parent Coordinator and School Leadership Team will design Saturday Academy calendar for 2014-14 school year.
3. School Leadership Team will meet monthly to discuss school planning and program implementation.
4. Saturday Academy will sponsor parent training workshops monthly around topics surfaced from needs assessment.
5. Parent Coordinator will participate in weekly Cabinet to update the Administrative Team on parental outreach, upcoming events, and concerns.

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

1. Parent Coordinator will design parental involvement calendar to be presented to Administration by September 2014.
2. Saturday Academy will be held for parents monthly beginning in October 2014 and extending into June 2015.
3. Related Service Providers will provide Parent Coordinator with schedule of IEP-mandated trainings across sites by November 2014.
4. By November 30, 2014, all sites will conduct Fall Parent-Teacher Conferences.
5. By December 2014, Parent Coordinator and the Administrative Team will held first meeting for School Survey Committee.
6. By December 6, 2014 P.17X will serve as the host-site for the District 75 Winter Wonderland.
7. Beginning in December 2014 and extending through June 2015, P.17X will partner with GRASP to facilitate parent and student group training for middle school students.

8. By January 2015, all sites will host an assembly of student achievement in collaboration with the Arts departments.
9. By January 2015, Parent Coordinator will conduct outreach to ensure parents complete mock survey in preparation for city-wide survey.
10. Beginning in February 2015 and extending through April 2015, parents will be invited to participate in the city-wide School Survey.
11. By March 30, 2015, all sites will conduct Spring Parent-Teacher Conferences.
12. By March 30, 2015 School Survey Committee will assess parental participation and determine next steps.
13. By April 2015, all parents will be invited to participate in the District 75 Family Fun Day.
14. By May 2015, School Survey Committee will assess parental participation on the School Survey and determine next steps.

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

1. *Per Session and Per Diem funds have been allocated to support parent activities.*
2. *Per Diem funds have been allocated to facilitate the scheduling of parent team meetings.*
3. *Funding has been scheduled to support parent and student celebrations.*
4. **iTeach/ iLearn** is a grant that has supported the integration of technology into all academic areas of the classroom. Students will have access to laptops purchased through the grant and be taught how to use technology as a tool to enhance their learning experience.
5. **Emotional Literacy** is a program that will assist the students in recognizing, understanding, labeling, expressing, and regulating their emotions that will enhance their performance in the classroom.
6. **Power of Choice/Bridge to Success** is a school-wide positive behavior supports system designed to meet the behavioral needs of our students that will enable them to perform well academically.
7. **Penny Harvest** affords our students the opportunity to engage in mathematics activities that will hone their number sense skills through counting, graphing, and hypothesizing.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- **Alternate Assessment Coach will collaborate with teachers to generate parent letters outlining the program and student learning goals.**
 - **Parent workshop will be designed to educate parents about the program and its structure.**
 - **Teachers will provide parents with their availability to facilitate the process of scheduling meetings to discuss student progress.**
 - **Parent Coordinator will include implementation progress in 17X's monthly newsletter.**
 - **Parent Coordinator will be a two-way source of information and communication between the school and parents. The Parent Coordinator will articulate both the concerns and needs of parents, teachers, and administrators.**
 - **Parents are encouraged to participate on the School Leadership Team (SLT). This team informs parents about the programs in the school, the implementation of new programs, and involvement in the school's decision-making process.**
- Assemblies, student performances, publishing parties, and student of the month celebrations will be open for parents to attend and celebrate their children's achievements.**

Budget and Resource Alignment

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

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

N/A

Goal and Action Plan #5

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

Annual Goal #5

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

By June 2015, the Administrative Team will foster the professional growth of teachers and staff as a result of an assessment of low-inference observation data and professional growth plans, by highlighting their strengths and addressing areas of concern by developing and implementing professional learning opportunities to develop a culture of distributed leadership as measured by a 5% increase in HEIDI ratings of 1a, 1e and 4e.

Comprehensive Needs Assessment

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

After completing low-inference observations and the development of individualized professional development plans during the 2013-14 school year, many commonalities in areas of concern regarding teacher practice across the organization were recognized. At this time, and considering the feedback of our Quality Review report, we have seized this opportunity as a means to implement the Capacity Framework in shifting classroom practice to ensure that students experience rigorous instruction.

Instructional Strategies/Activities

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

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

1. Administration will provide teachers with the opportunity and resources to conduct Charlotte Danielson-based Self-Assessment via ARIS Learn and develop professional growth plans.
2. Teachers will be provided with feedback and opportunities to select internal and external professional learning workshops.
3. Assistant Principals will design internal professional learning plans and incorporate the use of the internal UFT Teacher Center, District Coaches, and SESIS Coordinator.
4. Administrators will utilize approved templates for informal and formal observations and providing structured feedback based on low-inference data.
5. Administration will discuss and construct an observation schedule within the 6 observation cycles based on teachers' evaluation option selection form.
6. Administration will provide teachers with timely feedback following all informal and formal observations through one-on-one conferences.

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

1. Administrative Cabinet
2. UFT Teacher Center and Coach
3. Advance Resources
4. ARIS Learn
5. District 75 Coaches and NYCDOE Talent Coach
6. GO Math, UNIQUE, EQUALS, and Writing Matters Consultants

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

1. Bi-monthly, Administrators will meet with internal and external task force members to discuss supports provided to teachers.
2. Weekly Cabinet will allow Administrators the opportunity to discuss professional learning and teacher progress and plan for next steps.
3. Post-observation and informal conferences will afford Administrators the opportunity to confer with teachers and collaborate on improving and adjusting teacher practice.

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

1. By September 2014, Administrators will communicate the school's instructional focus.
2. Starting in September 2014 and extending through June 2015 teachers will be provided with professional development around *Advance*, CCLS aligned curriculum and Charlotte Danielson Framework.
3. SESIS Coordinator will attend all required workshops and support teachers as identified by Administrative Team beginning October 2014 and ending June 2015.
4. Beginning October 1, 2014 and ending November 5, 2014, the Administrative Team will conduct Observation Cycle I.
5. By October 1, 2014, the Administrative Team will conduct all Initial Planning Conferences and draft an observation schedule organized by site and distribute to staff.
6. By October 15, 2014, SESIS Coordinator and Assistant Principals will provide staff with professional development on use of 17X progress monitoring tool.
7. By November 15, 2014, all District Coaches will provide support plans to Administrative Team in area of expertise.
8. By November 15, 2015, Administrators will develop an internal professional learning plan.
9. By November 30, 2014, Administrative Team will roll out final plan for District Coaches to all sites.
10. At the close of each observation cycle, Administrators will discuss observations and identify trends to inform the coordination of supports for teachers.
11. Beginning November 6, 2014 and ending December 15, 2014, the Administrative Team will conduct Observation Cycle II.

12. By December 2014, Administrators will assess observation data and re-visit upcoming professional development opportunities.
13. Beginning December 16, 2014 and ending January 30, 2015, the Administrative Team will conduct Observation Cycle III.
14. By January 2015, the Administrative Team will meet with teachers to complete an interim assessment of their professional growth plans and self-assessments.
15. By June 2015, all teachers will experience a complete at least 4 observation cycles with targeted supports.

