

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

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

**75K369**

**School Name:**

**P.S. K369 - COY L. COX SCHOOL**

**Principal:**

**RUDY GIULIANI**

## Comprehensive Educational Plan (CEP) Outline

**Section 1: School Information Page**

**Section 2: School Leadership Team (SLT) Signature Page**

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

**Section 4: CEP Overview**

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

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

**Section 6: Academic Intervention Services (AIS)**

**Section 7: Title I Program Information**

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



## Section 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)
Rudy Giuliani	*Principal or Designee	
Mark Malairos	*UFT Chapter Leader or Designee	
Election results TBA	*PA/PTA President or Designated Co-President	
Lorraine Lozito	DC 37 Representative (staff), if applicable	
N/A	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Steven Russo & Aries Logan	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	
Cecelia Greene	Member/Parent	
Qumarah Jackson	Member/Parent	
Rosemary Sarduy	Member/Parent	
Shonedelle Harry	Member/Parent	
Lisa Turner	Member/Guidance Counselor	
Anita Pitt	Member/Paraprofessional	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Kerri Goldman	Member/Teacher	
Yakima Samuels	Member/Assistant Principal	
	Member/Parent	
	Member/	
	Member/	
	Member/	

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

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

#### **Strong Schools, Strong Communities**

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

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

#### **The Framework for Great Schools and CEP Development**



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

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

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

#### **The Six Elements of the Framework for Great Schools**

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

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

**Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

**Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

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

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

## The Quality Review and the Framework for Great Schools

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

### NYCDOE's Quality Review (QR)

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

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

### Title I Requirements and Strengthening Title I Parent Involvement

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

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

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

#### Section 4: CEP Overview

Develop a narrative summary that includes:

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

P369k is a diverse community of K-12 learners at 12 sites across scenic Brooklyn. Presently, our school serves over 645 students classified with a range of social, emotional and cognitive challenges including, but not limited to: autism spectrum disorders, intellectual and cognitive disabilities and emotional disturbances. Our school mission is to empower students with diverse needs to recognize their full potential by providing them with education, life skills, values and a caring environment as well as the tools to succeed in the greater community. Likewise, our staff of educators strive to nurture the social, emotional, physical, and intellectual development of each child.

One of our noteworthy strengths is our school attendance rate. We feel that it is imperative that the school environment be welcoming and support full student participation. Students must demonstrate consistent attendance to benefit fully from provided programming opportunities. So far, for the 2015-2016 school year, our attendance is approximately 85%, a slight drop over the prior year. At the high school level, students are offered the opportunity to participate in job site training programs in addition to academic programming to support college and career readiness for all graduates.

Administration is working to support teachers in providing cognitively challenging activities to students across grade levels and units through the use of weekly Unit Planning meetings and Professional Learning Communities, both facilitated by coaches. Additionally our instructional leads have made use of coach and teacher expertise to provide all staff with a scope and sequence in the subjects of literacy and mathematics. To this end, the school opted to provide weekly professional learning opportunities throughout the year during the extended school day in addition to weekly professional learning community and unit planning meetings. Under the supervision of assistant principals at each site, coaches facilitate these professional learning sessions.

In light of the severe social, emotional and cognitive challenges of our student population, we have selected an instructional focus that will best support the needs of our students. Specifically, our instructional focus for the 2015-2016 school year is on collaborative learning. Through teachers' strategic use of *intentional* groupings, students will develop the ability to learn and get along with others through small-group activities with their peers. Throughout the school year, we will work to integrate professional learning opportunities to develop teacher practice in this area, as we believe that collaborative learning will greatly benefit all our students regardless of age or disability.

We continue to work toward the shared goal of building trust between parents, students, and educators and fostering a culture of respect for all. Given these points, this year our focus includes creating a safe and supportive learning environment by decreasing level 4 and 5 occurrences. In addition, we will work to build the instructional and social emotional supports necessary to sustain students in their transitions from self-contained learning environments to less restrictive settings. Furthermore, we will offer engaging and cognitively challenging instruction for students at all levels with specific focus in the area of literacy. Finally, we will improve professional learning opportunities by providing regular opportunities for structured learning with the intention of improving measures of teacher practice in component 1e.

