

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

DBN: (i.e. 01M001):

12x067

School Name:

THE MOHEGAN SCHOOL C.S. 67X

Principal:

JEFFREY SANTIAGO

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Elementary School Number (DBN): 12x067
School Type: Community Elementary Grades Served: Pre-K - 5
School Address: 2024 Mohegan Avenue, Bronx, New York 10460
Phone Number: 718-823-4101 Fax: 718-823-4105
School Contact Person: Mr. Jeffrey Santiago Email Address: JSantia7@schools.nyc.gov
Principal: MR. JEFFREY SANTIAGO
UFT Chapter Leader: Lorraine Brown
Parents' Association President: Amada Cruz
SLT Chairperson: Lorraine Brown
Student Representative(s): _____

District Information

District: 12 Superintendent: Rafaela Espinal-Pacheco
Superintendent's Office Address: 1000 Jennings, Bronx, New York 10459
Superintendent's Email Address: REspina@schools.nyc.gov
Phone Number: 718-328-2310 Fax: 718-542-7736

Cluster and Network Information

Cluster Number: 4 Cluster Leader: Chris Groul
Network Number: 401 Network Leader: Shenean Lindsay

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Jeffrey Santiago	*Principal or Designee	
Lorraine Brown	*UFT Chapter Leader or Designee	
Amada Cruz	*PA/PTA President or Designated Co-President	
Rhoda Clayton	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Dorne Carrington Peters	Member/ UFT	
Adrienne Jackson	Member/ UFT	
Georgia Taft Shivers	Member/ UFT	
Ana Veguilla Rodriguez	Member/ UFT	
	Member/ UFT	
Mercedes Vasquez	Member/ Parent	
Chenoa Petties	Member/ Parent	
Courtney Wood	Member/ Parent	
Angela M. Garcia	Member/ Parent	
Annette Zaida Padilla	Member/ Parent	
Generosa Ramirez	Member / Parent	

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

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

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

The Capacity Framework and CEP Development

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



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

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

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

The Six Elements of the Capacity Framework	
<ul style="list-style-type: none"> Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. 	
<ul style="list-style-type: none"> Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. 	
<ul style="list-style-type: none"> Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. 	
<ul style="list-style-type: none"> Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. 	
<ul style="list-style-type: none"> Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations. 	
<ul style="list-style-type: none"> Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and 	

administrators value each other.

The Quality Review and the Capacity Framework

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

NYCDOE's Quality Review (QR)

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

Mohegan School is an elementary school with 703 students from pre-kindergarten through grade 5. The school serves a population comprised of 25% Black, 74% Hispanic, and 1% Asian students. The student body includes 10% English language learners and 20% special education students. Boys account for 50% of the students enrolled and girls account for 50%. The average student attendance rate for the school year 2013 - 2014 was 90.0%; the corresponding teacher attendance rate was 97%. The Principal is in his third year at the school.

The school shares its space with x372 Wildlife Conservation School, admission is zoned.

Mohegan school's mission is: To provide all of our students with a safe and nurturing environment where the whole child is developed. Through rigorous instruction and attention to detail, we pride ourselves in the creation of life-long learners. We believe children learn best through modeling and student-to-student discussion. Ultimately it is our collaboration and united front in administering these beliefs that will enable students to reach the academic goals that will drive their success.

In addition to Network support the school has a wide range of strategic collaborations and partnerships including:

- KIPS Bay Boys and Girls Club to reinforce character building.
- Bronx Lebanon in school service to provide mental health support
- Fordham University, ELL support
- Cambridge Education, PD for teacher and leadership coaching

One of the main strengths of the school is collaboration between students, staff, parents and the school leaders.

The staff work well together and have embraced the Common Core Learning Standards. We have adopted CCLS aligned curricular programs which are supported by Curriculum Maps, Units of Study and an extensive range of after school programs to meet the needs of all students.

The leadership and faculty reflect and refine curricula to ensure high order thinking and integrate non-fiction and fiction into all core subjects. Teacher teams use data from student work products and assessments to determine how to revise and modify the curriculum maps, so all students improve academically.

Leaders communicate high expectations through utilizing the Danielson Framework. Leaders provide specific feedback and action plans to teachers which is reflected in improvement of student work products and benchmark assessments.

In addition to all staff actively participating in a wide range of Professional Development programs many teachers have willingly assumed leadership roles and facilitate in-house professional development activities.

The school is in good standing; the leadership team's high expectations are well- communicated to staff and students, both the effectiveness of teaching and learning and how well the school assesses what the students are learning are rated as good.

Parents are encouraged to actively participate in the life of the school. They serve on the School Leadership Team, Parent Association, and Title I Parent Committee, as trained volunteers and are welcomed as valued members of our school community.

However, the school faces a number of challenges including:

- improving the academic achievement of all students, especially in math where the improvement on the State math test in 2014 was poor
- establishing inquiry teams that build on the existing extensive data collection and analysis by the school leaders and faculty which focuses on the bottom third ranking students and ELL's and SWD's, to incorporate similar data analysis for high and middle achievers and identify enrichment activities which enhance academic achievement for all students.
- utilizing tools such as ARIS, MYON, formal and informal assessments are used to analyze student performance trends to identify differentiated goals and activities for students of various subgroups in all classrooms
- enhancing student's engagement in ambitious intellectual activity and developing critical thinking that will enable them to become lifelong learners
- building on the good working relationships between staff to establish a collaborative development community that promotes learning opportunities for parents, students and staff members

The school has identified the following key areas of focus for 2014-2015:

- improving the academic achievement of all students in the State ELA and math tests
- increasing positive social interactions as measured by a decrease in Online Occurrence Reports
- establishing a collaborative professional development community that promotes learning opportunities for all staff members
- developing a cadre of grade and subject teacher leaders who take an active role in instructional leadership
- increasing parent involvement in a wide range of activities including parent and community workshops and activities, school-wide programs, and Parent Association meetings

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

English

The Elementary School Quality Snapshot for P.S. 067 Mohegan School identifies that :

- 8% of students met State standards on the State English test.
- This compares with a City Average of 30% and a District Average of 12%.
- The average score at this school was 2.2 out of 4.5
- The improvement of all students, including the lowest performing students, on the State English test was rated fair

Improvement on the State English test



More detailed analysis of the results identified that there was a need to better prepare grade 3 students for the more rigorous grade 4 examinations with a particular focus on level 2, 3 and 4 students. We need to: push level 2 students to level; push level 3 students to level 4; and to prevent level 4’s from slipping

Math

The Elementary School Quality Snapshot for P.S. 067 Mohegan School identifies that:

- 12% of students met State standards on the State English test.
- This compares with a City Average was 39% and a District Average of 16%.
- The average score at this school was 2.2 out of 4.5
- The improvement of all students on the State math test was rated poor.
- The improvement of the lowest performing students on the State math test was rated good

Improvement on the State math test



More detailed analysis of the results identified that there was a need to better prepare grade 3 students for the more rigorous grade 4 examinations with a particular focus on level 2, 3 and 4 students. We need to: push level 2 students to level; push level 3 students to level 4; and to prevent level 4’s from slipping

Targeted groups

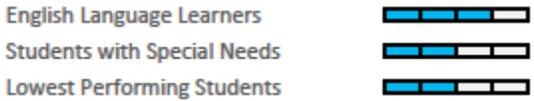
The Elementary School Quality Snapshot identifies how well the school is serving English Language Learners, students with special needs and students with low past performance. This is based on the progress on the state test: comparing the 2014 test scores for each student to other students with the same test scores in 2013 to see how much each student has grown academically.

Improvement by student groups on the State English test compared to other students who score the same level last year

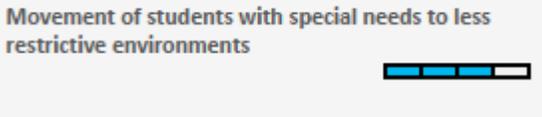
was rated good across all three target populations



Improvement by student groups on the State math test compared to other students who score the same level last year was rated good for English Language Learners and fair for Students with Special Needs and Lowest Performing Students



The movement of students with special needs to less restrictive environments was rated good



Rigorous Instruction is the first element of the NYC Capacity Framework.

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

The Elementary School Quality Snapshot for P.S. 067 Mohegan School rates:

- How interesting and challenging the curriculum as good

How interesting and challenging is the curriculum?



- How effective is the teaching and learning as good

How effective is the teaching and learning?



- How well the school assesses what the students are learning as good

How well does the school assess what students are learning?



92% of parents are satisfied with the education that their child has received

City Average: 94% District Average: 92%

63% of teachers would recommend this school to parents

City Average: 81% District Average: 81%

Further analysis indicated that the above components area all rated good. The above ratings are in line with the most recent Quality Review findings which included for example:

- *The school effectively integrates Common Core Learning Standards (CCLS) tasks into the English Language Arts*

(ELA), math, and science curricula that are aligned to key standards and provide engaging tasks for a variety of students.