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

1. *Per Session funds have been allocated to support the Curriculum Development Team.*
2. *Per Session and Per Diem funding has been scheduled to support Professional learning opportunities.*
3. *Funding has been allocated to support the UFT Teacher Center Coach.*
4. *Funding has been allocated to support F-Status administrators working with standardized and alternate assessment teachers.*
5. *Funding has been allocated to purchase Charlotte Danielson’s book, “The Handbook of Enhancing Professional Practice.”*
6. **Emotional Literacy** is a program that will assist the students in recognizing, understanding, labeling, expressing, and regulating their emotions that will enhance their performance in the classroom.
7. **Power of Choice/Bridge to Success** is a school-wide positive behavior supports system designed to meet the behavioral needs of our students that will enable them to perform well academically.
8. **Penny Harvest** affords our students the opportunity to engage in mathematics activities that will hone their number sense skills through counting, graphing, and hypothesizing.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

- In collaboration with Administrators, the Parent Coordinator will incorporate information regarding the teaching framework in the monthly newsletter.
- Workshops will be held to inform parents of Charlotte Danielson Framework and curriculum materials at 17X.
- Parents, as members of the school community will serve as a resource to communicate and reflect on the positive and areas of concerns within the school.
- Data Team will organize student results to be distributed to individual students parents
- Parent Coordinator and Technology Liaison will coordinate multiple opportunities for parents to complete the Learning Environment Survey in school.
- Parent Coordinator will be a two-way source of information and communication between the school and parents. The Parent Coordinator will articulate both the concerns and needs of parents, teachers, and administrators.
- Parents are encouraged to participate on the School Leadership Team (SLT). This team informs parents about the programs in the school, the implementations of new programs, and involvement in the school’s decision-making process.
- Assemblies, student performances, publishing parties, and student of the month celebrations will be open for parents to attend and celebrate their children’s achievements.

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	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.)
ELA	Leveled Literacy Interventions SMILE Foundations Systems 44 Read 180 EdPerformance	Small group, One-to-one	During the school day, After school
Mathematics	EdPerformance SuccessMaker Exemplars	Small group, One-to-one	During the school day, After school
Science	Brainpop.com Research-Based Projects	Small group, One-to-one	During the school day, After school
Social Studies	Brainpop.com Research-Based Projects	Small group, One-to-one	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Functional Behavior Assessment (FBA)/ Behavior Intervention Plan (BIP)- Created in collaboration with teachers, paraprofessionals, and other staff to target undesirable behaviors and prevent them from occurring and to provide positive behavior supports for the students.	In all aspects of the school day where target behaviors are displayed.	During the school day

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

High Quality and Ongoing Professional Development

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

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

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

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

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

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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



Department of English Language Learners and Student Support

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 New York, New York 10007
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<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 October 31, 2014.

Part A: School Information	
Name of School: 17X	DBN: 75X017
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below)	
<input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

PS17X Title III will offer an after school program for our ELL students that will promote literacy and physical activity. The Title III program will serve 12 students in grades K-5. They will be instructed in two 6:1:1 classes, K-2 and a 3-5 class, in alignment with their class ratios during the school day.

There will be two bilingual certified teachers, Ms. Mota and Ms. Rodriguez. There will be four paraprofessionals, of which at least two will be fluent in Spanish. They will provide native language and cultural support as well as assistance to both teachers. Two students will need 1:1 crisis paraprofessionals. There will be an administrator available on both days to supervise the program to ensure that all compliance documents and instruction are conducted appropriately. The administrator's regular hours are from 8:00 a.m. to 4 p.m. and will join the Title III program from 4:01 p.m. to 5:31 p.m. A secretary will be available to assist with payroll and material purchases.

The schedule of the program will be Mondays and Wednesdays from 3:00 to 5:30pm (5hrs/wk for each group) for the duration of six weeks (30 hrs. in total). The program will begin in mid- April 2015 and end in May 2015. The language of instruction will be English.

The theme of our title III program is "Healthy Mind, Healthy Body". The literacy component of the after school program will take place in the classroom during the first hour of the session. It will target the student's listening, speaking, reading and writing skills in English while the physical activity component of the program will take place in the gym or playground. It will target a more hands-on approach of what they learned in the classroom.

Through literacy, students will learn about how to maintain a healthy lifestyle through good nutrition and physical activity. Students are expected to create a culminating project about what they learned to maintain a healthy lifestyle. In order to do that, students will use technology to practice vocabulary and to interpret information found in food charts, research about the topic and they will list ways they can maintain physically active. We plan to purchase six ipads and ipad covers for the technology component of our program.

Competent use of computers prevents ELL learners from "academic and social marginalization" (Murray & Kouritzin, 2010, p.187). Students will be able to improve their sight word vocabulary, fluency, and comprehension through the use of technology. Computer based reading instruction also allows for "increased interaction with texts, attention to individual needs, and increased independence through an ability to read texts they would not otherwise be able to read" (Case & Truscott, 2007). Research has also shown that technology offers the students easier ways to build vocabulary, achieve reading fluency,

Part B: Direct Instruction Supplemental Program Information

improve comprehension, access curriculum content, and strengthen home-school connections (J. Heinze, 2004). Research has highlighted many benefits of using instructional technology with ELL students.

The second half of the session will take place at the gym or on the playground. Students will learn and practice different ways to remain physically active such as walking, running and playing team games. According to Gong (2003), active learning involves providing opportunities for students to meaningfully talk and listen, write, read, and reflect on the content, ideas, issues, and concerns of an academic subject. Additionally, physically active games have the benefit of letting students "practice and internalize vocabulary, grammar and structures extensively." They can do this because students are often more motivated to play games than they are to do desk work. Plus, during the physical activity, students are focused on the activity and end up absorbing the language subconsciously. One can also add that fun learning physical activities usually contain repetition, which allows the students to learn the language (S. Vernon, 2007).

ELL students will also be provided with additional support through the use of audio-visual aids and cooperative learning that enhances interaction and oral communication. In addition, students will benefit from social interaction and activities, which can facilitate communication in English with other students. All of these opportunities will allow students to rely on native language skills, while they acquire stronger literacy skills in the second language. Teachers will use teacher-made assessments, such as an alternate assessment rubric based on students' IEP goals and Common Core Learning Standards: Reading standards 1, 6, 11 (read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text; assess how point of view or purpose shapes the content and style of a text; respond to literature by employing knowledge of literary language, textual features, and forms to read and comprehend, reflect upon, and interpret literary texts from a variety of genres and a wide spectrum of American and world cultures), Writing standard 6 (use technology, including the Internet, to produce and publish writing and to interact and collaborate with others), and Speaking and Listening standard 5 (make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations). Teachers will use various ESL methodologies and strategies, such as Total Physical Response, the Natural Approach, the Communicative Language Teaching, cooperative learning and scaffolding.

In order for students to learn and practice healthy living skills and create a project that promotes healthy living, we will purchase two books on the topic, i-pads, and i-pad covers, and other technology based equipment. Students will also need supplies from the gym/playground such as balls, ropes, chalk (for floor games and literacy activities) basketball hoops, hoola hoops, scooters, etc. (we will utilize the equipment we have in the gym). With these supplies, students will learn and practice ways to stay active. They will also be able to create a culminating project, a poster and/or booklet, about what they learned in order to maintain a healthy lifestyle. Students will present what they learned about nutrition and how they plan on maintaining a healthy lifestyle. Students will choose to make their presentation digitally or on paper. Students will use symbols, pictures, and texts to create their project. Every student will present their culminating project the last day of the program for their peers and parents.

Part B: Direct Instruction Supplemental Program Information

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:

As part of the on-going staff development for the administrators, teachers, and paraprofessionals participating in Title III, we will be conducting three after school sessions. The first one will take place in February 2015, the second in March 2015, and the last one in April 2015. Each professional development session will be tied to and support the Title III instructional after school program.