## 75K369 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05, 06,07, 08,09, 10,11, 12	Total Enrollment	661	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	28	# Music	16	# Drama
# Foreign Language	23	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	N/A	% Attendance Rate		84.4%
% Free Lunch	77.0%	% Reduced Lunch		1.2%
% Limited English Proficient	10.4%	% Students with Disabilities		99.1%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.5%	% Black or African American		58.6%
% Hispanic or Latino	27.7%	% Asian or Native Hawaiian/Pacific Islander		3.0%
% White	7.5%	% Multi-Racial		0.2%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	18.35	# of Assistant Principals (2014-15)		5
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		6
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		10.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.5%	Average Teacher Absences (2013-14)		9.02
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 student results from the 2015 New York State English Language Arts exams showed that 11% of students in grades 6 through 8 earned a 2 or higher on their exams in the spring of 2015.

Closer analysis of student performance on the NYS English Language Arts assessment for 2015 by the Middle School cabinet showed that of the students who earned a Level 1, the majority scored within a quarter of a point of a Level 2 proficiency rating. Specifically, 48% of 6<sup>th</sup> graders (e.g., present school year 7<sup>th</sup> graders), 63% of 7<sup>th</sup> graders and 54% of 8<sup>th</sup> graders earned a proficiency rating between 1.75-1.99. We consider this subgroup a high leverage target group for academic intervention as they were within a quarter of a point of achieving a level 2 proficiency rating on their 2015 NYS ELA exams.

In the 2015-2016 school year, student literacy levels and progress will be assessed and monitored using a variety of assessment instruments, including but not limited to: the Fall and Spring Benchmark English Language Arts assessments, and curriculum based unit assessments and performance tasks. Foundational student literacy, including decoding, fluency, and literal and inferential comprehension skills will monitored with the Fountas and Pinnell Assessment system in the beginning, middle and end of year (e.g., BOY, MOY, EOY assessments).

Analysis of student performance on the English Language Arts Fall and Spring Benchmark assessments for the 2014-2015 school year identified areas of relative strength and weakness for middle school students. At the 6<sup>th</sup> grade level, students made consistent gains in their combined language, reading and writing scores. For example, the percentage of students correctly answering 75-100% of the questions assessing Language standards went up from on 23.1% in the Fall Benchmark assessment to 40.5% in the Spring Assessment. Our 7<sup>th</sup> graders made some progress in their writing with the number of students correctly answering 25-49% of the questions increasing from 11% to 24% between the Fall and Spring Benchmark assessments, respectively. Unfortunately, 7<sup>th</sup> grade reading scores for answering 25-49% of reading questions correctly dropped from 39% to 24% during this same period. At the 8<sup>th</sup> grade level, gains were less dramatic, but nonetheless promising with the percentage of students correctly answering 25-49% of questions assessing their writing ability increasing a little over 6% between the Fall and Spring Benchmark assessments.

Our periodic assessment of student reading levels (e.g., Fountas and Pinnell Assessment System) identified some promising gains and some concerns. Specifically, more than 91% of students increased one or more reading levels (Fountas and Pinnell Guided Reading Levels, A-Z) over the course of the 2014-2015 school year. However, the same assessment identified an area of concern for our middle school students with less than 10% of students reading at middle school level by June 2015. More than 40% of students reading at kindergarten to 2<sup>nd</sup> grade level and another 50% reading at a 3<sup>rd</sup> - 5<sup>th</sup> grade level.

