

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

75K231

School Name:

P.S. K231

Principal:

JUDE ARTHUR

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

Section 5: Needs Assessment, Annual Goals, and Action Plans

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 1: School Information Page

School Information

School Name: P231K School Number (DBN): 75K231
Grades Served: K-8
School Address: 5601 16th Ave, Brooklyn, NY 11204
Phone Number: 718-853-1884 Fax: 718-853-5388
School Contact Person: Robert Stefani Email Address: RStefani2@schools.nyc.gov
Principal: Jude A. Arthur
UFT Chapter Leader: Bennett Fischer
Parents' Association President: Berglind St. Louis and Co-president Jackie Pierre-Louis
SLT Chairperson: Jude A. Arthur
Title I Parent Representative (or
Parent Advisory Council
Chairperson): NA
Student Representative(s): NA
NA

District Information

District: 75 Superintendent: Ketler Louissaint, IA
Superintendent's Office Address: 400 1st Ave, NY
Superintendent's Email Address: GHecht@schools.nyc.gov
Phone Number: (917) 256-4251 Fax: NA

Borough Field Support Center (BFSC)

BFSC: _____ Director: Arthur Fusco
Director's Office Address: 400 1st Ave, NYC,
Director's Email Address: AFusco@schools.nyc.gov
Phone Number: 212-802-1662 Fax: NA

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Jude A. Arthur	*Principal or Designee	
Bennett Fischer	*UFT Chapter Leader or Designee	
Berglind St. Louis & Jacqueline Pierre-Louis	*PA/PTA President or Designated Co-President	
Humaira Tanvir	DC 37 Representative (staff), if applicable	
NA	Title I Parent Representative (or Parent Advisory Council Chairperson)	
NA	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
NA	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
NA	CBO Representative, if applicable	
Cindy Donahue	Member/	
Doris Dunn	Member/	
Ivy Mai	Member/	
Tina Gervasi (Teacher)	Member/	
Kamantha Atterbury (RSP/OT)	Member/	
Katie McArdle	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	
NA	Member/	

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

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

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
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.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

P231K is a District 75 program that services approximately 365 students in grades kindergarten through grade eight across six sites located in Borough Park, Bay Ridge, Bedford Stuyvesant and Gravesend Brooklyn. The range of disabilities includes the following: students with autism, students who are intellectually disabled, emotional disturbance as well as speech and language impairments. Our current population also includes approximately 25% of English Language Learners (ELLs) who are afforded greater supports to access academic content through ESL teachers as well as ESL methodologies. Our student population participates in both alternate and standardized assessments. In addition, we have a small cohort of verbal behavior classrooms, which address students who are cognitively young and require, intensive pre-academic teaching. There is also a small percentage of students with the emotional disturbance classification who we support with intensive behavior interventions. Additionally, there are four inclusion classes across three sites; these classes offer our students greater access to age-appropriate Common Core aligned curricula and opportunities to socialize with their typically developing peers.

The school's mission statement conveys our community's understanding that we are all life-long learners, and seeks to honor the contributions of all members. The mission statement highlights the role of teacher collaboration, which is demonstrated in our numerous teacher teams that meet weekly to share samples of student work, analyze data and plan corrective instruction including new instructional strategies with the goal of increasing student achievement. Our teacher teams also foster teachers' professional reflection, the spirit of collegiality and collaboration within our school.

Mission Statement:

We at P231K work to nurture an inclusive community of diverse learners. We collaborate in order to plan and implement purposeful instruction that honors each member's abilities and contributions.

Similarly, our school's Theory of Action (TOA) is grounded in the work of teachers and teacher teams in collecting and analyzing student achievement data. It traces a series of steps from assessment through analysis with the ultimate goal of improving student outcomes. The TOA begins with teachers using assessment tools to collect data for all students and ends with students being prepared to find their niche in an ever-changing workforce. This reflects our organization's focus on students achieving their highest level of independence in an effort to make all students college and career ready.

Theory of Action:

- If teachers use assessment tools to collect data for all students, then teachers will be able to articulate what students know and are able to do.
- If teachers are able to articulate what students know and are able to do, then teachers can identify new content and skills they need to teach.
- If teachers can identify new content and skills they need to teach, then students will learn the new content and skills that will move their learning forward.
- If students learn new content and skills that moves their learning forward, then students will be prepared to find their niche in an ever-changing workforce.

P231 has made substantial gains in many areas of our Chancellor's Framework for Great Schools. These areas include rigorous instruction, collaboration, strong family-community ties, supportive environment, effective school leadership, and trust.

With respect to rigorous instruction, teachers are afforded a vast array of feedback and support to improve their pedagogical practices. Administrators conduct monthly staff meetings and provide detailed feedback to teachers in order to cultivate and improve teachers' instructional practices. To further support teachers in their professional growth, P231K in 2014-15 endorsed the application of three model teachers through the Model Teacher Program. The role of model teachers is to provide support to their colleagues via inter-visitation and peer-to-peer conferences. In addition, administrators observe teachers' practice and monitor attendance at professional development in order assist teachers in incorporating new methodologies into their classroom practice and teacher team meetings.

During the 2014-2015 school year and continuing into the 2015-2016 school year, P231K will employ strategic scheduling to facilitate teacher collaboration and increase the time students engage with Common Core aligned content. Through strategic scheduling and teachers' selections of professional activities we have increased by 50% the time teachers reflect on their practice, analyze student work and make adjustments to their instruction. We have also increased professional development time during which administrators meet with teachers and teachers meet with their peers in order to further support and enhance their growing pedagogical repertoire and convey the school's expectations. Professional development during the 2014-15 school year was informed by reviewing observation data from Advance and the administrative cabinet identified areas of need, specifically 3b (Questioning and Discussion), 3c (Engaging Students in Learning) and 3d (Using Assessment in Instruction).

With respect to effective leadership, the administrative cabinet continues to incorporate feedback from our Learning Environment Survey, UFT consultation, parental interactions as well as one-to-one conversations with all staff members. This feedback is later incorporated into the CEP and other organizational goals. Successfully incorporating feedback into our collective practices is one of many ways P231K strives to be both effective and responsive to all stakeholders of the community. The administrative body of P231K employs best practices as well as appropriately supporting students and staff. For example, following Chancellor's Conference Day in June 2015, the cabinet received feedback from staff in which the clear message was a preference for peer-driven professional development. Based on this feedback, the administration has decided that moving forward, there will be an increased emphasis on teacher-led professional development. Because we see the value of teacher choice, part of the day's program afforded teachers the opportunity to choose from a menu of teacher led professional development. This feature received overwhelmingly positive feedback.

The home-school partnership is an essential part of our school community; parents collaborate with P231K to help us incorporate effective strategies into our classrooms. For example, following a recent School Leadership Team (SLT) meeting we received both 'warm' and 'cool' feedback following their walkthrough of an offsite. Based on strengths and areas of growth the organization was advised to revisit our classroom libraries and look for new ways to improve student access to books. The SLT offered suggestions that were consistent with best practices and with our organization's emphasis on increasing independent reading time for all students.

75K231 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01,02,03,04,05,06,07,08	Total Enrollment	355	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population	N/A	% Attendance Rate		89.7%
% Free Lunch	70.1%	% Reduced Lunch		N/A
% Limited English Proficient	23.9%	% Students with Disabilities		100.0%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.3%	% Black or African American		37.6%
% Hispanic or Latino	23.9%	% Asian or Native Hawaiian/Pacific Islander		8.6%
% White	20.7%	% Multi-Racial		0.3%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	4.75	# of Assistant Principals (2014-15)		5
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		5.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)		6.06
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward	N/A	Recognition		N/A
In Good Standing	N/A	Local Assistance Plan		N/A
Focus District	N/A	Focus School Identified by a Focus District		N/A
Priority School	N/A			
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

At P231K we recognize that math skills are vital to everyday tasks and interactions. The development of math skills is a critical component of students’ academic development. At the most basic level, math skills allow students to recognize concepts of quantity and volume, but ultimately math skills allow students to think algebraically and problem solve effectively.

The instructional cabinet, comprised of unit coordinators and administration, collaboratively reviewed student achievement data from the ABLLS-R assessment from October 2014, February 2015, and June 2015. The math component of the ABLLS-R assesses students’ ability to count, identify math terms such as “more” and “unequal,” add, tell time, and recognize coins and their values. A review of ABLLS section R from the 2014-2015 school year demonstrates that students who participate in alternate assessment scored an average increase of **12.4 %** over the course of the school year, significant growth presented in areas of rote counting and counting of objects with prompts.