The PD program will involve: ESL strategies and skills that are aligned with Bilingual Progressions, all the components of the Workshop Model, assessment to drive instruction, i.e.: NYSESLAT and teacher assessments, unit and lesson planning, and the development of curricular and instructional materials. All staff development will be geared towards meeting the academic needs of our ELL students. For each of the three sessions, an ESL teacher, Ms. Mota, will choose three chapters from "Scaffolding Language, Scaffolding Learning" book by Pauline Gibbons to discuss strategies to help ELL students learn in a second language.

The three professional development sessions will be held after school on Tuesdays for one hour per session from 3 to 4 pm. The program administrator will supervise the PD sessions at no cost to the title III program as it is held within their regular work hours. The administrator will collect all pertinent materials, as well as timesheets/timecards. Two licensed ESL/bilingual teachers, Ms. Mota and Ms. Rodriguez, will take turns conducting the PDs.

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

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
	Total \$8,429.92	
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	0	0
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	\$2,770.08	6 x iPad with Retina display Wi-Fi 16GB - Black @\$383.00/ea = \$2,298.00 Item Number: 313524629 Contract Number: 9272156 Vendor Catalog Number: MD510LL/A 6 x OTTERBOX DEFENDER CASE IPAD 4_3_2 BLK @\$46.94/ea= \$281.64 Item Number: 315389613 Contract Number: B220901 Vendor Catalog Number: 3058963 1 x Belkin - stylus (10 pack) @\$29.40 Item Number: 315326212 Contract Number: B220901 Vendor Catalog Number: 2935577 Vendor Number: CDW043000 12 x "Good Enough to Eat" books by Lizzy Rockwell \$4.09/ea = \$49.08 Item Number: 644127643 Contract Number: B2171BA Vendor Catalog Number: Vendor Number: BOO028000 12 x "Busy Body Book" books by Lizzy Rockwell \$9.33/ea = \$111.96 Item Number: 64425372X Contract Number: B2171BA Vendor Catalog Number: Vendor Number: BOO028000
Educational Software	0	0

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
(Object Code 199)		
Travel	0	0
Other	0	0
TOTAL	\$11,200.00	_____

**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 75	Borough Bronx	School Number 17
School Name 17x		

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 Marlin Hoggard	Assistant Principal Jacqueline T. Colon
Coach Joan Carrig	Coach
ESL Teacher Carlos Bonilla	Guidance Counselor
Teacher/Subject Area	Parent Rufina Carreto
Teacher/Subject Area	Parent Coordinator Maria Arias
Related Service Provider	Other
Network Leader(Only if working with the LAP team)	Other

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	6	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	5

D. Student Demographics

Total number of students in school (Excluding Pre-K)	406	Total number of ELLs	76	ELLs as share of total student population (%)	18.72%
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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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	13	5	2	3	1	2	2	2	2	0	0	0	0	32
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Pull-out	2	1	5	4	9	9	2	7	6	0	0	0	0	45
SELECT ONE														0
Total	15	6	7	7	10	11	4	9	8	0	0	0	0	77

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	77	Newcomers (ELLs receiving service 0-3 years)	47	ELL Students with Disabilities	77
SIFE	0	ELLs receiving service 4-6 years	24	Long-Term (completed 6+ years)	6

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	24			7			1			32
Dual Language										0
ESL	22			18			5			45

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	46	0	0	25	0	0	6	0	0	77
Number of ELLs who have an alternate placement paraprofessional: <u>3</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 Spanish	13	5	2	3	1	2	2	2	2					32
SELECT ONE														0
SELECT ONE														0
TOTAL	13	5	2	3	1	2	2	2	2	0	0	0	0	32

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	14	7	5	8	8	8	5	10	7					72
Chinese														0
Russian														0
Bengali			1											1
Urdu														0
Arabic						2								2
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other					1	1								2
TOTAL	14	7	6	8	9	11	5	10	7	0	0	0	0	77

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)		1		4	2	6		6	3					22
Intermediate(I)						2	1							3
Advanced (A)								1	3					4
Total	0	1	0	4	2	8	1	7	6	0	0	0	0	29

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					!Und
4	1				
5	1				
6	1				
7	5				
8					
NYSAA Bilingual (SWD)			2	24	

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									
4	1								
5	1								
6	1								
7	5								
8									
NYSAA Bilingual (SWD)					1		23		

NYS Science

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
 P17X uses a variety of assessments to identify literacy skills. Some of the assessments include SANDI, Fountas and Pinnell, Eclan-2, and periodic assessments. The data collected helps us to identify specific trends and common areas where students need to improve. It allows staff to modify instruction to meet those areas of need and target specific skills for the students. Based on the NYSESLAT

assessment, we can determine that twenty- two ELL students are at the beginning level of proficiency. Three ELL students are at the Intermediate level and four ELL students at the advanced level. Thugh twenty-two students scored at the beginner level on NYSESLAT, the majority of our students did not receive a a score or received an invalid score due to the nature of their disabilities. As a result, all these students are also considered beginners. Based on this data, the students receive differentiated instruction based on their functional levels. Technology has been infused through all content areas in order to promote the development of the four language skills. The teachers rely on their native language in order to enhance, develop and maintain English proficiency. AIS services are provided and support students throughout the day. Inquiry teams and teachers review assessments periodically in order to identify areas of weakness and develop teaching strategies in order to help students improve in those areas. Teachers provide ESL services that focuses in basic writing English skills, recognizing basic familiar words and understanding main ideas using textual cues. It is the goal to assist the students, through the use of an eclectic approach, to move to an intermediate proficiency level. The use of technology and communication devices continues to be incorporated in order to assist the students in the development of basic oral, listening and writing skills. In addition, the use of strategies such as thematic units, language experience and multi-sensory approaches will continue to support these students and help them with the development of the English language. Staff will provide either push/in push/out in order to service students. In addition, teachers have collaborative team meetings were they identify areas of need and brainstorm on specific instructional strategies to incorporate in the classroom.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Data patterns across proficiency can help determine if students need additional support in the English language. According to LAB-R, forty of the ELL students are performing at a beginning level, four at intermediate level and two at advanced level. P17X through the use of technology, AIS, Read 180 and programs such as SMILE and Foundations will continue to support all ELL students by targetting the areas of Listening/Speaking and Writing/Reading. Teachers will be working on developing units and differentiated lessons that will focus on reading strategies as student continue to be supported in their native language.
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](#))

Currently there is no available-data regarding students NYSESLAT scores by modality. Therefore, we are unable to observe patterns that would affect instructional decisions at this time. However, with regard to the Annal Measurement Achievement Objectives, it is the goal of our program to show to show annual increases in the number of students making progress in English Proficiency. Annual assessments of our ELLs take place via NYSAA (in addition to NYSESLAT) and these results continue to show trend in growth in English Proficiency among our students.

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?

Middle school ELL students tend to do better in the English language than their native language. The majoriry of our students understand their native language but do not speak it or write it. At the elementary level, approximately ninety percent of alternate assessment students have limited language or are nonverbal making it difficult to assess effectively. We used PECS symbols and/or communication devices which students sem to respond in both English and their native language. The school leadership and teachers continue to use periodic assessment as a way to identify where students are at academically. They can identify specific skills that need to be addressed and develop specific and differentiated goals and objectives to target for instruction. Periodic assessmnets continue to be a tool to help teachers identify how students are performing and target areas that need to be improved.