- *Teachers share a set of beliefs about how their students learn best and develop strategies and practices to engage diverse learners through the curricula with rigorous academic tasks so that students produce meaningful work products.*
- *School leaders and faculty ensure that assessments are aligned to curricula and that student outcomes are continuously analyzed to assess team and class practices and strategies.*

92% of parents are satisfied with the education that their child has received, but only 63% of teachers would recommend this school to parents. There is therefore a need to address student's engagement in ambitious intellectual activity and developing critical thinking that will enable them to become lifelong learners.

After a comprehensive view of PS 67's academic program, we identified the following strengths:

- The school integrates Common Core Learning Standards (CCLS) tasks into English Language Arts (ELA), math, science and social studies curricula.
- The leadership and faculty reflect and refine curricula to ensure high order thinking and integrate non-fiction and fiction into all core subjects. Teacher teams use data from student work products and assessments to determine how to revise and modify the curriculum maps, so all students improve academically.
- The workshop model is utilized in most classes in order to engage students in independent, group and whole class discussions. Within the workshop model, most teachers model high expectations and ensure students have a clear and coherent understanding to be able to transfer their knowledge into independent tasks.
- Teachers use common rubrics, reading assessments, baselines and benchmarks aligned to the CCLS and the Department of Education instructional shifts for both ELA and Math. Teachers use the results of the assessments to determine targeted student groups, to help close achievement gaps and reflect on their own pedagogy.
- The leadership and faculty at P.S. 67 provides opportunities for professional development, class intervisitations, modeling of diverse strategies by coaches, consultants and administrators to set high standards and improve instruction.
- Leaders at P.S. 67 communicate high expectations through utilizing the Danielson Framework. Leaders provide specific feedback and action plans to teachers which is reflected in improvement of student work products and benchmark assessments.

After a comprehensive review of PS 67's academic program, we identified the following priority needs of the instructional framework:

- School leaders and faculty at P.S. 67 collect and analyze a wide range of data for the bottom third ranking students and ELL's and SWD's. However, the school does not collect sufficient data on high and middle achievers. This results in a lack of enrichment action plans.
- P.S. 67 uses tools such as ARIS, MYON, formal and informal assessments to analyze student performance trends. The analysis is utilized to adjust and modify curriculum and instruction, holistically, but needs differentiated goals and activities for students of various subgroups in all classrooms.

Part 2 – Annual Goal

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

By June 2015, students will demonstrate proficiency towards achieving state standards in ELA & Mathematics as measured by a 3-5% increase in the percentage of students at level 3 or level 4 as measured by the NYS ELA and Math exams and Local Measures of Student Learning.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Form an inquiry team based on constructive responses to increase the use of textual based evidence in writing. Teachers will work with small groups on the 2-point rubric and close reading to ensure student growth on constructive and extended responses.	All students including: SWD's ELL's Students who ranked in the bottom third, middle and high ranking students	November 2014-June 2015	Assistant Principals Implementers: Dean Social Worker Parent Coordinator Classroom Teachers Guest Speakers
MYON will be a tool for students to increase their reading comprehension and fluency skills at home through an engaging and interest –based books. MYON allows teachers and parents to collaborate on increasing students' independent reading.	All students	September 2014-June 2015	Principal Assistant Principals Implementers: Dean Social Worker Parent Coordinator Classroom Teachers
Teacher teams will meet to reflect and refine the components of ELA and Mathematics curriculum maps after each unit to help make adjustments to the upcoming unit. Teachers and leaders will collaborate on the effectiveness of tasks, student responses, rigorous instruction, differentiated learning activities and student work. Based on observations and assessments, teachers and leaders will adjust the curriculum maps to ensure rigor for all students and differentiated learning tasks to ensure student achievement.	All Students Looking at ELL's, SWD's, Temporary Housing, and High Achievers.	November 2014-June 2015	Principal Assistant Principal Teachers
An after school math and literacy program will focus on the "pushables" and "slippables" to promote academic growth and continued rigorous instruction for grades 3 to 5. During this time, teachers will be using a baseline and benchmark to adjust for small group and individualized instruction. "Coach" student workbooks will be used as the anchor text along with supplemental CCLS aligned resources	Pushables" and "Slippables"	November 2014-June 2015	Principal Assistant Principals Classroom Teachers

Part 4 – Resources Needed

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

adjustments, etc.

Schedule adjustments need to be made for Inquiry Team members to meet their small groups.

*Coach workbooks will be utilized in the after school program. Coach books are Common Core aligned practice books that focus on specific skills in reading and math. These skills are normally the ones students struggle the most with. The books provide instruction and additional supported practice.

*Achieve3000 and Reading Streets leveled books will be used during inquiry team instructional time.

*Access to MYON will be provided to all students. Myon is an online reading program with over 4,000 books. The students are assessed when they first sign on. The books build students up from their reading level. Upon completing a book, the system asks students comprehension questions. Based on responses the system will either move the student up a level or re-teach the specific skill taught in the book read.

Part 5 – Budget and Resource Alignment

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

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

Part 6 – Progress Monitoring

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

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

In mid-December, a CCLS aligned READY simulation in ELA and Mathematics will be administered to all grades. We will be administering with the expectation of seeing an increase of 2-3% in levels 3 & 4's on the simulation. Teachers and school leaders will analyze the assessments and use the results to adjust learning activities and questioning strategies. Students will be grouped based on strengths and weaknesses based on skills and writing responses.

A second READY simulation will be administered in the beginning of February to track student growth through an item analysis with an expected gain of at least 3%.

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

According to the 2013-2014 School survey, 69% of teachers who responded to the survey believe the school is doing a good job teaching social and emotional skills to students to help them prepare for the following school year. 46% of teacher respondents either disagreed or strongly disagreed that order and discipline are maintained at the school. 28 % of teacher respondents believe that students are bullied or harassed at the school. Although 27% of parent respondents believe that students are bullied or harassed, 95% of the parents who responded to the survey believe their child is safe at the school.

A review of the 2013-2014 Online Occurrence Reporting System indicated that 40% of reported incidents involved some form of physical contact among students. The school reported a total of 111 level 1 through 5 incidents. In analyzing the locations of said incidents, 64% of the incidents occurred in classrooms.

Strengths:

- 94% of parents surveyed believe that there are adults in the school that their child trusts and can go to for help with a problem.
- 90% of parents believe teachers and staff treat their child with respect.
- Parents are involved in the decision making process with regards to student behavior.

Priority Needs:

- Educate staff, parents and students as to what bullying is or is not.
- Implement Positive Behavior Supports in classrooms and common areas of the school

Part 2 – Annual Goal

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

By June 2015, students will demonstrate an increase in positive social interactions as measured by a 10% decrease in Online Occurrence Reports of level 1 through 5 incidents occurring in the classrooms.

Part 3 – Action Plan

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

<ul style="list-style-type: none"> • Implement School Wide Positive Behavior Intervention and Support • Implement a series of Bully Prevention activities through class presentations, assembly programs and parent workshops using the PBIS Bully Prevention Curriculum. • Adopt the Six Pillars of Character to teach, and model pro-social behaviors • Conduct a series of Character Education lessons in classrooms throughout all grades. Invite guest speakers to participate in Character Education assemblies such as the NED Show. • Character Education lessons translated for ELL's • KIPS Bay Boys and Girls Club to reinforce character building. • Bronx Lebanon in school service to provide mental health support. 	<p>Teachers and Staff</p> <p>The entire school community</p> <p>Students and Parents</p>	<p>October 2014-June 2015</p>	<p>Point Person: Assistant Principals</p> <p>Implementers: Dean Social Worker Parent Coordinator Classroom Teachers Guest Speakers</p>
<p>Professional Development</p> <ul style="list-style-type: none"> • Teacher Teams will engage in Professional Learning activities using the Respect for All curriculum, PBIS intervention strategies, Six Pillars of Character Education framework and the Bully Prevention Plan outlined by the school. • Respect for All Professional Learning activities will be conducted by the Dean and Social Worker. • Teacher Teams will engage in Professional Learning activities on PBIS, and effective classroom management strategies. 	<p>Teachers Staff Members</p>	<p>October 2014-June 2015</p>	<p>Point Persons and Implementers: Assistant Principals Dean Social Worker</p>
<ul style="list-style-type: none"> • Teachers will support and challenge all students by incorporating cooperative learning opportunities for all students to promote positive peer interactions. Teachers will further challenge students through student to student discussion, and classroom discussions. • The social worker will conduct social skills classes to teach and support pro-social behaviors. • Tier three support to help students manage emotions, and develop self-regulation strategies 	<p>All Students: General Education, SWD, ELLS STH.</p>	<p>September 2014- June 2015</p>	<p>Point Persons: Assistant Principals Implementer Teacher Dean Social Worker</p>
<ul style="list-style-type: none"> • School social worker will reach out to parents of students who are experiencing behavioral difficulties. • Workshops for parents on Bully Prevention and early identification. • Monthly calendars to inform parents of current activities in the school community 	<p>Parents</p>	<p>September 2014-June 2015</p>	<p>Point Persons: Assistant Principals Implementers: Classroom Teachers Deans Social Worker Parent Coordinator</p>

Part 4 – Resources Needed

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

- The Dean and Social Worker will conduct interclass presentations, assembly programs, student focus groups, parent outreach, and provide professional development to staff. The Parent Coordinator will conduct parent workshops.
- PBIS Framework to teach pro-social behaviors and promote social emotional growth. PBIS Bully Prevention curriculum to inform classroom presentations and RFA curriculum to connect diversity
- Scheduling of classroom visits, and assembly programs

- Professional Development for staff during scheduled PD time
- Grade specific assembly presentations, bi-weekly
- Forty minute classroom presentations one time per week per grade

Part 5 – Budget and Resource Alignment

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

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

We will be utilizing the TL Citywide Instructional Expectations funds as well as Tax levy and Title I.