Based on our analysis of June 2015 data, 231K’s math priority needs focus on the acquisition of specific mathematical language which allows for opportunities for students to engage in discussion with others. Specific language gaps were evident in students ability to receptively identify and label examples of ‘more’, ‘less’, ‘all’, ‘same’ and ‘different’.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By the end of the 2015-2016 school year, students in grades K-8 who participate in alternate assessment will demonstrate a 5% increase in mathematical skill to receptively identify and label examples of ‘more’, ‘less’, ‘all’, ‘same’ and ‘different’ as evidenced by ABLLS-R and SANDI scores.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Research-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).
- Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.

Target Group(s)
District Support staff and coaches

Timeline
What is the start and end date?

<p>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</p> <ul style="list-style-type: none"> • Curricula : A review of curriculum by the instructional cabinet revealed gaps in the implementation of our school wide math curriculum (Math in Focus). In 2014-2015, a curriculum committee comprised of teachers from multiple-grade levels and different sites, was formed to create curriculum maps and performance tasks for the 2014-15 school year. These curriculum maps included selected priority standards, a description and samples of performance tasks and the corresponding rubrics. <u>In September 2015, we will create and distribute a pacing calendar that incorporates the units of study created in 2014-15 so that teachers are able to plan with increased effectiveness.</u> • Systematic Math Interventions: Math instruction is organized into two periods that take place every school day. Math 1 consists of curriculum-based instruction using the Math in Focus curriculum that is consistent across all classes in our organization. Math 2 consists of targeted math intervention that is designed based on students' ABLLS or SANDI assessments. In this way, we ensure that all students are exposed to rigorous, grade level curriculum while also 	<p>Students taking the ABLLS-R and SANDI Assessments</p>	<p>Sept 2015 to June 2016 <u>(On-going throughout the year)</u></p>	<p>Assistant Principals, Unit Coordinators, Curriculum Committee Teachers, D75 Autism Coach, School-based coaches)</p>

<p>receiving targeted intervention in those areas of need based upon the assessments. In this way, P231K ensures that all students receive access to grade level content.</p> <p>In 2014-15 P231K completed a survey to assess teacher needs in the area of curriculum and instruction. Based on teacher feedback we determined that there was a need for direct instruction around interventions and identified Connecting Math Concepts (CMC) as an appropriate intervention tool for our population. Workshops were provided for staff in November 2014 with continuing support on a 1:1 basis. <u>In September 2015, we will conduct a needs assessment across the organization to determine classes that are currently using CMC and classes that would benefit from the use of the program. Materials and training will be provided to identified classes.</u></p> <p>In 2014-15, District 75 provided materials for a math curriculum, EQUALS, to support our students in Verbal Behavior classrooms. For the 2015-16 school year, upon receipt of D75 professional development catalog we will advise our Verbal Behavior classrooms to participate in appropriate district led professional development. <u>In the 2015-2016 school year, teachers participating in professional development are asked to turnkey during teacher team meetings and possibly during our school-wide professional development days.</u></p>			
<p>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH)</p> <p>• Professional Development: In the 2014-15 school year, P231K provided 3 a day institute of professional development, open to all staff, designed to grow teachers' instructional practices around questioning and discussing (3b) and Engaging Students in Learning (3c). Included in these workshops focused on effective and highly effective instructional strategies to maximize student learning and improve teachers' practice based on the Danielson rubric. In addition, as part of our Chancellor's Conference Day, P231K provided detailed analysis of Danielson's 3d (using Assessment in Instruction), which included the "P231K Quick 6 Assessments." As a community P231K believes that assessment is an integral part of teaching and we encouraged teachers to incorporate these assessments as a means of assessing "for learning" in keeping with recognized best practices.</p> <p>* In the 2015-2016 school year, administrators will discuss teachers' professional goals during one-to-one meetings with</p>	<p>Students taking the ABLLS-R and SANDI Assessments</p>	<p>Sept 2015 to June 2016 <u>(On-going throughout the year)</u></p>	<p>Assistant Principals, Unit Coordinators, Teachers, D75 Autism Coach, School-based coaches)</p>

<p>pedagogical staff. Administrators in collaboration with teachers will identify relevant professional development areas that will help to drive the goal for the current school year.</p> <ul style="list-style-type: none"> • Teacher Teams : In the 2015-2015 school year, Teacher teams will continue to be a definitive component of 231K's instructional initiatives since their inception, and are one of the structures we have in place that support us in our work toward realizing the Chancellor's Framework for Great Schools . The collaborative work ethic of teacher teams facilitates trust between teachers and helps create a supportive environment in which discussions around corrective instruction are developed. Corrective instruction is intended to focus teachers on 2-3 new strategies for re-teaching math content based upon the results of data and quick assessments. 			
<p>Strategies to promote teacher-parent collaborations to improve student achievement.</p> <ul style="list-style-type: none"> • Commitment to Teacher / Parent Collaboration : P231K schedules an annual curriculum night, in which parents from all six sites are invited to meet with staff, review curriculum and address questions. <u>In 2015-16, we will continue this tradition and expand this outreach to include piloting two targeted math day events in selected classrooms.</u> • Report Cards: We recognize that because many of our students travel a significant distance to come to school, it can be difficult for parents and family members to come to us for events like 'math days' and 'curriculum nights'. However, we still acknowledge the importance of the home-school connection and to support that in 2014-15 a report card committee was formed. Teachers on this committee felt strongly that the report card was an opportunity to not only communicate students' strengths in the classroom, but also to provide families with feedback and ideas as to how they could continue the learning at home. <u>The report card format has been modified for the 2015-2016 school year to include new sections that teachers and related service specialists to provide these ideas and suggestions.</u> 		<p>Sept 2015 to June 2016 <u>(On-going throughout the year</u></p> <p>May 2015</p>	<p>Assistant Principals, Unit Coordinators, Teachers, D75 Autism Coach, School-based coaches</p> <p>Assistant Principals, Unit Coordinators and Teachers,</p>

By the end of February 2016, students in grades K-8 who participate in alternate assessment will demonstrate a 5% increase in math skills as evidenced by teacher-made evaluations aligned to the ABLLS-R and SANDI assessments.	Students taking the ABLLS-R and SANDI	February 2016	Teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<p>Instructional Resources Materials needed:</p> <ul style="list-style-type: none"> • Math in Focus materials • Connecting Math Concepts materials • EQUALS materials for Verbal Behavior classrooms at multiple sites (180, 30, 54, 264) <p>Human Resources:</p> <ul style="list-style-type: none"> • D75 Autism Coach • Verbal Behavior Coaches to support VB classes • Assistant Principals to facilitate curriculum committee • 6 Lead Teachers from various sites <p>Schedule Adjustments :</p> <ul style="list-style-type: none"> • Strategic scheduling to allow for common planning and inquiry work among staff which targets effective implementation of grade level math instruction and math interventions. 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<p>Three Assessment Windows : Baseline: Oct 5 – Oct 23, 2015 Winter Mid-year: Feb 8 – Feb 26, 2016 (FAST for classes using the SANDI assessment) Endline: June 1 – June 18, 2016</p> <p>By the end of February 2016, students in grades K-8 who participate in alternate assessment will demonstrate a 5% increase in math skills as evidenced by teacher-made evaluations aligned to the ABLLS-R and SANDI assessments.</p>
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