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](#).)

Response to Intervention (RTI) is a framework for implementing proactive data-driven decision making. It provides teachers with better, more timely information about students in order to improve student learning and performance.

RTI is an early identification and prevention model that helps schools broaden the range of interventions available and ensure that the curriculum truly meets the needs of all students. RTI models were initially formulated to address concerns that some students were being misidentified as learning disabled when in actuality they were failing to learn because the pace or style of instruction was mismatched to their learning needs. With the appropriate processes in place, RTI can help schools identify students at risk for poor learning outcomes, monitor their progress, and provide evidence - based interventions early on – when students first exhibit signs of learning problems. The nature and intensity of such interventions can be continually adjusted depending on each student's responsiveness. By analyzing the data, we can determine the Tier most appropriate for each of the students and provide instruction based on their specific needs. The majority of our students would fall under Tier1.

6. How do you make sure that a child's second language development is considered in instructional decisions?
Through observations and follow up meetings with teachers, school administrators make sure that lesson plans target the second language development. As we look at data, we analyze the students' progress and plan differentiated lessons that will help increase the language skills of all ELL students.
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?
 Paste response to questions here: We currently do not have a dual program at the elementary nor middle school.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The success of our ELL students is demonstrated in the increase scores of the various assessments and academic performance of the students' specific literacy skills. Students' social integration and independence into the school culture is another indication of students' success; social and academic proficiency. Paste response to question here:

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](#).)
Options for special education ELLs are discussed with parents during the Educational Planning Conference at the CSE level. At the school level, the pupil personnel secretary provides the bilingual assistant principal, at the end of every week, with a list of students that have been admitted to the school. After the students have been identified by administrators, the IEP and home language survey are reviewed to identify if the students are ELL students. In addition, the bilingual assistant principal, checks CAP and ATS to identify services the students are scheduled to receive. The assistant principal checks for discrepancies and makes corrections, if necessary. Another way to ensure that the students are possible ELL students, is by administering a Home Language Survey in order to determine the language, as well as, conducting formal and informal interviews with parents and students. The majority of the students already come with a survey. Nonetheless, if none is available, we ask the parents to complete one and interview them, in order to determine home language and determine if the students are recent arrivals to this country. During the initial process, bilingual administrators and staff assist the parents with the translation and with the completion of any necessary paperwork. If staff is not available in the parents' home language, the school will reach out to the translation and Interpretation Unit to get staff that speaks that language. Teachers, counselors and other related service providers are also available to assist students with translation and transition as they get used to their new environment. The next step is to administer the LAB-R Spanish LAB within ten days after the students have been admitted to the school. The students take the LAB-R to determine the proficiency of the English language. Mr. Bonilla, a certified ESL teacher, administers the LAB-R and Spanish LAB. The Spanish LAB is administered to students whose home language is Spanish and do not do well on the LAB-R. As of February 1, 2014, the LAB-R will be replaced by the NYSITELL which is now similar to the NYSESLAT test but at a smaller scale. Students placed in the bilingual program speak and understand only their native language or have limited understanding of English. Their native language is also spoken at home. Students in ESL have some domain of the English language and can succeed in a monolingual class, while they are receiving English as a Second Language. For the most part, ESL students speak and/or understand their native language, as well as English. The process continues by certified bilingual and ESL teachers evaluating and assessing students using SANDI, Fautas and Pinell and E-CAM. Teachers use the data collected to plan their lesson plans in order to meet the students' individual academic needs. In order for the students to demonstrate proficiency in the NYSESLAT, teachers incorporate in each of their lessons the four components of ESL: Listening/Speaking and Reading/Writing. In the Spring, the New York State English as a Second Language Achievement Test (NYSESLAT) is administered to all English Language Learners. This test is administered by trained, certified teachers: Mr. Bonilla and Ms. Vargas under the supervision of the assistant principal, Ms. Colon. This test determines whether or not the students continue to be eligible for ELL services.

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.

At the beginning of the school year, parents of new ELL students are invited to attend a meeting in order to discuss the Transitional Bilingual and ESL programs available at P17x for our ELL population. Parents of students who are eligible for bilingual or ESL services are involved in the decision-making process at the CSE level. Trained interpreters and the CSE personnel discuss the options available to parents and the placement decision is made in conjunction with them. Currently, our school features a Freestanding ESL program. However, should a parent show interest in a dual language or transitional bilingual program, it would be taken into consideration.

The programs available are as follows:

Transitional Bilingual Program:

Our TBP is composed of six bilingual classes: five at the elementary sites and one in middle school. All six classes are composed of students with autism. The bilingual classes use the transitional bilingual program. As the students become more proficient, the percentage of instruction in the native language decreases. All bilingual classes are beginners so the ratio would be 60:40 Spanish/English. In order to meet the ratio, teachers have to provide a minimum of 180 minutes in the content area and 360 minutes a week of ESL instruction. All of our bilingual teachers assigned to these classes are NYC certified/ NYC licensed, and provide instruction in all subject areas. In both Standardized and Alternate Assessment programs, teachers adapt the instruction to the students' individual needs.

English as a Second Language:

All students in the bilingual classes receive the number of units of ESL instruction as required by CR Part 154. CR Part 154 provides funding and sets out the basic requirements for ELL education, ensuring that ELLs acquire and develop English language skills while meeting the common core standards that are expected at their grade and age level in core subjects. To ensure that students meet the standards and pass the required state and local assessments, ESL instruction follows the NYS ESL common core standards and incorporates ESL strategies such as Total Physical Response (TPR), Language Experience, Scaffolding Techniques, and Graphic Organizers. Additionally, the Cognitive Academic Language Learning Approach (CALLA) is used for students in standardized assessment. The development of phonemic awareness and comprehension skills through literature-based and standards based materials (Foundations Program) are also incorporated. The use of technology with appropriate software and with Mayor Johnson symbols, computer programs, the TEACCH model and the guidance of SANDI, E-CAM assessments are incorporated in the curriculum to give the students in Alternate Assessment additional instructional support. Multi-sensory and multicultural ESL materials are infused throughout all aspects of instruction.

During the meeting, parents are encouraged to ask questions and have an open discussion about the program components. The bilingual Assistant Principal, Jacqueline Colon, ensures that, all parents receive entitlement letters and information in their native language. Translators are also available. Parents receive ongoing information on progress of students and the programs offered at the school through communication notebooks used by teachers, mail and telephone calls by administrators and pertinent staff members working with the ELL population. Ms. Colon is responsible to collect entitlement letters, parent selection forms and language surveys which are then placed in students cumulative folders.

Assistant principal, Ms. Colon, makes every effort to stay in close contact with ELL parents; from administering the HLIS, to informing them of their children's eligibility for ELL services, as well as, collecting all the forms that indicate the parent's program choice for their children. By law, schools have to provide parents of recently admitted ELLs with information on the different ELL programs that are available. Because the state requires that ELLs be placed in the appropriate program within ten days of enrollment, it is crucial to get information and parents' feedback quickly and efficiently. Parents' choice, as well as with program availability, determines program placement for ELLs.

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 [\[see tool kit\]](#).)

When placement is decided at the CSE level, parents are provided with written and oral information about all the programs. Bilingual administrator and parent coordinator, as well as staff, will translate and interpret for them to ensure that they understand.