### 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, P369k middle school students will improve their overall literacy, including their ability to comprehend, analyze, and communicate information gleaned from reading, regardless of text type as evidenced by a 2% combined increase in the number of students in grades six through eight successfully achieving a Level 2 or above on their New York State English Language Arts 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>Rigorous Instruction: Standardized assessment students will continue to engage in standards based literacy activities with the Prentice Hall <i>Literacy</i> and <i>Reader’s Journey</i> curricula to improved integrated literacy (e.g., comprehension, analysis and communication thereof).</p>	<p>Standardized Assessment students, grades 6-8</p>	<p>2015-16 SY</p>	<p>Teachers, coaches and assistant principals</p>
<p>Rigorous Curricular Options: A productive classroom is grounded in strong curriculum, aligned to the Common Core Standards for English Language Arts that motivates students through challenging activities, clear expectations and scaffolds personal experiences and learning. Further, good curriculum is the foundation upon which good instruction is built. To this end, we will continue to work with ELA curricula that are aligned to the Common Core and design coherent instruction that supports student progress, integrating UDL practices.</p>	<p>Standardized Assessment students, grades 6-8</p>	<p>2015-16 SY</p>	<p>Teachers, coaches, assistant principals and principal</p>
<p>Collaborative Planning: Grade level teacher teams will meet weekly to examine and analyze student performance on class activities, periodic, formative and summative assessments. Teachers will work to identify gaps in student learning and achievement and discuss the implications and strategies for classroom practice to support student progress in literacy. Instruction will be tailored to meet individual and group needs.</p>	<p>Standardized Assessment students, grades 6-8</p>	<p>2015-16 SY</p>	<p>Teachers, coaches and assistant principals</p>

In class, guided reading program to support students in independently reading a variety of texts with ease and deep understanding. Teachers will meet bi-weekly with students whose PA results identify early elementary reading levels (e.g., K-2 <sup>nd</sup> grade).	Standardized assessment students, grades 6-8 reading at an early elementary level.	2015-2016 SY	Classroom teachers, coaches
--	--	--------------	-----------------------------

**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.

Tax levy money for coaches to develop professional learning opportunities for teachers and prepare leveled libraries for classroom guided reading program.

**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.

Guided Reading Level, Fountas & Pinnell (BOY, MOY, EOY)

Fall Benchmark assessment for English Language Arts (December 2015)

Spring Benchmark assessment for English Language Arts (March 2016)

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

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

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

### Part 1 – Needs Assessment

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

A multi-year review of student behavior data through the Online Occurrence Reporting System (OORS) shows that P369k has experienced a strong fluctuation in Level 4 and 5 occurrences over the past four years. Specifically, during the 2014-2015 school year we experienced eight level 4 and four Level 5 occurrences for a total of twelve Level 4 and 5 incidents, a 20% increase over the prior year. 2013-14 school year, our school experienced ten level 4 or 5 incidents, a 44% decrease over the prior school year (2012-13). However, the school experienced a nearly 64% increase in Level 4 or 5 Occurrences between the 2011-2012 and 2012-2013 school years.

A review of OORS data for the present school year (e.g., July – November 2015) by the School Safety and Discipline Committee identified that all occurrences (Levels 1-5 inclusively) took place in the afternoon between 12-1pm. Approximately 17% of these incidents took place in July and August, respectively. Another 42% of the incidents for the present school year took place in September and the remaining 25% have occurred in October. This is a change over the prior year in both frequency and noticeably, time of occurrence. During the 2014-2015 school year 64% of occurrences took place between 12-4pm, with the remainder (36%) of incidences occurring between 8-9am. The differences between occurrence time between 2014-15 and 2015-16 both support school wide procedural changes for transition times and identify a focus period for possible change (e.g., the 12-1pm time period).

A review of the 2014-15 NYC School Survey identified some areas of improvement at P369k (as compared to 2013-14 NYC School Survey results) and some areas of growth to be addressed this year. One positive change can be seen in student perceptions of their safety at school. We saw a nearly 10% increase, from approximately 80% to 90%, in students positively responding to the statement that they “feel safe in the hallways, bathrooms, locker rooms, and cafeteria of this school” (75K369 School Survey Report 2014-2015). Further, 98% of teachers reported that they agreed or strongly agreed that students were “safe in their class” as compared to only 77% who agreed or strongly agreed that students were safe “traveling between home and this school.” This difference between reports of student safety in versus outside of school is significant and reinforces our school priority to maintain a safe and orderly environment, as the world outside our walls is not always safe for our students. P369K must serve both our students’ intellectual needs and their emotional needs for security and consistency.

### 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 a decrease in inappropriate student behaviors as evidenced by a 1% decrease in Level 4 and 5 incidents as reported on the Online Occurrence Reporting System (OORS); thereby creating a safe, orderly and supportive learning environment for all members.