We will strengthen our schools’ culture of respect and rapport among “students to staff” and “student to student” by expanding the student’s repertoire of self-regulation strategies. Effective programs that introduce these strategies are mood meters from Social Emotional Learning, ‘cool tools’ resources and peer-mediation . In order to nurture a culture of high expectations we will develop our belief system around behavioral expectations. An essential skill of teaching and managing relationships with students is to ensure that the interactions are positive and supportive. In an environment where the students feel respected, safe, and valued they are more inclined to take behavioral and intellectual risks. Students who feel safe enough to take such risks have a tendency to stay in class and avoid using escape and avoidance mechanisms to circumvent the academic challenges set before them. P231K’s Positive Behavior Intervention Supports (PBIS) analyzed the School Wide Information System (SWIS) data from the 2014-2015 school year indicates that we have our highest level of behavioral occurrences during the 12:30 period as evidenced by the frequency of referrals for physical aggression within our current 4th grade population. Conversely, the beginning (8:30 am) and the ending (2:30 pm) of the day of the day resulted in 20 and 19 referrals respectively. This information clearly demonstrates that lunch and the previous period (11:30 to 12:30) resulted in significantly higher referrals to the Crisis Room.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, to significantly improve the culture of respect and rapport among students and staff, P231K will decrease referrals to the Crisis Intervention Room by 10% as evidenced by a comparison of SWIS and OORS data from 2014-2015 to 2015-2016.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>The following systems will be implemented to monitor the for this goals:</p> <ol style="list-style-type: none"> 1. The administrative cabinet will complete a pacing calendar to keep on track of the different elements of the goal to ensure success. 2. The administrative cabinet will review relevant data on a weekly basis. 3. The extended cabinet (administrators and unit coordinators) will review data on a b-weekly basis. <p>The following strategies will be implemented to decrease the number of referrals for the 12:30 period for 5th grade students for the 2015-2016 school year:</p> <ul style="list-style-type: none"> • Introduce SAFELY: <ul style="list-style-type: none"> o S tay on Task o A sk and answer questions o F ocus on Teachers o E ngage in Lesson 	<p>5th grade students in standard assessment</p>	<p>Begin September 2015 – End September 2015</p> <p><u>(On-going throughout the year)</u></p>	<p>Students, Dean, Teachers, Paraprofessionals, Behavior Specialist, Administrators, Counselors and Parents.</p>

<ul style="list-style-type: none"> o Learn to talk out concerns o Yes to staying in class • Review CRR Referrals with the standard teachers • Analyze SWIS data during teacher team meetings • Communicate with both students and staff what are the behavioral expectations • Develop a standardized rules chart with students • Set up a Behavioral Instructional Team with a sub team for PBIS • Establish rules for the Conflict Resolution Room (CRR) 			
<ul style="list-style-type: none"> • Re-design physical space of Conflict Resolution Room (CRR) to increase supports of self-regulation • ‘Cool Tool’ Lessons (Social Emotional Lessons) • In collaboration with the Student Counsel develop an alternate plan for students who are over-stimulated by the cafeteria environment. • Re-Introduce use of the Mood Meter as a strategy for self-regulation. • Survey and develop a system for students who receive bus write ups • Implement Buddy System • Implement Community Meeting • Conduct school based behavioral training 	5 th grade students in standard assessment	October 2015- November 2015 <u>(On-going throughout the year)</u>	Students, Dean, Teachers, Paraprofessionals, Behavior Specialist, Administrators, Counselors and Parents.
<ul style="list-style-type: none"> • Select and train a core team of staff and students for Peer Mediation • Professional Development: Refer staff to TCI Training • Plan celebrations for improved behavior 	5 th grade students in standard assessment	December 2015- January 2016 <u>(On-going throughout the year)</u>	Students, Dean, Teachers, Paraprofessionals, Behavior Specialist, Administrators, Counselors and Parents.

<ul style="list-style-type: none"> • Launch the Peer Mediation room • Plan celebrations for improved behavior 	5 th grade students in standard assessment	February 2016-April 2016 <u>(On-going throughout the year)</u>	Students, Dean, Teachers, Paraprofessionals, Behavior Specialist, Administrators, Counselors and Parents.
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Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Human Resources: <ul style="list-style-type: none"> • Dean • Assistant Principal • Data Specialist • Behavior Specialist • Behavior Support Team • PBIS Team Members • Substitute Teachers Instructional Resources: <ul style="list-style-type: none"> • SWIS Data Program • PD Training Schedule Adjustments <ul style="list-style-type: none"> • Strategic scheduling to allow for inquiry work among staff which targets effective implementation of positive behavioral strategies. 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Baseline: 2014-15 data Winter Mid-year: February 2016 End line: June 2016 By February 2016, SWIS and OORS data will reveal a 5% decrease of referrals to the crisis room.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Part 3 – Action Plan

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

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.										
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.										

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

For the 2014-2015 school year, P231K focused our efforts on increasing alternate assessment students’ intraverbal skills. While we met our goal in this area with an average growth of 6.14% as measured by the ABLLS across school sites, as we worked towards it we discovered that some of our students lack the prerequisite skills to make gains in this area. Therefore, we need to determine how to best prepare these students to make gains in intraverbals. Additionally, observation data collected from Advance in Component 3b (Questioning and Discussion), the intraverbals section of ABLLS-R (Section H), and the communication development section of the SANDI assessment demonstrate that our instructional staff would benefit from support in facilitating meaningful communication with all of our alternate assessment students, particularly peer-to-peer communication (which is our school wide instructional focus for the 2015-2016 school year). Under consultation with Debbie Goldman, a District 75 verbal behavior coach, we referenced a document that lays out Language Targets for students with a range of learner profiles. In the process of this, we realized that all students along the continuum, from early learner to advanced learner, require requesting skills in order to engage in meaningful communication. Upon closer inspection, we determined that across school sites our students had made an average gain of 9.26% in requesting as measured by the ABLLS-R. However, many still lack the skills needed to develop their intra-verbal skills. Therefore, we determined that in order to prepare all of our students for progress in intra-verbals and in communication in general, requesting must be a key area of focus school wide.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By the end of the 2015-2016 school year, students in grades K-8 who participate in alternate assessment will demonstrate an average increase of 5% in requesting skills as evidenced by the SANDI and ABLLS-R scores.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Professional Development: P231K builds capacity throughout our staff by tapping into each staff member’s area of instructional expertise. In the case of this goal, our speech providers are instructional leaders and therefore will work with their speech supervisor and an assistant principal to plan and implement professional development on requesting skills for instructional staff including teachers, paraprofessionals, and other related service providers. Paraprofessional workshops may be offered after school hours for paid compensation. Administrators will participate professional development with the support District 75 autism coaches.</p>	<p>Alternate assessment teachers</p>	<p>September 2015-June 2016 <u>(On-going throughout the year)</u></p>	<p>Teachers, Related Service Providers, Speech providers Speech supervisor Assistant principals Paraprofessionals D75 Autism Coach</p>
<p>Coaching: P231K has been growing our verbal behavior program with support from District 75 and inter-visitations with a model verbal behavior school, P10X. Moving forward, we are going to grow the program further by hiring a school based verbal behavior coach(es) who will observe and give non-evaluative, actionable feedback to verbal behavior teachers specific to teaching requesting skills.</p>	<p>Students in verbal behavior classes</p>	<p>September 2015-June 2016 <u>(On-going throughout the year)</u></p>	<p>School based verbal behavior coach(es) Verbal Behavior Teachers, Paraprofessionals</p>
<p>Observation Cycle: P231K demonstrates a strong commitment to staff development, and has found that, consistent with Advance methods, teachers are supported by consistent, specific feedback over time. Therefore, assistant principals will observe and give actionable feedback to alternate assessment teachers specific to teaching requesting skills with the guidance of the Danielson's Framework for Teacher Effectiveness Component 3b (Questioning and Discussion), which emphasizes peer-to-peer communication.</p>	<p>Alternate assessment teachers</p>	<p>September 2015-June 2016 <u>(On-going throughout the year)</u></p>	<p>Administrators & Teachers</p>
<p>Parent Workshops: P231K works to engage and inform families of our students, knowing that their participation is vital to the generalization of new skills across environments. With this in mind, our expert speech providers, verbal behavior teachers and coaches, in conjunction with our parent coordinator, PTA members, and assistant principals, will plan and implement parent workshops specific to supporting requesting skills at home and in the community.</p>	<p>Parents</p>	<p>September 2015-June 2016 <u>(On-going throughout the year)</u></p>	<p>Parent coordinator PTA members Speech providers Teachers</p>

			Verbal Behavior Coach(es) Assistant principals
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Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Human Resources:

- School-based Verbal Behavior Coach(es)
- District 75 Autism Coaches
- Carbone Clinic Consultants
- Speech Supervisor and providers
- Assistant Principals
- Parent Coordinator
- PTA members
- Teachers
- Paraprofessional
- Related Service Providers

Instructional Resources:

- Per session funding

Scheduling Adjustments:

Strategic scheduling to allow for inquiry work among staff which targets effective acquisition of requesting skills

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Three Assessment Windows :
 Baseline: Oct 5 – Oct 23,2015
 Winter Mid-year: Feb 8 – Feb 26, 2016 (FAST for classes using the SANDI assessment)
 Endline: June 1 – June 18, 2016
 By February 2016, 100% of all students will demonstrate a 2.5% growth in teacher-made evaluations aligned to the SANDI and ABLLS-R assessments

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

As part of a larger community, P231K believes that by engaging parents, guardians, and families in every aspect of school life, we provide students with the tools they need to succeed academically and socially so that they may lead independent and productive lives to the best of their ability. Encouraging active participation by families in their children’s educational lives is a path to improving teaching and learning in individual classrooms and across our school organization. With this in mind, P231K strives to build and maintain a support system to make our school more welcoming to students’ families and to give them access and tools to be full partners in the education of their children.

