

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**DBN: (i.e. 01M001):**                   **75K368**

**School Name:**                       **P.S. 368**

**Principal:**                              **JOYCELYN NEDD**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: P368K School Number (DBN): 75K368  
Grades Served: K-12  
School Address: 70 Tompkins Avenue  
Phone Number: 718 388 9494 Fax: 718 302 4481  
School Contact Person: \_\_\_\_\_ Email Address: \_\_\_\_\_  
Principal: Joycelyn Nedd  
UFT Chapter Leader: Robin Garber  
Parents' Association President: Celia Green  
SLT Chairperson: Robin Garber  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): \_\_\_\_\_  
Student Representative(s): \_\_\_\_\_

**District Information**

District: 75 Superintendent: Gary Hecht  
Superintendent's Office Address: 400 First Avenue, New York, NY 10010  
Superintendent's Email Address: ghecht@schools.nyc.gov  
Phone Number: 212 802 1501 Fax: 212 802 1678

**Borough Field Support Center (BFSC)**

BFSC: Brooklyn 1 Director: Ketler Louissant  
Director's Office Address: 400 First Avenue, New York, NY 10010  
klouiss@schools.nyc.gov  
Director's Email Address: \_\_\_\_\_  
212 802 1520  
Phone Number: \_\_\_\_\_ Fax: 212 802 1678

## 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)
Joycelyn Nedd	*Principal or Designee	
Robin Garber	*UFT Chapter Leader or Designee	
Ceila Green	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Lorna Perkins	Member/ UFT	
Denise John-Vickerie	Member/UFT	
Nadine Remy	Member/UFT	
Diane Haynes	Member/UFT	
Arzie Goodman	Member/Parent	
Sharon Hepburn	Member/Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Kimberly Morman	Member/Parent	
Mamie Toole	Member/Parent	
	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.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
<b>Supportive Environment:</b> 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.

P368K is a multi-sited school within District 75 that serves students with emotional disturbance (18 classes) and students with Autistic Spectrum Disorder (19 classes); 3 community based sites and one Day Treatment program.

Our program for students with emotional disturbance is designed for students who demonstrate significant emotional and social difficulties over a prolonged period of time, and often in a variety of settings, which interfere with appropriate performance in the classroom setting. These students require a District 75 special school that provides an intensive instructional management system and intensive supervision and support, in order for them to make progress in mastering the curriculum and meeting promotional standards. P368K provides an instructional program that emphasizes the development of: (a) skills in developing self-control and in improving interactions with others (b) behaviors needed for school adjustment and post school adjustment; (c) academic competencies to meet the promotional standards.

Our program students with autism spectrum disorder is designed to serve the academic, social, and emotional needs of our students by providing the structure, the organization, and the prompts to promote independence and communication.

P368K provides an instructional program parallel to the mainstream with an emphasis on responsibility training and skills in developing self-control. 100% of students have Individualized Education Plans (IEPs). Additionally, students receive IEP mandated related services such as speech and language, counseling, occupational and physical therapy.

### **Our Mission**

The mission of P368K is to improve and update instructional methods that provide challenging educational experiences for all students. One of the building blocks for this improvement is to foster a positive relationship with our general education counterparts, so that our students will have equity and equal access to educational experiences and partnerships that will commensurate with their abilities. This will enable them to become participants and contributing members of a multicultural society. We are committed to supporting the development and implementation of comprehensive programs that enable students to improve their performance and maximize their potential in environments within our schools and the larger community

For the past ten years, P368 has implemented the Positive Behavior Intervention and Supports (PBIS) with fidelity and success to manage challenging student behaviors. We have hosted visits from foreign countries to observe our best practices.

Our school has grown in many ways during the past year. The results of our School Survey revealed that students, parents and teachers agree the 368K is a safe and nurturing environment that has set high expectations for our learners. As a result of the PBIS interventions, 368K was removed from the Persistently Dangerous List this school year.

368K made the most progress in the following elements of the Frameworks for Great Schools:

### Rigorous Instruction

Percentages on the Survey for Common Core Shifts in literacy and math were 94% and 91% respectively. The School Quality Indicators in the Instructional Core for 2014-15 Quality Review were Well Developed for Indicators 1.1 and 1.2.

#### Collaborative Teachers

We scored 90% or above in the following survey areas: Cultural Awareness (91%); Inclusive classroom instruction (95%); School Commitment (91%); Reflective Dialogue (92%); Peer Collaboration (95%) and Focus on Student Learning (94%).

#### Effective School Leadership

The Survey indicated strength in the following areas: Program Coherence (91%) and Principal Instructional Leadership (96%).

#### Strong Family-Community Ties

The results of the Survey indicated strength in the following areas: Teacher Outreach to Parents (94%)

#### Trust

The Survey results indicated strength in the following areas: Parent-Teacher Trust (97%); Parent-Principal Trust (95%); Student-Teacher Trust (90%); Teacher-principal Trust (98%); Teacher-teacher Trust (95%)

According to the Framework for Great Schools Report, the key areas of focus for this school year are:

- Safety and order (Safety)
- Parent involvement in the school

## 75K368 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05, 06,07, 08,09, 10,11, 12	Total Enrollment	263	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	15	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	N/A	% Attendance Rate		82.8%
% Free Lunch	81.4%	% Reduced Lunch		1.1%
% Limited English Proficient	10.3%	% Students with Disabilities		98.9%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		55.1%
% Hispanic or Latino	35.0%	% Asian or Native Hawaiian/Pacific Islander		1.1%
% White	8.0%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	9.67	# of Assistant Principals (2014-15)		3
# 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)	1.5%	% Teaching Out of Certification (2013-14)		9.2%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		10.78
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.

· A review of the 2015 ELA preliminary results indicated that 23% of the students in Grades 3-5 met performance level and 19% of students in Grades 6-8 met performance level. Based on this data our priority need is to increase reading achievement for students in Grades 3-8. Based on this data, our priority need is to increase reading achievement for students in Grades 3-8.

The percentage on the Survey for Common Core Shifts in literacy was 94%.

2015 Quality Review Rating for Indicator 1.1 (Curriculum)– **Well Developed** ( Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards .

### 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 June 2016, there will be an increase in reading achievement for students in Grades 3 -8 as evidenced by 3% increase in the mean scale scores as measured by NYS ELA examination.

### Part 3 – Action Plan

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Implementation of Common Core Aligned literacy Curriculum</p> <p>Standard Assessment: Core Knowledge Language Arts (CKLA); Expeditionary Learning; Wilson Reading; Performance Coach; HMH Collections</p> <p>Alternate Assessment: Attainment Core Curriculum Solutions (Elementary; MS; HS); Unique Learning Systems (K-12); SMiLE;</p> <p>Provide professional development opportunities for staff at the district and school levels.</p> <p>Create Professional Development Plan for Professional Learning Communities (Monday Professional Learning Time;</p> <p>Teachers reflect on Professional Development using Professional Development Reflection Log</p>	<p>Students in grades K-12</p>	<p>Sept. 2015- June 2016</p>	<p>Teachers; speech teachers, educational assistants, administrators</p>
<p>Schedule Academic Intervention Services daily (small group instruction); implement Performance Coach; iReady; Rally!</p> <p>Provide Wilson Reading for identified students</p> <p>Implement Middle School After School Initiative (MSAS)</p>	<p>Students in grades K-12</p>	<p>Sept. 2015- June 2016</p>	<p>Teachers; speech teachers, educational assistants, administrators</p>

<p>Create calendar for Parent Engagement Time activities (Tuesday)</p> <p>Schedule Monthly Parent Support Groups at each site</p> <p>Schedule parent informational workshops</p>	<p>Families, students</p>	<p>Sept. 2015- June 2016</p>	<p>Parent Coordinator, teachers, related service providers, School leaders</p>
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**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> 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>School Based Coach</p> <p>Block Scheduling;</p> <p>Departmentalized Instruction</p> <p>Dedicated AIS period</p> <p>Instructional Materials</p> <p>Middle School After School Program</p>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> 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>January 2016 review and analysis of Fountas and Pinnell; edperformance Reading ; FAR results</p>
<p><b>Part 5b.</b> In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

## 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.

• As of June 15, 2015, the reading for the School Violence Transitional Index (SVTI) for 2014-15 for the school is 1.41 as compared to 1.73 in 2013-14. 368K’s index is currently under the reference index of 1.5. OORS data for 2013-14 revealed a total of 21 serious infractions; 18 Level 4 and 3 Level 5 as compared to 21 serious incidents; 20 Level 4; 1 Level 5 as of June 11, 2015 .