**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>Establishing Trust: To establish trust between all members of the school community, it is imperative that all students are known and feel valued in their school community. To this end, all staff will be “hands-on” during administrative periods. Specifically, during breakfast, lunch and dismissal, teachers, paraprofessionals, administrators and related service providers will be present to support students in transitions. Further, the school community will work to know all students individually and foster relationships between staff, students and families.</p>	<p>Students</p>	<p>2015-16 SY</p>	<p>Teachers, related service providers, paraprofessionals and administrators</p>
<p>Professional Learning: Staff at P369k will engage in a professional learning session in September to re-introduce the existing, school-wide Positive Behavior Intervention Support program, reaffirm expectations for proactive modeling of appropriate behavioral expectations, establish a common language for PBIS within the school community and foster collaboration between all staff members. Conversations will continue in both Professional Learning Community meetings and professional development half-day sessions throughout the year. In prior years, we have seen an increase in pro-social and appropriate behaviors in students with the use of PBIS in our school. With consistent implementation of PBIS, we hope to continue to improve school culture and climate by identifying specific behavioral expectations and implementing them consistently across all sites and grade levels. Finally, staff will engage in training regarding the citywide General Response Protocol to help prepare our school community for different types of responses to emergencies that may occur, including evacuation, shelter-in, and lockdowns.</p>	<p>Teacher, paraprofessionals, related service providers</p>	<p>2015-16 SY</p>	<p>Coaches and assistant principals</p>

Data Driven Approach: P369k will use OORS data to determine what our strengths and weaknesses are with regards to student behaviors. We will use this data to examine location of occurrences, times of occurrences within the school day, as well as repeat offenders within the school building and schedule additional staff and/or training as necessary.	Teachers, paraprofessionals, related service providers and administrators	2015-16 SY	Administrators and coordinators
Utilize Therapeutic Crisis Intervention (TCI) training for teachers and paraprofessionals provided by District 75.  Teachers, paraprofessionals, deans	Teachers, paraprofessionals, deans	2015-16 SY	Administrators
Complete Functional Behavior Analysis (FBA) frequency data for students in crisis and create Behavior Analysis Plans (BIP) as needed, using NYC DOE PBIS guidance. Likewise, support acquisition of socially appropriate behaviors for students through individual and small group counseling sessions, as per student IEP mandates.	Teachers, counselors	2015-16 SY	Coordinators and administrators
Students will be given the opportunity to earn monthly special activities and weekly visits to the school store and clubs as tangible, motivational tools.	Students	2015-16 SY	Teachers and coordinators
Anecdotal referral sheets will be collected by Deans and analyzed to monitor students' progress weekly.	Students	2015-16 SY	Teachers, paraprofessionals and deans

#### **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.										
Utilize District 75 professional development opportunities to train staff in TCI.										
<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.
Review of OORS data to identify Level 4 and 5 occurrences in February 2015.
<b>Part 5b.</b> In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

### Part 1 – Needs Assessment

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

A review of student placements data for the 2014-2015 school year indicated that 32 of 355 students in grades 3 to 8 transitioned from a self-contained classroom setting to a less restrictive environment or 9% of the grade 3 to 8 student body. This number is a slight drop from the 2013-2014 school year in which 9.5% of students grades 3 to 8 transitioned to a less restrictive environment. One major change during the 2014-2015 school year has been the expansion of community partnerships with neighboring general education schools. Specifically, we have added an inclusion, middle school program with MS 8 in Cobble Hill. To date, our nine students in this program have been well received by the staff and students of MS 8 and demonstrated overall success during this exciting transition.

Supporting students in their transition to a less restrictive environment is a priority of our school. We have created a variety of structures and procedures for students to support them in developing the social and emotional proficiency in addition to meeting the requisite academic expectations to function in a LRE. One example of the aforementioned structures has been the school-wide use of a Power of Choice program. This token economy system is utilized in all classrooms regardless of grade level and/or disability and supports students in developing awareness of and agency in their classroom conduct and performance. While the particulars of how the program have been modified to suit the individual needs of students and classes across our organization, the impact has been noteworthy. Nonetheless, teachers and administrators alike voiced concerns regarding communication between stakeholders. Specifically, we hope to improve the consistency of communication regarding both student progress and regression. This year we will work to create clear guidelines for responses to student misbehavior and more effectively integrate outside resources to improve this process.