In reviewing the attendance data from earlier Parent Teacher Association (PTA) events and workshops, the instructional cabinet determined that during 2014-2015, an average 10 parents attended each of the 11 in-house workshops offered across our six sites. The evidence showed the need to survey families regarding convenient times (day, evening, parent teacher conferences) and pertinent topics. Monthly calendars were sent home with the scheduled events, data were collected via phone logs and sign-in sheets. These protocols will continue for the upcoming school year.

P231K will continue to foster a welcoming environment for both students and their families. P231K will ensure a 45% growth in family involvement in all school activities (workshops, PTA meetings, fundraisers, conferences, P231 Celebration of Arts, Disney Theatre Production, graduation, etc.). In an effort to increase communication with families, P231K encourages all staff members to maintain open lines of communication and share in each child’s successes and support families in continuing the learning experiences at home. As an organization, we see these practices as an important tool to have a positive working relationship with every student’s family. In this way we can collaborate to improve students’ academic performance as well as support positive behaviors in school and at home.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By the end of the 2015-16 school year, P231K will improve parent engagement by demonstrating an average increase of 45% in parent attendance at school-based workshops and other school events from the 2014-2015 school year.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Provide parents with a needs assessment to determine convenient times (day, evening, parent teacher conferences) for workshops & events and survey topics of interest.</p>	<p>Parents</p>	<p>September 2015</p>	<p>Parent Coordinator</p>
<p>Provide parents with opportunities to attend various workshops to gain insight and information regarding strategies that can be used at home for reinforcement.</p>	<p>Parents</p>	<p>2015-16 school year</p>	<p>Parent Coordinator Administrators Teachers, Para-professionals, Related Service Providers</p>
<p>Offer parents the opportunity to attend Curriculum Night. This event is designated to inform parents about the curricula for the school year. Parents will have opportunities to speak to educators regarding expectations, goals and the current curriculum.</p>	<p>Parents</p>	<p>September-October 2015</p>	<p>Parent Coordinator Administrators Teachers, Para-professionals, Related Service Providers</p>
<p>Regular phone calls (Robocall) and dissemination of useful notices, memos, newsletters, and other communications.</p>	<p>Parents</p>	<p>2015-16 school year</p>	<p>Parent Coordinator Administrators School Staff (teachers and related service providers)</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Human Resources:</p> <ul style="list-style-type: none"> • Administration • Parent Coordinator • Staff (teachers, related service providers, paraprofessionals) • Substitute teachers

<ul style="list-style-type: none"> • Interpreters Instructional Resources: <ul style="list-style-type: none"> • IEPs 											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>Baseline: 2014-15 data By the end of February 2016, P231K will improve parent engagement by demonstrating an average increase of 22.5% in parent attendance at school-based workshops and other school events. Endline: June 2016</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)		<p>Engage NY:</p> <p>New York State ELA Curriculum Modules for Grades 3-12</p> <p>The New York State Grades 3-12 ELA curricula include six modules that focus on reading, writing, listening, and speaking in response to high-quality texts. Each module is intended to last a quarter of a school year; the addition of two extra modules allows for teacher choice throughout the year. The modules will sequence and scaffold content that is aligned to the CCLS for ELA & Literacy and the PARCC Frameworks. Each module will culminate in an end-of-module performance task, aligned to the PARCC Frameworks, which can provide information to educators on whether students in their classrooms are</p>	<p>Small group; Differentiated Instruction</p> <p>One-to-One instruction; Small Group Instruction; Differentiated Instruction</p> <p>One-to-One instruction; Small Group Instruction</p> <p>One-to-One instruction</p> <p>One-to-One; Small Group Instruction</p> <p>One-to-One; Small Group Instruction</p> <p>One-to-One</p> <p>One-to-One; Small Group Instruction</p>	<p>During the school day.</p>

		<p>achieving the standards. Modules may include several units and each unit may include a set of sequenced, coherent progressions of learning experiences that build knowledge and understanding of major concepts. They will also include daily lesson plans, guiding questions, recommended texts, scaffolding strategies, examples of proficient student work, and other classroom resources.</p> <p>Treasures : is a research based, comprehensive Reading Language Arts program for grades K-6 that includes differentiated reading/writing activities, explicit instruction and ample practice with the ConnectEd online component used during literacy block.</p> <p>Corrective Reading provides intensive direct instruction-based reading intervention for students in Grades K–8 who are reading below grade level. This Direct Instruction reading intervention program delivers sequenced, carefully planned lessons that give struggling students the structure and</p>		
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		<p>practice necessary to become skilled, fluent readers and better learners. Delivered during the school day to grades K-8.</p> <p>SMiLE: Structured Methods in Language Education (SMILE), a multi-sensory approach to teaching speech, reading, and writing skills to varying populations, such as students with hearing impairments, students with autism, students who are intellectually disabled, have suffered traumatic brain injury, students with central auditory processing disorders, and others. As part of a total educational management system, SMILE teaches spoken language, reading and writing. It addresses the needs of students who have failed to learn to speak or read through "natural approaches" and/or who have problems with phonemic awareness. The method fits into the regular curriculum and is appropriate in programs emphasizing both oral and manual communication.</p> <p>Test Preparation : Teacher prepared materials to enhance test vocabulary skills</p>		
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		<p>and comprehension techniques specific to the ELA standardized assessment. Delivered during the school day to grades 3 - 5.</p> <p>Graphic Organizers: Visual tools to facilitate organization of the cognitive process.</p> <p>Social Stories: Small narratives created to help students to understand social emotional issues.</p> <p>Technical Devices: SmartBoard; iPads; Laptops</p>		
<p>Mathematics</p>		<p>Math In Focus : A mathematics program that emphasizes concept mastery, a concrete-to-pictorial-to-abstract approach, metacognitive reasoning, and the use of model drawing to solve and justify problems. The program encompasses hands-on manipulatives and an online component (Think Central) to reinforce skills covered in daily instruction. Delivered daily during math block.</p> <p>Differentiation of Instruction : Using Math In Focus guidelines, instruction is differentiated at a</p>	<p>ifferentiated Instruction</p> <p>One-to-One; Small Group Instruction</p> <p>One-to-One; Small Group Instruction</p>	<p>During the school day.</p>

		<p>higher or lower functioning level depending on the needs of the student (K-5) during math instruction.</p> <p>Connecting Math Concepts-Direct Instruction- teaches explicit strategies that enable students to master new and progressively more complex topics. A balanced emphasis on computation and problem solving ensures conceptual understanding and procedural mastery, giving students a well-rounded view of Math.</p>		
Science		<p>Science: Test Preparation Strategies taught by the science teachers throughout the year to all grade 4 students and grade 8 students.</p>	One-to-One; Small Group Instruction	During the school day.
Social Studies	<p>Independent reading levels as assessed using Fountas and Pinnell reading assessments and MyOn reading assessments.</p> <p>Independent reading levels as assessed using Fountas and Pinnell reading assessments and MyOn reading assessments.</p>	Curriculum materials include Engage NY and MyON reading resources	Small group instruction using individually tailored reading materials and resources	Across the school day and during the literacy block
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)		<p>Life Space Crisis Intervention : A strength based program to be used during crises to build</p>	One-to-One; Small Group Instruction	During the school day.