#### ⌘ SED Site Visit Report on March 5, 2015 –

##### **Summary of Student Interviews Findings-**

- students feel safe in classrooms, hallways and cafeteria
- students indicated that there is mutual respect among students and between students and staff
- students stated that they know the rules for appropriate behavior and that the rules are enforced consistently by school staff

##### **Summary of Staff Interviews Findings**

- P368 was a safe and welcoming place for staff and students
- The principal has established and nurtured a strong sense of community that emphasizes positive relationships and celebrating and respecting the various cultures that constitute the school community
- Staff expressed that student behavior is immediately addressed and does not interfere with teaching learning process

##### **Observations of Staff- Student and Student to Student Relationship Findings**

- Student behavior patterns were normal socialization activity
- Students stated during the interview that adults help you look at problems in a different way and they talk nice to you

### 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, there will be an improvement in student behaviors as evidenced by 5% decrease in inappropriate student responses to conflict as evidenced by the incident reporting data system.

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Ongoing implementation of the Positive Behavior Intervention and Supports (PBIS); Power of Choice behavior management system; Menu of Incentives</p> <p>Staff registration for professional development for Therapeutic Crisis Intervention in Schools (TCIS/TCI); New training and refresher; Get Ready to Learn (GRTL); Respect for ALL; Gang Awareness</p> <p>Implementation of the Second Step Anti-Bullying Curriculum; lesson sequence based on infraction data.</p>	<p>Teachers, educational assistants, related service providers</p>	<p>Sept. 2015- June 2016</p>	<p>Teachers; speech teachers; administrators; PBIS Team members</p>
<p>PBIS Team meet monthly with members from each site and PBIS External Coach support</p> <p>Teachers complete Daily Point Sheets; Communication books</p> <p>All staff – staff register for TCIS/TCI Developmentally Disabled course and or school’s TCIS trainer will conduct school based TCIS training</p> <p>Schedule dedicated Second Step Teacher</p> <p>Clinicians, teachers, paraprofessionals collect data</p>	<p>All Staff</p>	<p>Sept. 2015- June 2016</p>	<p>PBIS Team members</p>
<p>Create calendar for Parent Engagement Time (Tuesday and parent workshops for arts partner <b>iDEAS</b> (interactive drama for education and awareness in schools)</p>	<p>Parents, teachers, related service providers</p>	<p>Sept. 2015- June 2016</p>	<p>Parent Coordinator, School leaders</p>

Schedule School wide assemblies; PBIS Boosters; Parent Teacher Conferences; Curriculum/Family Nights	Students, families	Sept. 2015- June 2016	School leaders, Unit Coordinators, Art Specialist
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**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
External Coach											
Dedicated Second Step Teacher											
School Store (incentive menu)											
PBIS Team											
<b>Part 4b.</b> 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 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> 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.										
January 2015 VADIR Index and OORS data review										
Monthly review of SWIS, OORS and VADIR data										
Quarterly PBIS Boosters										
Monthly Awards Assembly										
<b>Part 5b.</b> In <b>February 2016</b> , 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.

A review of the 2015 Math preliminary test results revealed that 20% of the students in Grades 3-5 met performance level and 26% of students in Grades 6-8 met performance level. Based on this data, our priority need is to increase math achievement for students in Grades 3-8.

The percentage on the Survey for Common Core Shifts in math was 91%.

· 2015 Quality Review Rating for Indicator 1.1 (Curriculum)– **Well Developed** ( Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards and a Proficient rating for Indicator 2.1 (analyze information on student learning outcomes to adjust instructional decisions at the team and classroom level. )

2014-15 Findings for Indicator 4.2 (Collaborative Teacher Teams) is **Well Developed** .

### 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.

By June 2016, there will be an increase in mathematical achievement as evidenced by a 3% increase in mean scale scores for tested students in Grades 3-8 as measured by NYS Math assessment.

### Part 3 – Action Plan

<b>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:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
<ul style="list-style-type: none"> <li>• Provide teachers with opportunities for ongoing professional development and collaboration to strengthen their ELA and Math practice ( Professional Learning Time (Monday) and Professional Learning Communities (Tuesday); Math in Focus; Attainment Math; STEM; Algebra and Geometry; Teacher Effectiveness and other disciplines</li> </ul>	All Staff	Sept. 2015- June 2016	Teachers, related service providers, ESL provider, educational assistants, administrators
School Based Coach; External Coaches  Program Block Scheduling and Departmentalized Instruction  Schedule dedicated AIS period daily – Six week cycles of targeted skills in ELA and Math based on skills item analysis  Schedule small group instruction for identified  Program Middle School After School (MSAS) activities	Students, teachers	Sept. 2015- June 2016	Teachers, educational assistants, administrators, unit Coordinators
Conduct Parent Surveys – PBIS and School Survey  Create activities for Family/Curriculum Night  Inform parents Parent-Teacher Conferences  Conduct Tripod Student Survey	Families, students	Sept. 2015- June 2016	Parent Coordinators, School leaders

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
School Based Coach  Academic Intervention materials and technology  Dedicated AIS Period
<b>Part 4b.</b> 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 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		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.

- December 2014 administration of NYC Benchmark Assessments
- January 2015 edperformance periodic assessment results
- Mid year 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 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.
- A comparison of Reading Baseline and Midyear Scantron edperformance results for students in grades 3-8, revealed 56% of students showed scale score growth. Measure of Teaching Practice (MOTP) scores for teachers fall in the Effective range. Quality Review Findings for Indicator 1.2 – **Well Developed**
- 2014-15 Advance Observation Dashboard results reveals that 81% of our teachers fail in the Effective range for Component 3b: Questioning and Discussion Techniques.

### **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 June 2016, school leaders will continue to improve teacher practice by developing a shared understanding of instructional excellence by deepening the school community’s comprehension of Charlotte Danielson’s Framework for Teaching as evidenced by a 3% increase of Component 3B: Questioning and Discussion Techniques.

### **Part 3 – Action Plan**

<b>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:</b> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote parent leadership and engagement as a key lever for school improvement.</b></li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
<p>School leaders use Danielson Framework for Teaching Rubric</p> <p>Create Monthly Observation schedule</p> <p>Share observation trend data for components with teachers</p> <p>Approve registrations for teachers to attend District level professional development and other professional development for improving teacher practice</p> <p>Create professional development plan in collaboration with teachers</p>	Teachers	Sept. 2015- June 2016	School leaders
<p>Schedule six week cycles of Academic Intervention Services (AIS) for ELA and Math</p> <p>Progress monitor student performance</p>	Students	Sept. 2015- June 2016	Unit coordinators, teachers, school leaders
<p>School Leadership Team and Parent Association meet monthly.</p> <p>Plan and distribute calendar to families for Parent Engagement Time Activities (Tuesdays); Teachers complete Parent Engagement Log</p> <p>Conduct Parent Surveys</p> <p>Provide calendar of Parent Support Groups and Professional Development for parents</p>	Families, students	Sept. 2015- June 2016	Parent Coordinator, school leaders, teachers
School Leaders			

**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.

School Based Coach

Ongoing Professional Development in all content areas; District 75 Professional Development System; Differentiated Professional Development for all stakeholders

**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 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		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.