During placement, parents are also provided with entitlement letters, parent surveys, and selection form in their home language. Our parent coordinator, will have an orientation meeting where parents are informed of school procedures, curriculum, and programs available. Interpreters from the school will be available to assist with translation and interpretation. If interpreters are not available that speak parents home language, the unit of translation and interpretation is contacted to get someone to assist. During our first meeting, parents are encouraged to ask questions and have an open discussion about the program components. Parents receive ongoing information on progress of students and the programs offered at the school through communication notebooks used by teachers, mail and telephone calls by administrators and pertinent staff members working with the ELL population. Assistant Principal, Ms. Colon is responsible to collect entitlement letters, parent selection forms and language surveys which are then placed in students cumulative folders.

Assistant principal, Ms. Colon, makes every effort to stay in close contact with ELL parents; from administering the HLIS, to informing them of their children's eligibility for ELL services, as well as, collecting all the forms that indicate the parent's program choice for their children. By law, schools have to provide parents of recently admitted ELLs with information on the different ELL programs that are available. Because the state requires that ELLs be placed in the appropriate program within ten days of enrollment, it is crucial to get information and parents' feedback quickly and efficiently. Parents' choice, as well as with program availability, determines program placement for ELLs.

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.
Ms. Colon will designate bilingual staff to assist parents with the HLIS, to informing them of their children's eligibility for ELL services, as well as, collecting all the forms that indicate the parent's program choice for their children. By law, schools have to provide parents of recently admitted ELLs with information on the different ELL programs that are available. Because the state requires that ELLs be placed in the appropriate program within ten days of enrollment, it is crucial to get information and parents' feedback quickly and efficiently. Parents' choice, as well as with program availability, determines program placement for ELLs. Ms. Colon meets with parents to describe the different ELL programs available in their native language and ensures that parents understand the the different programs available.
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.
Assistant Principal, Ms. Colon identifies the ELL students currently being served, as well as, cross referenced with the various systems such as ATS/CAP/SEGIS to make sure that all former ELL students are also identified and administered the NYSESLAT test. Ms. Colon works with trained ELL staff to administer the NYSESLAT to students at all the sites within the time frame indicated. A schedule is given to proctors which include the administration of the four components of the NYSESLAT tests at each of the sites. Furthermore, the schedule also provides the make-up window. Test modifications and grades are identified and students grouped appropriately.
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. 
After reviewing the parent surveys and program selection, the majority of our new admitted parents have selected bilingual education. This year we added a new bilingual Kindergarten class to be able to appropriately placed students as per the selection of parents and the identification of the Home Language survey.

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])?

The Transitional Bilingual Program is self contained. Bilingual teachers have the students the majority of the day. The classes travel together and are grouped heterogeneously. Cluster positions include Science, Art, Music and APE. Students travel to the gym, while other cluster teachers come to the students' classrooms. Our TBP is composed of five bilingual classes (Spanish) totaling 27 students: five elementary bilingual/Spanish classes and one middle school bilingual Spanish class for ELLs in Alternate Assessment.

All self contained bilingual classes are beginners so the ratio would be 60:40 Spanish/English. In order to meet the ratio, teachers have to provide a minimum of 180 minutes in the content area and 360 minutes a week of ESL instruction. All five bilingual teachers assigned to these classes are NYC certified/ NYC licensed, and provide instruction in all subject areas. In both Standardized and Alternate Assessment programs, teachers adapt the instruction to the students' individual needs.

Freestanding ESL Programs: Our push-in, pull-out ESL program is composed of forty-five ELLs; including forty two students, whose IEPs indicate ESL only and three students in alternate placement. Students in alternate placement receive additional support in the native language from a classroom paraprofessional who speaks the students' native language and English. ESL is provided by a certified ESL teacher through a combination of push in and pulls out models of instruction, according to the ratio grouping and the off site accommodations.

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)?

All self contained bilingual classes are beginners so the ratio would be 60:40 Spanish/English. In order to meet the ratio, teachers have to provide a minimum of 180 minutes in the content area and 360 minutes a week of ESL instruction. Assistant Principal, Jacqueline Colon, reviews the schedules and ensures that students receive mandated minutes as per CR Part 154. All six bilingual teachers assigned to these classes are NYC certified/ NYC licensed, and provide instruction in all subject areas. In both Standardized and Alternate Assessment programs, teachers adapt the instruction to the students' individual needs. We currently have student-teacher ratio of 6:1:1. Additional crisis or health paras will be assigned if mandated on students' IEPs.

The components of the Bilingual Programs are:

English as a Second Language: All students in the bilingual classes receive the number of units of ESL instruction as required by CR Part 154. To ensure that students meet the standards and pass the required state and local assessments, ESL instruction follows the NYS ESL Standards and incorporates ESL strategies such as Total Physical Response (TPR), Language Experience, Scaffolding Techniques, and Graphic Organizers. Additionally, the Cognitive Academic Language Learning Approach (CALLA) is used for students in standardized assessment. The development of phonemic awareness and comprehension skills through literature-based and standards based materials (Foundations Program) are also incorporated. The use of technology with appropriate software and with Major Johnson symbols, computer programs, the TEACCH model are incorporated into the curriculum to give the students in Alternate Assessment additional instructional support. Multi-sensory and multicultural ESL materials are infused throughout all

aspects of instruction. Mr. Bonilla, the ESL teacher, pulls out the students but occasionally, does a push in and collaborates with classroom teachers in the development of the lessons that meet the needs of the ELL students in the class.

Native Language Arts: All students in bilingual classes receive a minimum of 180 minutes per week of Native Language Arts (NLA). NLA instruction follows the NYS NLA Standards incorporating Balanced Literacy and the uniform curriculum, emphasizing the development of phonemic awareness and comprehension skills through literature-based and standards based materials and activities. NLA instruction is parallel to the literacy instruction imparted in monolingual classes is provided by a bilingual teacher utilizing native language literacy materials such as the Spanish libraries as part of the No Child Left Behind Act, Strategies for Test-Taking Success: Writing, Strategies for Test-Taking Success: Math, and Strategies for Test-Taking Success: Reading. The use of bilingual software and multimedia enhances and supports the development of native language skills. NLA literacy activities are extended throughout the curriculum and subject areas, by combining in the interdisciplinary/thematic approach with Language Experience, multi-sensory approaches, the infusion of the arts, the use of technology tools, and augmentative communication. To comply with the New York City Literacy requirements, each classroom library contains books in the students' native language, including those adapted by teachers to meet the needs of students with severe disabilities. In addition, P.17x has enrichment after school program for students in the middle school as part of the Title III federal grant. Students have computers in their rooms and access various programs to enhance instructional skills.

English Language Arts: Students at the advanced level will receive one unit of ELA. ELA instruction for ELLs follows the NYC's uniform curriculum and the Balanced Literacy Program. The use of software and multimedia enhances and supports the development of English Literacy. Activities are incorporated throughout the curriculum and subject areas by combining the interdisciplinary/thematic approach with Language Experience, multi-sensory approaches, the infusion of the arts, the use of technology, and augmentative communication. The classroom library contains books in English, including those adapted by teachers to meet the needs of students with severe disabilities.

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.

Content Area Instruction: Language instruction, linked to subject area teaching/learning, is crucial to the success of ELLs in achieving Cognitive Academic Proficiency (CALP), in two languages. For students at the beginning and intermediate levels of English language acquisition, content and instruction is provided as follows: a minimum of one subject area taught in the native language, and a minimum of one subject area taught in English through ESL methodologies. ESL strategies include CALLA, Language Experiences, the Natural Approach, Scaffolding Techniques, and the use of graphic organizers. Content Area Instruction follows the NYC Scope and Sequence for Content Area teaching and the uniform curriculum for Math. The use of Technology and augmentative communication are incorporated into ESL and content area instruction to give students additional support. Multi-sensory and multicultural materials are infused throughout all aspects of instruction.