### 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, P369k will work to improve inter-school partnerships by providing students with the instructional and social-emotional supports to foster student achievement in a Less Restrictive Environment as evidenced by a 5% increase in the number of students in grades 3-8 transitioning to less restrictive environments (LRE) and changes in IEP programming supports.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <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>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Coordinate a committee at each site including teacher(s), counselors, administrators, and related service providers to assess and determine student placement.</p>	<p>Students</p>	<p>2015-16 SY</p>	<p>Teachers, paraprofessionals, related service providers, administrators</p>
<p>Utilize a rubric to define expected behavior parameters and clear expectations for LRE expectations.</p>	<p>Students</p>	<p>2015-16 SY</p>	<p>Teachers, counselors and administrators</p>
<p>Provide appropriate transition support for students placed in mainstreamed and/or inclusion programs, including parent workshops and professional learning opportunities for general education staff. Continue to support and expand current collaboration opportunities with the general education population.</p>	<p>Students, parents and general education teachers at inclusion sites</p>	<p>2015-16 SY</p>	<p>Coaches, related service providers and administrators</p>
<p>Provide professional development workshops on writing quality SMART goals for students' IEPs.</p>	<p>Students</p>	<p>2015-16 SY</p>	<p>Coordinators and coaches</p>
<p>Provide professional development sessions to clarify school expectations and procedures for responding to and recording student misbehaviors that involve stakeholder.</p>	<p>Teachers, paraprofessionals, deans, counselors, coordinators, administrators.</p>	<p>2015-16 SY</p>	<p>Coordinators and administrators</p>

**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>Increase student incentives and rewards to motivate them to behave in a socially appropriate manner.</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>										
<p>X</p>	<p>Tax Levy</p>		<p>Title I SWP</p>		<p>Title I TA</p>		<p>Title II, Part A</p>		<p>Title III, Part A</p>	<p>Title III, Immigrant</p>

	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.

Mid-year survey of present levels using LRE Checklist by LRE committee (winter 2015).

**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.

Classroom instruction and evaluation have a clear impact on students, affecting their judgment of what is important to learn, motivations and self-perceptions of competence and their development of enduring learning strategies and skills. Therefore, evaluation deserves careful planning and substantial investment of time from educators (Crooks, 1988).

A review of the 2014-2015 NYC School Survey identified both areas of improvement and some areas requiring additional time and attention. The survey showed that the vast majority of teachers responded positively to questions assessing their ability to design and implement rigorous math and/or science instruction in their classrooms. For example, 84% of teachers reported that they were able to provide opportunities for students to “focus deeply on the concepts emphasized in the standards to help students build strong foundations for learning” as regularly as almost every day to weekly. Likewise, 78% of teachers reported that they were “able to include opportunities for students to create coherent progressions within the standards from previous grades to current grade so student knowledge/skills build onto previous learning as foundations for math concepts” anywhere from almost every day to weekly. These reports have not always aligned with non-evaluative administrator observation of classroom practice and/or teacher unit planning sessions. For example, a review of unit planning records and include lessons by administration identified deficits in cohesion between same grade classes and gaps in vertical alignment between grades.

This observed discrepancy between teacher self-assessment of the rigor of their individual classroom instruction and administrative review of supporting documents and anecdotal observation of classroom practice seems to indicate a need to better communicate expectations for what rigorous instruction looks and sounds like in our school and to provide more opportunities for professional learning to improve teacher practice in this area.

### **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, P369k will improve professional learning opportunities for teachers by programming regular professional learning community meetings in which teachers engage in professional learning as both grade level teams and mixed grade band teams to develop a common understanding of rigorous instruction and improve teacher practice in this area as evidenced by a 2% increase in evaluations of MOTP in the area of 1e (designing coherent instruction).