- September 2015 Initial Planning Conferences and Professional Growth Plan
- January Midyear Conferences
- End of Year Summative Conferences

**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.
- 2015 Framework for Great Schools Report survey results indicated that "teacher out reach to parents" was rated t 94%
- Based on attendance at workshops, and other opportunities for participation, contribution, and connection, only 2.5% of the parents are actively involved (2015 Quality Review). Based on this data, parent involvement is an area of focus (QR Indicator 3.4 (Proficient) for this school year.

### **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 June 2015, parental engagement will increase as evidenced by inviting two (1) community based organizations to partner with our school.

### **Part 3 – Action Plan**

<b>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:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
School Leadership Team and Parent Association meet monthly.  Calendar activities for Parent Engagement Time (Tuesday); Family Night; Parent Teacher Conferences	Parents	Sept. 2015-June 2016	Parent coordinator, school leaders
<ul style="list-style-type: none"> <li>• Schedule parent informational workshops; Speech, Parent Support, PBIS, Articulation Process, Graduation, Middle School/HS Application Process, Transition and Family Support Services and Resources, etc.</li> <li>• Distribute Newsletters; Registration for CHAMPS Sports Program, Middle School After school Programs and Step Ahead</li> </ul>	Parents/ Families, students	Sept. 2015-June 2016	Teachers, Parent Coordinator, Unit Coordinators, School leaders
<ul style="list-style-type: none"> <li>• Calendar and invite families to School wide assemblies; Winterfest; Spring Fling; Monthly Academic and PBIS Awards Assemblies; School Messenger</li> </ul>	Parents/ Families, students	Sept. 2015-June 2016	Teachers, Unit Coordinators, Parent Coordinator, School leaders

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Parent Coordinator;											
<b>Part 4b.</b> 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 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		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.

Parent Attendance at school events and workshops;

EOY School Survey;

School Leadership Team attendance, agenda and minutes

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

**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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Edperformance; Reading	Repeated reading; word work; interactivewriting; iReady; Performance Coach; First Author	Small group	During the school day; afterschool
<b>Mathematics</b>	Edperformance; Math	iReady; Performance Coach	Small group	During the school day; afterschool
<b>Science</b>	End of Unit Tests	Repeated reading; word work; interactivewriting;	Small group	During the school day; afterschool
<b>Social Studies</b>	End of Unit Tests	Repeated reading; word work; interactivewriting;	Small group	During the school day; afterschool
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	SWIS, OORS, VADIR data	Behavior Intervention Plan (FBA); Functional Behavioral Assessment (BIP);	Individual; small group	During the school day; afterschool

## 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.		
<b>Schoolwide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>Non-Title I</b>

### 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 codes<sup>1</sup>. 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 consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '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		

**<sup>1</sup>Explanation/Background:**

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I 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.

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**Parent Involvement Policy (PIP) Template**

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

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The

school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

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

### **School-Parent Compact (SPC) Template**

**[School name]** , in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards 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 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

**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 <b>75</b>	Borough <b>Brooklyn</b>	School Number <b>368</b>
School Name <b>P368-Star Academy</b>		

### 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 <b>Joycelyn Nedd</b>	Assistant Principal <b>Janice Rice, Laverne Peter</b>
Coach <b>Robin Garber</b>	Coach
ENL (English as a New Language)/Bilingual Teacher <b>Katherine Loev</b>	School Counselor <b>Peggy Alicea</b>
Teacher/Subject Area <b>Diane McBrien</b>	Parent <b>Celia Green</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>n/a</b>
Related-Service Provider	Borough Field Support Center Staff Member <b>type here</b>
Superintendent <b>type here</b>	Other (Name and Title) <b>type here</b>

### 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	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	1
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 <u>not</u> 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)	232	Total number of ELLs	27	ELLs as share of total student population (%)	0.00%
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> 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 checked="" type="checkbox"/>	10 <input checked="" type="checkbox"/>	11 <input checked="" 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 #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	27	<b>Newcomers</b> (ELLs receiving service 0-3 years)	11	<b>ELL Students with Disabilities</b>	27
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	10	<b>Long-Term</b> (ELLs receiving service 7 or more years)	6

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

	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	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	11		11	10		10	6		6	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: \_\_\_\_\_

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____														0
SELECT ONE _____														0
SELECT ONE _____														0
<b>TOTAL</b>	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
<b>TOTAL</b>	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
<b>TOTAL</b>	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		2	1	1	2	3	2	4	1	2	1	1	2	0
Chinese													2	0
Russian														0
Bengali													1	0
Urdu														0
Arabic														0
Haitian														0
French										1				0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1												0
<b>TOTAL</b>	<b>0</b>													

## 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
<b>Entering</b> (Beginning)						3	1		1	2	1		2	0
<b>Emerging</b> (Low Intermediate)								1						0
<b>Transitioning</b> (High Intermediate)	1	1									1			0
<b>Expanding</b> (Advanced)					1									0
<b>Commanding</b> (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	2				0
4					0
5	1				0
6					0
7	1				0
8					0
NYSAA			6	1	0

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)					3				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	0		0	
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.  
 P368K teachers use a variety of assessment tools to measure the early literacy skills of their ELLs. They review data from ABLL-R, SANDY, FAST, UNIQUE System, NYSAA and formative assessment practices to pinpoint areas of need and strategically adjust instruction that support ELL student learning. Our Standardized Assessment teachers use Fountas & Pinnell, Running Records, Ed Performance and IReady, and a menu of assessments built into the Core Knowledge Curriculum for our K-2. As soon as the early literacy skills of a student are measured, a collaborative process takes place between classroom teachers, service providers, the ENL teacher, and the AIS team in determining the course of study that will be designed and differentiated to serve the academic, social, and emotional needs of that one student. :
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 Twenty one (21) ELL students were administered the NYSESLAT in the spring of 2015. Therefore, based on the NYSESLAT results, ten (10) of our ELLs are at the Entering Level in the four modalities. One ELL student has reached the Emerging Level. The results of three ELLs were evaluated at the Transitioning Level and one student received the Expanding Level on the test. None of our ELL students reached the Commanding Level. Six of our ELLs did not receive any results on their NYSESLAT exam. The analysis of the exam reveals that the elementary school ELL students have demonstrated higher results on their NYSESLAT than junior high and high school respectively.  
 This year we have three (3) new entrants who qualify for the NYSITELL.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
 The staff of P368K uses the information about Annual Measurable Achievement Objectives to create effective instructional program for ELLs that focuses each student's weak points in Math and ELA and aims their progress in developing academic performance skills.  
  
 Patterns across NYSESLAT modalities (reading/writing and listening/speaking) will affect instructional decisions. All teaching materials will be differentiated, modified, and adapted to meet the unique needs of our ELL students. AMAOs are established for ELL students

in grades K-12, in three categories: (1) progress toward acquiring English language proficiency; (2) attainment of English language proficiency; and (3) Progress and Performance Index (PPI) of the ELL/former ELL subgroup in both English language arts and mathematics. Our school uses this information to develop instructional plan for these students.

4. For each program, answer the following:
  - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
  - b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
  - c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

Considering the fact that majority of our ELLs are alternate assessment students, the school currently does not administer Periodic Assessment, and our ELL students do not take exams in their native languages.

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](#).]

Our school has an RtI program in place as part of the process to determine if an ELL in grades K-5 is a student with a learning disability in the area of reading. We continue to provide a Response to Intervention (RtI) program in addition to an Academic Intervention Services (AIS) program to eligible students. We use RtI and AIS data to guide our instructional practices for ELL students and to determine if a student responds to scientific, research-based instruction.

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

All P368K teachers consider second language development for their ELLs in their instructional decisions. All students will continue to receive English as New Language service from Ms. Loev, the ENL teacher, who will be collaborating with classroom teachers to the maximum extent possible. Our instructional decisions will significantly focus on needs of each ELL student to ensure his/her progress in language acquisition. Our ESL program will continue to capitalize on the literacy skills and prior knowledge that our ELLs already have in their primary language. In doing so, we will encourage our ELL students to take challenge in all four modalities. We will use multi-sensory, research-based approaches in delivering instruction that proven to be the most beneficial for our ELLs. We will utilize instructional and adoptive technology as well as student-generated materials for teaching and learning.

