

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

**School Name:** THE VIDA BOGART SCHOOL FOR ALL CHILDREN

**DBN (i.e. 01M001):** 75X352

**Principal:** LOURDES MENDEZ

**Principal Email:** [LMENDEZ5@SCHOOLS.NYC.GOV](mailto:LMENDEZ5@SCHOOLS.NYC.GOV)

**Superintendent:** GARY HECHT

**Network Leader:** ADRIENNE EDELSTEIN

## School Leadership Team (SLT) Signature Page

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature
Lourdes Mendez	*Principal or Designee	
Maureen McCaffrey	*UFT Chapter Leader or Designee	
Ruthleen Jackson	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Tahsheema Braxton	Member/ Teacher	
Crecendi Navarro	Member/ Parent	
Iris Rodriguez	Member/ Parent	
Maria Aponte	Member/ Parent	
Tameka Solomon	Member/ Teacher	
	Member/	

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

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

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

## **Guidance for Developing Completing the Annual Goals and Action Plan Section**

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

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

## **School Receiving Title I Funds**

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

## CEP Checklist

### **All Schools**

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

## Goal and Action Plan #1

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

### Annual Goal #1

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

Capacity Framework Area 1: 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.

Annual Goal #1: In the 2014-2015 school year, P352X will improve standard assessment student outcomes in ELA and Math by providing rigorous instruction that is customized, inclusive, motivating, and aligned to Common Core Learning Standards by 5% as measured by student performance on school-wide assessments, New York State exams, and individualized student assessments.

### Comprehensive Needs Assessment

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

- Instruction at P352X is customized to students' individual needs, as per Individualized Educational Programs, student learning profiles, and data derived from assessments including SANDI, NYS exams, Scantron, and curriculum-based assessments.
- Students in Standard Assessment Classes at P352X received the following scores on 2014 New York State ELA exam

Grade	# of Students (Total)	# of students scored 1	# of students scored 2	# of students scored 3	# of students scored 4
3	21	19	2	0	0
4	22	19	3	0	0
5	18	18	0	0	0
6	12	10	2	0	0
7	9	8	1	0	0
8	12	7	5	0	0

- Students in Standard Assessment Classes at P352X received the following scores on 2014 New York State Math exam

Grade	# of Students (Total)	# of students scored 1	# of students scored 2	# of students scored 3	# of students scored 4
3	20	17	3	0	0
4	22	10	11	1	0
5	18	15	2	1	0
6	12	12	0	0	0
7	11	11	0	0	0
8	14	13	1	0	0

- Among the 105 students in Alternate Assessment classes, grades 3-8, who were tested in 2013-2014 using NYSAA, 98% of students tested received scores of 3 in ELA and Math. 1% of students assessed received a score of 4 and 1% of students assessed in NYSAA received 2. None of the 105 students assessed in 2013-2014 in NYSAA scored 1. One student was not scored.
- All students are given modifications and support for all activities based on IEPs and students' individual needs.
- P352X has developed a comprehensive curriculum map and units of study aligned to Common Core Learning Standards, and aligned to the school's 2014-2015 Instructional Focus "Developing Literacy Across the Curriculum Through Real World Context." The school-wide Units of Study embed critical thinking skills into the curriculum in support of this Instructional Focus.
- Our belief that students learn best when instruction is tailored to their needs, learning style, and cognitive level is evident in the three levels of classes we have in established at each site: Standard Assessment/yellow, blue, and green. A specific curriculum is in place in each color class. We have chosen curricula based on student needs determined through data analysis. There are three instructional levels, each tailored to promote student independence and attainment of instructional goals. These instructional levels are considered a continuum and there is a system in place for analyzing student work and identifying the steps necessary to move the child along the continuum from green to blue and blue to yellow.
- By analyzing data profiles compiled for each student, P352X has identified sub-groups of students in need of intervention. This allows us to provide focused intervention and programs for students with diverse needs and ELLs (through ESL instruction and bilingual classes).
- Based on students' instructional needs, we have selected differentiated curriculum according to three "levels" of student ability and student needs; at each level P352X staff works to identify gaps in student understanding and skills, providing targeted instruction to address those gaps in student learning.
- In response to identified student needs, students at each site receive instruction in Activities for Daily Living (ADL) in effort to support students in developing life skills and becoming college and career ready.

- At P352X there is vertical and horizontal curriculum alignment: each grade, at each instructional level, works on the same standards but tailored to the needs of the students. Teachers at P352X are experienced in modifying the Common Core Learning Standards to meet students' instructional needs. School developed tools including the Literacy Foundational Skills Continuum and the Math Foundational Skills Continuum allow for multiple entry points for students to access Common Core Learning Standards.
- Teacher teams meet regularly in common planning meetings to analyze student work, revisit data, and modify instructional plans to ensure that students are engaged and are making sufficient progress toward instructional goals. The use of tools, including Depth of Knowledge and CCLS "Essential Elements" is encouraged to facilitate discussion and a guide to ensuring rigor.
- In the Spring of 2014, P352X held a School Based Option to repurpose the school day, building additional time into the school day for professional development activities for teachers and paraprofessionals in support of student needs and the school's instructional focus. The Staff Development Committee plans and implements professional development sessions for instructional teams.
- School leaders and teacher teams are experienced in using Danielson's Framework for Teaching to plan for instruction that is rigorous and engaging. Lead Teachers and Instructional Coaches have been identified to support teachers in implementing curriculum and instruction across school sites.

### **Instructional Strategies/Activities**

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

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

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
- Furnish and staff new classes throughout the organization – Fall 2014
  - Review the 2013-2014 School Progress Report – Fall 2014
  - Review the 2013-2014 NY State Assessment scores – Fall 2014
  - Identify baselines in median growth percentages – identify students with raw scores within level ranges – Fall 2014
  - Administer SANDI – Fall 2014
  - Analyze SANDI – late Fall 2014
  - Conduct Scantron assessment - Fall 2014
  - Analyze Scantron assessment to identify student needs – Fall 2014
  - Assess students in selected curriculum: SMiLE, Wilson, Fountas & Pinnell, Rethink, Attainment, Go Math!, Core Knowledge, Rethink
  - Implement selected curriculum for targeted groups of students: Go Math!, Core Knowledge, SMiLE, Attainment, Wilson, Fountas & Pinnell, Rethink – Fall 2014
  - Create and revise Units of Study and Curriculum Plan, introduce to all teachers – Fall 2014
  - Conduct ongoing teacher team meetings to analyze student work, focus on individual student needs – ongoing throughout the school year
  - Continue to ensure that students' IEP goals are aligned to individual student needs and to Common Core Learning Standards – ongoing throughout the school year
  - Implement ADL program to prepare students for college and career – Fall 2014
  - Continue to use technology to support students' needs and increase student motivation – ongoing throughout the school year
  - Conduct ADVANCE Initial Planning Conferences with teachers, identify areas for teacher growth in implementing instruction – Fall 2014
  - Begin conducting ADVANCE teacher observations, provide teachers with feedback in support of selected Danielson competencies – Fall 2014
  - Complete Class Data Profiles and analyze to identify student needs – Fall 2014
  - Begin Coach/Lead Teacher meetings school-wide – Fall 2014
  - Develop site-wide and school-wide professional development plans with the Staff Development Committee – Fall 2014
  - Implement Professional Development on "Marvelous Mondays" as per repurposing of the school day – Fall 2014
  - Identify transient students and newly admitted students – ongoing throughout the school year
  - Provide professional development in Common Core Learning Standards – Fall 2014
  - Provide professional development in curriculum to all teachers – Fall 2014
  - Provide professional development in TEACCH to Alternate Assessment staff – Fall 2014
  - Provide professional development in SMiLE to teachers and paraprofessionals – Fall 2014 and ongoing throughout the school year

- Identify teachers in need of District 75 Professional Development, align budget to provide for teacher coverage – ongoing throughout the school year
  - Identify teachers in need of District 75 coach support, adjust schedules for District 75 coaches to meet with teachers – ongoing throughout the school year
  - Implement Teacher Mentoring Plan in September 2014
  - Align budget to support purchasing of curriculum in support of student needs and school-wide Instructional Focus – Fall 2014
  - Purchase test preparation materials for Standard Assessment students – Fall 2014
  - Schedule test preparation for students – Fall 2014
  - Administer Benchmark exams in Winter 2015.
  - Assess all Standard Assessment students in grades 3-8 in Scantron in Fall, Winter and Spring of the 2014-2015 school year
  - Identify NYSAA Coordinator, purchase materials in support of NYSAA completion – Fall 2014
  - Assess all alternate assessment students grades 3-8 in NYSAA – Fall 2014 – Spring 2015
1. Assess all alternate assessment students in SANDI –Spring 2015

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

All academic strategies will be implemented using baseline data from specific academic programs and data sources which provides a starting point. These strategies will be initiated and carried out by administrators, coaches, lead teachers, teachers, paraprofessionals, and supported by psychologists, counselors, speech therapists, physical therapists, and occupational therapists.

1.

Behavioral initiatives and strategies are supported and implemented by unit teachers, crisis teachers, and counseling staff using established methods and resources including FBAs, BIPs and our school-wide PBIS programs

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

1. All academic/behavioral targets will be baselined in the Fall of 2014 and assessed periodically through the comparison of baseline assessment and data collected periodically throughout the school year. The school has made special effort to select programs with built-in data collection sources such as Rethink, Scantron, Wilson, SMiLE, Fountas & Pinnell and SANDI. Data from curriculum including Attainment, Core Knowledge, and Go Math! will also be analyzed periodically. Additionally, student portfolios will be used to assess student growth from unit to unit approximately 4 times per year.

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

1. In the Fall of 2014, new curriculum will be distributed to all classrooms and Fall baseline assessments administered. The school will collect the academic and behavioral data on a monthly basis using curriculum-embedded assessments, including the administration of Scantron and Benchmark assessments in the winter of 2015, thereby monitoring system effectiveness on an ongoing basis. A midyear assessment of academic and behavioral data will coincide with data collected for the Principal Performance Review. By the Spring of 2015, data will reflect the completion of the school program, summative assessment data, and the effectiveness and impact of strategies.