		<p>staff understanding of individual student disturbance and help the student to understand his/her own conflicts and how to manage behavior in a more constructive manner.</p> <p>Therapeutic Crisis Intervention: An abbreviated version of LSCI used in the classroom by classroom staff.</p>		
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Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

2b. High Quality and Ongoing Professional Development

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	0		
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	0		

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

School-Parent Compact (SPC) Template

[School name] , in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for

improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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: P231K	DBN: 75K231
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other: _____
Total # of ELLs to be served: <u>6</u> Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input 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
Describe the direct instruction supplemental program here and include the <ul style="list-style-type: none"> • rationale • subgroups and grade levels of students to be served • schedule and duration • language of instruction • # and types of certified teachers • types of materials

Part B: Direct Instruction Supplemental Program Information

Begin description here:

P231K follows the Common Core Standards and the New Language Arts Progression. Our literacy program (with an emphasis on the development of phonemic awareness and comprehension skills) supports the development of English literacy. A multi-sensory approach, along with technology, infusion of the arts, and augmentative communication is used to support and enhance the English Language Arts curriculum. P231K has 91 LEP/ENL students, 4 students participate in standardized assessment and 87 students participate in alternate assessment. Out of these 91 LEP/ENL students, two (2) are formerly known as "x-coded" students and are serviced as per their IEP. Seventy-four (74) students are mandated for ENL only. Nine (9) students are in alternate placement and have an alternate placement Paraprofessional that speaks the home language of the child. The languages represented include Spanish, Cantonese, Chinese, Mandarin, Haitian, Bengali, Fulani, Polish, Arabic, Russian, Urdu, Twi, and Bengali. The six (6) students participating in the Saturday Academy program are classified on the Autism Spectrum and participate in alternate assessment. ENL students and parents were surveyed to determine interest in the program. Based on the responses we received, 6 students in grades 1-3 will be participating in the program. The school's language instruction follows the NYS Common Core standards, and incorporates ENL strategies such as: Total Physical Response (TPR), language experience, scaffolding techniques, and graphic organizers. The development of phonemic awareness and comprehension skills through literature-based and standards-based materials is also incorporated. The use of technology including Smart Boards, iPads, classroom computers, and augmentative communication devices, such as SuperTalker 8 paired with Mayer Johnson symbols, are incorporated to give students in alternate assessment additional instructional support. Multi-sensory and multicultural ENL materials are infused throughout all aspects of instruction. The schedule of the day, for both the elementary and middle school students, is organized for the ENL teacher and classroom teachers to meet during common prep periods. These prep periods are used to discuss ENL students' needs, design lesson plans which promote language development, and further develop ENL techniques. The ENL teacher has NYS English as a Second Language license.

Starting in January 2015, a Saturday Academy program will run for 5 hours (9:00 a.m. - 2:00 p.m.) consisting of 10 sessions. It will provide ENL students with supplemental instruction in ELA. The program will consist of six (6) students in a 6:1:1 staffing ratio in grades 1-3, one (1) certified ENL teacher, and two (2) paraprofessionals. All six students are mandated for ENL only. Languages of participating students are Spanish, Russian, Haitian, Bengali, Mandarin, Cantonese, and Arabic. All instruction will be provided in English by a certified ENL teacher. Students will improve their English language skills through Creative Dramatics by creating stories through improvisation and writing, telling stories through voice and picture symbols, role-playing using body movements, moods, and emotions, movement to sound, and using their imagination. To assist in this process of Creative Dramatics, iPads, CD players, along with reading materials, and computer programs will be utilized by the ENL students. Multiple entry points and differentiated instruction will be provided by creating groups of students based on their ability to communicate, write, and utilize equipment and supplies. The activities of writing, communication, using iPad technology, and pragmatic skills required to participate in the weekend program reinforce and enrich the mandated instruction the students receive during the school day. The students selected already demonstrate a variety of writing, communication, and socialization skills. However, skills range from emergent writing to limited verbal and writing skills. The program will provide the students with additional opportunities to communicate while increasing their English language through vocabulary, writing, and technology skills. The ENL teacher will create rubrics to assess the students' ability to communicate, write, socialize, and use equipment and supplies. The rubrics will be created collaboratively with the students at the beginning of the program, students will be assessed using the same rubric during the program, and again at the completion of the program in order to assess student progress; data sheets will be created and used to track student progress. The activities in the program support NYSAA, Common Core Learning Standards, and New Language Arts Progressions. Creative Dramatics helps students to express themselves while interacting with peers in order to build vocabulary, self-esteem, and relationships. Children have the opportunity to learn pragmatic language skills, as well as develop physical movement through acting out stories. These stories could either be

Part B: Direct Instruction Supplemental Program Information

social stories that focus on specific social skills, or just fun-engaging children's stories. However, no matter what is chosen, students will be increasing their language skills and peer-to-peer communication which is in keeping with our organization's instructional focus for 2015-2016. Creative Dramatics is a powerful way to showcase their creativity. One approach to grouping students will be based on the preferred communication, whether it be through speech, picture symbols, smartboard, Ipad, as well as writing.

In mid-April/May 2016 the certified ENL teacher, the Assistant Principal and two Paraprofessionals will assist the six (6) students, if need be, in performing a theatrical performance for their parents and the larger community. While doing this, the students will be utilizing their creative skills and language learned throughout the program.

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:

One teacher and two paraprofessional will participate in a "Book Study" along with the Assistant Principal on three (3) selected Mondays after school from 3:00 to 5:00 pm, two hours per week (one and one-half hours for Assistant Principal) with one (1) in January 2016, one (1) in February 2016, and one (1) in March 2016. The book that we will read and discuss is, "Social Skills, Emotional Growth, and Drama Therapy: Inspiring Connection on the Autism Spectrum" by Lee R. Chasen. Participating in this professional development will provide an opportunity for all staff in the Title III Program to enhance and enrich their knowledge of how to incorporate creative dramatics for ENLs (who are also classified on the autism spectrum) and increasing the students' academic, behavioral, and social skills through the creation of theatrical performances. Each week, the teacher, paraprofessionals or Assistant Principal will alternately, present the salient points of a chapter from the book to the other members of the group, and will create discussion questions based on the book and how the chapter's contents may be utilized during the Title III program in assisting students in growing their literacy skills while utilizing the Creative Dramatics approach.

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:

A parent orientation to the Title III Program will take place during Parent Teacher Conference during November 2015 approximately one (1) month before the program begins (as part of the regular school day, at no cost to the Title III program). Parents also received the official Title III letter in a language which they understand detailing the proposed Title III Program. The topics for the Title III Parent Workshop program will be aligned to the Title III Program and will be presented on two (2) Saturdays, one (1) in February 2016 and one (1) in April 2016. The topics are as follows:

Part D: Parental Engagement Activities

1) discussing literacy skills and Independent Reading Levels to assist families with students' decoding and reading comprehension needs at home and in school
 2) reviewing tools parents and families can use when discussing their child's literacy needs with the teacher (for example during parent teacher conferences or IEP conferences)
 3) how to use creative dramatics (improvisation, pragmatics, telling stopries using TPR) to assist your child with peer relationships and to reinforce appropriate behavior;
 These workshops will be presented by a teams (possibly including the parent coordinator, assistant principal and/or the certified ESL teacher). Notification of the dates of the Title III program parent workshops will be sent home in the parents' native language.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	\$9,371.78	1 Assistant Prinicpal - 52.84 x 5 hours X 9 sessions = 2,377.80 1 Teacher 50.50 x 5 x 9 sessions = 2,272.50 2 Paraprofessionals- \$29.05 x 5 hours x 9 sessions x 2 paras = \$1,307.25 each or \$2,614.50 total 1 secretary \$31.12 x 8 hours= \$248.96 Professional Development: 1 Assistant Prinicpal- \$52.84 x 1 1/2 hours for 3 days = \$237.78 1 Teacher - \$50.50 x 2 hours for 3 days = \$303.00 2 paraprofessionals \$29.05 x 2 hours for 3 days = \$174.30 each or \$348.60 Parent Workshops 1 Assistant Prinicpal- \$52.84 x 3 hours x 2 days = \$317.04 1 Teacher - \$50.50 x 3 hours x 2 days = \$303.00 2 Parafessionals - \$29.05 x 3 hours x 2 days x 2 paras = \$174.30 each or \$348.60 total
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. 	\$1,311.33	"Social Skills, Emotional Growth and Drama Therapy: Inspiring Connection

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"> Additional curricula, instructional materials. Must be clearly listed. 		on the Autism Spectrum" 1st Edition by Lee R. Chasen 4 books @ \$32.95 = \$131.60 5 - iPad minis (16 GB) @ \$279.00 each = \$1,395.00 1 - Web Handled Parachute - 6" 8 handles \$14.23 1- Hamilton TRMPC-5050 / CD Cassette Boom Box \$65.42 1 - Childcraft Instrument Rhythm Set - 15 Player set \$61.20 1 - Cordless Portable Plastic Phone \$11.80 1 - Wood Microphone \$2.85 1 - Learning Resources Pretend and Play 4-Place Setting Dish \$12.99 1 - Learning Resources New Sprouts Picnic Set - 15 Pieces \$16.24 3 - Verbatim Folio for iPad Mini @ \$16.06 each = \$48.18
Educational Software (Object Code 199)	_____	_____
Travel	\$300.00	Metro Cards for Parents = \$5.50 x 60 = \$300.00
Other	\$216.89	Refreshments for Parents
TOTAL	\$11,200.00	\$11,200.00

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 75	Borough Brooklyn	School Number 231
School Name P231K		

B. Language Allocation Policy Team Composition

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 ENL teacher, and one parent.