Freestanding ESL Programs: Our ESL program is composed of forty-five ELLs; including forty two students, whose IEPs indicate ESL only and three students in alternate placement. Students in alternate placement receive additional support in the native language from a classroom paraprofessional who speaks the students' native language and English. ESL is provided by a certified ESL teacher through a combination of push in and pulls out models of instruction, according to the ratio grouping and the off site accommodations.

ESL Instruction: As stated above, ELLs receive the units of ESL required by CR Part 154. Students receive mandated minutes depending on their level Beginning, Intermediate or Advanced. To ensure that students meet the standards and pass the required state and local assessments, ESL instruction follows the NYS ESL Standards and incorporated ESL strategies such as: Total Physical Response (TPR), Language Experience, Scaffolding Techniques, and graphic organizers. Additionally, the use of the Cognitive Academic Language Approach (CALLA) is used for students in standardized assessment. The use of technology and augmentative communication devices are incorporated to give students additional differentiated and instructional support. Multi-sensory and multicultural ESL materials are infused throughout all aspects of instruction. Some materials are teacher made that address the students diverse cultural backgrounds. The classroom library includes a variety of books of all student levels that reflect the background, needs and strengths of ELLs. Intervention strategies that will be used with ESL students are The Cognitive Academic Language Experience, Whole Language Approach, Cooperative Learning, and graphic organizers. The use of technology i.e. a computer, digital camera, and recording device will be incorporated to give the students additional instructional support. Multi-Sensory and Multicultural ESL materials (software/books) will be incorporated throughout all aspects of instruction. The library will also be used to give the students a variety of books of all levels that reflect the background, needs and strengths and Languages

of ELLs. Additionally, the students in Alternate Assessment are administered the SANDI Inventory, E-CAM assessments and Fountas and Pinnell to the standardized students in alternate assessments. Teachers are able to assess the literacy skills of those students and identify current levels of performance which help her to better plan for the short and long term goals on their Individualized Education Plan (I.E.P.) Some of the students in Alternate Assessment are also administered the NYSAA data folios, according to the age. Standardized students take the E-CLASS-2 and city/state periodic ELA and Math assessments. The data folios at each level, elementary, middle school and high school will assess each student. Teachers will use informal methods (observations) of assessment and classroom data folios to keep records of the students' progress. P17X also has another intervention program called Read 180 which is a technology based reading program targeting students who are reading below grade level. All of these programs include effective instructional strategies for teachers and are aligned with common core. All ESL students receive native language support from the support staff, ESL teacher and related services.

Content Area Instruction: For all students, content area is provided as follows: all subject areas are taught in English through ESL methodologies by Special Education teachers who have completed the mandated 10 hours of Jose P. ESL training. The ESL methodologies used include Total Physical Response, CALLA, Language Experience, the Natural Approach, graphic organizers, and multi-sensory approaches used in conjunction with augmentative communication devices, and Major Johnson Sequence for Content Area teaching, as well as, SMILE, Foundations, Ready Gen, EQUALS and Go Math curriculum. The use of technology is incorporated into ESL and content areas. Instruction provide students with additional support with multi-sensory activities, multicultural themes and materials which are infused through out all aspects of instruction.

English Language Arts: Students at the advanced level will receive one unit of ELA. Literacy instruction for ELLs follows the NYC's Balanced Literacy Program, which is supported, by multicultural library books, the use of technology, and the adaptation of literacy materials to meet the needs of students with severe disabilities. Teachers work collaboratively during common preparation periods. The ESL teacher plans collaboratively with the teachers of ELL students that he serves.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
All students in bilingual classes receive a minimum of 180 minutes per week of Native Language Arts (NLA). NLA instruction follows the NYS NLA Standards incorporating Balanced Literacy and the uniform curriculum, emphasizing the development of phonemic awareness and comprehension skills through literature-based and standards based materials and activities. NLA instruction is parallel to the literacy instruction imparted in monolingual classes is provided by a bilingual teacher utilizing native language literacy materials such as the Spanish libraries as part of the No Child Left Behind Act, Strategies for Test-Taking Success: Writing, Strategies for Test-Taking Success: Math, and Strategies for Test-Taking Success: Reading. The use of bilingual software and multimedia enhances and supports the development of native language skills. NLA literacy activities are extended throughout the curriculum and subject areas, by combining in the interdisciplinary/thematic approach with Language Experience, multi-sensory approaches, the infusion of the arts, the use of technology tools, and augmentative communication. To comply with the Citywide Expectations and New York City Literacy requirements, each classroom library contains differentiated books in the students' native language, including those adapted by teachers to meet the needs of students with severe disabilities. In addition, P.17x has enrichment after school program for students in the middle school as part of the Title III federal grant. Students have computers in their rooms and access various programs to enhance instructional skills. All ELL students in the bilingual classes are in alternate assessment. Students are evaluated throughout the year and are given informal assessments such as teacher created tests and unit tests to determine growth and identify areas that need to be targeted for instruction.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Our curriculum includes all the four elements of second language acquisition—listening, speaking, reading and writing. Utilizing scaffolding and differentiated instruction, several tasks are repeated through instructional sequence using diverse orders, materials and variations. Learners' performance is recorded by utilizing direct observation and documentation. Students' work is organized and assessed in order to evaluate progress. Teachers evaluate the students through embedded lessons that incorporate the four modalities. They develop appropriate goals which include improving vocabulary, finding meaning of words, constructing new grammatical structures, improving pronunciation, improving decoding and analytical skills, as well as, increasing auditory receptive ability and writing response. This program helps the students develop and/or increase skills in Technology (PowerPoint presentations), and the Arts (drawing pictures, colorings, cutting, pasting, and painting). Students construct their own projects. Our curriculum includes lesson plans, which incorporates hands-on artistic activities, computer-centered presentations and analytical reading exercises. Furthermore, this program offers our ELLs the opportunity to improve their interpersonal skills by performing several guided and shared activities.
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).

Newcomers, SIFE, Transition Plan, Long Term ELLs: Currently we have no students with interrupted formal education-SIFE. Nonetheless, identified SIFE students would receive ESL. In addition, they will get tutoring from teachers, academic and emotional support from buddy students and paraprofessionals, and development of initial literacy in native language provided by certified teachers mastering their native language. In addition, they will be in an educationally nurturing environment, which will offer them the opportunity to utilize their prior knowledge in order to increase literacy comprehension and language production. Teachers will be providing long term ELL students services that will focus in differentiated basic writing English skills, recognizing basic familiar words and understanding main ideas using textual cues. It is the goal to assist the students, through the use of an eclectic approach, in order to help them move to an intermediate proficiency level. The use of technology and communication devices will continue to be incorporated in order to assist the students in the development of basic oral, listening and writing skills. In addition, the use of strategies such as thematic units, language experience, multi-sensory approaches and D75 Units of Study, will continue to support these students and help them with the development of the English language. All long term ELL students will be supported through AIS, instructional technology, visual arts and afterschool programs. Staff will provide either push/in push/out, if necessary, in order to service all students and differentiate instruction that will target all students academic and social needs.

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?

ELL students with disabilities receive additional support in the native language from a classroom paraprofessional, as well as, speech providers who speak the students' native language and English.