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?

n/a

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

We evaluate the success of our ENL program by analyzing assessment data: NYSESLAT, NYSAA, SANDI, FAST, NYS Exams, Ed Performance, IReady, Fountas & Pinnel, Running Records and curricular assessments to determine if our ELL students have improved their language skills in four modes of communication: speaking, listening, reading, and writing and demonstrate progress with regard to school AYP.

Related service reports also measure growth with individual students in targeted areas. Furthermore, all students have portfolios comprised of work samples and content area teacher assessments that are reflective of progress.

After reviewing data, following suggestions from the Quality Review and consulting with teachers, related service providers and parents, instruction is targeted towards increasing independence and students' funds of knowledge in personal and community domains.

## 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.

In most cases, students' placement decisions are made at the CSE level. However, if a child enters our school missing this information, we will have to follow the required procedure of four steps as it states in CR Part 154.

**Step 1: Administer the Home Language Identification Survey:**

All parents or guardians of newly enrolled students are required to complete a Home Language Identification Survey (HLIS) followed by an informal interview with both the parent and student in English and the home language within the 20 business days after the enrollment. The survey and an interview is conducted by Ms. Loev, a licensed ENL teacher, and/or a qualified personnel who is trained in cultural competency, language development and the needs of ELLs. An assistance of bilingual school pedagogues is provided in case students' parents need interpretation services. Based on the information gathered from the HLIS and individual interview with the parents and student, the home language is determined. If the student's home language is English, the ELL Identification Process terminates at this step; if the student's home language is not English, the ELL Identification Process continues.

**Step 2: Determination of NYSITELL Eligibility:**

For students, with an IEP, whose home language is not English, Ms. Loev, the ENL teacher, or a trained pedagogue administer a more in-depth interview and review his/her prior school work in reading, writing, and mathematics in order to determine whether the student should take the NYSITELL. If there is no any sufficient school work, we utilize age-and-grade appropriate informal, culturally sensitive, school-based assessments or formal and informal screeners. The interview is conducted in both English and the home language. As long as the NYSITELL eligibility of a student is determined, he or she proceeds to another step.

**Step 3:** Ms. Loev, the ENL teacher, administers the NYSITELL to the student and scans answer documents into ATS within 20 days of enrollment. Performance on this test determines a child's entitlement to English language development support services.

**Step 4: Administering the Spanish LAB:**

In case if NYSITELL results show that a child is an ELL and Spanish is used in the home, he or she is administered a Spanish LAB by a Spanish speaking pedagogue at each site during the same 20 days of enrollment. The Spanish LAB is used to support our school in instructional planning in providing bilingual and English as a new language (ENL) services to the students.

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).

Currently, our school does not have any SIFE (Students with Interrupted/Inconsistent Formal Education) students. However, in case we have any, we will have to follow the required procedure within 30 school days from initial enrollment in order to make an initial SIFE determination.

Determining SIFE status begins at the time of the completion of the Home Language Identification Survey when the parent is asked to indicate prior schooling. If there are indications within the ELL Identification Process that a student has had an interruption or inconsistency in their formal schooling, we proceed with the SIFE Identification Process which includes the following steps:

**Step 1:** Administer the Oral Interview Questionnaire to determine if an ELL has had a gap of two or more years in their formal schooling as well as to develop a better understanding of a newcomer ELL (potential SIFE) as it has many questions related to literacy and language practices. The oral interview is conducted in both English and their home language. The forms in 12 languages can be found on the Intranet page of the NYC DOE. The interpreter is provided upon a request.

**Step 2:** Students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish are administered the Literacy Evaluation for Newcomer SIFE (LENS). The LENS is a multilingual suite of diagnostics designed to measure the home-language literacy skills SIFE bring with them when they enter New York City schools. This information will be highly informative as it enlightens each individual student's strengths and weaknesses which is essential for teachers to plan instruction.

In addition to steps above, students' works can be reviewed as an informal assessment tool that allows to estimate the level of his/her academic performance.

All information from the SIFE Identification Procedure is provided to the school pupil accounting secretary who will make necessary ATS changes. The SIFE documentation is placed in the student's cumulative file and remain a part of the student's permanent record.

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).

The ELL Identification Process for newly enrolled students with IEPs starts the same as for all other new entrants with administering the HLIS. However, the NYSITELL eligibility for students with IEPs must be based on the determination of the Language Proficiency Team (LPT).

Our school has formed a Language Proficiency Team (LPT) at each site which is comprised of a school administrator, the ESL teacher, a student's parent and a related service provider (a speech therapist or a psychologist). A qualified interpreter of the language of communication the parent or guardian best understands is always present at each meeting of the LPT. The LPT members meet to review the information provided by the Committee on Special Education (CSE) regarding the student's disability, his/her Individualized Education Plan (IEP), the results of the HLIS, more in-depth interview with a student conducted in both English and home languages, and his/her school work in reading, writing and math in order to determine whether the student should take the NYSITELL. The school principal either accepts or rejects the recommendation of the LPT in case it is "No" toward administering the NYSITELL. The final decision is made by the superintendent or his/her designee within 10 school days.

After the eligibility for the NYSITELL is determined by the LPT, Ms. Loev, the ESL teacher, administers it to the student. In case if a student's home language is Spanish, he or she is administered the Spanish LAB within the same 10 day school period of initial enrollment.

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.

In District 75, entitlement and non-entitlement letters are distributed at the CSE. Parent Survey and Program Selection forms are collected by an ENL teacher, Ms. Loev, and kept in students' cumulative files in a centralized location at a school site as the best place to store and access paperwork on ELLs.

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).

In case if parents/gardians or a school personnel are not satisfied with the results of the ELL Identification Process considering it misidentification, the Re-Identification of ELL status is allowed for those students whose home language is other than English and whose initial status is ELL or non-ELL.

The Re-identification Process must be completed within 10 school calendar days of receipt of written notice from a student's parent or guardian, student's teacher, or a student of 18 years of age or older and consists of the following steps:

- School reviews all documents related to the initial or reentry identification process;
- School may administer the NYSITELL to the student if the original determination was that the student should not be administered the NYSITELL;
- School conducts and reviews the results of a school-based assessment, administered by The ESL teacher or qualified personnel in listening, speaking, reading and writing in English;
- School consults with the Committee on Special Education (CSE) if the student is a student with a disability that may impact the ability to speak, read, write or listen in English;
- Based on the recommendation of the qualified personnel, the school principal determines whether to change the ELL status or not. If the recommendation is to not change the ELL status, no further actions are necessary; if the recommendation is to change the ELL status, the process continues.
- The relevant documents and recommendation are sent to the superintendent (or designee) for review and final decision.
- Written notification of the decision is sent from the superintendent to the principal, parent, guardian, and student (if he/she is 18 years of age or older) in the parent's preferred language within 10 school days of receipt of documentation from the principal.

If the decision is to not change the ELL status, no further action is necessary. If the decision is to change the ELL status, the student's program must be modified accordingly.

All notifications and relevant documents must be kept in the student's cumulative folder.

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.

In District 75, this process is done at the CSE.

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.

In District 75, this process is done at the CSE.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

Parent Survey and Program Selection procedures are facilitated by the Committee for Special Education (CSE) during IEP meetings in conjunction with the parents of ELLs.

9. Describe how your school ensures that placement parent notification letters are distributed.  
Placement parent notification information is provided to the ELL parents by the Committee for Special Education (CSE) during IEP meetings.
  