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

1. The school program was set in the Spring of 2014 and designed to integrate time and resources to support instructional strategies. The school has built-in time and resources for common planning, coaching, mentoring, AIS, professional development, inquiry team meetings, and integration and adaptation of Common Core Learning Standards. In addition, the school held a School Based Option and voted in favor of repurposing the school day, allowing for 80 minutes of Professional Development on Monday afternoons and a 75-minute block of time on Tuesday afternoons for parent activities and other professional work.

**Strategies to Increase Parental Involvement**

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

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

- Develop a monthly calendar of dates, times, and locations of parent workshops
- Involve and speak with parent coordinator
- Meet and discuss topics that relate to the related service providers' needs in assisting students
- Provide parents with daily and weekly student feedback through weekly progress notes, daily point sheets, and daily communication logs
- Provide translation services to parents
- Implement an arts grant for the purpose of increasing parent involvement (Parents as Arts Partners)
- Implement Parents as Learning Partners program
- Ensure the addition of Parent Counseling and Training on student IEPs
- Use Rethink as a key parent training tool
- Implement the Title III after school program for ELLs

***Budget and Resource Alignment***

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
<b>X</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>	<b>X</b>	<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.											
No additional funds.											

## Goal and Action Plan #2

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

### **Annual Goal #2**

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

Capacity Framework Area 2: Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Annual Goal #2: By June 2015, P352X will continue to promote a positive school culture, where standard assessment students feel safe, supported, and challenged, as evidenced by a 2% increase in overall student, parent, and teacher satisfaction rates, as measured by the New York City Learning Environment Survey.

### **Comprehensive Needs Assessment**

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

- According to the 2013-2014 Learning Environment Survey, 88% of parents, teachers, and students report satisfaction with P352X's school culture
- Among students who completed the 2013-2014 Learning Environment Survey, the following results were found:

Question	Percent of responders who Agree or Strongly Agree
Most of the teaching staff at my school believe that all students can do well in school	94%
Most adults at my school that I see every day care about me	97%
Most adults at my school help keep me on track for college or career	94%
At my school, I need to work hard to get good grades	100%
At my school, there are clear consequences for breaking the rules	97%
At my school, there is an adult whom I trust and can go to for help with a problem	94%

- Among parents who completed the 2013-2014 Learning Environment Survey, the following results were found:

Question	Percent of responders who Agree or Strongly Agree
My child's school has high expectations for my child	97%
My child's school has teachers who are interested and attentive when they discuss my child	96%
My child's school helps keep my child on track for college, career, and success after high school	88%
At my child's school there is an adult whom my child trusts and can go to for help with a problem	99%

- Among teachers who completed the 2013-2014 Learning Environment Survey, the following results were found:

Question	Percent of responders who Agree or Strongly Agree
In my school, the professional staff believe that all students can learn, including English Language Learners and students with disabilities	96%
At my school, adults treat students with respect	92%
My school communicates effectively with parents about their child's progress	90%

- There is a daily procedure in place at P352X wherein staff welcome and assess each student on a daily basis
- To support students' interests, a variety of clubs and student groups are in place, including Boys and Girls clubs, anti-bullying club, book club and arts clubs
- There is a behavior management system in place school-wide, tailored to the needs of different groups of students, supported by teachers, paraprofessionals, guidance counselors, and Crisis Intervention Teachers
- Students' accomplishments are honored at monthly Power of Choice assemblies
- The school environment is established to create communication opportunities for students using Preferred Method of Communication (PMC); a wide variety of programmatic Assistive and Augmentative Communication (AAC) devices are posted and available throughout the school environment. Students use AAC throughout the school day and across school environments
- Weekly and monthly events are held for staff and students to celebrate accomplishments or as culminating tasks of Units of Study
- At each site, Activities Coordinators work with teacher teams to support students and families through events, celebrations, and workshops
- Each curricular unit has a rubric, which is presented to students at the start of each unit. Feedback is regularly given to students and students self-assess progress toward instructional and behavioral goals
- Teachers design instruction that is tailored to individual student needs, designed to give students multiple entry points to access the curriculum
- Teachers and paraprofessionals are experienced in adapting instruction to individual student needs, ongoing professional development in this area is addressed during Monday afternoon professional development sessions

- Through the repurposing of the school day, there is additional time built in to the school schedule for professional development, parent engagement and Teacher Team work
  - Daily and weekly outreach regarding attendance is done by the Attendance Teacher, Family Worker, school aids and unit teachers
- P352X received a \$15,000 grant: Arts for ELLs and Students with Disabilities and has partnered with Marquis Studios to hold two artist residencies and parent workshops

### **Instructional Strategies/Activities**

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

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

- Analyze the results of the 2013-2014 Learning Environment Survey – Fall 2014
  - Provide professional development in 2014-2015 curriculum to all staff – Fall 2014
  - Continue to support students’ social-emotional needs and development of students’ extracurricular interests through clubs – ongoing throughout the school year
  - Complete Class Data Profiles and analyze to identify student needs – Fall 2014
  - Begin Coach/Lead Teacher meetings school-wide – Fall 2014
  - Develop site-wide and school-wide professional development plans with the Staff Development Committee – Fall 2014
  - Implement Professional Development on “Marvelous Mondays” as per repurposing of the school day – Fall 2014
  - Implement Parent Engagement activities and Other Professional Work activities on “Terrific Tuesdays” as per Repurposing of the School Day – Fall 2014
  - Align budget to support purchasing of curriculum in support of student needs and school-wide Instructional Focus – Fall 2014
  - Identify transient students and newly admitted students – ongoing throughout the school year
  - Conduct ongoing teacher team meetings to analyze student work, focus on individual student needs – ongoing throughout the school year
  - Continue to ensure that students’ IEP goals are aligned to individual student needs and to Common Core Learning Standards – ongoing throughout the school year
  - Implement Activities for Daily Living (ADL) program to prepare students for college and career – Fall 2014
  - Explore curricular options for promoting the development of students’ social skills – ongoing throughout the school year
  - Implement monthly parent workshops – ongoing throughout the school year
  - Continue to implement attendance outreach through Attendance Teacher, Family Worker, and unit teachers
  - Develop monthly school-wide calendars of events and workshops; distribute to parents – ongoing throughout the school year
  - Continue to develop and refine protocols for student self-assessment – ongoing throughout the school year
1. Explore additional opportunities for integrating Alternate Assessment students more fully into the school-wide PBIS system – ongoing throughout the school year

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

All academic strategies will be implemented using baseline data from specific academic programs and data sources which provides a starting point. These strategies will be initiated and carried out by administrators, coaches, lead teachers, teachers, paraprofessionals, and supported by speech therapists, physical therapists, and occupational therapists.

Behavioral initiatives and strategies are supported and implemented by unit teachers, crisis teachers, and counseling staff using established methods and resources including FBAs, BIPs and our school-wide PBIS programs.

1. Parent programs are supported and implemented by Parent Coordinator, Unit Teachers, and Activities Coordinators, along with administrators, teachers, paraprofessionals and related service providers.

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

All academic/behavioral targets will be baselined in the Fall of 2014 and assessed periodically through the comparison of baseline assessment and data collected periodically throughout the school year. The school has made special effort to select programs with built-in data collection sources such as Rethink, Scantron, Wilson, SMiLE, Fountas & Pinnell and SANDI. Data from curriculum including Attainment, Core Knowledge, and Go Math! will also be analyzed periodically. Additionally, student portfolios will be used to assess student growth from unit to unit approximately 4 times per year.

1. Baseline satisfaction rates of students, parents, and teachers will be derived from an analysis of the Learning Environment Survey in the Fall of 2014. Parent feedback will be collected periodically through surveys following workshops and school events. Parent outreach and attendance data will be collected, analyzed, and expanded upon during Tuesday afternoon Parent Engagement sessions.

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

1. In the Fall of 2014, new curriculum will be distributed to all classrooms and Fall baseline assessments administered. The school will collect the academic and behavioral data on a monthly basis using curriculum-embedded assessments, including the administration of Scantron and Benchmark assessments in the winter of 2015, thereby monitoring system effectiveness on an ongoing basis. Parent satisfaction and engagement will be collected through surveys following school events and

will be analyzed and expanded upon during weekly Parent Engagement sessions on Tuesday afternoons. A midyear assessment of academic and behavioral data will coincide with data collected for the Principal Performance Review. By the Spring of 2015, data, including the results of the Learning Environment Survey, will reflect the completion of the school program, summative assessment data, and the effectiveness and impact of strategies.

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

1. The school program was set in the Spring of 2014 and designed to integrate time and resources to support instructional strategies and parent and student engagement activities. The school has built-in time and resources for common planning, coaching, mentoring, AIS, professional development, inquiry team meetings, and integration and adaptation of Common Core Learning Standards. In addition, the school held a School Based Option and voted in favor of Repurposing the School Day, allowing for 80 minutes of Professional Development on Monday afternoons and a 75-minute block of time of Tuesday afternoons for parent activities and other professional work.

**Strategies to Increase Parental Involvement**

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

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

- Develop a monthly calendar of dates, times, and locations of parent workshops
- Involve and speak with parent coordinator
- Meet and discuss topics that relate to related service providers' needs in assisting students
- Provide parents with daily and weekly student feedback through weekly progress notes, daily point sheets, and daily communication logs
- Provide translation services to parents
- Implement an arts grant for the purpose of increasing parent involvement (Parents as Arts Partners)
- Implement Parents as Learning Partners program

Ensure the addition of Parent Counseling and Training on student IEPs

**Budget and Resource Alignment**

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

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

**2014-2015 Arts for ELLs and Students with Disabilities grant, used to partner with Marquis Studios for two artist residencies and parent workshops**

### Goal and Action Plan #3

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

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

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

Capacity Framework Area 3: 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.

Annual Goal #3:

In the 2014-2015 school year, given systematic support from administrators, coaches, and colleagues, through ADVANCE observations with meaningful feedback, and opportunities for professional development, teachers at P352X will demonstrate improvement in teaching practice, evidenced by an average overall increase of at least 2 points on the ADVANCE Annual Professional Performance Review Overall Ratings, school-wide.