ESL is provided by a certified ESL teacher through a combination of push in and pull out models of instruction, according to the ratio grouping and the off site accommodation. ELLs receive the units of ESL required by CR Part 154. Students receive mandated minutes depending on their level Beginning, Intermediate or Advanced. To ensure that students meet the common core standards and pass the required state and local assessments, ESL instruction follows the NYS ESL Common Core Standards and incorporated ESL strategies such as: Total Physical Response (TPR), Language Experience, Scaffolding Techniques, and graphic organizers. Additionally, the use of the Cognitive Academic Language Approach (CALLA) is used for students in standardized assessment. The use of technology and augmentative communication devices are incorporated to give students additional differentiated and instructional support. Multi-sensory and multicultural ESL materials are infused throughout all aspects of instruction. Some materials are teacher made that address the students different cultural backgrounds. The classroom library includes a variety of books, at the students' functional levels, that reflect the background, needs and strengths of ELLs. There are differentiated curriculums such as SMILE, Foundations, Ready Gen, EQUALS and Go Math curriculum that address the various academic levels and grades. The use of technology is incorporated into ESL and content areas. Instruction provide students with additional support with multi-sensory activities, multicultural themes and materials which are infused through out all aspects of instruction.ervention strategies that will be used with ESL students are The Cognitive Academic Language Experience, Whole Language Approach, Cooperative Learning, and graphic organizers. The use of technology i.e. a computer, digital camera, and recording device will be incorporated to give the students additional instructional support. Multi-Sensory and Multicultural ESL materials (software/books) will be incorporated throughout all aspects of instruction. The library will also be used to give the students a variety of books of all levels that reflect the background, needs and strengths and Languages of ELLs. Additionally, the ELL students with disabilities are administered periodic assessments, SANDI and E-CAM assessments in order to assess the literacy and Math skills of those students. identify current levels of performance and to better plan for the short and long term goals on their Individualized Education Plan (I.E.P.) Some of the ELL students with disabilities in alternate assessment are also administered the NYSAA data folios, according to the age. Standardized students take the E-CLAS-2, Fauntas and Pinnell, as well as, and city/state periodiodic ELA and Math assessments. The data folios at each level, elementary, middle school and high school will assess each student. Teachers will use informal methods (observations) of assessment and classroom data folios to keep records of the students' progress.

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?

P17x ELL students are currently in the most restrictive environment in the New York City Department of Education. It is our goal to provide students with the necessary academic skills and move them to a less restrictive environment. School staff such as administrators, classroom teachers, clusters, ESL and bilingual teachers will collaborate to create appropriate and differentiated instruction that will meet the needs of every single student. All related service providers will also assist by working closely with classroom teachers in order to address any areas of concern and help move students forward. Administration along with teachers work in collaboration to analyze data and determine appropriate curriculum and programs that will address all the specific needs of ELL-SWD. Instruction is aligned to the IEP goals in order to help support literacy skills.

Courses Taught in Languages Other than English

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

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

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

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

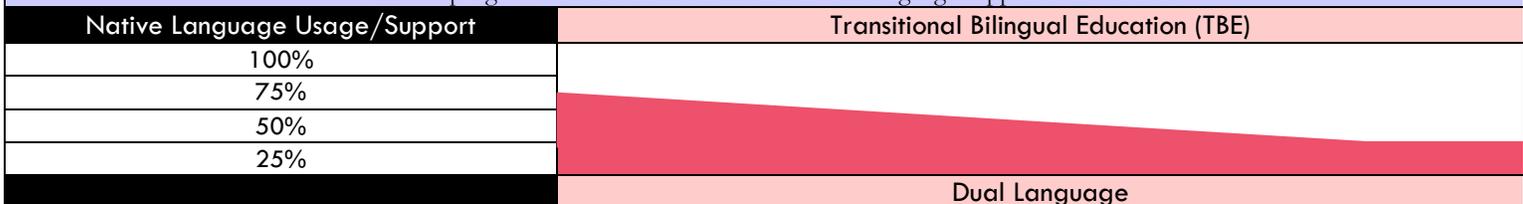
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

For all ELL students content area is provided as follows: all subject areas are taught in English and follow the common core standards. Content areas are taught using ESL methodologies by Special Education teachers who have completed or are in the process of completing the mandated 10 hours of Jose P. ESL training. The ESL methodologies used include Total Physical Response, CALLA, Language Experience, the Natural Approach, graphic organizers, and multi-sensory approaches used in conjunction with augmentative communication devices, and Major Johnson Sequence for all content area teaching. The use of technology is incorporated into ESL and content areas. Instruction provide students with additional support with multi-sensory activities, multicultural themes and materials which are infused through out all aspects of instruction.

English Language Arts: Students at the advanced level will receive one unit of ELA. Literacy instruction for ELLs follows the NYC's Balanced Literacy Program, which is supported, by multicultural library books, the use of technology, and the adaptation of literacy materials to meet the needs of students with severe disabilities. Teachers work collaboratively during common preparation periods to plan appropriate lessons for ELL students. The ESL teacher plans collaboratively with the teachers of ELL students that he serves. Academic Intervention is targeted for all ELL students. Staff will use available data to target specific intervention skills that will address the various content areas in English language Arts, Math, Science and Social Studies. Teachers will be providing AIS during the day, as well as, afterschool.

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 success of our ELL students is demonstrated in the increase of the scores in any or all of the modalities scores and performance of the students' specific academic skills. Students' social integration and independence into the school culture is another indication of students' success, social and academic proficiency.

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

A new transitional bilingual k-2 class has been added due to parents' program selection and request for bilingual program..

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

There are no programs or services for ELL students that will be discontinued.

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

All ELL students are encouraged by school staff to participate in all school activities offered at the school. Title III and CHAMPS are available for all ELL students. Students are also encouraged to participate in AIS, school clubs, district activities, contests and field trips that will enhance their social, academic and cultural needs. P17X also has a Title III afterschool program that all ELL students are encouraged to participated. This program will take place twice a week. Parents are provided with information regarding all school programs in both English and their native language and encouraged to have their students get involved and participate in all school related activities.

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

The use of educational software and multimedia enhances and supports the development of English Literacy. Activities are incorporated throughout the curriculum and subject areas by combining the interdisciplinary/thematic approach with Language Experience, multi-sensory approaches, the infusion of the arts, the use of technology, and augmentative communication. The technology devices include communication devices, audio tapes, lpads, computers and Smartboards. The classroom library contains books in English, including those adapted by teachers to meet the needs of students with severe disabilities.

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

All students in bilingual classes receive a minimum of 180 minutes per week of Native Language Arts (NLA). NLA instruction follows the NYS NLA Standards incorporating Balanced Literacy and the uniform curriculum, emphasizing the development of phonemic awareness and comprehension skills through literature-based and common core standards based materials and activities. NLA instruction is parallel to the literacy instruction imparted in monolingual classes is provided by a bilingual teacher utilizing native language literacy materials such as the Spanish libraries as part of the No Child Left Behind Act, Strategies for Test-Taking Success: Writing, Strategies for Test-Taking Success: Math, and Strategies for Test-Taking Success: Reading. The use of bilingual software and multimedia enhances and supports the development of native language skills. NLA literacy activities are extended throughout the curriculum and subject areas, by combining in the interdisciplinary/thematic approach with Language Experience, multi-sensory approaches, the infusion of the arts, the use of technology tools, and augmentative communication. To comply with the

New York City Literacy requirements, each classroom library contains books in the students' native language, including those adapted by teachers to meet the needs of students with severe disabilities. In addition, P.17x has an enrichment after school program for ELL students in the middle school. ELL students will be provided with additional academic support that will help enhance communication and literacy skills in both their native language and English.