Part 6 – Progress Monitoring

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

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

In order to monitor the schools effectiveness of the strategies being implemented, surveys will be administered to students, and teachers. Progress monitoring will also be conducted, three times a year, through an analysis of OORs reports.

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

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

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Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

The Elementary School Quality Snapshot for P.S. 067 Mohegan School rates:

- How well the teachers work with each other as good

How well do teachers work with each other?



- How clearly are high expectations communicated to students and staff as good

How clearly are high expectations communicated to students and staff?



In June 2014 we received initial results of our students’ performance on the New York State 2014 English Language Arts (NYS ELA) exam which indicated a decrease in students performing at levels 3 and 4. The principal met with the school’s grade leaders and other staff members to discuss the option of another reading program. Staff members unanimously selected the revised Reading Streets (now aligned to the CCLS) to replace the current ReadyGen reading program for school year 2014-2015. Many classroom teachers voiced previous success they enjoyed with the Reading Street program and their confidence in its ability to address all components of a Balanced Literacy Program. ReadyGen was implemented during 2013-2014 with mixed results based on the unit exams and performance based assessments administered throughout the year. Teachers in grades 3 – 5 found the level of challenge of the performance based assessments administered at the end of each ReadyGen unit did not increase. They looked for materials that would prepare students for the newly aligned Common Core Learning Standard state exams to give students much needed exposure to greater rigor. Our teachers believe the revised Reading Street program will provide them with the rigor and meet the instructional shifts outlined in the standards.

The current New York State Education report showed a decrease in our students’ reading and writing performance levels on the spring 2014 exams. Our most recent Quality Review conducted in 2011-2012 highlighted the need to develop action plans to close the achievement gap of our subgroups (English Language Learners and students with disabilities). We were also cited for not collecting data on our high achievers, students in temporary housing and those in low-to-mid absenteeism.

Strengths –

- Most teachers received an overall rating of Effective at the end of the first year implementing Danielson Framework (Advance report)
- All attend professional training provided by administration, network personnel and consultants (sign in sheets) on a weekly basis during the 2014-2015 school year
- Administrators model lessons, team teach with teachers
- Teachers implement recommendations made by administrators after observations
- Teachers attend workshops on their own (weekend and/or summer trainings)
- Teachers utilize many forms of technology (laptops, tablets, Eno board, smart board, Elmo)
- Collaborative efforts (planning and sharing of strategies) among teachers on a grade level

- Informal mentoring among teachers
- Implementation of Kindergarten to 5th grade reading diagnostic exam (DRA) to test, track and monitor students' independent reading and instructional levels
- Teachers provide professional training on best practices to colleagues

Weakness –

- Some received an Ineffective overall rating (Advance report)
- Some teachers do not consistently reflect on their practice (Advance report; observation feedback; NYS ELA 2014 results;
- Teachers are rated 'Developing' on components of Domain 3 (Student Engagement, Questioning and Student Discussion and Assessment in Instruction) of the Danielson Framework (Advance reports)
- Some teachers not able to move student reading beyond the basic; learning to read even in the upper grades (DRA reading levels)

Part 2 – Annual Goal

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

By June 2015, establish a collaborative professional learning community that promotes learning opportunities for all staff members, including their active participation in inquiry teams, which will support the achievement of a 3-5% increase in the percentage of students at level 3 or level 4 as measured by the NYS ELA and Math exams and/or Local Measure of Student Learning.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> ▪ Research-based instructional programs, professional development, and/or systems and structures needed to impact change ▪ Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). ▪ Strategies to increase parent involvement and engagement ▪ Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Provide professional learning and training that enables all teachers to effectively implement Reading Street Reading program; use of Close read; Guided Reading Conferencing Diagnostic Reading Assessment (DRA – reading levels) Assessments; analysis and reteach activities Hess' Cognitive Rigor Matrix – used to create questions to address student understanding and promote student to student discussions Observations & feedback to teachers –	All students including: Lowest 1/3; ELLs, SWDs, students who scored mid-high level 2s on NYS ELA; middle and high	9/8/14-6/25/15	Classroom teachers, SETTS teacher, paraprofessional, administrators

	achievers		
Establish Inquiry team - Academic Intervention Service; small group instruction	Students who scored lowest 1/3 on 2014 NYS ELA exam	10/8/14-6/25/15	Classroom teachers, SETTS teacher, coach, administrators,

Part 4 – Resources Needed

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

- Classroom teachers, paraprofessionals, administrators
- Instructional materials (Ready ELA, Ready Math, Crosswalks ELA, Crosswalks Math,
- Training on Danielson
- Network & Cluster coaches, Tweed Coaches, Cambridge consultant
- Teach Like a Champion (text)
- Videos (ARIS/ Engage NY)
- Articles – Educational Leadership
- Schedule change to provide all Inquiry team members with 8th period prep to instruct small group with minimal interruption to academic class
- Inquiry team meetings bimonthly with administrator (Mondays)
- Educational Leadership articles

Part 5 – Budget and Resource Alignment

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

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

We will be utilizing the TL Citywide Instructional Expectations funds as well as Tax levy and Title I.

Part 6 – Progress Monitoring

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

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

As part of our extended day schedule we have designed our Monday afternoons as our professional learning time from September 2014 to June 2015. We have also identified one Tuesday a month to look at current Data to identify trends, plan reteach lessons and reteach assessments

- Baseline exam (September – October 2014)
- DRA assessment (October – November 2014; February 2015; May-June 2015)
- Unit exams administered every 5-6 weeks
- Performance based assessments every 5-6 weeks

- Weekly skill based exams (October 2014 – June 2015)
- Simulation exams (December 2014 & March 2015)

Part 6b. Complete in February 2015.

- | | | | | |
|--|--|-----|--|----|
| <ul style="list-style-type: none"> • Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| <ul style="list-style-type: none"> • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

The most recent Quality Review identified that:

- the school leadership makes strategic organizational and instructional decisions that support data informed goals
- school leaders and faculty ensure that assessments are aligned to curricula and that student outcomes are continuously analyzed to assess team and class practices and strategies
- the leadership uses short cycles of observations to evaluate effectiveness of professional development, through the analysis of student outcomes
- professional development and team collaborations promote opportunities for leadership development, and reflective practices enable teachers to continuously review and revise teaching strategies and practices to increase student achievement
-

Further analysis and discussion identified the following strengths:

- The leadership and faculty reflect on and refine curricula to ensure high order thinking and integrate non-fiction and fiction into all core subjects.
- Teacher teams use data from student work products and assessments to determine how to revise and modify the curriculum maps, so all students improve academically.
- The leadership and faculty at P.S. 67 provides opportunities for professional development, class intervisitations, modeling of diverse strategies by coaches, consultants and administrators to set high standards and improve instruction.
- Leaders at P.S. 67 communicate high expectations through utilizing the Danielson Framework. Leaders provide specific feedback and action plans to teachers which are reflected in improvement of student work products and benchmark assessments.

However, according to Elementary School Quality Snapshot only 84% of teachers agreed that leaders place a high priority on the quality of teaching. This figure is below both the City Average (92%) and the District Average (93%).

84% of teachers agree that leaders of this school place a high priority on the quality of teaching

City Average: 92% District Average: 93%

Priority Need

- To address the perception of the small minority of staff that that do not agree that the school leaders place a high priority on the quality of teaching.
- To build a cadre of teacher leaders by providing PD support and training on a range of issues including:
 - Leading effective meetings

- Leading and managing teams of teachers
- Using Inquiry teams that support the Effective use of data
- To provide PD coaching and mentoring for school leaders, including teacher leaders on Effective Classroom Observation and providing reflective feedback for all staff

Part 2 – Annual Goal

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

By June 2015 the school will have in place a cadre of grade and subject teacher leaders who take an active role in instructional leadership, including undertaking Effective Classroom Observation and providing reflective feedback to teachers. This will result in a 3-10% increase in the percentage of teachers that agree that leaders in PS 67 place a high priority of the quality of teaching, so that the school can come closer to reaching or surpassing the City average, as indicated on the Elementary School Quality Snapshot.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> ▪ Research-based instructional programs, professional development, and/or systems and structures needed to impact change ▪ Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). ▪ Strategies to increase parent involvement and engagement ▪ Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Provide PD support and training for teacher leaders on a range of issues including: <ul style="list-style-type: none"> • Leading effective meetings • Leading and managing teams of teachers • Using Inquiry teams for support the Effective use of data 	Grade level and subject teachers	October 2014 to June 2015	Principal, Network, Cambridge Education, Fordham University
Provide PD coaching and mentoring on Effective Classroom Observation and providing reflective feedback	Grade level and subject teachers	Dec 2014 to June 2015	Cambridge education

Part 4 – Resources Needed

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

- PD support and coaching from:
- The Network
 - Cambridge Education
 - Fordham University
 - Leadership books for staff discussion

Part 5 – Budget and Resource Alignment

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

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

We will be utilizing the TL Citywide Instructional Expectations funds as well as Tax levy and Title I.