#### **Comprehensive Needs Assessment**

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

- All P352X teachers were rated Effective or Highly Effective in the 2013-2014 school year
- Overall Annual Professional Performance Review average teacher score for 2013-2014 was 86.4 of a possible 100
- In the Spring of 2014, staff at P352X voted through a School-Based Option in favor of Repurposing the School Day in order to implement 80 minutes of professional development each week
- Monday PD sessions are developed and implemented by the School Development Committee and by teacher-leaders at each site
- Teachers, paraprofessionals, and school leaders work collaboratively to plan for and deliver professional development each week to meet the needs of staff and students
- Paraprofessionals have taken on leadership roles, leading professional development sessions for teachers and paraprofessionals
- Professional development plans have been developed for groups of teachers and individuals
- Teachers are provided with professional development in specific methodologies and curriculum, according to student needs
- Teachers work collaboratively in Teacher Team Meetings and Professional Learning Communities to plan, design, and modify instruction
- Instructional coaches, mentors, and lead teachers at each site support staff in implementing P352X Curriculum
- P352X teachers have been provided with a school-wide Instructional Focus, curriculum map, and unit plans to guide them in planning instruction throughout the school year
- In teacher team meetings, there is a protocol in place for evaluating student work: teachers present one sample of student work, present data in support of the task developed that resulted in the student work sample, and discuss the rigor embedded in the work with next steps.
- In teacher team meetings, professional development sessions, observations, and discussions with parents, teachers are able to discuss what they are doing in the classroom, connect it to student assessment data, and present unit and lesson plans evidencing multiple entry points for students and increasing the rigor through DoK skills
- Providers of professional development opportunities for staff are widely varied: staff attend workshops at the school level, site level, through District 75, and through outside agencies
- Danielson's *Framework for Teaching* is used school-wide to provide a coherent set of beliefs of effective teaching
- Among teachers who completed the 2013-2014 Learning Environment Survey, the following results were found:

Question: To what extent do you feel supported by the following people:	To a great extent	To some extent
Other teachers at your school	68%	26%

Question	Percent Strongly Agree or Agree
Overall, my professional development experiences this school year have been sustained and coherently focused, rather than short-term and unrelated	81%
Overall, my professional development experiences this school year have included opportunities to work productively with colleagues in my school	85%
Overall, my professional development experiences this school year have provided me with content support in my subject area	75%

Question	Percent Strongly Agree or Agree
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Teachers in my school trust each other	84%
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**Instructional Strategies/Activities**

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

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

- Analyze 2013-2014 ADVANCE data, identifying specific competencies to target with individual teachers and groups of teachers – Fall 2014
  - Implement ADVANCE, conducting observations and providing teachers with meaningful, actionable feedback – ongoing throughout the school year
  - Conduct Initial Planning Conferences with all teachers and identify focus areas of growth for the school year – Fall 2014
  - Provide professional development to teachers and paraprofessionals in the wide variety of curriculum that the school uses – Fall 2014
  - Provide annual training and support in TEACCH methodology – Fall 2014
  - Complete Class Data Profiles and analyze to identify student needs – Fall 2014
  - Begin Coach/Lead Teacher meetings school-wide – Fall 2014
  - Implement Teacher Mentoring Plan in September 2014
  - Align budget to support purchasing of curriculum in support of student needs and school-wide Instructional Focus – Fall 2014
  - Develop site-wide and school-wide professional development plans with the School Development Committee – Fall 2014
  - Implement Professional Development on “Marvelous Mondays” as per Repurposing of the School Day – Fall 2014
  - Implement “Terrific Tuesdays” Parent Engagement activities and Other Professional Work activities, as per Repurposing of the school Day – Fall 2014
  - Identify staff members’ areas of expertise, tapping into staff members’ skills to provide professional development for colleagues – Fall 2014
  - Expand opportunities for paraprofessionals to act as training facilitators – ongoing throughout the school year
  - Provide coaching and mentoring to new and seasoned professionals – ongoing throughout the school year
  - Continue intervisitations across classes and sites – ongoing throughout the school year
1. Lead teachers, coaches, and mentors continue supporting teachers new to P352X and new to their teaching assignments – ongoing throughout the school year

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

All academic strategies will be implemented using baseline data from specific academic programs and data sources, which provides a starting point. These strategies will be initiated and carried out by administrators, coaches, lead teachers, teachers, paraprofessionals, and supported by speech therapists, physical therapists, and occupational therapists. School administrators will conduct observations and provide feedback to teachers based on Danielson’s *Framework for Teaching*; teachers will be supported by administrators, instructional coaches, unit teachers, IEP coordinator, and the School Development Committee.

Behavioral initiatives and strategies are supported and implemented by unit teachers, crisis teachers, and counseling staff using established methods and resources including FBAs, BIPs and our school-wide PBIS programs.

1. Parent programs are supported and implemented by Parent Coordinator, Unit Teachers, and Activities Coordinators, as supported by administrators, teachers, paraprofessionals and related service providers.

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

All academic/behavioral targets will be baselined in the Fall of 2014 and assessed periodically through the comparison of baseline assessment and data collected periodically throughout the school year. The school has made special effort to select programs with built-in data collection sources such as Rethink, Scantron, Wilson, SMiLE, Fountas & Pinnell and SANDI. Data from curriculum including Attainment, Core Knowledge, Go Math!, and Expeditionary Learning will also be analyzed periodically. Additionally, student portfolios will be used to assess student growth from unit to unit approximately 4 times per year.

1. In the Fall of 2014, baseline scores from ADVANCE end-of-year Overall Ratings will be collected and analyzed. Data from APPR Overall Ratings, Initial Planning Conferences, ADVANCE 2013-2014 observation ratings, and results from the 2013-2014 Learning Environment Survey will be analyzed. Professional development plans and teacher development targets will be developed in conjunction with teachers and school leaders. This data will inform administrators’ and the School Development Committee’s planning of professional development, feedback, and training for teachers. Data from ADVANCE will be analyzed periodically. The School Development Committee will periodically assess the effectiveness of PD plans and will meet regularly to refine site-wide and school-wide professional development plans.

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

In the Fall of 2014, school administrators and the School Development Committee will analyze data to develop school-wide and site-wide professional development plans. The SDC and school administrators will meet regularly to evaluate the effectiveness of teacher professional development plans, evidenced by an increase in student achievement. A midyear assessment of teacher ratings on selected ADVANCE competencies will coincide with data collected for the Principal Performance Review. By

Spring 2015, data will reflect the completion of the school program, summative data, and the effectiveness of the plan and strategies through Overall Annual Professional Performance Review scores.

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

1. The school program was set in the Spring of 2014 and designed to integrate time and resources to support instructional strategies and parent and student engagement activities. The school has built-in time and resources for common planning, coaching, mentoring, AIS, professional development, inquiry team meetings, and integration and adaptation of Common Core Learning Standards. In addition, the school held a School Based Option and voted in favor of Repurposing the School Day, allowing for 80 minutes of Professional Development on Monday afternoons and a 75-minute block of time of Tuesday afternoons for parent activities and other professional work.

**Strategies to Increase Parental Involvement**

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

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

- Develop a monthly calendar of dates, times, and locations of parent workshops
- Involve and speak with parent coordinator
- Meet and discuss topics that relate to related service providers' needs in assisting students
- Provide parents with daily and weekly student feedback through weekly progress notes, daily point sheets, and daily communication logs
- Provide translation services to parents
- Implement an arts grant for the purpose of increasing parent involvement (Parents as Arts Partners)
- Implement Parents as Learning Partners program

Ensure the addition of Parent Counseling and Training on student IEPs

**Budget and Resource Alignment**

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

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

No additional funds

## Goal and Action Plan #4

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

### Annual Goal #4

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

Capacity Framework Area 4: 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.

Annual Goal #4: In the 2014-2015 school year, administrators at P352X will continue to demonstrate effective school leadership by extending instructional and social-emotional support to staff, as evidenced by a 5% increase in teachers' positive responses regarding administrative support, measured by the New York City Learning Environment Survey.

### Comprehensive Needs Assessment

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

- Principals and Assistant Principals attend ongoing professional development sessions throughout the school year
- On-site administrators provide support for the entire school community by providing instructional support, developing relationships with staff, identifying leaders in the school community, and providing staff with the opportunity and encouragement to grow and develop professionally
- School leaders visit classrooms regularly to observe instruction and provide feedback to teachers
- Instructional leaders and teacher-leaders are identified throughout the school and are empowered to extend support to all members of the school community
- Administrators hold regular cabinet meetings to discuss new initiatives, analyze student data, turnkey information from professional development sessions
- Principal shares school-wide academic and economic data through the School Leadership Team
- Principal is known by staff and students across all P352X sites
- Principal provides professional development and guides instruction through the development of units of study
- The principal and all administrators take a highly active, hands-on role in the management of the school community at every level
- Principal has implemented school-wide safety initiatives to foster teacher growth and instructional achievement
- There is an open channel of communication between the Principal and staff through regular meetings and UFT consultation
- Among teachers who completed the 2013-2014 Learning Environment Survey, the following results were found:

<b>Question: To what extent do you feel supported by the following people:</b>	<b>To a great extent</b>	<b>To some extent</b>
Your principal	40%	32%
Assistant principals at your school	71%	21%

<b>Question</b>	<b>Percent Strongly Agree or Agree</b>
The principal at my school encourages open communication on important school issues	81%
School leaders place a high priority on the quality of teaching	93%
School leaders provide time for collaboration among teachers	96%
School leaders give me regular and helpful feedback about my teaching	86%

<b>Question</b>	<b>Percent Strongly Agree or Agree</b>
Overall, my professional development experiences this school year have been sustained and coherently focused, rather than short-term and unrelated	81%
Overall, my professional development experiences this school year have included opportunities to work productively with colleagues in my school	85%
Overall, my professional development experiences this school year have provided me with content support in my subject area	75%

In response to an identified need, additional support for teachers was developed through an SBO vote for lead teachers, an additional Crisis Intervention Teacher, an IEP Coordinator, and continued support for teachers through coaches and unit teachers

### Instructional Strategies/Activities

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

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

- Align budget to support out-of-classroom positions as voted on by SBO – Fall 2014
  - Align budget to support purchasing of curriculum in support of student needs and school-wide Instructional Focus – Fall 2014
  - Continue to implement ADVANCE teacher observations across all sites – ongoing throughout the school year
  - Continue to develop and modify unit plans and portfolio cover sheets in conjunction with teachers – ongoing throughout the school year
  - Continue to support teachers in expanding their understanding of Danielson’s *Framework for Teaching* – ongoing throughout the school year
  - Continue to provide professional learning opportunities for teachers – ongoing throughout the school year
2. Continue to analyze the school budget in order to determine how to best get funds into the classroom – ongoing throughout the school year

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

All academic strategies will be implemented using baseline data from specific academic programs and data sources, which provides a starting point. These strategies will be initiated and carried out by administrators, coaches, lead teachers, teachers, paraprofessionals, and supported by speech therapists, physical therapists, and occupational therapists. School administrators will conduct observations and provide feedback to teachers based on Danielson’s *Framework for Teaching*; teachers will be supported by administrators, instructional coaches, unit teachers, IEP coordinator, and the School Development Committee.