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
All ELL-related documents including Home Language Identification Survey, parent's preferred language or mode of communication, and Language Proficiency Team NYSITELL Determination Form are kept secured in the student's cumulative record in a centralized location at a school site as the best place to store and access paperwork on ELLs.
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 spring the P368K ELLs take the New York State English as a Second Language Achievement Test (NYSESLAT) which measures their English proficiency level. The steps taken by Ms. Loev, ESL teacher, to administer the NYSESLAT include the following actions: Ms. Loev prints out the RLER/RSPE ATS reports in order to identify students eligible for the test and testing accommodations. She determines the NYSESLAT grade-level assessment for each student in accordance with the Appendix H. She also creates a schedule that reflects the time and ELL groups to be administered NYSESLAT by sessions during administration windows stated by the NYSED. Ms. Loev keeps the testing materials secure at all times. Ms. Loev and other school personnel assigned for administering the test follow all procedures outlined in the Test Manual for each section (Speaking, Listening, Reading, and Writing). After having all sections of the test administered and scored (Writing), the testing materials are classified by the subtests and grades and submitted to the school test coordinator to be reviewed and sent to Questar.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
In District 75, this process is done at the CSE.
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).

After reviewing the Parent Survey and Program Selection forms for the past three years, we can state that all parents have requested Freestanding ESL. Although placement is determined at CSE for District 75 students, we survey parents to ascertain what their preference is and keep documents on file for duration of student's stay in school organization.

## 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.

P368K currently has a Freestanding English as a New Language (ENL) program in heterogeneous classes via the integrated and standalone models.

- 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)?

The instructional minutes are provided to P368K ELLs based on the level of their English language proficiency in each program model as per CR Part 154. There are five proficiency levels for ELLs based on the NYSESLAT and NYSITELL: Entering, Emerging, Transitioning, Expanding and Commanding.

In Grades K-8, ELL students performing at the Entering level on the NYSESLAT will receive 540 minutes (3 units) of ENL instruction per week. The minutes are split in between two models of ENL instruction in the following way: Stand-Alone ENL – 180 min.; Integrated ENL – 180 min.; and either Stand-Alone ENL or Integrated ENL in Content Area - 180 min.

ELL students performing at the Emerging level will receive 360 minutes (2 units) of ENL instruction per week: 90 min. (0.5 unit of study) of Stand-Alone ENL instruction; 180 min. (1 unit) in ENL/ELA of Integrated ENL; and 90 min. (0.5 unit of study) in Stand-Alone ENL or Integrated ENL in Content Area.

ELL students performing at the Transitioning level will receive 180 minutes per week: 90 min. (0.5 unit of study) in ENL/ Content Area of Integrated ENL and 90 min. (0.5 unit of study) can be Stand-Alone ENL or Integrated ENL/Content Area.

ELL students performing at the Expanding level will receive 180 minutes per week: 180 min. (0.5 unit of study) ENL/ Content Area of Integrated ENL.

ELL students performing at the Commanding level (former ELLs) will receive 0.5 unit of study per week of Integrated ENL in ELA/Content Area or other approved services.

In Grades 9-12, ELL students performing at the Entering level on the NYSESLAT will receive 540 minutes of ENL instruction per week: 180 min. (1 unit) in Stand-Alone ENL, 180 min. (1 unit) in Integrated ENL and 180 min. (1 unit) in either Stand-Alone ENL or Integrated ENL/Content Area.

ELL students performing at the Emerging level will receive 360 minutes (2 units of study) of ENL instruction per week: 90 min. (0.5 unit of study) of Stand-Alone ENL instruction; 180 min. (1 unit) in ENL/ELA of Integrated ENL; and 90 min. (0.5 unit of study) in Stand-Alone ENL or Integrated ENL in Content Area.

ELL students performing at the Transitioning level will receive 180 minutes per week: 90 min. (0.5 unit of study) in ENL/ Content Area of Integrated ENL and 90 min. (0.5 unit of study) can be Stand-Alone ENL or Integrated ENL/Content Area.

ELL students performing at the Expanding level will receive 180 minutes per week: 180 min. (1 unit of study) in ENL/ Content Area of Integrated ENL.

ELL students performing at the Commanding level (former ELLs) will receive 0.5 unit of study per week of Integrated ENL in ELA/ Content Area or other approved services.

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.

P368K organization adheres to the NYS CCLS along with the Alternate Assessment Framework Extensions for ELA and Math and AGLs for Social Studies and Science and strives to deliver content areas by using approaches that facilitate our ELLs' academic and language development and help them meet or exceed standards. In Freestanding ENL programs, English Language Arts is taught in English using ELA (Balanced Literacy, Workshop Model, Block Scheduling, mini-lesson model, etc.) and ESL (CALLA, Total Physical Response, Natural Approach, Direct Method, Communicative Approach, etc.) methodologies. Content areas (Math, Science, and Social Studies) are delivered in English using ESL methodologies and instructional strategies. To ensure core curriculum alignment, careful scheduling and planning between a classroom teacher and the ENL teacher are required. Our school continues to

utilize push-in model that promotes collaboration between a classroom teacher and the ENL teacher, decreases in-class instruction time loss and student travel time to and from the ENL classroom. ENL teacher, Ms. Loev, comes into the class on a regular basis to work with ELL students on specific class assignments providing language acquisition and vocabulary support. Also, our school implements Cross Content lesson planning and delivery with Art teachers that ensures content comprehension and fosters language development.

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

Teachers at P368K provide native language support to ELL students and make sure they are appropriately evaluated in their native languages throughout the year. Majority of our ELL students have home language of Spanish. A pedagogue who speaks the student's native language assists for interpretation and translation during evaluation, including student testing, collecting communication samples, and communicating with the student's parents.

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

Teachers at P368K understand the importance of integrating of the four modalities of English language, reading, writing, speaking and listening, into their instruction. They create classroom activities that require students to use language within two or more of the four modalities, which help to reinforce the concepts being emphasized. This approach also lends itself well to a variety of learning styles. For example, it has also been shown that reading helps students develop competence in writing. Practice in one modality often results in improved competence in other modalities. In addition, by integrating all modalities in curriculum and instruction, our teachers consider how students can use language for a variety of purposes through cooperative learning techniques. These strategies help them ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

Currently, P368K does not have any SIFE students. However, if we have this category of students, we will provide the following instructional support: Get Ready to Learn (GRTL) program; Whole class/small group/individual instruction delivery; Collaboration with the Speech Service Providers, Collaboration with Parents; AIS; Oral/Visual and Auditory Language Development Opportunities: Literacy learning blocks, literacy workstations, audio-books, computer programs; SMiLE; Adaptive technology, if needed; Nurturing environments to facilitate language development, etc. All school personnel support students with Social/Emotional Program "Positive Behavior Intervention Supports (PBIS)" and Power of Choice behavior management system; equal opportunity to attend after-school program.

Newcomers (0-3 years) receive services that include the following: Get Ready to Learn (GRTL) program; Whole class/small group/individual instruction delivery; Collaboration with the Speech Services Provider; Collaboration with Parents; AIS; Oral/Visual and Auditory Language Development Opportunities: SMiLE; Literacy learning blocks, literacy workstations, audio-books, computer programs; Adaptive technology, if needed; Nurturing environments to facilitate language development; Support students with Social/Emotional Program "Positive Behavior Intervention Supports (PBIS)" and Power of Choice behavior management system; equal opportunity to attend after-school program.

Our instructional program for ELLs (4-6years) provides the following support: Get Ready to Learn (GRTL) program; Whole class/small group/individual instruction delivery; Collaboration with the Speech Services Provider; Collaboration with Parents; Our school provides six week cycles of AIS in ELA: iReady; Performance Coach; SMiLE; Wilson Foundations (systematic phonics and study of word structure); Oral/Visual and Auditory Language Development Opportunities: Literacy learning blocks, literacy workstations, audio-books, computer programs; Adaptive technology, if needed; Nurturing environments to facilitate language development. AIS in Math: Performance Coach; Math in Focus; Brain POP; iReady. Our school supports students with Social/Emotional Programs of "Positive Behavior Intervention Supports (PBIS)"; Behavior Intervention Plan (BIP); Functional Behavioral Assessment (FBA); Power of Choice behavior management system. All students are provided an opportunity to attend after-school program.