Part 6 – Progress Monitoring

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

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

At the end of each semester the school leadership team will review a range of agreed metrics including for example:

- the participation of teacher leaders in PD
- surveys from teacher leaders on the effectiveness of the PD
- classroom observation reports and feedback to identify the impact of this initiative on the quality of student learning and teaching in the classroom

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

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

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Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

After a comprehensive view of PS 67’s strong family and communities, we found the following strengths:

- Parents are encouraged to actively participate in the School Leadership Team, Parent Association and Title 1 Parent Committee as trained volunteers and potential leaders of the school community.
- Newsletters are sent to parents in both English and Spanish to ensure parents are informed and welcomed to school related meetings, activities and programs.
- P.S. 67 obtained a Parent Coordinator who serves as a liaison between the school and families. The Parent Coordinator is a dedicated staff member who provides parent workshops based on the needs of our students and parents, collaborates with teachers and administration on school events and trips, and supports a welcoming and safe environment.

After a comprehensive view of P.S. 67’s family and community ties, the following gaps were identified:

- P.S. 67 established various structures and procedures regarding parent notifications and keeping parents informed. Progress reports, an instructional monthly calendar, and individualized behavior plans are ways that administrators communicate with parents. All parents do not have access to the child’s assignments and learning goals.
- Access to all teachers is in place, but there is not a significant percentage of parent involvement in all facets of the school. More opportunities should be provided for parents, teachers and students to collaborate and engage in learning activities together.

Part 2 – Annual Goal

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

By June 2015, we will have a 7% increase in parent involvement which will be measured by attendance records from parent and community workshops and activities, school-wide programs, and Parent Association meetings.

Part 3 – Action Plan

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

<ul style="list-style-type: none"> Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			
Parent-Student Activity Nights P.S. 67 will provide parents and students with opportunities to spend time together by participating in various activities. Some nights will include movie night, and game night. Students will be selected based on positive behaviors and attendance.	All students	September 2014 to June 2015	Administrators and teachers
Parent Time Stories We will organize time slots where parents will be invited into their child's class to perform a read aloud. Parents will visit their child's classroom and work with the teacher in choosing a cultural relevant book .	All Students	September 2014 to June 2015	Administrators and teachers
Our Parent Coordinator will organize workshops for parents, in English and Spanish, to learn about academic programs and how to help prepare their child to be college and career ready.	All students	September 2014 to June 2015	Administrators and teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Educational Games Volunteers (teachers, parents and administrators) Resources (read aloud books for all learners including ELL's)

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
x	Tax Levy	x	Title I Basic		Title IIA	X	Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
We will be utilizing the TL Citywide Instructional Expectations funds as well as Tax levy and Title I.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: <ul style="list-style-type: none"> Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. Specify a timeframe for mid-point progress monitoring activities. 				
<ul style="list-style-type: none"> Parents will be provided with feedback forms to reflect on the various activities, meetings and programs. Parent attendance for all meetings, programs and activities will be calculated into a percentage to ensure an increase in parental involvement. 				
Part 6b. Complete in February 2015.				
<ul style="list-style-type: none"> Did the school meet the mid-point benchmark(s) in the timeframe specified? 		Yes		No
<ul style="list-style-type: none"> If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? 				

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Beginning of the year assessment (once) grades 3-5 DRA grades K-2 In class assessments(weekly) Unit assessments (monthly)	In the classroom teachers will utilize Tiered intervention strategies and activities provided by Reading Street. The Wilson Foundations Program will provide intensive interventions	Small group targeted instruction provided by, SETTS, ESL, or Speech provider depending on student needs.	During the school day. After school program for grades 3 through 5
Mathematics	Beginning of the year assessments In class assessments (weekly) End of chapter assessments(monthly)	In the classroom, teachers will provide Tiered intervention through Go Math. Intensive interventions will be provided by SETTS and Math Coach	Small group targeted instruction provided by, SETTS, ESL, or Math Coach depending on student needs.	During the school day. After school program for grades 3 through 5
Science	In class assessments (bi-weekly) End of unit assessments (quarterly)	Classroom teachers will provide Tier 1 intervention, additional support will be given to those students who require further instructional strategies in writing responses.	In the classroom, teachers will provide support through small group instruction.	During the school day all grades, during science instructional time
Social Studies	In class assessments (bi-weekly) End of unit assessments (quarterly)	Classroom teachers will provide Tier 1 intervention, additional support will be given to those students who require further instructional strategies in writing responses.	In the classroom, teachers will provide support through small group instruction.	During the school day, during the social studies instructional time
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist,	Students exhibiting problem behavior or in crisis. PPC referrals by	Behavior Intervention Plans and, or Crisis Intervention Plans to be developed based	Small group One to One	During the school day

<i>Social Worker, etc.)</i>	teachers, administrators or parents' concerns	on student needs. In addition, Tier 2 and 3 PBIS strategies will be used to provide positive behavior supports.		
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Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

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

2a. Highly Qualified Teachers (HQT)

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

The Office of Teacher Recruitment and Quality (TRQ) regularly host online and campus-based informational events for prospective teachers. These sessions are a great way to learn more about teaching in New York City, as well as our Online Teacher Application and hiring process.

Recruiting Teaching Fellow: The New York City Teaching Fellows program is preparing a critical mass of exceptional teachers committed to a better future for the NYC students who need them most.

Recruiting New Teachers via Teacher Finder Portal: Now we are able to recruit most talented and qualified teachers via the Teacher Finder Portal. <https://nyc.teacherssupportnetwork.com/ntf/Home.do>

2b. High Quality and Ongoing Professional Development

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

Principal and Assistant Principal:

Principal and Assistant principals will attend network monthly meetings focused on CCSS professional learning. Such professional development sessions include deepening the understanding of the instructional shifts as well as unpacking the CCSS.

Administration will also participate in book clubs focused on extending their professional learning as well as the ELI professional development series. (Executive Leadership Institute)

Teachers and paraprofessionals:

Selected teachers and paraprofessionals will attend the network monthly meetings if the workshops are aimed for instructional practices. All staff is exposed to professional learning through our partnering organization of Cambridge. The sessions are highly structured and focused on instructional practices geared through the CCSS. Administration also provides professional development based on needs observed through observations. This learning takes place during our Monday afternoon sessions as well as through Professional periods.

New Teacher Mentoring

Teachers who are new to the teaching profession are assigned to a mentor by the principal.

On-going professional development: The school utilizes all the professional development day/opportunities to provide on-going professional development. Each teacher has an individual professional development plan. The network will

host professional development opportunities throughout the year that we can send our staff to according to their needs.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

The school participates in visiting the students in the local daycare and their parents. We discuss what C.S. 67x has to offer their children. We share our curriculum and discuss parent activities. Parents and daycare providers share with the school needs based on students' academic and emotional needs thus far. As a school, we reach out to the preventive services that are currently working with them, to ensure the continued support.

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Teachers meet by teams with administration. Along with the data specialist, teachers break down the data through item skill analysis. Each of the selected programs Reading Streets and Go Math come with a series of assessments. Teachers review the assessments and decide which would work best to measure the students understanding. The school has had members of the Reading Street Program provide professional learning on the use of the assessments as well as Cambridge has provided professional learning. Teachers use the results of these assessments to plan next steps and future instruction. Teachers also utilize exit slips as a form of assessment which helps drive next day instruction.

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the

consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$596,681	X	13,16,19,23
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal	11,200	X	16,25
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	3,215,525	X	13,16,19,23

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

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

(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. The Mohegan School C.S. 67X, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. Mohegan School C.S. 67X will support parents and families of Title I students by:

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 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;

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

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

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

School-Parent Compact (SPC) Template

Mohegan School C.S. 67X, 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 with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

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

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

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

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

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

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

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: CS 67X- the Mohegan Schhool	DBN: 12X067
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input 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
Total # of ELLs to be served: 21
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 1
of content area teachers: 1

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: The direct instruction supplemental program rationale for our ELL population is to provide this group of students with strategic support to help them attain English Language proficiency as measured by the NYSELAT and the NYS ELA exam.