Behavioral initiatives and strategies are supported and implemented by unit teachers, crisis teachers, and counseling staff using established methods and resources including FBAs, BIPs and our school-wide PBIS programs.

1. Parent programs are supported and implemented by Parent Coordinator, Unit Teachers, and Activities Coordinators, along with administrators, teachers, paraprofessionals and related service providers.

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

1. All academic/behavioral targets will be baselined in the Fall of 2014 and assessed periodically through the comparison of baseline assessment and data collected periodically throughout the school year. The school has made special effort to select programs with built-in data collection sources such as Rethink, Scantron, Wilson, SMILE, Fountas & Pinnell and SANDI. Data from curriculum including Attainment, Core Knowledge, and Go Math! will also be analyzed periodically. Additionally, student portfolios will be used to assess student growth from unit to unit approximately 4 times per year. Baseline data regarding teachers’ perception of school culture will be derived from an analysis of the Learning Environment Survey in the Fall of 2014. Data regarding teacher development and growth will be obtained through an analysis of 2013-2014 ADVANCE ratings, 2014-2014 ADVANCE ratings, and the Learning Environment Survey.

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

1. In the Fall of 2014, new curriculum will be distributed to all classrooms and Fall baseline assessments administered. The school will collect the academic and behavioral data on a monthly basis using curriculum-embedded assessments, including the administration of Scantron and Benchmark assessments in the winter of 2015, thereby monitoring system effectiveness on an ongoing basis. Parent satisfaction and engagement will be collected through surveys following school events and will be analyzed and expanded upon during weekly Parent Engagement sessions on Tuesday afternoons. A midyear assessment of academic and behavioral data will coincide with data collected for the Principal Performance Review. By the Spring of 2015, data, including the results of the Learning Environment Survey, will reflect the completion of the school program, summative assessment data, and the effectiveness and impact of strategies.

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

1. The school program was set in the Spring of 2014 and designed to integrate time and resources to support instructional strategies. The school has built-in time and resources for common planning, coaching, mentoring, AIS, professional development, inquiry team meetings, and integration and adaptation of Common Core Learning Standards. In addition, the school held a School Based Option and voted in favor of Repurposing the School Day, allowing for 80 minutes of Professional Development on Monday afternoons and a 75-minute block of time of Tuesday afternoons for parent activities and other professional work.

**Strategies to Increase Parental Involvement**

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

- Develop a monthly calendar of dates, times, and locations of parent workshops
- Involve and speak with parent coordinator
- Meet and discuss topics that relate to related service providers’ needs in assisting students
- Provide parents will daily and weekly student feedback through weekly progress notes, daily point sheets, and daily communication logs
- Provide translation services to parents
- Implement an arts grant for the purpose of increasing parent involvement (Parents as Arts Partners)
- Implement Parents as Learning Partners program

Ensure the addition of Parent Counseling and Training on student IEPs

**Budget and Resource Alignment**

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

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

No additional funds

## Goal and Action Plan #5

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

### **Annual Goal #5**

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

Capacity Framework Area 5: 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.

Annual Goal #5: In the 2014-2015 school year, P352X will further deepen family and community ties by increasing parent and family participation in school events by 5% as measured by parent responses to questions on the New York City Learning Environment Survey regarding participation in school events, meetings, and workshops.

### **Comprehensive Needs Assessment**

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

- In the Spring of 2014, the school held a School Based Option and voted in favor of Repurposing the School Day, allowing for 80 minutes of Professional Development on Monday afternoons and a 75-minute block of time of Tuesday afternoons for parent activities and other professional work.
- Double the number of open school parent conferences as per the repurposing of the school day
- The school holds an annual Parent Resource Fair to link community services for students and parents – more than 30 vendors presented and over 100 parents attended the First Annual Parent Resource Fair in the Spring of 2014
- Monthly parent events/workshops/training/celebrations are held at each site
- At each site, there is an open door policy – parents are welcome to visit the school at any time, without needing to make an appointment
- At each site, there is an Activities Coordinator, an Administrative Period position, who works to help support parent needs, plan workshops and events
- Parent Newsletter each month at each site
- Parents as Arts Partners, an arts grant, is used to increase opportunities for parent involvement in the arts
- Parents as Learning Partners program is in place, wherein every first Friday, parents are invited to attend a workshop, followed by the opportunity to visit their child's classrooms
- P352X received a \$15,000 grant: Arts for ELLs and Students with Disabilities and has partnered with Marquis Studios to hold two artist residencies and parent workshops
- Title III funds are used to implement an after school program for students and to offer parent training workshops
- Rethink is used for parent training: at workshops and training sessions, parents have the opportunity to learn about Rethink curriculum and are taught how to implement Rethink curriculum at home with their children
- Parent Counseling and Training sessions are offered to parents, as per students' IEPs
- Among parents who completed the 2013-2014 Learning Environment Survey, the following results were found:

Question	Percent Strongly Agree or Agree
I am satisfied with the educational planning and IEP development process at my child's school	97%
My child's school gives my child meaningful assignments that help him or her learn	97%
My child's school makes it easy for parents to attend meetings by holding them at different times of day, providing an interpreter, or in other ways	95%
My child's school keeps me informed about my child's progress	98%
My child's school offers a wide enough variety of activities and services (including related services and assistive and adaptive technologies where appropriate) to help improve life outcomes for my child	92%
My child's school keeps me informed about what my child is learning	97%
My child's school keeps me informed about services for me or my child, such as tutoring, after-school programs or workshops at school	94%
My child's school makes me feel welcome	97%
My child's school is responsive to parent feedback	97%

Question	5 or more times	3-4 times	1-2 times	Never
How often during this school year have you been invited to an event in your	48%	27%	21%	4%

child's school (workshop, program, performance, etc.)				
How often during this school year have you attended a PA/PTA meeting?	17%	19%	28%	36%
How often during this school year have you attended a parent-teacher conference	25%	34%	36%	5%
How often during this school year have you communicated with school staff about your child's academic progress?	53%	29%	15%	3%

<b>Question: What are the BEST ways for your child's school or teachers to get information to you about your child's education? (Choose all that apply)</b>	<b>Percent of Parents Response</b>
ARIS Parent Link	3
Paper sent home with my child	74
Parent teacher conferences and meetings	54
Text messages	30
E-Mail	28
PA, PTA, or similar meetings	15
Phone	76
Mail	33
School staff	21
School website	7

***Instructional Strategies/Activities***

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

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

- Implement Parents as Arts Partners – Fall 2014
  - Implement Parents as Learning Partners – Fall 2014
  - Survey parents and develop an action plan to tailor Parent Counseling and Training sessions as per IEP more closely to individual parent/family needs – ongoing throughout the school year
  - Align budget to support purchasing of curriculum in support of student needs and school-wide Instructional Focus – Fall 2014
  - Continue to use Rethink as a resource for parent training – ongoing throughout the school year
  - Develop and implement school-wide and site-wide plans for Tuesday afternoon parent engagement activities – Fall 2014
  - Analyze the Learning Environment Survey – Fall 2014
  - Develop a monthly calendar of parent workshops – Fall 2014
  - Compile a monthly calendar of District 75 parent workshops – Fall 2014
  - Explore opportunities to more fluidly integrate parent engagement activities across P352X sites – ongoing throughout the school year
  - Continue to conduct parent outreach via phone calls and papers sent home with students, which were identified by parents as the best way for the school to get information to parents – ongoing throughout the school year
2. Explore ways to use text messages and email as an additional source of parent outreach – ongoing throughout the school year

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

All academic strategies will be implemented using baseline data from specific academic programs and data sources which provides a starting point. These strategies will be initiated and carried out by administrators, coaches, lead teachers, teachers, paraprofessionals, and supported by speech therapists, physical therapists, and occupational therapists.

Behavioral initiatives and strategies are supported and implemented by unit teachers, crisis teachers, and counseling staff using established methods and resources including FBAs, BIPs and our school-wide PBIS programs.

1. Parent programs are supported and implemented by Parent Coordinator, Unit Teachers, and Activities Coordinators, along with administrators, teachers, paraprofessionals and related service providers.

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

All academic/behavioral targets will be baselined in the Fall of 2014 and assessed periodically through the comparison of baseline assessment and data collected

periodically throughout the school year. The school has made special effort to select programs with built-in data collection sources such as Rethink, Scantron, Wilson, SMILE, Fountas & Pinnell and SANDI. Data from curriculum including Attainment, Core Knowledge, and Go Math! will also be analyzed periodically. Additionally, student portfolios will be used to assess student growth from unit to unit approximately 4 times per year.

1. Baseline satisfaction rates of students, parents, and teachers will be derived from an analysis of the Learning Environment Survey in the Fall of 2014. Baseline attendance rates of parents at school events will be derived from an analysis of the Learning Environment Survey. Parent feedback will be collected periodically through surveys following workshops and school events. Parent outreach and attendance data will be collected, analyzed, and expanded upon during Tuesday afternoon Parent Engagement sessions

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

1. In the Fall of 2014, new curriculum will be distributed to all classrooms and Fall baseline assessments administered. The school will collect the academic and behavioral data on a monthly basis using curriculum-embedded assessments, including the administration of Scantron and Benchmark assessments in the winter of 2015, thereby monitoring system effectiveness on an ongoing basis. Parent satisfaction and engagement will be collected through surveys following school events and will be analyzed and expanded upon during weekly Parent Engagement sessions on Tuesday afternoons. A midyear assessment of academic and behavioral data will coincide with data collected for the Principal Performance Review. By the Spring of 2015, data, including the results of the Learning Environment Survey, will reflect the completion of the school program, summative assessment data, and the effectiveness and impact of strategies.

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

1. The school program was set in the Spring of 2014 and designed to integrate time and resources to support Instructional strategies and parent and student engagement activities. The school has built-in time and resources for common planning, coaching, mentoring, AIS, professional development, inquiry team meetings, and integration and adaptation of Common Core Learning Standards. In addition, the school held a School Based Option and voted in favor of Repurposing the School Day, allowing for 80 minutes of Professional Development on Monday afternoons and a 75-minute block of time of Tuesday afternoons for parent activities and other professional work.