Principal Jude A. Arthur	Assistant Principal Robert Stefani
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher	School Counselor Joyce Halpern
Teacher/Subject Area Ana Delaiglesia - Speech	Parent Berglind St. Louis
Teacher/Subject Area Grace Shock	Parent Coordinator Stacy Calakos
Related-Service Provider Elizabeth Catanese - SLP	Borough Field Support Center Staff Member
Superintendent	Other (Name and Title)

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	2	Number of certified bilingual teachers not currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers not currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	337	Total number of ELLs	91	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input checked="" type="checkbox"/>	1 <input checked="" type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input checked="" type="checkbox"/>
	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	91	Newcomers (ELLs receiving service 0-3 years)	73	ELL Students with Disabilities	91
SIFE		Developing ELLs (ELLs receiving service 4-6 years)	17	Long-Term (ELLs receiving service 7 or more years)	1

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.

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	73		73	17		17	1		1	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 9

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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	4	1	5	4	6	5	2	1	5					0
Chinese	3		5	8	6	4	1		2					0
Russian	1		1				1		2					0
Bengali			2	1	3	1	1							0
Urdu			4			1								0
Arabic		1	1		2									0
Haitian				1			2							0
French														0
Korean														0
Punjabi														0
Polish			1											0
Albanian														0
Other UZ, FU, GE	1				1			1						0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	8		10	7	10	5	3	2	4					0
Emerging (Low Intermediate)	1	1	2	1	2	2	2							0
Transitioning (High Intermediate)		1		2	1	1	1		1					0
Expanding (Advanced)			1			1			2					0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	1				0
5	2				0
6					0
7					0
8					0
NYSAA			23	10	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4			1						0
5	2								0
6									0
7									0
8									0
NYSAA			1		22		11		0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4			1						0
8									0
NYSAA Bilingual (SWD)					23		10		0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 At 231K we use a number of assessment tools to assess our students' literacy skills. Our standardized students are assessed with Fountas and Pinnel Benchmark Assessment and SRA Corrective Reading Placement Assessment. Students who participate in alternate assessment are assessed with Student Annual Needs Determination Inventory (SANDI and/or FAST) and Assessment of Basic Language and Learning Skills-Revised (ABLLS-R). Generally, our ELLs need more support in the writing and literacy; this is taken into consideration as teachers plan instructional units, scaffolding, and other supports.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 The majority (approx. 2/3 rds) of our ELLs score "entering" on NYSITELL and NYSESLAT. This is due in part to the nature of their disabilities and in part to their second language acquisition. It is important to note that the majority of our students participate in alternate assessments and that NYSESLAT is intended for student who participate in standardized assessment.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 The majority (approx. 2/3 rds) of our ELLs score "entering" on NYSESLAT in school year 2014-2015. It is the goal of our program to advance all our ELLs in their level of English proficiency. Data collected from assessments throughout the year is used to drive instruction in order to further support this goal.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?

According to NYSESLAT data, the majority of our students are entering level. However, when analyzing New York State Alternate Assessment (NYSAA) data, ELLs are performing at mastery levels in nearly every domain. Students are not formally assessed in native languages, as we do not have a Transitional Bilingual Program.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).] Inasmuch as we are a District 75 program servicing students with special needs, the majority our students require some degree of intervention services including small group instruction, one-to-one instruction, and individualized goal setting. We use data collected on a daily basis to drive instruction and to support them in the most appropriate manner.
6. How do you make sure that a student's new language development is considered in instructional decisions?
The ENL teacher meets on a weekly basis with classroom and cluster teachers to analyze student work and collaboratively develop lessons that best target students' language development needs. The ENL teacher shares and demonstrates strategies and methodologies with the other teachers so that they can continue to support their ELLs and their language development throughout the school day.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

At this time, we do not have a dual language program.
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
The success of our ENL program can be seen through the continued improvement in our students' skills. Although the majority of our students are beginners according to NYSESLAT, a few of our ELLs have moved into the intermediate or advanced subgroup. More importantly, the vast majority of our ELLs score at the mastery level in NYSAA as this is a more appropriate assessment for them. In addition, based on anecdotal evidence ELLs perform comparatively well to their monolingual counterparts during instruction time.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.
At 231K, ELLs who are new entrants to New York City Public Schools are identified through the administration of the Home Language Identification Survey (HLIS) upon intake at the Committee on Special Education (CSE) level. When necessary, translators are provided to conduct the initial interview and the HLIS is provided in the student's native language. Once the HLIS is administered, it is assessed by the CSE representative and the NYSITELL is administered to determine the student's English proficiency. Students whose home language is Spanish and do not score proficient on the NYSITELL take the Spanish LAB to determine Spanish proficiency. Once the NYSITELL is administered and its results are analyzed, the CSE representative meets with the student's parents to explain the three program options (Transitional Bilingual, Dual Language and ESL) and determine an appropriate placement for the student. If the CSE fails to complete this process, these responsibilities are left to the school. These steps and placement into the ELL program must be completed within 20 school days for students entering with IEP's. The four (4) steps are as follows:
 - (1) administer the Home Language Identification Survey(HLIS) including interview with the student and the parent to determine the students home language,
 - (2) Language Proficiency Team (LPT) makes determination of eligibility whether student takes the NYSITELL.
 - (3) The NYSITELL is administered.
 - (4) All new entrants whose HLIS responses indicate a home language of Spanish and who are identified as ELLs based on NYSITELL results must be administered the Spanish LAB at the time of initial enrollment(or reenrollment) during the same 20 day period.
2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
For District 75 schools the CSE determines the SIFE status of the student.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).
Based on RADP report from ATS we determine who the newly enrolled student are and then the ELLs teachers administers of the HLIS (including parent and student interviews) to determine the student's home language. (2) Determination of eligibilty to take the NYSITELL by the Language Proficiency Team. LPT includes the following: school administer, certified teacher or related service provider with an bilingual extension, and or a teacher of English to speakers of other languages, the director of special education,and the

student's parent or guardian. (3) Administration of the NYSITELL. (4) Administration of the Spanish LAB for all new entrants whose HLIS responses indicate a home language of Spanish and who are newly identified as ELLs based on NYSITELL results.)