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <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 parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Teachers will engage in a guided inquiry process utilizing protocols.</p>	<p>MS Teachers</p>	<p>2015-16 SY</p>	<p>Instruction coaches and administration</p>
<p>Teachers will develop proficiency in evaluating student writing utilizing protocols (e.g., ATLAS, etc.) and norming against exemplar student work (see Appendix C of the CCLS for ELA and Literacy).</p>	<p>MS Teachers</p>	<p>2015-16 SY</p>	<p>Instructional Coaches and administration</p>
<p>Develop and train teachers in using planning cycle based on Backwards Design to be used during weekly unit planning meetings.</p>	<p>MS Teachers</p>	<p>2015-16 SY</p>	<p>Instructional Coaches and Administration</p>
<p>Teachers will engage in Lesson Study activities in grade level teams.</p>	<p>MS Teachers</p>	<p>2015-16 SY</p>	<p>Grade level teacher teams, Instructional Coaches and Administration</p>

**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>Instructional coaches, under guidance of administration, will facilitate weekly teacher Professional Learning Community and unit planning meetings.</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	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>
--

Complete mid-year review of teacher MOTP ratings and progress for component 1e (e.g., compare beginning of year and mid-year progress).

**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.

Unfortunately, too often students’ high school experiences do not adequately prepare them for postsecondary education and/or the work place. Special attention must be paid to increasing the relevance, and engagement of the high school curriculum and instructional opportunities, especially for those students who have traditionally faced barriers in their successful postsecondary transitions.

A survey of human resource professionals (Casner-Lotto & Barrington, 2006) found that most young people new to the work force are not adequately prepared to be successful in the workplace. Specifically, over 50% lack the necessary oral and written communication skills, professionalism and/or work ethic, and critical thinking/problem solving skills necessary to be successful in the workplace. Likewise, surveys of employers in the manufacturing industry have shown that many high school graduates do not meet employers’ standards in a variety of academic areas, as well as in proficiency in areas such as attendance, teamwork and collaboration, and positive work habits (National Association of Manufacturers, 2005; Peter D. Hart Research Associates, 2005).

A longitudinal study was funded by the U.S. Department of Education in 2001. The National Longitudinal Transition Study-2 (NLTS2) provides a national picture of the characteristics, experiences, and outcomes of secondary school students with disabilities as they transition to young adulthood (Wagner, et al., 2006). Not surprisingly, results suggest that the transition from high school to employment or post-secondary education can be especially challenging for students with disabilities. The employment rate of students with disabilities soon after leaving high school also remains well below that of their same-age peers (Wagner et al., 2006). About 7 in 10 out-of-school youth with disabilities have worked for pay at some time after leaving high school. However, a follow up survey a decade later showed that only about 4 in 10 were still employed. This rate is substantially below the 63 percent employment rate among same-age out-of-school youth in the general population (Wagner, et al., 2006).

Many of our students at the high school level are near the end of their school career and are on the cusp of entering the workforce. This reality makes it all the more imperative that we effectively prepare them for the diverse opportunities and challenges that they will face. To this end, we have integrated career training in to the student life at the Academy for Integrated Learning (AIL). Our full-time transition coordinator works to offer student numerous job opportunities both on-site and in the community. This range of work opportunities helps meet the individual needs of each student offering more highly supervised, structured work options on site and community options that require more autonomy and self-motivation. Further, the transition coordinator works to integrate job training across the curriculum with students working on creating resumes and cover letters in English class and even applying for and traveling to the DMV for non-driver identification cards with the physical education department. We have found that this integrated training strongly supports students in the transition from school to post-school life. In addition, the transition coordinator works to connect students with outside organizations that support continued training, job placement and retention after graduation. For our standardized assessment students this program is Access-VR (vocation rehabilitation). This program supports students in identifying their vocational preferences, abilities and most importantly with lifelong placement services. In addition, Access-VR will pay for vocational training for program participants. This program has been a strong support for our students and the transition coordinator works hard to make this important connections for students' lifelong benefit. For our alternatively assessed students, the transition coordinator connects students with MSC services (Medicaid Service Coordinator) who support and oversee job

training and placement for all AA students. Overall, this integrated and supportive approach connecting students to internships and job placement during their school years and after graduation has been effective with all AIL graduates in the past six years having a job as of September 2015.

While the success of our job training program is clear, one area for improvement is in the area of the community work site opportunities. As these placements require more supervision in the form of both travel training and on-site support, the number must be limited to be coordinated effectively. To achieve our goal of increasing community based job opportunities for students, we must use creative scheduling to increase the number of school based staff to supervise students in community work site options. We feel it is imperative that students engage with community based job programs to support them in successfully maintaining lifelong employment.

**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 2016, P369k will work to expand school-community ties by building upon and increasing work site opportunities by 10% for our High School students.