As part of our plan for our Long Term ELLs, they will continue to be served by our licensed ENL teacher. In addition, Long Term ELLs are offered the following programs to improve upon their linguistic and academic skills within the confines of their daily curricular programming: Academic Interventions Services (AIS) in:

ELA – Core Kowledge/Wilson Foundations (systematic phonics and study of word structure) , Great Leaps (reading fluency

building intervention), Structured Method in Language Education, SMILE (a literacy program for speech-limited and non-verbal students), Brain POP (animated, curriculum-based content), iReady Diagnostic in Reading (sub-skill practice).  
Math – Performance Coach; Math in Focus – Math Counts; Everyday Math Games (drill exercises aimed primarily at building fact and operation skills), Brain POP (animated, curriculum-based content), iReady Diagnostic (sub-skill practice), Wacky Wednesday Centers Day.

Currently, we do not have ELL students who reached the level of proficiency and tested out of NYSESLAT. In case we have this group of students, we will provide them with instructional support for two more years in ELA or Content Area of Integrated ENL. (e.g., AIS: iReady; Performance Coach; interactive writing, word work, repeated reading; ENL instruction).

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.

For the student re-identified as ELL or non-ELL, between 6 and 12 months after the re-identification has been established, our school principal reviews the Re-identification Process decision to ensure that the student’s academic progress has not been adversely affected by the determination. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian finds that the student may have been adversely affected by the determination, as defined in CR Part 154-2.3(j), then the student is provided with additional support services, such as tutoring by a fully certified ESOL teacher.

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?

Teachers of P368K use instructional strategies and grade-level materials to provide access to all ELL–SWDs of academic content areas and accelerate English language development. Our school organization adheres to the NYS CCLS and Alternate Assessment Framework Extensions for planning and delivering instruction to students. This year, our ENL teacher, Ms. Loev, will continue to plan and align her curriculum with the NYS Resource Guide for the teaching of Language Arts to English Language Learners, the NYS Learning Standards for English as a Second Language Resource Guide along with the NYS CCLS and Alternate Assessment Framework Extensions.

Since our approach to delivering instruction to all students is to make learning fun, we will strive to provide opportunities that are multi-sensory and kinesthetic in nature. In order to provide challenging educational experiences that are meaningful and contextual, our ELL students will use materials that have differentiated tasks to match their cognitive abilities (adapted books, classroom multi-cultural libraries), instructional materials that are aligned with the school’s core curriculum, and literature that reflect a variety of native languages to support our ELLs. Native language support is provided where necessary – such as using bilingual dictionaries, native classroom libraries, technology enrichments in the native language are available in our freestanding ENL program.

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?

P368K staff uses curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency. The educators have a clear vision that includes high expectations for ELL student achievement supported by a purposeful plan of action.

All teachers work in PLCs (Professional Learning Communities). The ENL teacher also participates in meetings alongside content teachers. Teachers meet weekly with a purpose of looking at a student work (ELLs-SWD inclusive) in order to discuss their academic and language performance in content areas and design new performance tasks and/or instructional strategies aligned with CCLS that address students’ needs and foster their performance growth.

Students are placed in content classes according to academic ability whenever possible.

Students in 4-12 grade/Standardized Assessment population are departmentalized, allowing for greater teacher specialty in the classroom.

Teachers use TABs (Teacher Assessment Binders) and SGPs (Student Growth Portfolios) to empower students to take responsibility for their own learning, as they collect, analyze and track data to monitor the alignment of goals to student work and to make instructional decisions for student progress.

Our school implements Cross Content lesson planning and delivery of instruction, ie. ELA/Social Studies, Math/Science and everyone with Art.

Schedules are designed so that all teachers have an every day AIS period dedicated to small groups of students for explicit

Chart skill instruction. This is especially beneficial to ELLs. All of the actions described above aim to enable our students, as well as ELL-SWD, achieve their IEP goals and attain English proficiency.

**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)	<b>2 units of study <i>per week</i></b> (360 min.)	<b>2 units of study <i>per week</i></b> (360 min.)	<b>1 unit of study <i>per week</i></b> (180 min.)	<b>1 unit of study <i>per week</i></b> (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*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> 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(u) 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.

**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	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> 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.

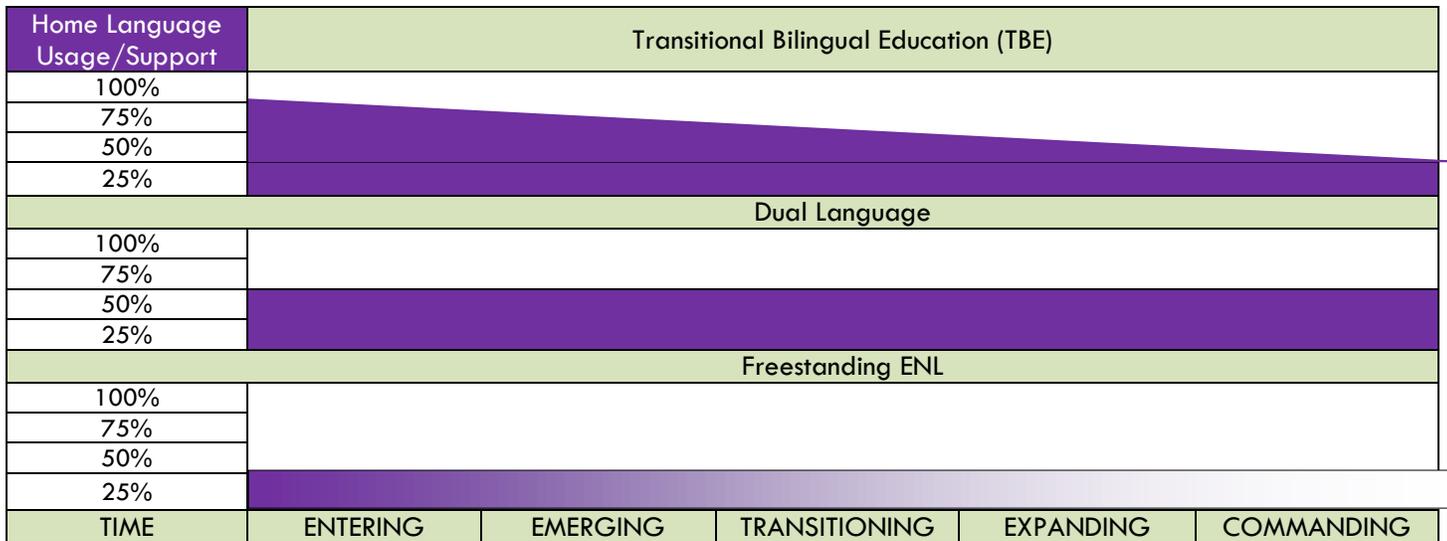


\*Note: “other approved services” does not apply to New York City at this time.

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. P368K teachers use a variety of assessment tools to measure the early literacy skills of their ELLs. They review data from ABLL-R, SANDY, FAST, NYSAA and formative assessment practices to pinpoint areas of need and strategically adjust instruction that support ELL student learning. Our Standardized Assessment teachers use Fountas & Pinnell, Running Records, Ed Performance and IReady, and a menu of assessments built into the Core Knowledge Curriculum for our K-2. As soon as the early literacy skills of a student are measured, a collaborative process takes place between classroom teachers, service providers, the ENL teacher, and the AIS team in determining the course of study that will be designed and differentiated to serve the academic, social, and emotional needs of that one student.

11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

P368K strives to make its program effective so that it meets the needs of ELLs in both content and language development. We are committed to supporting the development and implementation of comprehensive programs that enable our students to improve their performance and maximize their language potential. The things that make our program effective are:

High expectations for Learning;

Trajectory of Increased Rigor;

Lessons aligned with CCLS;

Cross content curriculum mapping and lesson planning;

Support and scaffolds for access to the standards;

Demonstration and Celebration of new learning;

High level of student engagement;

Overall classroom culture of excitement and engagement;

Culminating Performance Tasks work products;

Strong, school-based Social/Emotional supports;

On-going Professional Development Opportunitates strategically designed to support Vocabulary Development -- school-wide instructional focus;

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

In the upcoming school year, teachers in alternate assessment classes will start implementing a new Attainment Program that will cover all four major content areas of ELA, Math, Social Studies, and Science.