C.S. 67 has approximately 50 ELL students in grades K- 5. After examining our student performance data on the New York State 2014 assessments and the NYSELAT 2014; we determined that our focus would be to improve our students' expressive language skills (writing). We plan to narrow our ELL population to address the needs of our advanced and intermediate levels in the testing grades (3rd - 5th). The advanced ELL students in grades 3 -5 will participate in the Title III after-school mandated program . The purpose of this program is to provide ELL's with additional assistance and practice in reading and writing in each content area tested (ELA & mathematics). The after school program will be scheduled from 2:20 to 4:20 pm on Wednesdays and Thursdays. This program will run from November 19, 2014 to April 2, 2015 approximately 17 weeks. There will be one certified ESL teacher and one common branch content area teacher; instruction will be delivered in both languages.

The after school group will receive four hours of instruction in the Writing Process to address the constructive responses in both English Language Arts and Mathematics weekly. The following material will be purchased: New York ELL's & Finish Line for ELL's by Sussman, this material is aligned to the Common Core Learning Standards. In addition, 3 iPads will be purchased to provide students with additional access to electronic books and interactive lessons to support their acquisition of English and their ability to express their thoughts and ideas in a written format. Journals and stationary will be used to record and publish these extended responses.

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

Part C: Professional Development

Begin description here: To improve teacher effectiveness we have conducted a survey to identify instructional areas where teachers need support which will enhance instructional excellence and improve student achievement. Furthermore, we have formed a partnership with NYS/ NYC Regional Bilingual/ESL-Resource Network of Fordham University to conduct workshops to enhance classroom practices which target our ELL students. All classroom teachers will be greatly encouraged to attend these professional development sessions on Monday afternoons (December 15, 2014) and during Chancellor Conference Days (February 2015 and June 2015) to offer equal access to learning for our ELL students.

Through the lens of AMAO targets the administration will work with NYCRB consultant Bernice Moro to continually train after-school teachers of the Title III program in preparation of the NYS ELA exam in spring of 2015. Ms. Moro and other specialist (Network personnel) will be invited to conduct these professional classes on some Mondays from December to May. Some professional development sessions will also take place during the school day with the teachers as schedules permit. These sessions will run from December 2014 to May 2015 roughly every four to eight weeks for the ESL teacher and the content area teacher. in conjunction with the unit exams in both ELA and Mathematics. We will cover the following topics:

- *Analyzing Data - using a baseline results to plan instruction [January 2015]
- * Analysis of the NYS ELA released questions - how will this information impact planning? Analysis of the NYS Math released questions - how will this information impact planning? [February 2015]
- *Co-teaching - looking at various approaches, what will work best for us? [November 2014]
- * Making connections - Effective Writing Instruction [March 2015]
- *Reflecting on our practice looking ahead - [May 2015]
- *Analyzing NYSELAT 2015 Data - what can we learn? - [September 2015]
- *Review of materials for the Title III program - any changes? [October 2015]

Part D: Parental Engagement Activities

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

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

Begin description here:

Part D: Parental Engagement Activities

C.S. 67 will continue to build upon the work being done in school and provide parents with basic content knowledge of literacy to support their child's academic achievement. We will backpack letters to parents inviting them to monthly meetings specifically addressing ELL concerns from November 2014 to May 2015. The topics below are a sample of what will be covered:

1. What is ARIS? What information regarding my child does this tool provide? How can I use this information as a parent to support what is done in the classroom?
2. Understanding the components of the NYSELAT? How can review of last year's test results give me insight into my child?
3. How has the Common Core Learning Standards impacted ELL instruction?
4. Who helps me, the parent to know which questions to ask?
5. When and how do I voice questions about the NYC Education system and my child's needs? How involved should I get?

Workshops will be presented by our Math Coach, Mr. Litt; ESL Teacher, Ms. Rivera; and the Parent Coordinator, Mrs. Fontanez. The Parent Coordinator and the school will inform parents of monthly meetings by backpacking letters to parents in English and Spanish. Additionally, invitations will be sent home inviting parents to all special functions; i.e. Holiday Assemblies, Cultural Assemblies and Award Assembly Programs.

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional 	_____	_____

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
curricula, instructional materials. • Must be clearly listed.		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	\$1120.00	Parent Involvement -
TOTAL	_____	_____

**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 12	Borough Bronx	School Number 067
School Name C.S. 67 The Mohegan School		

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 Jeffrey Santiago	Assistant Principal Donna Ferguson
Coach Michael Litt	Coach Maria Pacelko
ESL Teacher Valinie Naraine	Guidance Counselor Sanchez
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Migdalia Fontanez
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	710	Total number of ELLs	66	ELLs as share of total student population (%)	9.30%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	49	Newcomers (ELLs receiving service 0-3 years)	38	ELL Students with Disabilities	11
SIFE	5	ELLs receiving service 4-6 years	12	Long-Term (completed 6+ years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	49	3	5	9	1	3	8	1	3	66

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	49	3	5	9	1	3	8	1	3	66
Number of ELLs who have an alternate placement paraprofessional: <u>1</u>										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	5	9	10	5	13	17								59
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French	1			1										2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1			1		3								5
TOTAL	7	9	10	7	13	20	0	66						

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	7	4	2	6	3	7								29
Intermediate(I)	0	1	1	0	4	7								13
Advanced (A)	0	5	6	1	6	6								24
Total	7	10	9	7	13	20	0	0	0	0	0	0	0	66

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	10	6	3		19
4	21	8			29
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	6		9		2		1		18
4	19		9		1				29
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
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.
We have historically used ECLAS2 to assess the literacy skills and abilities of all our students in the early grades, Kindergarten through third grade including our ELL students. Analysis of this data reveals the greatest deficiency exists in the phonemic awareness areas of: spelling and decoding. These skills are fundamental to the ability to read and comprehend. Our ELL students need a lot of phonemic

instruction and reinforcement to master the sounds and exceptions that comprise the English language. Close analysis of the ELL results reveal the need for phonemic instruction and conversation in great dosage.

However, beginning the fall of 2013 we implemented the DRA reading assessment for all students in K-5. After analysis of the first round of DRA results the following was revealed: 85.7% (6/7) of Kindergarten students are reading on level but 14.2% (1/7) are non-readers. In our first and second grades 100% (19/19) of the ELL students are reading below grade level. In third grade 57.1% (4/7) are non-readers while 42.8% (3/7) are reading below grade level. In fourth grade 61.5% (8/13) are reading below grade level but 30.7% are reading on grade level while 7.6 % (1/13) are non-readers. Finally, in fifth grade 73.6% (14/19) are reading below grade level while 15.7% (3/19) are non-readers and 5.2% (1/19) are reading on grade level. We will administer this exam 3 times (October 2013, January 2014 and May/June 2014) to track and monitor student reading levels.

Our ELL students in grades four and five we have traditionally used the NYS ELA and Math test results along with NYSESLAT drive the focus of our ELL instruction. These results are analyzed and used by the classroom teacher as well as the ELL teacher and the SETSS teacher as a guide by highlighting areas of strength and weakness. Analysis of our spring 2013 NYS ELA results revealed a range of results with long term ELLs making greater progress towards attaining grade level expectations. Our analysis revealed 61.6% (26/42) of our former ELLs scored at least a level 2 on the newly Common Core aligned ELA exam, however, 38% (16/42) scored a level 1. The mathematics results for the same group showed 33% (14/42) scored a level 1 while 50% (21/42) scored a level 2 but 16.4% scored in levels 3 and 4. In comparison our current ELL students significantly lower on both exams; on then NYS ELA exam 67.7 % (21/31) scored level 1, 9.6% (3/31) scored a level 2 and 22.5% (7/31) were not tested in ELA. The mathematics results for the same group showed 77.4% (24/31) scored level 1, 9.6% (3/31) scored level 2 and 3.2% (1/31) scored a level 3.

The fourth grade ELL students who took the NYS Science exam performed even better on that exam; 7.4% (2/27) scored a level 1, 22.2% (6/27) scored a level 2 and 66.5% (13/27) scored in levels 3 and 4. Based on these results the evidence clearly demonstrates the success of the efforts of the classroom teacher as well as the ESL teacher in the face of a new and more rigorous exam.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Data patterns across proficiency levels and grades reveal that the most students entering the ESL program at a time are the incoming kindergarten students. While we have only a few students in the upper grades entering the ESL program. Most students taking the LAB-R and scoring as beginners. NYSESLAT data shows that many students are testing proficient while other students are moving up a level on the NYSESLAT. There are students that have not moved.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
NA
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
 - a. Presently we have not kept detailed records of students taking tests in their native language compared to English. We had students use the Spanish version of the NYS Math exam as a reference and guid last spring but we do have the exact number of students who took the exam in spanish. It is therefore, impossible to conduct a valid comparision of students results at this time.
 - b. The ELL Periodic Assessments are given to our students in order for us to have data to drive instruction. Once we get these scores back, we can determine what areas ELLs need more support in. Once the area of need is determined for the student, this information is shared with other teachers to help support this area. The Periodic Assessment allows teachers to give each child support in specific areas. The Periodic Assessment was given to our school last year in order for us to have data to drive instruction. We administered the exam in the in the Fall semester and discovered that many of our long term ELL students were doing well in the listening section but needed more support with reading and writing in English. We shared this information with other teachers to ensure that teachers would be able to give these students support in reading and writing.
 - c. We discovered that students who were in the country less than one year needed support with their listening skills. It was very challenging for them to understand and hear the sounds in English. These students were given support by using listening CDs and different computer programs to help them see and hear the sounds at the same time in order to become familiar with them. The Periodic Assessment is also a good indicator of which students will test out of ESL.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Our teachers use the results of all classroom assessments as well as teacher observations to monitor ELL progress in English acquisition s measured by their test results and classroom participation. After analysis of this Tier I data teachers place students in small groups,

given additional time and type of ESL methods to move into a Tier II phase to address deficiencies. The use of native instruction whenever possible during this Tier II phase is also implemented to ensure students benefit from this intervention. Additional assessments are made to identify student growth and area/s of improvement or continued need. Finally, Tier III interventions are provided by a bilingual educator, ESL teacher, a coach with a strong background in literacy or a SETSS (Special Education Teacher Support Specialist) to provide one to one intensive literacy instruction. Tier III instruction may need to last for a significant period of time to record even minimal progress and to allow adjustments to instruction.