**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>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</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>Afterschool Programs: T.O.P. (Training Opportunities Program- paid citywide internship) recruits students that demonstrate good citizenship (e.g., good attendance, homework completion, uniform, positive behaviors, etc.).</p>	<p>Students</p>	<p>2015-16 SY</p>	<p>Transition Coordinator</p>
<p>CVS Virtual Job Tryout: interview process conducted by CVS officials.</p>	<p>Students</p>	<p>2015-16 SY</p>	<p>Transition Coordinator</p>
<p>Career Zone: Create career portfolio (complete applications, student interest inventories, review necessary personal information, career exploration activities, etc.).</p>	<p>Students</p>	<p>2015-16 SY</p>	<p>Transition Coordinator</p>

Travel Training: Travel trainer works with students to develop proficiency in using public transportation systems and street safety.	Students	2015-16 SY	Transition Coordinator and D75 Travel Trainers
Job Sites/ Community Partnerships: Presently there are seven community-job partnerships established for P369k students.	Students	2015-16 SY	Transition Coordinator
In-house Programs for Alternate Assessment Students: ALL Kids Café (prepare and sell a variety of foods, create inventory, manage sales and finances, etc.) AIL Cleanup Crew (clean cafeteria, develop cooperation and team work skills), messenger program (e.g., running errands in school community), and student recycling coordinators.	Students	2015-16 SY	Transition Coordinator
Level 1 Assessment: Three-part survey (e.g., Student Interview, Parent Questionnaire and Teacher Assessment). Results utilized to develop IEP, including student interests and career goals. Likewise, results will be used to match students with appropriate internship opportunities.	Students	2015-16 SY	Transition Coordinator

**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.										
Build relationships with community boards and increase affiliation with small businesses in the school community.										
<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.
<u>Survey of Community Partnership Opportunities by Transition Coordinator (e.g., compare total number of job placement opportunities and type, on-site or off-site).</u>
<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 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>	All students are entitled to additional services.	Emotional Literacy Learning A-Z New York Ready STARS Flocabulary Reading A-Z BigUniverse	Small Group Instruction, One-to-One, Tutoring	During school day  Before and after school for our middle school students
<b>Mathematics</b>	All students are entitled to additional services.	Coach Jump Start  Math Games  Math Coach  New York Ready	Small Group Instruction, One-to-One, Tutoring	During school day  Before and after school for our middle school students
<b>Science</b>	All students are entitled to additional services.	Brain Pop  UNIQUE	Small Group Instruction, One-to-One, Tutoring	During school day  Before and after school for our middle school students
<b>Social Studies</b>	All students are entitled to additional services.	Trade books,  Primary Sources,	Small Group Instruction, One-to-One, Tutoring	During school day Before and after school for our middle school students
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	All students are entitled to additional services.	Positive Behavior Intervention Supports	Daily Points Sheet	During school day  Before and after school for our middle school students

## 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>X</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.

---

**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.

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

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

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: <u>Coy L. Cox School</u>	DBN: <u>75K369</u>
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:            The Title III supplemental instruction program will take place twice weekly, on Tuesdays and Thursdays, beginning in January 2015 and will last for 14 weeks. The program will be from 3:00-4:30 at P369K's high school site. Of the students who received a score of "Beginner" on the 2014 NYSESLAT, 12 will be chosen to participate based on parent interest. Students will be drawn from grades 9-12, with linguistic backgrounds in Spanish and Haitian Creole. These students require a 12:1:1 student to staff ratio. Mr. Booth, a certified ESL teacher, will instruct the students. One paraprofessional, Kwesi Manwaring, is fluent in English, Spanish and Haitian Creole and will assist in the instructional program. Students have been selected based on their need for increased academic support in the areas of literacy and study skills as reflected by their 2014 NYSESLAT scores, and the assessment of their classroom teachers.

Differentiated instruction will be delivered in English to 1 group of 12 students. Direct instruction in literacy will draw upon research-based TESOL approaches and methodologies such as the Cognitive Academic Language Learning Approach (CALLA), and Total Physical Response. Students will use technology to conduct WebQuests, research their heritage and cultural backgrounds, and ultimately create a multi-media final project focusing on the genre of memoir. This provides the dual benefit of simultaneous language and technology instruction (Ganesan, Journal of Education Technology Systems, 2007).