***Strategies to Increase Parental Involvement***

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

- Develop a monthly calendar of dates, times, and locations of parent workshops
- Involve and speak with parent coordinator
- Meet and discuss topics that relate to related service providers' needs in assisting students
- Provide parents with daily and weekly student feedback through weekly progress notes, daily point sheets, and daily communication logs
- Provide translation services to parents
- Implement an arts grant for the purpose of increasing parent involvement (Parents as Arts Partners)
- Implement Parents as Learning Partners program
- Ensure the addition of Parent Counseling and Training on student IEPs

Implement Title III after school program

***Budget and Resource Alignment***

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

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

**2014-2015 Arts for ELLs and Students with Disabilities grant, used to partner with Marquis Studios for two artist residencies and parent workshops**

## Academic Intervention Services (AIS)

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

### Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. <i>repeated readings, interactive writings, etc.</i> )	Method for delivery of service (e.g. <i>small group, one-to-one, tutoring, etc.</i> )	When the service is provided (e.g. <i>during the school day, before or after school, etc.</i> )
<b>ELA</b>	<p><b>SMILE:</b> for students in alternate assessment classes grade K-5, develop students' speaking, reading and writing in an integrated way.</p> <p><b>Core knowledge</b> for students in both alternate and standard assessment grades K-5 to develop students listening and decoding skills.</p> <p><b>Wilson</b> – Wilson provides intensive, developmentally appropriate instruction in reading and spelling, specifically developed for challenged readers</p> <p><b>Rethink</b> – Rethink Autism's curriculum is based on applied behavior analysis (ABA) and provides support in academic, behavioral and transitional skills.</p> <p><b>Attainment</b>– CCLS-aligned curriculum that is specifically designed for students with disabilities. Curricula is based on systematic instruction with a common organizational structure across subjects</p>	All services are provided in one to one and small group instruction.	All services are provided during the school day
<b>Mathematics</b>	<p><b>Go Math!</b> Is the common core curriculum with an integrated response to intervention used by alternate standard assessment.</p> <p><b>Attainment:</b> it encompasses pre-readiness math skills (attending, cause and effect, etc.), fundamental math skills (numbers and operations, measurement, and estimation), and higher order math skills (data analysis, probability, spatial sense, geometry, algebra, and problem solving). Each lesson provides three levels of instruction for students with mild, moderate, and severe disabilities.</p>	All services are provided in one to one and small group instruction.	All services are provided during the school day
<b>Science</b>	<p><b>Attainment</b>– CCLS-aligned curriculum that is specifically designed for students with disabilities. Curricula is based on systematic instruction with a common organizational structure across subjects</p>	All services are provided in one to one and small group instruction.	All services are provided during the school day

<p><b>Social Studies</b></p>	<p><b>Attainment</b>– CCLS-aligned curriculum that is specifically designed for students with disabilities. Curricula is based on systematic instruction with a common organizational structure across subjects</p>	<p>All services are provided in one to one and small group instruction.</p>	<p>All services are provided during the school day</p>
<p><b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b></p>	<p>Therapeutic Crisis Intervention and Functional Behavioral Analysis: for students in standardized and alternate assessment classrooms grades K-8, both services assist students in identifying behaviors that prevent effective learning in the classroom, clinical support and follow-up are integral to these intervention services.</p> <p>Adaptive Communication Devices: for students in alternate assessment classrooms, grades K-5, for students with severe communication delays, symbols and communication devices are used to identify and follow-up behavioral disorders to ensure optimal classroom performance of students.</p> <p>Students in the Astor Day Treatment program, grades 6-8, receive individual psychiatric and clinical support throughout the school day. Teacher schedules reflect weekly meetings with clinicians in the treatment of students with severe emotional disturbances in order to ensure positive student's academic outcomes.</p>	<p>All services are provided in one to one and small group instruction</p>	<p>All services are provided during the school day</p>

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

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

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

**Title I Status**

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

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

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

**High Quality and Ongoing Professional Development**

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

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

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

**SWP Schools Only**

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

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

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

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

**TA Schools Only**

**Use of Program Resources**

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

**TA Coordination with the Regular Program**

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

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

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

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

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**Parent Involvement Policy (PIP) Template**

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

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

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

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

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

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

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

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

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

## **I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

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

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

## **III. Student Responsibilities:**

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



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

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

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

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

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

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

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

Part A: School Information	
Name of School: The Vida Bogart School	DBN: 75X352
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Most current ELL students of 352X are alternate assessment students, specifically diagnosed with Autism. This year our Sundown Academy Title III after school reading program will focus on a reading program that will help ELL students learn sight words and develop language acquisition skills through the Birch Method, ABA, and the use of technology. Research shows that ABA programs and the Birch methodology are highly effective in developing language acquisition for ELLs with autism. According to the "Partnership for Accessible Reading Assessments" research shows that 1.3% of ELL's with disabilities were identified with Autism and that learning to read and demonstrating achievement is more challenging for ELL's with autism. "The challenge of learning English and having a disability adds another level of complexity to learning to read and demonstrating reading achievement (Mueller & Markowitz, 2004)." The ABA programs and the Birch methodology have proven highly effective in developing language acquisition, developing reading skills, and evidencing success for ELL students with autism. The school does not offer an ABA program during the school day and the Sundown Academy Title III after-school reading program will provide ABA support. 352X will partner with Birch to develop ABA techniques within the Birch methodology for ELL students with autism in alternate assessment programs. Birch Family Services, a team that focuses on helping children with language acquisition and other developmental disabilities, uses current state of the art knowledge. It is the leading expert in the field of autism. Through the use of ABA and the Birch methodology, incorporating ELL methodology such as Total Physical Response (TPR), as well as structured teaching, individualized instruction, ABA, the Direct Method, the Communicative Method (CLT), and Picture Exchange Communication System (PECS), our ELL students will improve language acquisition and socialization by recreating real life social and functional experiences designed to move ELL students towards communicative competency. Key Birch principles focus on students' strengths and interests, an understanding of meaning, language acquisition, and student independence. The program is language-based and promotes the use of pictures and routines to encourage the learning of new skills. ABA instruction is a teaching methodology for students with autism and can be applied across all curriculum areas and programs including ELL's. The Sundown Academy will establish an evidence-based autism program for ELL's complete with a brief skills checklist to assess each ELL student's current level of performance, and generate individualized program goals. The teacher providing the supplemental instruction will be able to access teaching interventions, and follow a customized curriculum path based on ongoing assessment. Through the Sundown Academy, the school will be able to integrate already existing assessment tools into the supplemental program assessment.

Additionally, the program will address the following learning standards for ELL students, incorporating

## Part B: Direct Instruction Supplemental Program Information

New Language Arts Progressions:

NLAP RI.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade-level topic or subject area

NLAP RL.4: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in a text (i.e., a character's thoughts, words, or actions)

NLAP SL.4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace

NLAP W.4: with guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Methodologies will include Total Physical Response and Language Experience Approach. ELLs will increase literacy skills through activities and games designed to enhance communication and independence through ABA instruction and Birch methodology. Moreover technology will be incorporated into the program through the use of an iPad. Research has shown that technology can be used to enhance teaching and learning in schools (Fisher, Dwyer, and Yocam, 1996; Cummins and Sayers, 1997). Researchers report that technology motivates students, encourages them to take ownership of their own work, builds metacognitive skills, provides students with access to other cultures, and enhances classrooms as centers of inquiry, exploration and literacy (Toppings, K., 1998). An iPad is more effective than a laptop in that students can independently access and edit the device by simply touching and sliding their fingers. The multi-touch functionality is much easier to prompt and teach children with autism.

The six ELL students with autism targeted for the after school Sundown Academy Title III Reading Program were selected based on performance levels from NYSESLAT and SANDI assessment. The six targeted ELL students scored in the beginning range of scaled scores in reading, writing, listening, and speaking as evidenced on nyStart. In addition, these students were assessed in SANDI and showed performance levels falling into the lower third in reading and communication development. Data shows that all six students were weak in reading and writing modalities according to NYSESLAT, SANDI and evidenced language acquisition delays. These six ELLs would benefit from supplemental ESL instruction from our Title III Sundown Academy reading program to provide the students with the development of language acquisition skills necessary to communicate and succeed academically. The Birch program and ABA offer students ample opportunities to practice their English language skills through the use of structured classroom routines, picture symbols, schedules and repetition. Also, the use of an iPad will help ELLs in language acquisition through language games, applications and lessons in which students learn new vocabulary using educational technology. The targeted six ELL students to attend the Title III after school Sundown reading program are 6 primary school ELL students with autism, one ELL student in 3rd grade and five ELL students in 4th grade. One student has a 1-to-1 full-time health paraprofessional. The student/teacher ratio is 6:1:1, plus the additional IEP-mandated health paraprofessional.

### Part B: Direct Instruction Supplemental Program Information

The Sundown Academy Title III after school supplemental instructional program will run from Mid-January through mid-March. The program will be held on selected Wednesdays and Thursdays beginning on the second Wednesday in January from 2:30 pm to 5:30 pm throughout a 10 week span for a total of 20 sessions.

The instructional focus of the Sundown Academy Title III after school program will be aligned to P352X's school-wide instructional focus, "Increasing Literacy Across the Curriculum through Real-World Context." The theme of the Sundown Academy after school program will be "Sight Words Are All Around Me."

The language of instruction of the Sundown Academy Title III after school supplemental program will be in English.

The Title III staff of the Sundown Academy Title III after school program will consist of one ESL certified teacher, two paraprofessionals, and one school administrator certified in special education.

Utilizing Title III funds, 352X will purchase curriculum materials from the company Birch and an iPad to meet our goals.

### Part C: Professional Development

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

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

Begin description here:

In order to improve teaching and learning for ELL students with autism and severe cognitive delays and in keeping with the focus of the Title III after school Sundown Academy, 352X will utilize Title III funds to train all Title III staff in Applied Behavior Analysis for ELLs and Birch methodology in addition to analyzing test performance data for ELLs. Training provided is based on the latest evidence-based practices which can be applied throughout the supplemental program and in the classroom supporting these ELL students throughout the school day. Training will be facilitated by P352X staff members, in conjunction with the certified ESL teacher.