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
Parents are involved in the decision-making process at the CSE level. The CSE distributes to Parents of ELLs a Parent Survey and Program Selection form. Parents complete this form and return it to the CSE. The entitlement letters are distributed and returned at the CSE.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section).
The re-identification process allows the school and parent who believe a student may have been misidentified as a ELL or Non -ELL to request (within 45 school days of enrollment) that the ELL identification process be administered a second time. ENL teachers will notify parents in writing in the parents' home language, with copy maintained in the student's file.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
Parents of students who are eligible for bilingual or ESL services are involved in the decision-making process at the CSE level. Trained interpreters and CSE personnel discuss the options available to parents and the placement decision is made in conjunction with them. Currently, our school features a Freestanding ESL program. However, should a parent show interest in a dual language or transitional bilingual program, we would provide them with resources to aid them in finding an available program that meets their needs.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
For district 75 students, this is completed at the CSE level.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
For District 75 students, this is completed at the CSE level.
9. Describe how your school ensures that placement parent notification letters are distributed.
For District 75 students, this is completed at the CSE level.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
All ELL documentation for each child is retained in his or her cumulative folder.
11. 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.
Each year NYSESLAT is administered to all ELLs. Students are identified as eligible through ATS report RLAT. Our certified ENL teachers, Emma Fidilio and Jake Weisz, create a comprehensive schedule to ensure that all parts are administered to every ELL. In conjunction with another licensed pedagogues who have been adequately trained in the test administration procedures by Ms. Fidilio or Mr. Weisz or both. ESL teachers administer the test within the designated time frame. Ms. Fidilio and Mr. Weisz securely stores the tests and ensures that they are returned for scoring by the deadline.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
At the child's annual IEP meeting, parents and teachers discuss continued entitlement and transitional supports for the student. Also, schools must individually meeting with the parents or guardian of English Language Learners at least once a year (in addition to parent-teacher conferences, or IEP meetings) to discuss the goals of the program, their child's language development progress, their child's English language proficiency assessment results, and language development needs in content areas.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

The majority of our ELLs are mandated for ENL services as decided with the parents at the CSE level. At this time, we do not have enough students who are mandated for bilingual services, speak the same home language, and who are within three contiguous grades to warrant opening a self-contained bilingual class. Should these numbers change and warrant opening a bilingual class, we would take it into consideration when planning for future programs.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.
 All ENL instruction is delivered through a push-in/pull-out model. Self-contained classes are organized based on student age with heterogeneous proficiencies found throughout. Classes range in student-to-staff ratios from 6:1:1 to 8:1:1 to 12:1:1. Additionally, there is an inclusion program in which students attend general education classes with the support of a paraprofessional and Special Education Teacher Support Services (SETSS).
 - b. TBE program. *If applicable.*
 N/A
 - c. DL program. *If applicable.*
 N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
 New York State regulations (C.R. Part 154-2) require that assessment and instruction of ELLs be aligned to the New York State Common Core Learning Standards in ENL. According to C.R. Part 154-2, students in grades Kindergarten through eight may receive the following based upon their level of performance:
 - "Beginning/Entering" level receive a total of 360 minutes to include 180 mins. in standalone ENL and 180 mins. in intergrated ENL
 - "Low Intermediate/Emerging" level receive a total of 360 mins. to include 90 mins. in standalone ENL ,180 mins. in intergrated ENL/ELA and 90 mins in ELA or any other content area
 - "Intermediate/Transitional" level a total of 180 mins to include 0 min. of stanalone ENL, 90 mins. intergrated ENL/ELA, and 90 mins. in ELA or any other content area
 - "Advance/Expanding" level a total of 180 mins. 0 in standaone ENL, 180 intergrated ENL/ELA or other content area
 - "Proficient/ Commanding" level, a total of 90 min in intergrated ENL/ELA or other content area.
 Our ENL teachers create a comprehensive schedule that maximizes the number of minutes of ENL instruction delivered to all ELLs. Presently, we do not have a dual language or transitional bilingual program.
3. Describe how core content is delivered in each program model. 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.
 The ENL teacher provides students with content area instruction using ENL methodologies and strategies. To ensure that students meet the standards and pass the required state and city assessments, ENL instruction will follow the Common Core Learning Standards, the NYS ENL Learning Standards and incorporate ENL strategeis (e.g., Total Physical Response, language experience, scaffolding techniques, and the use of graphic organizers). The ENL teacher meets with classroom teachers on a regular basis to stay current on ELA, math, social studies and science curricula and topics being discussed in the classroom and Teacher Team Meetings. In this way, ELLs teachers are able to plan lessons that further support the content being taught in the classroom.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
 Currently, we do not have a transitional bilingual program. However, students who are served by an alternate placement paraprofessional are continuously assessed in the native language during the instructional day through reading, writing, listening and speaking activities.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Throughout the year, students are engaged in lessons and activities that incorporate all four modalities of language acquisition. Ongoing assessments, such as checking for understanding and teacher-made rubrics, take place during lessons and data are analyzed to guide future instruction. All assessments are administered in keeping with the student's IEP mandates regarding accommodations.

6. How do you differentiate instruction for each of the following ELL subgroups?
- SIFE
 - Newcomer
 - Developing
 - Long Term
 - Former ELLs up to two years after exiting ELL status

Presently, P231K has no Students with Interrupted Formal Education (SIFE). In the event that a SIFE were to enroll in P231K, the staff would differentiate instruction to assist in developing his/her native language. The staff would work to develop initial literacy and communication skills in the student's native language. The student would receive support from an ENL teacher and an alternate placement paraprofessional who speaks his/her native language. Strategies used to support this SIFE student would include Total Physical Response (TPR), the Natural Approach, and small-group instruction.

We work with Newcomers to develop literacy and communication skills in both English and the students' native languages. We support them by providing an instructional climate that is nurturing and conducive to learning and facilitates English language production. We put an emphasis on developing reading and writing skills through the use of the Collaborative Learning and the Language Experience approaches. Newcomers are also invited to attend our Title III after-school program.

To support ELLs who have received ENL service for four to six years, several strategies are practiced. They include, but are not limited to, Total Physical Response, Natural Approach, continuous small-group instruction, and Collaborative Learning Approach. Additionally, these students are invited to participate in the Title III after-school program.

Long-term ELLs continue to receive ENL services until English proficiency is achieved. They are invited to participate in our Title III after-school program and also receive support through continuous small-group instruction.

Former ELLs are students who had been identified as English language learners and subsequently exited from ELL status. For at least two years following the school year in which a student exited from ELL status, former ELLs receive at least one half of one unit of study of English as a new language (90 minutes per week) and are eligible for certain specific testing accommodations.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to *ELL Policy and Reference Guide, Re-Identification of ELL Status* section.

The principal will consult with a qualified staff member in the school, the parent or guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected, the principal will provide additional support services as outlined in CR Part 154-2.3(j).

8. 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?

All ENLs at P231K have special needs and Individualized Education Programs (IEPs). Lessons and materials are differentiated on a regular basis to ensure that all content is accessible and appropriate for all students. Intervention strategies, such as small-group instruction, SRA and AIS, are used to support these students' academic growth and language development. Teacher teams work collaboratively to modify ELA and Math curriculum to allow greater access to grade level appropriate content and materials. Teachers adhere to curriculum material adaptations for ENL and UDL principles.

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

P231K staff and our School Leadership Team (SLT) work diligently to ensure that all students work toward increasing levels of independence and find appropriate placements in LRE. We closely monitor all students to identify those who are appropriate candidates for classes with smaller staffing ratios and have identified several "bridge" classes where students are prepared for those LRE transitions. In addition, P231K maintains an inclusion program within the building with the SEEALL Academy where students attend general education classes alongside their non-District 75 peers. This provides opportunities for them to develop their language proficiency.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