Students who have been instructed with research-based reading interventions that traditionally show improved outcomes may require highly individualized reading instruction that considers other factors such as lack of focus, language and vocabulary development, and behavior problems.

6. How do you make sure that a child's second language development is considered in instructional decisions?

The acquisition of English is the second language and the language of instruction. Strategies included and outlined in the curriculum map on all grade levels in addition we've added a column on our lesson plans that address our ELL population. Through the participation in professional development provided by the network and our affiliation with Fordham University through the NYCBE our ESL teacher and administrators are provided with strategies to enable equal access to instruction for our ELLs. English is the second language our students need to hear, practice and master to reduce the achievement gap between their native English speakers and themselves. In our free standing ESL program English is the language of instruction in all our classrooms including the ESL class. Strategies are included and outlined in all our curriculum maps on each grade level to specifically address our ELL students by all teachers on the grade level. In addition we've added a column on our lesson plans that specifically provide a strategy for that lesson that addresses our 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?

NA

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

The evaluation of our ESL program is determined by meeting our AYP target annually, AMAO1 (Advancement one proficiency level on the NYSESLAT between two consecutive years), AMAO2 (number of students attaining proficiency) and AMAO3 (number of students achieving annual yearly progress on NYS ELA, Math & Science exams) goals set by the New York State Education Department.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

Upon registration, the parents are asked to complete a Home Language Identification Survey (HLIS). This survey is completed and an informal interview is completed between the parent and a fully certified ESL pedagogue (Ms. Naraine). Ms. Naraine conducts the interview, however, if a translator is needed, Ms. Soto, the Speech Teacher is available for translation. All parents or guardians of new kindergarten students, students new to the country or students new to New York City Public Schools are asked to complete the survey. The pupil accounting secretary forwards all surveys to the ESL teacher. The ESL teacher reviews each survey to determine LAB eligibility. If a student is deemed LAB-R eligible, the correct OTELE code is indicated on the HLIS. The ESL teacher administers the LAB-R to students deemed eligible from the surveys within 10 days of registration. If the child shows limited proficiency in English, the child is placed in one of the three language programs based on the parent program option form. Administration of Spanish LAB for Spanish-speaking ELLs is also administered within ten days of registration. This exam is given to see the proficiency level in that child's native language. Additional ATS reports are generated to ensure that all eligible students are identified and tested. Students who are identified as LEP based on the LAB-R results are also administered the NYSESLAT every spring by the ESL teacher and additional pedagogues trained in NYSESLAT procedures. These results are then shared with cluster and classroom teachers in September.

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.

As our ELLs are identified, information from the EPIC kit goes home to the parents explaining the 3 program choices (Transitional Bilingual, Dual Language or Freestanding ESL). The Parent Brochure, Parent Survey and Program Selection form and Entitlement letter are sent home in the students' native languages or the preferred language as indicated by the parent on the Home Language Survey. All parents are invited to a Parent Orientation meeting in which all 3 program choices are explained in a power point presentation and by viewing the Parent Orientation DVD in their native languages. The orientation meeting is held 2 weeks after school begins. If a parent cannot attend the meeting, the meeting is either rescheduled, the parent is called or another parent brochure is sent home again. These meetings are held periodically throughout the year and as we continue to have new incoming students. At the meeting, the Parent Coordinator is there to provide translation services of our program to the parents. We also show the video in any language that the parent requests providing it is shown in that language. Also, if we need translation for other languages not present, we Department of Education Translation and Interpretation Unit can be contacted for an over the phone translator. Parents that chose a program that we don't offer at our school are provided with the information that they can choose to move their child to another school that offers the program of their choice or remain with the program previously provided. They are also informed that if another program becomes available, they will be contacted.
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 [\[see tool kit\]](#).)

On the Parent Survey and Program Selection form, there are spaces to indicate where and when the form should be returned. Alternatively, additional surveys and selection forms are available for the parents to complete during the parent orientation meeting. Copies of these forms are also available during parent/teacher conferences if they had not been returned at that point. All forms are sent home immediately after the student is identified as LEP. There is continuous follow up by the Parent Coordinator when forms are not returned. We have a school team in place which identifies ELLs throughout the school as new admits arrive. On the Parent Survey and Program Selection form, there are spaces to indicate where and when the form should be returned. Alternatively, additional surveys and selection forms are available for the parents to complete during the parent orientation meeting. Copies of these forms are also available during parent/teacher conferences if they had not been returned at that point. All forms are sent home immediately after the student is identified as LEP. There is continuous follow up by the Parent Coordinator, Migdalia Fontanez and the ESL Teacher Ms. Naraine when forms are not returned. Also, classroom teachers also help in assisting to get completed forms returned once they are sent home. These forms are then placed in the ELL binder and kept in a safe place. We have a school team in place which identifies ELLs throughout the school as new admits arrive and ATS reports are run frequently to determine NYSESLAT eligibility. In addition, we review the RLAT report to double check that all eligible students are receiving service.
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.

Once students are identified as an ELL student, parents are notified through letters sent home. A Parent Orientation Date is set up for parents to come and meet with the ESL teacher. Parents are free to ask all and any questions that they may have about the letter that was sent home. Parents are shown the video in English and in their Native language to ensure that they fully understand the programs available for their child. Any question that a parent has is carefully answered in order to ensure that parents feel completely comfortable with the entire process. Parents are informed about what programs exist in the school and what programs don't exist in the school (Transitional Bilingual Education, English As a Second Language, and Dual Language). Parents are also informed about transferring their child to another school in order give that child the option the parent chooses. Parents are then given the Parent Option Forms to fill out at the Parent Orientation Meeting. They are encouraged to fill out the forms there and ask as many questions as they feel necessary. Parents are also informed that they can take the forms home, fill it out at home after discussing it with their family. They can then send the form back with their child where it will be given to the ESL Teacher. These forms are kept in the ELL binder which is locked up a safe place. Once these forms are returned, Entitlement Letters, Continued Entitlement Letters, Non Entitlement Letters, and Transitional Letters are all sent home with students. Copies of these letters are made and are also put away in the ELL Binder to maintain records for students. If we cannot honor the parent's choice, we inform them of their other options which is indicated in the letter sent home. After all Parent Option forms have been returned, the ELPC screen in ATS is updated within 20 days of receiving this information.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

All students that are ELLs are identified and a schedule is put together. Teachers are notified of what students are ELLs in their classroom and how many minutes of mandated ESL they need. An RLER report is pulled frequently to identify any new ELL students entering the school year. A testing schedule is created by the ESL Teacher and Testing Coordinator to make sure all ELL students

are identified and to ensure all ELLs take all components of the NYSESLAT. This schedule is aligned to the testing schedule windows for each of the four sections on the exam. There are make up dates in the testing schedule to accommodate any students that are absent. An RLER report is run to determine all students NYSESLAT eligible to ensure everyone is tested.

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. 
The trend we are finding is that parents are choosing the ESL option more than any other options. In 2012-2013, 13 parents chose ESL while four parents chose transitional bilingual education and only one parents chose dual language. In 2013-2014, 11 parents chose ESL while one parent chose dual language and one parent chose transitional bilingual education.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
- a. Our ELL Program at C.S. 67 implements a pull out ESL program for grades K, 1, 2, 3, 4 and 5. Our ELLs are grouped according to grades and mandated time.
- b. Kindergarten, first and second grade beginner and intermediate students are seen four times a week for two periods a day. Kindergarten, first and second grade advanced students are seen four times a week for one period a day. Third, fourth and fifth grade beginner/intermediate students are seen four times a week for two periods a day. Third, fourth and fifth advanced students are seen two times a week for two periods a day.
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 beginner and intermediate ELLs are serviced two periods a day, four days a week to equal 360 minutes of ESL instruction per week as mandated by CR-Part 154. Advanced Kindergarten, first and second grade students are serviced one period a day,

four days a week to meet the mandated 180 minutes per week as mandated by CR-Part 154. Advanced third, fourth and fifth grade students are serviced two periods a day two times a week to meet the mandated 180 minutes per week as mandated by CR-Part 154. All ELLs are serviced by a certified, highly qualified ESL Teacher. The ESL teacher works with the staff to form a mutually accommodating schedule to ensure that all ELLs receive the mandated amount of instruction.