All Title III staff of the Sundown Academy will attend the four professional development sessions: the ESL teacher providing the supplemental program, the administrator supervising the program, and the 2 paraprofessionals working with the program.

There will be four after-school professional development sessions provided by P352X staff. Each will be two hours long. The professional development sessions for the ten week program will take place on the first Wednesday in January, the first Thursday in January, the third Wednesday in March, and the third

### Part C: Professional Development

Thursday in March, from 2:30pm to 4:30pm.

The topics to be covered during the Title III professional development will consist of the following:

Session One: Training and Application of Applied Behavior Analysis

Session Two: Birch Methodology for ELL Students with Autism

Session Three: Using Performance Reports to Improve Instruction of ELL's

Session Four: Real Classroom Connection: Integrating Literacy Skills with ABA Methodologies.

### 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:

Parents of ELL students with autism will be informed of the Title III program through the DOE Title III letter, which will be tailored to describe P352X's Title III program, and through parent coordinator outreach. Translators and the DOE office of translation and interpretation services will be used. To enrich ELL parent engagement activities, a representative of the company Birch Family Services will provide training in January and March in Applied Behavior Analysis to parents of ELL's with autism. Specifically, ELL parents will be trained on how to incorporate ABA methodologies and Birch methodology to improve daily living skills and language acquisition in the ELL child's home. We are expecting 10-12 parents, who speak Spanish. The facilitators will be the parent coordinator and a representative from Birch. Basic training in ABA methodologies will be included, as well as the creation of chore lists for ELL students with autism and how communication can be fostered throughout activities centered on the student's home will be examined.

Schedule and Duration: The fourth Wednesday in January from 10:10 am to 12:10 pm (two hours); The second Wednesday in March from 10:10am to 12:10pm (two hours).

Topics to be Covered: Applied Behavior Analysis for Parents with ELL's; Creation of Chore Lists for ELL students with Autism; How to Increase Communication among ELL's throughout the home and family life.

Name of Provider: A representative of the Birch Family Services

How Parents will Be Notified: Notification will be done through flyers, parent phone outreach, and reminders (in English and student's native languages) throughout monthly parent workshops at each site.

### Part E: Budget

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

Allocation Amount: \$13752

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	\$10,343.84	<p>For After School Program:            1 teacher x 6 hours per week x 10 weeks x \$50.50 = \$3030.00</p> <p>2 paraprofessionals x 6 hours per week x 10 weeks x \$29.05 = \$3486.00</p> <p>1 administrator x 5 hours per week x 10 weeks x \$52.84 = \$2642.00            (PLEASE NOTE: ADMINISTRATORS' REGULAR HOURS END AT 3:00PM, THEREFORE PER SESSION WILL BE 2 HOURS 30 MINUTES FOR EACH SESSION OF THE AFTER-SCHOOL PROGRAM)</p> <p>For Professional Development:            1 teacher x 4 hours per session x 2 sessions x \$50.50 = \$404.00</p> <p>2 paraprofessionals x 2 hours per session x 4 sessions x \$29.05 = \$464.80</p> <p>1 administrator x 1 hour 30 minutes per session x 4 sessions x \$52.84 = \$317.04 (PLEASE NOTE: ADMINISTRATORS' REGULAR HOURS END AT 3:00 PM, THEREFORE PER SESSION ACTIVITIES WOULD BE 1 HOUR 30 MINUTES PER EACH PROFESSIONAL DEVELOPMENT SESSION)</p>
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development</li> </ul>	\$ 1350.40	PARENT INVOLVEMENT (WORKSHOPS) \$1350.40 two sessions of parent training workshops from Birch Family Services (two hours each)

**Part E: Budget**

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

Allocation Amount: \$13752

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
contracts.		session; four hours total)
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	\$ 2057.76	Birch-specific implementation materials: Velcro 10@20.20 = \$202.00 laminating sheets 5@17.19 = 85.95 clipboards 10@1.31 = \$13.10 PECS binders 5@1.56 = \$7.80 construction paper 6@3.09 = \$18.54 puzzles 3@10.99 = \$32.97 visual timers 3@28.49 = \$85.47 assorted reinforcers, \$62.84  1 Learning Resources ELA Kit, Grade 3, \$233.99  1 Learning Resources ELA Kit, Grade 4, \$233.99  7 boxes of paper 6@30.39 = \$212.73  1 iPad mini, \$299.00  Sight Words Cubes 3@8.44 = \$25.32  Magnetic Letters 3@9.09 = \$27.27  Retell-A-Story Cubes, \$8.44  Boardmaker V6 for Mac, \$359.10  Assorted art supplies: scissors 6@1.45 = \$8.70 glue sticks 30 pack, \$11.77 markers class pack, \$70.58 crayons class pack, \$33.24 drawing paper, 6@4.16 = \$24.96
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____

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

Allocation Amount: \$13752

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Other	_____	_____
<b>TOTAL</b>	\$13,752	_____

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

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

## Part I: School ELL Profile

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

District <b>75</b>	Borough <b>Bronx</b>	School Number <b>352</b>
School Name <b>The Vida Bogart School For All Children</b>		

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

Principal <b>Lourdes Mendez</b>	Assistant Principal <b>Glenn Devino</b>
Coach <b>Addia Perez</b>	Coach <b>type here</b>
ESL Teacher <b>Samary Rodriguez</b>	Guidance Counselor <b>Cordia Cedeno</b>
Teacher/Subject Area <b>Gina Pesca</b>	Parent <b>Emily DeJesus</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Cindy Hernandez</b>
Related Service Provider <b>Jocelyn Hernandez/ speech</b>	Other <b>Elena Ertas (ESL)</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>Mayra Nunez (Bilingual)</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>2</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>1</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>507</b>	Total number of ELLs	<b>106</b>	ELLs as share of total student population (%)	<b>20.91%</b>
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## Part II: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

This school offers (check all that apply):

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

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	106	Newcomers (ELLs receiving service 0-3 years)	72	ELL Students with Disabilities	106
SIFE	1	ELLs receiving service 4-6 years	34	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	
<b>TBE</b>	12		12							12
<b>Dual Language</b>										0
<b>ESL</b>	60	2	60	34		34				94

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	<b>72</b>	<b>2</b>	<b>72</b>	<b>34</b>	<b>0</b>	<b>34</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>106</b>
Number of ELLs who have an alternate placement paraprofessional: <u>4</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			2	5	5									12
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>5</b>	<b>5</b>	<b>0</b>	<b>12</b>							

\*EP=English proficient student

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

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	12	15	11	18	16	9		1	3					85
Chinese														0
Russian														0
Bengali			1	1										2
Urdu														0
Arabic														0
Haitian														0
French	1													1
Korean														0
Punjabi				1										1
Polish														0
Albanian														0
Other			3	1	1									5
<b>TOTAL</b>	<b>13</b>	<b>15</b>	<b>15</b>	<b>21</b>	<b>17</b>	<b>9</b>	<b>0</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>94</b>

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	13	14	14	20	20	9			1					91
Intermediate(I)		1		5	2									8
Advanced (A)			1	1		2		1	2					7
Total	<b>13</b>	<b>15</b>	<b>15</b>	<b>26</b>	<b>22</b>	<b>11</b>	<b>0</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>106</b>

**NYSESLAT Modality Analysis**

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

**NYSESLAT Modality Analysis**

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

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	23	2	0	0	!Und
4	17	2	0	0	
5	8	1	0	0	
6	12	2	0	0	
7	12	3	1	0	
8					
NYSAA Bilingual (SWD)	4	0	0	12	

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	19	0	7	0	0	0	0	0	
4	17	0	3	0	1	0	0	0	
5	9	0	0	0	0	0	0	0	
6	13	0	1	0	0	0	0	0	
7	16	0	0	0	0	0	0	0	
8	0	0	0	0	0	0	0	0	
NYSAA Bilingual (SWD)	0	0	0	0	2	0	14	0	

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1	0	2	0	8	0	6	0	
8	0	0	0	0	0	0	0	0	

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)	0	0	0	0	0	0	4	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.  
Alternate assessment students are assessed using the SANDI assessment. Additional assessments specific to student needs are also used. Unique, Smile, and Rethink are used to assess reading, writing, math and communications skills. The data provided is used to guide the instructional program. As a result of the data from the SANDI assessment the school developed a specific goal for student

communication. The goal to increase communication development in specific items from the SANDI of 5% when comparing beginning of year and end of year data was met and exceeded.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
Data reflects that alternate assessment students perform better in listening activities rather than reading because it requires non-verbal responses. Data patterns across proficiency levels on the Lab, Nyseslat and grades reflect that most of our students are performing as beginners. For students who were administered the nyseslat and were unable to complete a modality and received a score of invalid, the students were classified as beginners.
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](#))  
Data showing patterns across NYSESLAT modalities were not available for current school year.
4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

A. The data from nyStart shows that ELL's in alternate assessment perform at the same levels across proficiencies and grades as their non-ELL peers.

B. We do not participate with ELL periodic assessment.

C. The school currently has a TBE program. Native language is used as an integral part of instruction in all the subject areas. Classroom support services are delivered in the native language.
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](#).)  
The purpose of the RTI model in our school is to identify and diagnose skill defecits evident in the data. Prescriptive strategies are then implemented for the purpose of alleviating the skill defecits. This same process applies to all students in the school, both standard and alternate assessment and ELL's. .
6. How do you make sure that a child's second language development is considered in instructional decisions?  
Students are provided an instructional program designed to develop interaction and communication in the second language within the academic setting. Student communication modes provide the foundation for these inter-actions. Additionally the push-in support of related service providers in speech helps to further develop these interactions. When possible students are matched with related service providers who speak the native language. The teacher also assess student performance in English through observation and anecdotal assessment, in addition to summative assessment in SANDI and benchmarking monthly using Unique. The students exam history, educational history provided by the parent, combined with the information in the IEP and a survey of communication in the home provide a baseline for the use of English and the acquisition of academic language. Speech teachers also collaborate with the teacher to provide student performance updates which may signal the need for additional support or adequate aquisition of academic language in English. Content areas teachers also provide feedback on the students development of academic language.
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?

The school does not currently have a dual language program.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
Program success is evaluated using student performance data in NYS exams and data collected to measure specifically targeted performance outcomes. The ELL subgroup data is observed in isolation to help us identify any patterns or discrepencies specific to the subgroup.