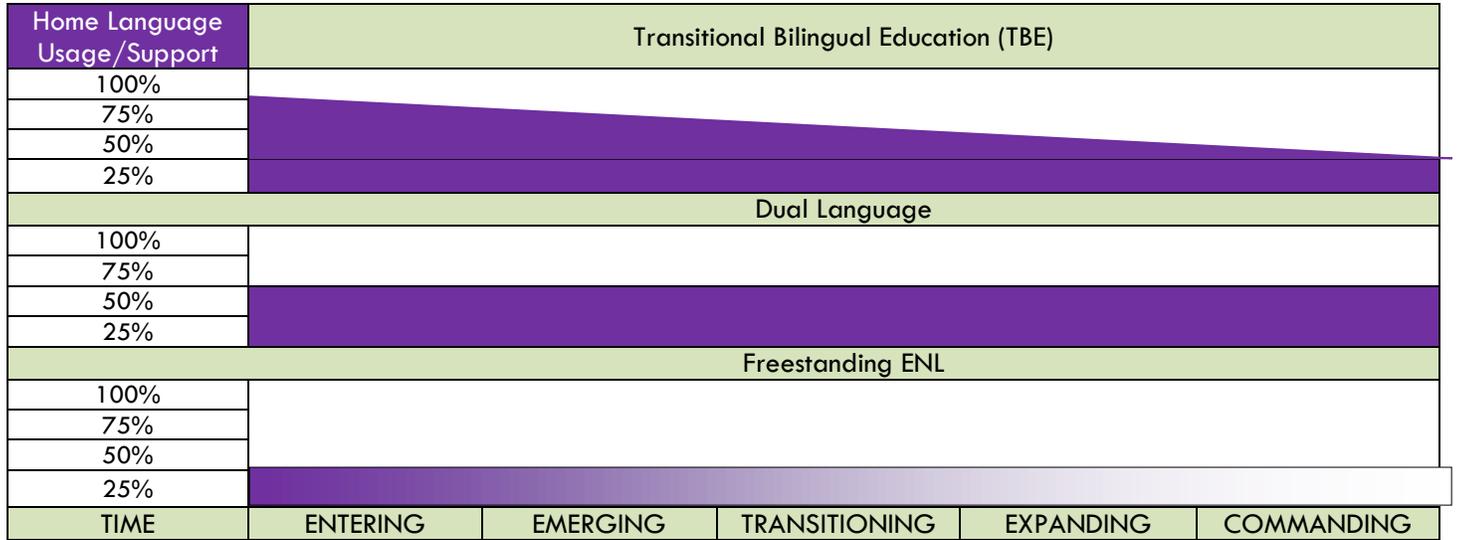


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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. All content area interventions are conducted in English. To support ELLs in math we use the Math in Focus curriculum which teaches math concepts using real-world, hands-on experiences, and focuses on problem-solving skills. Connecting Math Concepts is also used as an intervention resource during block periods. To support ELLs in ELA we use the Treasures Reading Program, a research-based comprehensive language arts program designed to support students in their literacy development and help them grow to be life-long readers and writers. SRA is also used as an intervention resource during block scheduling. Support in other content areas, such as science and social studies, takes place through small-group instruction and one-on-one tutoring.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
The ENL program at P231K has shown to be effective in meeting the needs of ELLs in content and language development. The vast majority of our students achieved Level 3 or Level 4 on last year's NYSAA. Additionally, students continue to show improvements in their communication skills as evidenced by data collected by teachers and related service providers. Students have also shown improvements in their content knowledge which is reflected in their work portfolios.
12. What new programs or improvements will be considered for the upcoming school year?
This is the third year our teachers in standardized classes have embraced the EngageNY, a Common Core-aligned curriculum designed to support schools and teachers in the implementation of the Common Core Learning Standards. We continue to make use of block instruction which affords teachers and students valuable time to engage with ELA and Math instruction on a sustained basis with homogenously groups of students across the day. This year P231k has modified our Title III program to move to a Saturday Academy format using Creative Dramatics.
13. What programs/services for ELLs will be discontinued and why?
N/A
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All ELLs are afforded equal access to all school programs including assembly programs, P231K's Field Day, School Carnival, and district-wide programs. There are community trips to NYC libraries, local businesses, amusements, and Mayor Special Community events. ELLs are invited to participate in our Title III after-school program.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
Throughout the school, students are exposed to materials to further support their language and content knowledge development. These materials include, but are not limited to, teacher-made materials, adapted books, iPads, SmartBoards, computers and augmentative and alternative communication (AAC) devices.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
At this time, we do not have a dual language program or a transitional bilingual program. However, students who are served by an alternate placement paraprofessional receive native language support from the staff member throughout the instructional day in reading, writing, listening and speaking activities across all content areas.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
P231K serves students from kindergarten to eighth grade. All services and resources correspond to students' age and grade level. Age-appropriate materials are found throughout the school in classrooms, recreational areas and related service offices. As needed, resources are adapted so that they are accessible for students while still remaining age and/or grade appropriate.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
Newly enrolled students are invited to attend Chapter 683 (if indicated in their IEP) prior to the commencement of the regular school year.
19. What language electives are offered to ELLs?
Language electives are not offered at P231K.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

P231K does not have a dual language program .

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
The ENL teachers participate in district-sponsored ELL professional development workshops throughout the school year. Other teachers, including classroom teachers and cluster teachers, are invited to teacher team meetings in which the ENL teachers will turnkey information and resources gathered at said workshops. Additionally, a district-based ELL coach provides ongoing support to the ENL teachers throughout the school year.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
All teachers at P231K attend professional development workshops on designated days in November and June. These workshops are designed to support teachers in using the Common Core Learning Standards in their lessons. Tentative PD content is SRA, SMiLE, Behavior Management, Adaptations and Multiple Entry Points.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Staff members receive support from the guidance counselor in the practice of creating social stories to assist students with their transition from elementary to middle and middle to high school when indicated.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
All teachers are required to receive 10 hours of Jose P. training to aid them in using strategies and methodologies specifically designed for teaching ELLs. This training is offered twice a year by the District 75 Office of ELLs. Records and certificates of completion are kept on file by the school secretary. In addition, P231K offers professional development to teachers as a part of the regularly scheduled common planning time 2x/month, topics include Universal Designs for Learning Principles and instructional strategies e.g., ELLs, SWD, and ASD). Professional development is facilitated by Unit Coordinators and APs; ENL teacher(s) participate as a part of Teacher team Meetings (TTMs) across sites.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Parents are invited to the school throughout the school year for various activities. These include, but are not limited "end-of-unit" celebrations, holiday celebrations, and parent workshops.

ANSWER TO QUESTION 2 (form does not allow input below the question): Correspondence and Parent Meeting Schedules are maintained by ENL teachers at individual sites in the office and reviewed by the Unit Coordinators on a weekly basis during Extended Cabinet. IEP meetings are coordinated by the Unit Coordinator(s) and reviewed on a monthly basis.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parents are invited throughout the school year to participate in various activities and celebrations with their child. The parent coordinator provides outreach to parents during the school year. Most recently P231k held Curriculum Night across multiple sites and Math Night at specific sites to keep all parents informed. Math Night included activities during which families participated in math learning activities that were similar to activities students engage in during classroom instruction.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? The school has partnered with the Brooklyn Center for Independence of the Disabled (BCID) and Ramapo for Children to provide workshops for parents. Additionally, the Parent Coordinator often refers families to HeartShare.
5. How do you evaluate the needs of the parents?
Ongoing communication between the school and the home is a priority. Parents' needs are continuously being assessed by classroom teachers, related service providers, and the Parent Coordinator through phone calls and written surveys in the home language using google translation services.
6. How do your parental involvement activities address the needs of the parents?
Parents' needs are taken into consideration when planning parent workshops. For example, the speech department plans topics for parent workshops (e.g., using PECS or visual schedules in the home) based on the results of surveys the Parent Coordinator conducts; in addition parents are notified for field trips and classroom celebrations (e.g., end-of-unit celebrations and Art Program Celebrations including all media presentations, dance performances, and art installations).

D. Additional Information

Include any additional information that would be relevant to your LAP and would further explain and highlight 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: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **75K231** School Name: **P231**
Superintendent: **Gary Hec**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

The school collects data using the Home Language Survey, interviews with parents of new students, and outreach to parents by Parent Coordinator and counselors. The findings of data collection informs the school of the translation needs of the parents when sending home letters and providing interpreter services at meetings.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Findings indicate that the school's translation needs are for Spanish, Chinese, Russian, Bengali, Urdu, Arabic, Haitian, Polish, and Fulani speaking parents. We have signs posted in our school so that parents are aware that translation services are available to them. The findings were reported to staff during staff meetings and to parents during PTA and SLT meetings.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

P231K translates the following documents newsletters, parent- teacher conference announcements, after-school program information, general overview of "curriculum night," and New York State Testing dates.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

P231K will have two parent-teacher conferences in November (11/4-5) and in March (3/2-3). There are also many informal interactions that take place with unit coordinators, teachers, and guidance counselors intermittently during the school year.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

PS 231 K will follow the Chancellor's Regulations in sending letters, notices, information home in a timely fashion and providing translation interpretation services through the use of on-staff translators and the Translation and Interpretation Unit. PS231K utilizes the service of the DOE's Translation and Interpretation Department.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

PS231K uses interpretation services as well as on-site interpreters including in-house staff. Oral interpretation will be provided by paraprofessionals and/or teachers during parent-teacher conferences, Parent Coordinator meetings, students disciplinary meetings, and PTA meetings.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

PS 231K has Language ID Guide posted on an outside bulletin board outside the Main Office. This language guide contains the different languages a parent may speak so the parent can get help immediately, if they cannot communicate in English. P231k also has a sign posted in main office with the telephone number of the Language Interpretation Unit.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

A "Language ID Guide" is posted on an outside bulletin board outside the main office.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

P231K gathers feedback from parent surveys as well as parent teacher conferences.