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

In our pull-out ESL classroom our ESL teacher employs the Direct Method and Immersion (all instruction is done in English) utilizing the following strategies and approaches: Choral speaking, poetry, reader's theater, and language experience techniques. Reading, writing, and math skills are reinforced focusing on conventions of grammar and usage. Our ESL teacher also uses Sheltered English using the materials listed below manipulatives, Realia; ESL video programs; Rosetta Stone with speech recognition; Santillana: Intensive English Learning System; SRA ELL Photo Library; Dolch List-Grade level appropriate sight words, ELL handbook from Reading Street; Read Write, Edit and Listen and the Common Core Clinics. In addition, instruction includes graphic organizers, TPR (Total Physical Response), and teacher modeling. Scaffolding techniques and differentiation are used to facilitate learning. ELLs are monitored formally through ELL Periodic Assessments and informally by observation. Data is collected by classroom teachers and the ESL teacher. The teachers meet at weekly meetings to analyze data and discuss skills to be taught.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
While the school uses student's native language as a support to further explain tasks and concepts, the only official assessment in the native language is done with the Spanish LAB for Spanish speaking students that are identified as ELLs with the LAB-R.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
The ESL Teacher ensures that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year by incorporating the four modalities into each lesson plans. The LAB-R is used to drive instruction for incoming students. The NYSESLAT is used to drive instruction for students that have been in the country already. We administer the Fall and Spring Periodic Assessments to continue to monitor student growth and student needs. The ESL teacher discusses with classroom teachers progress that students are making in each modality area.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

6a. To address the needs of students with interrupted formal education (SIFE) teachers offer additional instruction time during their professional preparation periods and 50 minute program that is offered twice a week. The additional instruction time allows the teachers to target specific areas to help those academic gaps. Appropriate leveled materials for SIFE learning are gathered by the teacher, along with the Literacy and Math coaches.

6b. ELLs in school less than three years are supported by cooperative learning and peer teaching (buddy system) in the classroom. Websites such as Starfall.com are available to the student and to the classroom teacher to help support the student in the classroom. Extended day programs focus on support instruction for ELA and Math. Students also have laptops and I pads to help facilitate the English language development.

6c. There are various intervention programs at this school that provide additional support in ESL, math and other content areas for ELLs receiving services for 4 to 6 years. These students are also offered additional help for 50 minutes two times a week. These students are invited to attend the ESL Breakfast Program and the After School ESL Program to help support them in areas of need. Communication with the classroom teacher is an ongoing process to help these students reach their goals.

6d. Long term ELLs are provided with support to help them learn the language. They are grouped with students at the same level of them to provide them with additional support in learning the language. These students are provided with various intervention strategies to enhance their skills in reading, writing, listening and speaking. These students also receive an extra 50 minutes two times a week to provide support in ELA and Math. These students are also invited to attend the ESL Breakfast Program and the After School ESL Program to help support them in areas of need. The ESL Teacher works closely with the classroom teacher to identify strategies to help these students.

6e. There is a plan in place at C.S. 67 for continuing transitional support for ELLs reaching proficiency on the NYSESLAT. Teachers are made aware of the presence of these students in their classes. They are held to the same expectations as their monolingual peers in their classes. Additionally, extra materials are given to the students' teachers, extra communication is established with the parent and if needed, the students are pulled out for extra help for continuing transitional support. These students are granted the same accommodations as present ELLs on state exams as per mandated NYC testing accommodations for two years following their gaining a proficient score on the NYSESLAT.

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

The ESL teacher utilizes an interactive smart board for daily lessons with students of all ability levels, especially the intermediate and advanced groups. However, students new to the country are placed with laptops and headset to hear stories in English using the Audio lingual method from the Starfall website. The use of Treasures ESL program which includes photographs and writing prompts is used to aid students in developing writing expression and comprehension. Our ESL teacher communicates with the classroom teachers and service providers to identify areas of weakness students have and in a small group work with grade level materials to reteach content areas of reading and mathematics. The instructional programs we have currently implemented are Common Core aligned; ReadyGen and GoMath each have specific strategies identified in each lesson to address ELL students to gain understanding of the concept and topics taught.

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?

We have curricular maps created by teachers and administrators on every grade level which reflect specific ELL strategies per lesson. Our ESL teacher then meets weekly with classroom teachers to update them on student progress based on the instructional focus of the week. Our ELL-SWD student goals are reviewed and used as a guide in lesson planning for specific grade and ability levels with multiple entry points for all students to access the concept being taught. All tasks are completed and taught in English by the ESL teacher, students are grouped according to ability across grade bands for example K,1 & 2 beginners and intermediates are one grouped together to provide appropriate instruction and meet mandated time requirements.

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:

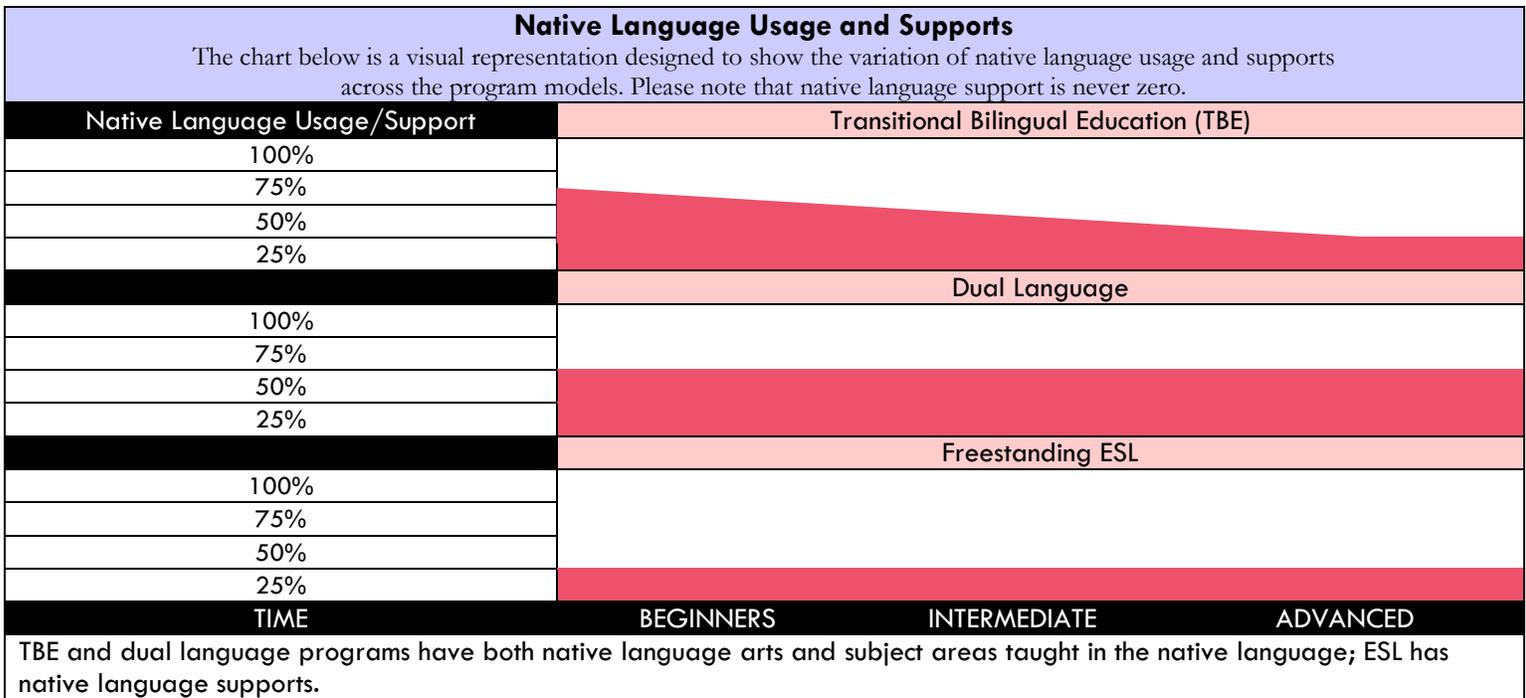
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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



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.

Our ELL students who took the New York State English Language Arts exam as well as those ELL students who will take the exam for the first time in spring of 2014 are enrolled in our 50 minute extended day program. This program is taught by licensed teachers in the content of literacy in English. Students are in groups of no more than ten for general education individuals and groups of no more than 5 for students with disabilities. Through the size of the groups students are given more individualized attention and feedback on their work and support in breaking down the task. We have taken this targeted instruction further this year by placing all students who will take the NYS ELA for the first time in 2014 regardless of the grade into one group with our ESL teacher. We will continue to offer an after-school program for our advanced students in grades 3-5 to better prepare them for the NYS ELA exam especially in the area of writing.