Patterns across NYSESLAT modalities (reading/writing and listening/speaking) will affect instructional decisions. All teaching materials will be differentiated, modified, and adapted to meet the unique needs of our ELL students. AMAOs are established for ELL students in grades K-12, in three categories: (1) progress toward acquiring English language proficiency; (2) attainment of English language proficiency; and (3) Progress and Performance Index (PPI) of the ELL/former ELL subgroup in both English Language Arts and Mathematics. Our school uses this information to develop instructional plan for these students.

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

The Unique Learning Program for alternate assessment students will be discontinued as the primary program and will continue to be used as the supplementary one. It will be replaced with a new program of Attainment that will cover the following core content areas: ELA, Math, Social Studies, and Science.

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

ELLs are afforded equal access to all programs school-wide. As a District 75 program, ELLs are one of the many groups we are inherently differentiating for everyday. ELL students have equal access to CHAMPS, our after school program that meets three days a week. IEP driven services equally available for our ELLs include Speech, Occupational Therapy and Physical Therapy. Additionally, all students are part of the Social Emotional Learning program called PBIS, and school clubs.

All P368K teachers consider intensive language development for their ELLs in their instructional decisions. All students will continue to receive English as a New Language service from Ms. Loev, the ENL teacher, who will be collaborating with classroom teachers to the maximum extent possible. Our instructional decisions will significantly focus on needs of each ELL student to ensure his/her progress in language acquisition. Our ENL program will continue to capitalize on the literacy skills and prior knowledge that our ELLs already have in their primary language. In doing so, we will encourage our ELL students to take risk in all four modalities. We will use multi-

sensory, research-based approaches in delivering instruction that proved to be the most beneficial for our ELLs. We will utilize instructional and adoptive technology as well as student-generated materials for teaching and learning.

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.

The use of technology is incorporated to give students instructional support across all content areas. Instructional materials will be infused throughout all aspects of instruction for all ELL subgroups. Content teachers and the ENL teacher actively incorporate the technology (SMART Boards, iPads, software) approach in delivering instructions to students as well as in creating a variety of engaging grade-and-age appropriate hands-on/minds-on materials to be used for differentiated instruction and formative assessment.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Native Language support is delivered in our school through setting up classroom libraries that offer a variety of books on all levels with the reflection on the students' diverse backgrounds, their native languages, special needs and strengths of our ELL students.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

The required service support and resources correspond to ages and grades of P368K ELL students. The instructional materials used to aid ELLs are provided in accordance with their age, grade, and proficiency levels. We use the Attainment Program in core content areas (ELA, Math, Social Studies, and Science) for alternate assessment students and Benchmark content area leveled books for standardized assessment students adapted to correspond to ELL students' ages and grade levels.

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).

Before the beginning of the school year, newly enrolled ELLs are invited and fully participate in the summer Chapter 683 Program. They receive ENL service from Ms. Loev, the ENL teacher, and other IEP-driven services from OT, PT, Speech, and Counselor specialists during the Summer Program as well as throughout the whole school year. The home-to-school connection is provided through the school attendance teacher, pupil payroll secretary, classroom teachers, and IEP related service providers as needed.

19. What language electives are offered to ELLs?

Currently we do not offer any language electives at P368K.

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)?

At this time, we do 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.)

Ms. Loev, the ENL teacher will attend a series of professional development workshops throughout the year provided by the District ELL, Speech, and Literacy Offices on the dates of 09/10/15; 09/11/15; 09/25/15; 10/-1/15; 12/02/15; 12/17/15; 01/29/16; 02/04/16; 03/09/16. She will share newly acquired professional ideas and information regarding teaching ELLs with classroom and content area teachers during the PLC (Professional Learning Community) meetings that provide additional opportunities for teachers to improve their instructional practice in terms of ELLs. In addition, Ms. Loev will attend the school based PDs held weekly for school personnel: classroom and cluster teachers, IEP related service providers (OT, PT, Speech, Guidance Counselors). During the PD sessions, the school staff attain and discuss ideas on innovative strategies and techniques that address language acquisition of our students including ELLs.

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?

The ENL teacher will keep abreast of the CCLS. She is included in staff trainings and participates in collaborative teacher teams called Professional Learning Community (PLC ) who meet to learn how to adopt curriculum with the CCLS. The ENL teacher collaborates with classroom and content teachers in regard to the use of CCLS for ELL students. The ENL teacher attends all faculty-based conferences aimed to inform and support teachers in implementing the CCLS.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
There are ongoing collaborative PLC meetings for classroom, content, and ENL teachers to discuss student progress, case studies and inquiries. During these meetings, discussions evolve around curriculum, differentiating lesson activities and adoption of curriculum to meet all students' needs (including ELLs) as they transition from elementary to middle and/or middle to high school. The school site guidance counselors are actively involved in the transitioning process as they help to manage the behavior issues of ELL students.

The Professional Development plan for our teachers and personnel will include Jose P. Training conferences and workshops that highlight effective teaching practices by applying the 6 key strategies of teaching a second language that can be utilized in the classroom. Our non-ELL teachers will register for a 10 hour Jose P. Training sessions through District 75 order to fulfill NYS requirement for EnL training. Non-ENL and bilingual teachers will learn the history of the litigation which became the means to providing students with language backgrounds other than English with equal access to learning and will be exposed to theories of first and second language acquisition, ENL methodologies past and present, and will experience hands-on practice in the approaches and strategies used to foster second language acquisition. At the end of the sessions, teachers will receive certificates that will be kept in their teachers' files at school.

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.

In our school professional development on ELL-specific topics, such as ENL/co-teaching strategies, integrating language and content instruction, consists of at least 15% of total hours for all teachers and 50% of total hours for ESOL teachers. Agendas and attendance for professional development activities are stored in the school office.

### 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 of ELLs are offered annual individual meetings to discuss the goals of the ENL program, their child's language development progress and English language proficiency assessment results, as well as language development needs in all content areas. Individual meetings are conducted by Ms. Loev, the fully certified ESOL teacher, in the first quarter of a school year in three different locations with the help of qualified interpreters/translators if necessary.

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.

In P368K, annual individual meetings with students' parents including ELLs are recorded via faxing the Attendance Page to SESIS and additionally by collecting a hard copy for the personal record.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

P368K school leaders and staff strive to maximize parental involvement in our school life through conducting activities that address the needs of parents. With the support of our administration, site coordinators and the pupil secretary, Ms. Ortega, parents are regularly contacted and timely informed about school and parent programs, meetings, and other activities in a language that they can understand to ensure their participation in the child's education. School staff assists parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities. The hands on workshops help parents to understand their role in their child learning process. Our school conducts parent-teacher conferences each semester and arranges additional meetings at other flexible times to enable parents to participate in the individual discussion of their child achievement. The translation and interpretation services are provided if necessary. Parents are lent instructional materials as well as informed what materials would be helpful to buy and where to buy them. Our school has established the Parent Support Group for children with an Autism Spectrum Disorder. The group of parents meets every month to talk about the needs of our autistic population and creates a plan of actions aimed to help individually with solving problems of academic, social, and behavioral issues. We also have the Eighth Grade Graduation Group whose activities target the matters related to the transition process of our Middle School students to High School. Each site has a Parent Information Center that displays info regarding school based programs available for students such as After School Program as well as out of school opportunities (e.g., Summer Camps). Parents can find information about free workshops and college educational courses they can enroll to for their own educational growth.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

To support home-school relationships and improve communication with parents, including parents of our English Language Learners and students with disabilities, our school provides the following:

- Conduct parent-teacher conferences each semester during which the individual child's achievement is discussed;
- Arrange additional meetings at other flexible times, e.g., morning, evening and provides (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- Respect the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- Provide information related to school and parent programs, meetings and other activities is sent to parents in a format and to the extent practicable in a language that parents can understand;
- Involve parents in the planning activities during the school year, e.g., Parent-Teacher Conferences;
- Provide parents with timely information regarding performance profiles and individual student assessment results for each child;
- Assist parents in an understanding of academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities;
- Host educational family events/activities and during Parent-Teacher Conferences and throughout the year;
- Encourage meaningful parent participation on School Leadership Teams and Parent Association;
- Support and/or host Family Day events; Spring/Fall Family Nights; Winterfest; Spring Fling; Field Day
- Establish a Parent Resource Center/Area or lending library for instructional materials for parents;

Encourages more parents to become trained school volunteers;

5. How do you evaluate the needs of the parents?

Our school uses the annual School Survey to evaluate the needs of the parents. In addition, we utilize the input from SLT and Parent Association meetings to evaluate the needs and concerns of our parents. Meetings are offered both in the day and evening, giving the opportunity for working parents to become active participants. Additionally, all materials are offered in parent's native language and the interpreter's/translator's service can be provided if necessary. Also, every year parents are offered a survey to complete in which they make informed decisions about educational programs that best meets the needs of their children.

6. How do your parental involvement activities address the needs of the parents?

Educational research shows a positive correlation between effective parental involvement and student achievement. Our school leaders and faculty communicate high expectations for all students including ELLs and partner with families to support every student progress. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team and Parent Association as trained volunteers and welcomed members of the school community. Translation and interpretation services are provided upon request through school personnel and/or the DOE's Translation Interpretation Unit. Via the Parent Information Center at each site and in the mail, ELL parents receive information regarding free workshops and ESL courses available for them with NYC colleges (SPELL Programm at Hunter College) which provide them an opportunity to encrease their educational level as well as their English language proficiency.

#### **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.

The inPaste response here:

## Part VI: LAP Assurances

School Name: <b>P368</b>		School DBN: <b>75K368</b>	
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)
Joycelyn Nedd	Principal		10/26/15
Janice Rice	Assistant Principal		10/26/15
n/a	Parent Coordinator		
Katherine Loev	ENL/Bilingual Teacher		10/26/15
Celia Green	Parent		10/26/15
Daine McBrien/ELA	Teacher/Subject Area		10/26/15
	Teacher/Subject Area		
Robin Garber	Coach		10/26/15
	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: **75K** School Name: **P**  
Superintendent: **Gary Hecht**

### 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.learn DOE.org/tiu/lac](http://www.learn DOE.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.

In accordance with Section VII of Chancellor's Regulation A-663 and Parents' Bills of Rights and Responsibilities, P368K has established the procedures for ensuring that the parents of ELL students are provided with meaningful opportunity to participate in and have access to programs and services critical to their child's education.

Our school's LAP team maintains database regarding our students' primary language and whether their parents require language assistance to communicate effectively with the school's and DOE offices. Currently we have students from six (5) language groups (Spanish, Bengali, Chinese, French and Fuluni).

P368K uses a variety of methods to identify language needs of parents in order to ensure that all parents are provided with appropriate and timely information on educational programs and opportunities of their children in a language they can understand.

An initial determination of the child's home language is made by the ESL teacher or the school's in-take group through administering Home Language Identification Survey to a parent during the registration process (in case it wasn't done at SCE/SBST level). The Home Language Identification Survey forms are available in many languages. The information from the Home Language Identification Survey is provided to the school pupil accounting secretary who will enter the data into ATS. Home Language Identification Surveys are kept in students' files at school. We also refer to ATS reports for initial identification of home languages other than English. In addition, the information on parent language needs can be collected directly from parents or guardians during parent meetings, parent conferences, IEP meetings, and other school-wide parent activities. The pupil accounting secretary maintains a list of foreign-language speaking homes so that when a memorandum is distributed, she can ensure that translated versions are provided via the office of ELLs, school main office, or/and The Translation and Interpretation Unit.

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.

The findings of P368K written translation and oral interpretation needs are reported to the school community through the Home Language Identification Surveys, Student Emergency Contact cards, and ATS reports.

According to our findings twenty seven (27) ELL students and their family members represent six (6) language groups:

Spanish - 20 parents

Chinese - 2 parents

Bengali - 1 parent

Haitian-Creole - 2 parents

French - 1 parent

Fuluni - 1 parent

## **Part B: Creating a Communications Calendar**

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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.)

The documents required to be translated for further distribution to families are: parent-teacher annual announcements, the Parent Involvement Policy and School-Parent-Compact, after-school program information, newsletters, NYS testing dates, letters from the school leadership, school planners/folders for regular written communication between teacher and the home

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.

P368K staff meets with parents on a regular basis throughout the school year: an initial orientation for parents of ELLs, Language Proficiency Team meetings, four (4) evening Parent -Teacher Conferences and additional two (2) during the daytime, an Annual Title I Parent Curriculum Conference prior December 1st, IEP meetings, family events/activities throughout the school year, School Leadership Team meetings, Parent-Teacher Association meetings. The school holds face-to-face meetings and phone calls with teachers, guidance counselors, school psychologists, school nurses, and/or other

school staff regarding critical information about students' academic, social and behavioral development and health. An assistance from qualified interpreters and translators is provided in a forma, and a language that parents can understand.

### **Part C: Providing Language Assistance Services**

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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.

Our school will meet parents' translation needs by using the resources of the Translation and Interpretation Unit offered by the DOE. The Unit provides services in all languages other than English spoken by parents and students at their homes: Spanish, Chinese, Bengali, French, and Fuluni. In the event the translation request cannot be accomodated by the office, the outside vendors will be contacted. Our in-house school staff also participates in providing translation and interpretation services for students' parents. We have Spanish speaking personnel who eagerly assist with translating parent notifications.

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.

Our schP368K also ensures the availability of oral interpretation services to the parents of ELL students at groups or one-on-one meetings. The interpretation service aims to promote the parents' access to their child's education records and any available information in educational programs and opportunities. Oral translations also will be provided by an in-house school staff according to our plan: if any of our staff members doesn't speak the parents' language, he/she should obtain the assistance of an interpreter by requesting services a few days prior the meeting; in case parents of ELL students would like to attend workshops and/or conferences, we would make every effort to have that parent's language needs met.

### **Part D: Training Staff on Policies and Procedures**

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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.)

The school administration distributes language identification guides and "I speak ..." cards to the P368K staff and parents with the information on the Translation and Interpretation Unit services and contact phone numbers on written translation, on-site interpretation, and over-the-phone interpretation services. In addition, on the DOE Translation and Interpretation Unit website there is an archive of pre-translated applications, forms, and templates available for use.

## **Part E: Providing Notice of Language Assistance Services**

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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

To accomplish the school plan of assistance for our ELLs' parents, our school's LAP team will make every effort to fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirement translation and interpretation services by reducing language barriers according to our plan:

1. We will assess the language needs of ELLs parents/guardians.
2. We will establish an in-house interpretation unit to provide language assistance to parents speaking languages other than English.
3. We will provide parents access to the Parents' Guide to Language Access and Language ID Guides located in the main office along with their children's educational options.
4. We will inform parents of ELLs about their rights regarding translation and interpretation services in their native languages and English and instruct them on how to obtain these services in accordance with the Parents' Bill of Rights.
5. We will post Interpretation Notice signs and Safety Plans Procedures near the school entrance in home languages and English telling parents where a copy of such written notification can be obtained.
6. We will translate all necessary documents in a timely manner.
7. We will provide oral interpretation services during parent-teacher conferences, parent meetings, etc.
8. We will provide assistance to parents on how to use the NYC DOE web site and other valuable resources.

## **Part F: Monitoring and Quality Control**

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

The P368K school administration distributes the annual school survey and feedback forms to parents of all students, including parents of ELLs, in order to gather their feedback on the quality and availability of services. Our school considers parents' needs and concerns so that to upgrade our programs and provide satisfying services for our students and their families.