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
The CSE performs initial evaluations on all students referred to District 75 and determines the appropriate program (ESL or Bil.) for the student. Students are then referred to the school by the district 75 placement office. A referral document will often identify the student as being in need of services for ELL. When a parent and student arrive to visit the school and register the school provides an intake procedure which includes orientation to the school and a home language identification survey. Prior to completing the survey, the parents are asked about their native language; staff responsible for assisting parents/guardians in the completion of the portion of the intake packet include unit coordinators, school aids and the parent coordinator. All staff responsible for the completion of the HLIS are bilingual English, Spanish and Russian pedagogues. These individuals, Samary Rodriguez and Elena Ertas are State certified ESL teachers. If the parent states a language other than English, besides providing them with the survey in their native language, our organization attempts to provide the parent with someone who is fluent in their native language to conduct the interview. At this time, the ESL teachers screen the survey. The LAB R is then administered to the student within ten days of the child being present in school. Students in need of Spanish LAB administration receive the assessment in Spanish by the bilingual ESL teacher. Both ESL teachers are bilingual; one is bilingual English and Spanish, the other is bilingual English and Russian.
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.  
The school currently, has a free standing ESL program and a Transitional Bilingual program. In District 75 program choices are given to parents when the child is initially evaluated by the CSE. CSE determines the options for the student. Once a choice of school is determined parents are informed of the available options during a pre-registration visit. During the visit certified ESL teachers, Ms. Rodriguez and Ms. Ertas and the certified bilingual teacher Ms. Nunez explain to the parent the structure of the program and the benefits of the program for meeting the mandates of the IEP and developing the students academic language.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)  
In District 75 this work is done by the CSE.
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.  
Currently, we have a free standing ESL program and Transitional Bilingual program. For district 75, parents are informed of ELL's placement at the CSE level. The CSE aligns ESL/Bilingual program with parents request.
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.  
Annually, the school provides training for ESL and non-ESL pedagogues in the administration of the NYSESLAT. Our first step, is to identify all of the ELL's in the school using our ATS reports (RLER, RLAT, REXH, RMSR). We then create a testing data base of students that require NYSESLAT testing. Next, we distribute a testing schedule to all teachers trained to administer the NYSESLAT. Our trained teachers include Certified ESL teachers Ms. Rodriguez and Ms. Ertas and Bilingual certified teacher Ms. Nunez. Our schedule is based on the students modalities and school site location. Finally, a scoring committee is formed to evaluate the student performance in speaking and writing. Speaking is also scored by trained pedagogues that are not ELL providers. Other parts of the test are scored at the district scanning center. Throughout the testing period we verify that every ELL is administered testing in each modality.
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 CSE provides the parent with program options. These options are discussed during the EPC with the CSE. The district placement office then determines the schools within District 75 which provides the selected program and is likely to have available seating. Parents are provided with a detailed description of the programs available to ELL students and the options available to their children based on the child's IEP. An explanation is given to the parents on the mandates and duration of the ESL services that the child will receive in school. Parents may communicate any concerns and /or cultural customs and traditions that may be helpful in providing the best educational experience for their child. Immediately following this procedure, the ESL teachers begin supporting the student with their appropriate native language support with the help of all of the individuals that service this student. Because the need for additional seating was evident the district has provided the resources to create the transitional bilingual program available this year.

## Part V: ELL Programming

### A. Programming and Scheduling Information

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

The ELL students in P352X are students identified by the CSE as having severe disabilities impacting both communication, and academic achievement. In order to accommodate the learning needs for our ELL students, the organization uses both a push-in and pull-out program model. In the push-in model, the ESL teacher collaborates with the classroom teacher in an effort to provide maximum support of the students communication and academic needs. The pull-out component includes combining students in the cluster grades K-2, 3-5, and 6-8 at the same proficiency level in homogeneous groups. The school now has a self-contained Transitional Bilingual classroom of elementary grades from 2 to 4. Children are placed in a 12:1:1 self-contained classroom according to their mandated program ratio.
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)?

As per CR Part 154 all students who perform at the beginning or intermediate level based on the most recent NYSESLAT scores receive 360 minutes of instruction per week, 180 of ESL and 180 minutes of ELA if they are advanced. Kindergarten students with LAB scores will receive the 360 minutes if they are at beginning and intermediate levels and 180 minutes of ESL and ELA if they are advanced. In addition, our students in our Transitional Bilingual class who are at the Beginning, Intermediate and Advanced levels will receive 45 minutes of NLA per day.
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.

For the 2013-2014 school year, our ESL teachers will be implementing our units of study in the areas of instruction in English Language Arts, math, science and Social Studies that are aligned and connected to the curriculum and the common core standards. The curriculum, which is integrated in most ESL lessons, is intended to meet the cognitive needs of each student through Total Physical Response (TPR), multi-sensory activities, art, music and literacy, in addition to the four modalities of communication listening, speaking, reading and writing. Our ESL teachers follow the NYS Common Core Standards and integrate ESL strategies such as TPR, Language experience, Scaffolding techniques, and graphic organizers in order to ensure that students are meeting standards required by state and local assessments. While working with alternate assessment students, the focus pertains to expressive language through PECS, Mayer Johnson symbols, and /or speech therapy strategies used to encourage verbal communication. Read alouds and tasks are designed to assess reading comprehension across all academic curriculum areas. In the self-contained Transitional Bilingual class the teacher follows the common core standards and aligns the curriculum to teach ELA, math and the native language. Content areas such as science, social studies and art are provided in English. Although content is the main focus of instruction, students are taught strategies directly connected to the ELA CCLS for the purpose of further development of English language acquisition.

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

In order to ensure that ELLs are appropriately evaluated in their native language, proper staff proficient in the student's native language administers the Spanish LAB. In addition, the Bilingual teacher does informal assessment in their native language. The bilingual psychologist also evaluates the child in their native language.

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

In order to ensure that ELLs are appropriately evaluated in all four modalities we have created a data sheet that captures speaking, listening, reading and writing of all our ELLs that we service. Also we take data through teacher observation, classroom activities and portfolios and we use it to evaluate progress throughout the school year. In the spring, we administer the Nyseslat.

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).

352X currently has students that are identified as SIFE, newcomers, and long term ELLs. For SIFE students, re-introducing the student to current school practices is the first step. If a LAB-R was never administered to designated SIFE students, then the first action is to administer the assessment. Student with 0-3 years of ESL services are considered newcomers. Long-terms, SIFE and newcomers are provide with native language support, academic intervention services (AIS), a school orientation, augmentative communication devices, Picture Exchange Communication Systems (PECS), TPR and the P352 units of Study. Our curriculum also includes additional instructional support through music, technology and art. Students receiving services for more than 4 but less than 6 years are being supported through small group and individual instruction, in addition to specific curriculum programs that further develop student's literacy skills. Currently, we do not have students receiving services beyond six years. Should our school expand to include LTE's in the future our plan is to continue to provide the same supports as given to students as newcomer's and other subgroups. For ELLs students that have reached proficiency on the Nyseslat, their IEP will be ammended in SESIS to reflect their current status level. However, these students can participate in our title III program.

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 initial assessment (SANDI and Scantron) are administered and overseen by the ELL teacher to ensure that the results are not skewed due to lack of language. Additional support is provided through AIS and through our Title III after school program. The teaching methodologies include small group instruction for students with individual instruction throughout the day. The schedule of ESL teachers include sessions of classroom push-in and collaborations with the classroom teachers, in addition to pulling out student for individual ESL instruction. In addition, sthe school provides computers, iPads and Smart Boards to all teachers in order to support growth towards the CCLS standards and the needs of ELL's. In addition, the school provides all classess with instruction using the core curriculum materials provided by the school district, and adapted for the use of ELL's and SWD's. We also provide addiitonal resources designed to supplement the core curriculum. These resources include Unique, Rethink, and E-math, among others. Each is designed to target the students age and grade level yet provides material and instruction which is specifically adapted to meet the functioning and academic needs of the student.

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

Our school uses mutiple curricula designed to support the diverse population. Among these curricula are Rethink, Unique, Core Knowledge, E-Mathematics, Go Math, Smiles, and others. Classrooms are structured around the TEACCH model with an ongoing partnership with Birch. Students in 352X have the flexibility to move along the continuum of program options as the school has class ratios of ( 12:11, 8:1:1, 6:1:1) and in inclusive education (SETTS).