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

Additional support that most elementary and middle school ELL students receive include, but are not limited, to speech, counseling, physical therapy and occupational therapy. These providers work in collaboration with ELL teachers and staff to support the ELL students. Teachers and support staff develop age and grade appropriate activities and tasks that address the IEP goals and functional levels of students. All activities target students individual academic and social needs.

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.

P17X is a 12 month school. We have activities and programs that support the ELL population throughout the school year. These programs are available to all ELL students. Activities such as trips, school related activities, barbecues, monthly activities, dances, etc. are on-going and all ELL students are encouraged to participate. Parents are communicated all information regarding the school activities in both English and their native language. All new students are strongly encouraged to participate in Chapter 683. Maria Arias, the parent coordinator, invites parents to an orientation, gives them a tour of the school, and provide with a full detailed description of the programs and support services available. Translators are available to support language needs and assist parents and students familiarize with the school culture.

18. What language electives are offered to ELLs?

Language electives are currently not offered at P17X.

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)?

P17X does not have a dual language program at this time.

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.

Professional development topics for teachers of ELLs include the following: Strategies and Materials for Native Language instruction, the NYS ESL and NLA common core standards, Balanced Literacy, and NYSAA. Additional topics addressed by the Title III Professional Development plan are Standardized Assessment and Alternative Assessment Methods for ELLs, the use of Technology in Bilingual and ESL Education, and the adaptation of Bilingual and ESL materials for education of ELLs with severe disabilities. ALL P17X's staff (APs, bilingual and common branch teachers, clusters, counselors, related service providers and parent coordinators) are invited and encouraged to attend all district and city workshops and trainings. In addition, the school will ensure the attendance of bilingual, ESL, and monolingual teachers and paraprofessionals at district, city and statewide conferences focusing on the education of ELLs, and transitioning of our middle schools students to the high school. Furthermore, school administrators provide teachers whose students are transitioning from one school level to another with assistance from guidance counselors and school coach in preparing the teachers and students for transitioning. Their collaboration ensures smooth transitions for our students. Staff is provided with information on Jose P. training at the district and city. Staff that attends the training provide Ms. Colon, the AP, with a copy of agenda and hours completed. ELL compliance binder has updated information on staff that has been trained and/or are still in need of completing the hours. All are encouraged to attend and complete the necessary hours to meet requirements. All staff attending ELL training have to provide documentation to assistant principal, Ms. Colon which will be filed in the ELL compliance binder, as well as, the teacher's file.

Guidance counselors work closely with all ELL students, both at the elementary and middle school level, to help students come up with future plans and goals as they transition to a new school. Counselors work and collaborate in following up with teachers and providing instruction aligned to the common core that will help support the academic needs of all ELL students.

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?

The Parent Coordinator at P17x will continue to offer parents of ELLs on-going information in their home languages and training on different aspects of their children's education such as, home activities to support learning, outside supports in their local community, and parent interest needs survey. Various community agencies and organizations, such as Ramapo, provide support to our parents by inviting them to participate in their workshops and providing services to the families. Parents obtain practical tools and tactics to create environments that foster positive behavior and promote success in children through workshops, coaching and other supports. P17X also offers Saturday Academy for parents where a variety of workshops are geared towards the improvement of academic achievement and support services available to parents. Translators are available, as well as childcare, so parents are able to attend. Our goal is to increase parent outreach and participation by offering continuous parent training at the school and District 75 level with the assistance of an interpreter and/or a translator. Translators are available for our ELL parents including materials provided to our parents. Our school communication with parents of LEP/ELLs is conducted in a variety of ways. Our bilingual Parent Coordinator handles telephone and walk-in inquiries. All written communication is translated into Spanish, by our bi-lingual Assistant Principal, Jacqueline Colon and our Parent Coordinator, Maria Arias. In addition, our LAP committee works on different aspects of the program to serve parents of ELL students. Some of the services include, but are not limited to translations, interpretation, newsletters, emails, phone calls, annual reviews etc. Parents of newly enrolled LEP/ELLs are provided with an orientation to inform them of NYS common core standards and assessments, school expectations and general program requirements for bilingual education and freestanding ESL programs. To better serve the needs of our ELL parents, the intake process is handled by a bilingual staff member, Maria Arias, our parent coordinator or Jacqueline Colon, the bilingual administrator. Parent meetings are scheduled on a monthly basis at each of our sites for all parents to attend. At these meetings specific topics are discussed that pertain to academic, social, instructional and the physical well being of all students. This includes providing the family with all the necessary support so they can help not only their children succeed but themselves. The parent coordinator and/or assistant principal will translate for parents and help them voice their concerns and opinions. Surveys are sent to parents to determine their immediate needs as well as that of their families, such as medical insurance, afterschool programs for the children, computer literacy, GED or college courses among others. In cases, where our staff does not speak a specific language, the Office of Translations is contacted so a translator can be assigned to assist parents and facilitate communication with the school.

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.

n/a

Part VI: LAP Assurances

School Name: P17X

School DBN: 75X017

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Marlin Hoggard	Principal		11/17/13
Jacqueline T. Colon	Assistant Principal		11/17/13
Maria Arias	Parent Coordinator		11/17/13
Carlos Bonilla	ESL Teacher		11/17/13
Rufina Carreto	Parent		11/17/13
Joan Carrig	Teacher/Subject Area		11/17/13
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 75X017 School Name: P17X

Cluster: Gary Hecht Network: 2

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

Part A: Needs Assessment Findings

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.

Surveys are sent home and phone calls are made to parents in order to identify language needs of our parents. The home language survey is also a crucial tool in identifying the primary language at home and mode of communication. This helps us identify the translation services 17X has to provide to ensure that all information is given in their native language.

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

During intakes, parents are asked their home language. Our school staff will provide parents with translators. If parents speak a language that translators are not available at the school level, the unit of interpretation and translation will be contacted to get a translator that can help communicate in parents' home language. Our school communication with parents of LEP/ELLs is conducted in a variety of ways. Our bilingual Parent Coordinator handles telephone and walk-in inquires. Written communications are translated into Spanish by our bi-lingual Assistant Principal, Ms. J. Colon, and our Parent Coordinator, Maria Arias, In addition, our LAP committee works on different aspects of the program to serve parents of ELL students. Some of the services include, but are not limited to translations, interpretation, newsletters, phone calls, annual reviews, Saturday Academy workshops, afterschool workshops, etc.

Part B: Strategies and Activities

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

Maria Arias, Parent coordinator and one of the assistant principals, Ms. J. Colon, speak Spanish and are able to translate documents in a timely fashion. In case of school activities, meetings, workshops and parent conferences, letters are sent home in both languages and calls are made by Spanish speaking staff members. Parents are asked in advance if a translator is needed. Arrangements are in place in advance to accommodate parents and meet their specific language needs.

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.

Written and oral translations are done by Assistant Principal, Ms. J. Colon, and parent coordinator, Maria Arias, in advance to make sure parents are aware that a staff member will be able to assist with translation. Appointments are scheduled and confirmed with parents. Notices and crucial information is sent home in both English and Spanish to facilitate communication process. Most translation services are provided by the school staff such as administrator, J. Colon or teachers that are available and speak their language.

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>.

All staff is aware of the translation and interpretation services available through the Chancellor's regulation A-683. Arrangements are done in advance at each site to ensure that school personnel is always available to assist parents with translation and interpretation services.