Program	Subject	Language	Duration
50 Minutes	ELA & Math	English	Sept. 2013– June 2014
After-school	ELA & Math	English	Jan. 2014-April 2014
Saturday school	ELA & Math	English	Nov. 2013-March 2014

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 NYS Education Department did not officially release NYSESLAT results this year and therefore we have relied heavily upon our NYS ELA and Mathematics results to help determine the effectiveness of our ELL program in face of the new CCLS exams administered for the first time spring of 2013. These spring 2013 NYS ELA results revealed a range of results with long term ELLs making greater progress towards attaining grade level expectations. Our analysis revealed 61.6% (26/42) of our former ELLs scored at least a level 2 on the newly Common Core aligned ELA exam, however, 38% (16/42) scored a level 1. The mathematics results for the same group showed 33% (14/42) scored a level 1 while 50% (21/42) scored a level 2 but 16.4% scored in levels 3 and 4. In comparison our current ELL students significantly lower on both exams; on then NYS ELA exam 67.7 % (21/31) scored level 1, 9.6% (3/31) scored a level 2 and 22.5% (7/31) were not tested in ELA. The mathematics results for the same group showed 77.4% (24/31) scored level 1, 9.6% (3/31) scored level 2 and 3.2% (1/31) scored a level 3. The fourth grade ELL students who took the NYS Science exam performed even better on that exam; 7.4% (2/27) scored a level 1, 22.2% (6/27) scored a level 2 and 66.5% (13/27) scored in levels 3 and 4. Based on these results the evidence clearly demonstrates the success of the efforts of the classroom teacher as well as the ESL teacher in the face of a new and more rigorous exam.

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

Every year at CS 67, current ESL programs and offerings are examined and assessed based on student need, teacher availability, scheduling, and parent choice. After speaking to parents at the parent orientation meetings and parent/teacher conferences, the ESL teacher assess the parents' articulated feelings in regards to the education of their ELL child. It has been found that parents overwhelmingly prefer the current freestanding ESL program that is in place. In the past, a dual language program was considered in the school, however the number of ELLs along with parent support was not sufficient to support this type of program. In addition, we would like to offer an afterschool program for parents who want to learn English and gain English Language proficiency with our ESL teacher, this consideration is based on the availability of funding to provide these additional services.

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

We would discount our after-school program for the ELLs due to the lack of participation last year. After reaching out to parents of students who were in need of the additional support and instruction without the intended outcome we may discount the program for this school year. However, we will continue to host 50 minute program, AIS intervention with either the SETSS or IEP teacher.

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

Our ELL students are afforded the opportunity to participate in as after-school and Saturday programs. Since our language of instruction is English because we offer a free-standing ESL program all our teachers are qualified to instruct in all content areas under their Common Branch license. We utilized the Treasures ESL program which address all modalities of the NYSESLAT program to supplement instruction which takes place during the school day. Students are also offered the

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

Presently we have implemented the use of ReadyGen for reading and GoMath for mathematics, each program is Common Core Learning Standards aligned and have specific strategies for ELLs in each lesson. In addition the GoMath program has an extensive

RTI which includes additional strategies and materials to reteach and extend based on students' ability. We have the Treasures program for intervention services. Students who have limited English vocabulary work with an iPad to hear stories and articles read to them to facilitate their ability to hear, mimic and acquired and build upon their English acquisition.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Native Language Support is delivered 25% of the time in our freestanding ESL program in the way of teacher translation, student to student translation and native language support, and literacy tools such as books, picture dictionaries, and bilingual dictionaries are available for student use to enrich content and make it comprehensible. We also have a buddy system in place that teachers implement in their classrooms. Other content area teachers, the parent coordinator, and administrative staff are available to translate or deliver instruction where appropriate and as necessary.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?
The ESL teacher used the data from the NYSESLAT to group students across grade bands based on ability such as 3rd, 4th and 5th grade advance students are instructed together to address time and ability mandates.
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.
We offer parent orientation sessions throughout the school year based on curriculum needs.
18. What language electives are offered to ELLs?
Not applicable
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)?

Not applicable

C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.
 1. ELL teachers are regularly invited to attend district and Network training sessions specifically directed toward the effective instruction of ELLs throughout the 2013-2014 school year. These trainings may include topics related to compliance issues for the school, ELLs, or ESL instruction, literacy and content area instructional practices for ELLs, assessment analysis for ELLs, and best school wide practices for ELLs based on the ESL standards and Common Core Standards.
 2. ESL Teachers are routinely encouraged to attend trainings by the administration and are given an opportunity to turnkey relevant information to classroom teachers and support staff in common prep meetings or during regular staff interaction.
 3. Support for ELLs transitioning from elementary to middle schools is provided by the school's bilingual social worker. She routinely discusses middle school choices with all transitioning students including ELLs and those with special needs. Students are also invited to Open Houses at various middle schools.
 4. To implement the 7.5 hours of ELL training for teachers of our LEP/ELL population, staff attend a variety of workshops pertaining to scaffolding instruction for LEP/ELLs via ARIS. Additionally, classroom teachers attend workshops that increase student engagement in the classroom, utilize various techniques on vocabulary-building, enhance reading comprehension, build students' stamina for writing, and strategies to prepare students for the NYSESLAT and other state tests.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. Parent involvement at The Mohegan School/CS 67 includes, but is not limited to; participation in monthly PA meetings. Parents are notified of meetings via letter which is published in both English and Spanish and is distributed as the need arises. As stated earlier, parents of newly enrolled ELLs are invited to parent orientation meetings in order to establish and maintain communication regarding their child's progress in school and more specifically in ESL. Contact and communication with parents is also established through our bilingual parent coordinator who reaches out and talks extensively with the parents of ELLs. All parents invited to school at the beginning of the year for a "meet and greet." Teachers meet with parents in classroom to explain the grade expectations; the curriculum in each subject area and the grading system; school policies regarding class work, supplies, homework, discipline and uniform and the Fifty minute and the ESD program. Teachers will also suggest strategies to help their child (children) at home. The purpose is to help parents help their children to learn and work effectively, as well as to establish and maintain positive relationships between students, parents, and teachers as the children progress through the grade levels.
 2. Specific information regarding outside agencies and Community Based Organizations can be regularly obtained by parents through our parent coordinator. The school has partnerships and established relationships with several community organizations including Mary Mitchell Bronx Lebanon and Kips Bay Boys and Girls Club.
 3. Parents are consistently invited to school and encouraged to express their needs with school staff including classroom teachers, support staff, administration, and the parent coordinator. It is our hope that if the needs of parents and families are not being met, that parents feel comfortable and confident enough to voice this to someone on our staff. In addition, the parents of ELLs specifically are encouraged to fill out a survey following the receipt of information at our parent orientation meetings. This is used to evaluate whether parents understand the academic choices available to ELLs and whether or not they feel comfortable with the choice they have made. Also, many steps are taken to ensure that parents fill out the school survey distributed by the Department of Education, the results of which are published and made accessible to school staff.
 4. In the past, parents of ELLs were offered classes to learn English or work on perfecting their English language skills. We are hoping to offer this program again in the future as the budget allows. For the time being, information regarding outside agencies and Community Based Organizations can be obtained through our parent coordinator. Additionally, the ESL staff regularly lends out books, supplies and useful English websites to students and parents who express an interest in working on their language skills at home.

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.

Paste response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	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: **12X067** School Name: **C.S. 67X- the Mohegan School**

Cluster: Network: **401**

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.

During registration, home language surveys are distributed to parents/guardians to determine the parent's dominate language. In addition, parent meetings, such as Open House and Curriculum Night, verbal inquiries were made to determine the parent's dominate 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.

A review of the student population revealed the following demographics: Hispanic 73.94%, American Indian 0.04%, Asian 0.04%, Black 24.65% and White 0.28%; the majority of our parents are hispanic. To maintain open communication between the school and the home we routinely translate all documents to ensure all parents and students are informed of all forms of changes and policies school-wide. Through the vehicle of the School Leadership Team these demographics were revealed and a commitment made by the principal to create an open and transparent dialouge between home and school.

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.

The school provides written communication in both English and Spanish which is translated by qualified school staff members and back packed home. The Parent Coordinator maintains a 'Parent Informaton Board' in English and Spanish of school and community events. All DOE correspondence that are addressed to parents is downloaded with the school's letterhead attached and sent home to parents in the languages made available by the Department of Education.

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.

The school provides parents with interpreters in their native language and translators as needed. Services are provided by school staff who are fluent in both English and Spanish. Additionally, the DOE provides translators not only for oral language but for the hearing impaired. In addition, C.S. 67 also has the use of translation equipment which is utilized during large-scale parent meetings.

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>.

The school provides non-English speaking parents a copy of the Bill of Parents Rights and Responsibilities which include their rights regarding translation and interpretation services. Additionally, the school displays in a conspicuous location (near the interior front entrance of the school) a sign in Spanish indicating the availability of interpretation services. The school's Parent Handbook is translated and contains procedures for ensuring that parents in need of language assistance services are to get the information and support they need without language being a barrier.