**Courses Taught in Languages Other than English **

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

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

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

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

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

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

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

**Native Language Usage and Supports**

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



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

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Our targeted intervention program for all of our ELL (0-3, 4-6, and long term Ells) in ELA, math and other content areas are aligned to the Common Core Standards throughout the push in and pull out programs. P352X has established units of study in literacy, math, science and social studies all aligned with the state Common Core Standards. Literacy programs for alternate assessment students used by teachers in support of these units of study include HEADSPROUT, EDEN CURRICULUM, SMILE READING INTERVENTION AND UNIQUE, and Rethink. All are research based literacy programs designed to target deficiency areas in literacy. Literacy skills emphasize language development across monthly themes throughout the school year. Content area curriculum includes the citywide social studies core curriculum and the science core curriculum. Art instruction is based on thematic unit's printmaking, bookmaking, and stamp art and foiling all aligned with the NYC Blueprint for the arts. All curriculum is in English, any native language support needed is given by classroom personnel including the classroom teacher, paraprofessional and the ESL teacher. ELLs are afforded equal access to all school programs throughout the school day and in supplemental programs. The Title III funds are used to support an afterschool program to supplement instruction during the school day. The ESL teacher and paraprofessional deliver instruction in the afterschool program. The ESL teacher and a bilingual paraprofessional deliver instruction in the afterschool program using Birch and Rethink. Selection of ESL students to the program is based on timeliness of submission of application by parent/guardian. Throughout the school day ELLs participate, as evidenced in student schedules, in all content area activities such as art, physical education, technology and instructional breakfast and lunch.
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 ELLs teachers take data to evaluate the effectiveness of our current program on a weekly basis to see if their ESL goals are met in the four modalities (Speaking, Listening, Reading and Writing). In addition student portfolios of authentic work are reviewed at the end of each unit (Approx. every six weeks). Other data is collected from individual programs and curriculum embedded assessments. These provide data on a daily, weekly, or monthly basis, depending on the program. Throughout our push in and pull out program, we are meeting the needs of our ELLs in both content and language development. We push in during Math, Social Studies and Science blocks to further improve the rigorous language development for our Ells with disabilities. As a result of the program student are further developing and acquiring academic language more rapidly in addition to improving basic reading and other communications skills. This is evident in the schoolwide results of state exams which show the performance ELL's on a par with other non-ELL students.
11. What new programs or improvements will be considered for the upcoming school year?
- Multi-sensory methods and materials are being implemented in classrooms through the use of technology. Instruction for ESL students is supported through the use of technology such as computers, IPADS, laptops and smart-boards. In addition to the technology component, think-pair share and graphic organizer, cooperative learning projects and field trips will address the needs of our ELL students. Communication devices are also provided to our students with limited verbal communication. Multicultural library books and the use of technology follow our P352X units of study which support literacy instruction. All instructions provided to our ELLs address their age and grade level abilities. For students in both alternate and standard assessment programs, test accommodations are detailed in the student's IEP's and honored during the administration of all state exams. For the coming school year, special attention to reading and writing will be afforded to ESL students through programs such as Smile, Rethink, the Eden curriculum and Unique. All programs are for students grades K-8 and research based. This year we have opened a new Transition Bilingual classroom to meet the needs of our Bilingual Spanish speaking students. The Bilingual teacher is fully certified. In addition, all of our new programs are aligned with the Common Core Standards.
12. What programs/services for ELLs will be discontinued and why?
- All curricular programs not in alignment with the common core standards have been discontinued for obvious reasons. No other programs have been discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- We are District 75 specialized school, where all of our ELLs are afforded equal access to all school programs that focuses on language acquisition and applied behavior analysis. The after school and supplemental service we provide to ELLs in our school is the Title III.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- To provide adequate instruction to ELL students in regards to language we use technology to the fullest extent possible within the school budget, which includes smart board, I PADS, computers and UDL in all subject areas. In our bilingual class we have a library

of books written in the native language. Additional software has been purchased in the native language. Unique Learning System also provides us with materials and lesson plans designed to incorporate the native language. We also provide language support through PECS and adaptive devices designed to link the native language to English.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?  
Native language support is delivered in each program using the ESL model approach and in our TBE program native language is descreetly taught during NLA.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?  
All the required services in our ELL's IEP's are meeting their needs such as OT, PT, counseling, speech, vision services, and hearing services. They are all age and grade level appropriate.
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.  
The school provides the support of a parent coordinator in addition to unit teachers and school administrators at each of the five sites. These personell support new students and families as they make the transition into the program. We have ongoing parent support sessions throughout the year on a monthly basis and communicate with parents weekly through the classroom teachers. In addition our Chapter 683 ( or summer 12 month program) is available to assist newly enrolled ELLs before the beginning of the school year.
18. What language electives are offered to ELLs?  
No language elective are offered at this time.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
  - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
  - How is language separated for instruction (time, subject, teacher, theme)?
  - What Dual Language model is used (side-by-side, self-contained, other)?
  - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

No dual language programs are currently offered at 352X.

### 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. The district provides our ESL /Bilingual teachers working with ELLs students the following workshop: September ESL compliance and NYSESLAT training. In addition to district professional development, weekly, as well as monthly planning meetings are schedule for P352X teachers, cluster teachers, paraprofessional, related service providers and administrators. The school also provides 6 half day sessions approved by the DOE for development of teachers in the area of Danielson's FT and integration of the CCLS. As part of our Title III grant we have made available to all stakeholders in the community , including school support staff and our parent coordinator, training in the Birch methodology and ABA. At these meetings, the ESL teachers are given the opportunity to participate in curriculum common planning, sharing assessment results, and discussing the needs of the ELL students in the classroom and school wide environment. Teachers working with ELL's are also provided instruction in the use of Common Core curricula and special programs such as Rethink and Unique.

2. 352X requires all teachers, including those who work with ELL's to collaborate in inquiry teams on a weekly basis. Teams work to review student work, improve teaching practice and integrate new strategies and concepts to support student growth. In addition the school is provideing six half days for further development of teacher skill within the Danielson Framework for Teaching

3. Since the ESL teachers travel from site to site. The ESL teachers assist in transition from elementary to middle by meeting with the teachers and sharing experiences with the ELLs they service. Our guidance counselor, Ms. Cedeno, has also received training in supporting parents and families in transitioning students from elementary to middle school and from middle to high school using the middle and high school application process.

4. All Special Education teachers, classroom and clusters, and related providers, working with ELLs and not working with ELLs, will sign up for the Jose P. training given annually by the district. The principal schedules all teachers attendance at professional development through emails and maintains records in a professional development records binder.

## 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. During the open house the ESL teachers as well as the bilingual teacher, inform the ELLs parents of the services they provide. The open house is held on different dates at different sites. We also have parent teacher conference twice a year where the ESL teachers as well as the Bilingual teacher shows progress through data and portfolios of student work. The school also provides monthly workshops for families, and is a partner with PAPS (Parents as Arts Partners). Finally, we have specific parent activities during our Title III after school supplementary program. Bilingual teacher Ms. Nunez, and ESL teachers Ms. Rodriguez attend the open houses on varying dates to provide translation services in the native language. In addition the school provides translation services through per-session employment of paraprofessionals during the open houses. The school also provides in conjunction with the Title III program activities designed to train parents specifically in the native language. All staff in the Title III program are bilingual in the native language.

2. The school partners with Community Based Organizations such as Birch and PAPS to provide workshops for all parents including parents of ELL's. Whenever a workshop is presented by a community partner the school ensures that translation services are available in the native language either through per-session employment or schedule revisions during the school day.

3. The needs of the parents are identified by outreach done by the parent association to all parents. Parent surveys results and contacts by the site coordinators to parents of students at specific sites are also used in needs assessment. All translations are done in house. If a specific language is not available, then we contract translation services.

4. Ongoing information in their home language is provided to parents of ELL's by the parent coordinator. The parent coordinator also provides training for parents on different aspects of their child's education, such as outside supports in their local community, home activities to support learning, and parent need surveys. P352X goals are to increase parent outreach by offering parent workshop monthly. Additional parent involvement in the school includes parent participation in the School Leadership Team and the Parent Association open to all parents, including parents of ELLs. The parent association coordinates fund raisers, monthly parent association meetings and workshops in support of families with children with special needs. Parents of ELL students are invited and expected to participate. Parent workshops are provided in English and in native language. All parent activities are designed to support the growth of individual students by engaging parents in the educational process, and providing parents with strategies designed to increase both the functional and academic skills of the students.

## E. Additional Information

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

## Part VI: LAP Assurances

**School Name: The Vida Bogart School**

**School DBN: 75X352**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lourdes Mendez	Principal		10/22/13
Glenn DeVino	Assistant Principal		10/22/13
Cindy Hernandez	Parent Coordinator		10/22/13
Samary Rodriguez	ESL Teacher		10/22/13
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other _____		1/1/01

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

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

DBN: 75X352 School Name: The Vida Bogart School

Cluster: D75 Network: 1

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

### **Part A: Needs Assessment Findings**

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

During the initial student admission/intake, the parent is asked to complete the Home Language Identification Survey (HLIS) in their native language and to complete the blue emergency cards. If this is the child's first time entering a New York City Dept. of Education school the parent completes the survey and blue card, and if not, will update the blue card. On both documents, the HLIS document and the blue emergency card, a parent is requested to indicate their preferred language in receiving oral communication and written information from the school. This data is then collected, summarized and quantified. Consequently, all parents have been surveyed and have been contacted by the Parent Coordinator to determine the language requirements for documents that need to be sent home. In addition, interpretation services will be provided as it is needed in the 15 foreign languages that the Department of Education offers. Translators will be available to come to the school, or be accessible by phone with any of the translation or interpretation needs of the ELL parents. During the intake registration process the preferred written and oral language of family and student is obtained and recorded.

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.

The population at our school, consists of ELL learners who are mostly Hispanic. Our school profile consists of 97 students whose parents/guardians are Spanish/Bilingual. There are an additional 9 students whose parents/guardians speak Bengali, French, Punjabi, or other languages. This information is primarily communicated to stakeholders via the monthly meetings of the SLT, through the LAP and during parent teacher conferences. The school's written and oral translation needs for Spanish are met by school personnel. In addition, the New York City Department of Education provides the services of the translation and interpretation unit for written and oral translation needs for ELL students whose native language is other than Spanish. A notice was sent home explaining why all documents were in two languages. We have staff available to interpret all present language needs of the school. The IEP conferences are also done in the preferred language of the

parent/guardian utilizing the translation and interpretation services of the school and school district.

## **Part B: Strategies and Activities**

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

Written translations are provided by the DOE Translation & Interpretation Unit, and our in-house school staff. One of our certified ELL teachers is capable of doing the translation from English into Spanish. Additional staff can also provide translation service. Staff consists of the parent coordinator, the school psychologist, teachers and numerous paraprofessionals. Once the need is established at the school intake meeting, the staff involved with the ELL student will guarantee that the translated documents to parents are received in a timely manner. With some ELL parents needing written translation in a language other than Spanish, we determine if this other language is the native language of any of our staff members. If it is not, our school utilizes the services of the Translation and Interpretation Unit. This service will translate the written notices to the parents, in a most timely fashion. All notices are delivered to the home in the appropriate language.

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.

Oral interpretations are provided by DOE Translation & Interpretation Unit, and our in-house school staff. Three of our certified ELL teachers are capable of doing the interpretation. The additional staff who can also provide the service consist of the parent coordinator, the dean, the bilingual counselor, the school psychologist and numerous paraprofessionals. Once the need is established at the school intake meeting, the staff involved with the ELL students will guarantee that the interpretation services for parents are done in the timely manner. With some ELL parents needing oral interpretation in a language other than Spanish, we first determine if this other language is the native language of any of our staff members. If it is not, our school utilizes the services of the Translation and Interpretation Unit. This service is available through a 3-way phone conversation or persons arriving at the school to provide for oral interpretation needs.

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 Bill of Parental Rights and Responsibility is available and posted in the main lobby, main office and in key locations throughout our facilities at P352X. If these forms are not available in the parent's native language, a special request will be placed with The Translation & Interpretation Unit. The complete information about the ELL department is available for parents via the DOE website. The school will post this information on parent bulletin boards together with instructions on how to obtain translation services.