Students will work through a thematic unit based on the theme of memoir, and will create memoirs as final projects. In previous years, the Title III program focused on writing memoirs. This year we will continue the theme of memoirs while taking it further through drama and performance. Studies show that students with special needs benefit greatly from alternative approaches to self-expression. Broadway Bound Kids is a New York City-based organization specializing in childhood drama education. Each week a teaching artist from Broadway Bound Kids will join the Title III program and work directly with children. Mr. Booth and the teaching artist will collaboratively instruct the students in the performing and academic aspects of their final projects. The first third of the sessions will be spent researching and writing memoirs. The next third of the sessions will be spent dramatizing these memoirs with the help of our teaching artist. The final weeks of the program will be used to edit and produce video memoirs, with the final session being used to showcase students' work.

Mr. Booth will use ESL instructional strategies to facilitate linguistic communication and will also utilize his expertise in technology, while the performing artist will contribute his or her expertise in the field of drama education. Assessment will be ongoing through the use of teacher-made, performance-based rubrics that will be student-friendly and allow for peer-to-peer review. The program is aligned with ESL standards 1, 2, 3, and 5, and technology standard 5, and Common Core Learning Standards for Speaking and Listening and Presentation of Knowledge and Ideas.

Students will film their work using Flip Video cameras which were purchased during previous Title III programs. Supplies such as costumes and props will be borrowed from P369K's drama program.

Students will edit and produce their final projects on a MacBook Pro and/or iPad minis that will be purchased with Title III funds, and will save their work on external keychain hard drives.

Students will be served by Mr. Booth, a certified ESL teacher and by Kwesi Manwaring, our trilingual paraprofessional. Broadway Bound Kids will provide a teaching artist. The program will be supervised by the Assistant Principal, Jason Albin.

### Part C: Professional Development

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

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

Begin description here: Mr. Booth will lead five professional development workshops for staff participating in P369K's Title III supplemental instruction program. These 1-hour sessions will take place on the first Monday of each month, from 3:30 - 4:30 p.m., beginning one week prior to the commencement of the Title III program in January, 2015. Professional development will draw on Mr. Booth's experience using technology to provide ESL instruction, and on current research supporting the use of technology for instructional purposes. Professional development will include one PowerPoint presentation per session, one jigsaw research article activity per session, oral presentations by Mr. Booth will provide instruction relating to the use of digital technology to produce and edit a video memoir. Participating staff will receive instruction on the final projects expected of students. Topics will include using keyboard-equipped iPads to create student memoirs, and techniques for their creation. Also, we will read and discuss specific chapters of the book *The World is Open: How Web Technology is Revolutionizing Education*, by Curtis J. Bonk, which focuses on pedagogy through the use of technology. This will increase the para's and the supervisor's knowledge of the technology used in this project. Specific chapters of the book, which are aligned to the projects which students will be doing during the Title III program, will be chosen for the teacher, para and supervisor to read in advance, and discussion questions will be created by the teacher for the 3-person study group to respond to thereby fostering a better understanding of how to assist ELLs in the writing of memoirs through technology.

### Part D: Parental Engagement Activities

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

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

Begin description here: Parents will be initially contacted via Title III letters in English and home language and telephone calls from the parent coordinator. Students and their parents will be invited to participate in an orientation session which will take place on a Tuesday in early January prior to the first day of the Title III program. The session will take place during the Admin period of the regular school day, at no cost to Title III. In this session, Mr. Booth will explain the goal of the Title III program, and set expectations for staff, parents and students. Mr. Booth will explain the goal of the Title III program using PowerPoint presentation and native language interpretation with the assistance of our trilingual paraprofessional. Parents will be invited to participate in the instructional program. Students and their parents will participate in a variety of activities reinforcing English language acquisition. These will include drama performances led by a teaching artist that will bring together students from diverse linguistic backgrounds under the study of English, and will allow parents an opportunity to witness the staff interacting with their ELL children. Parents will be invited to contribute to and participate in the filming of their children's dramatic performances. Parents will be encouraged to take this opportunity to familiarize themselves with the educational technology available to their children, and to assist their children in completing their final projects. Interaction between parents and children will aid in the development of final projects, as parents are a living link to the subject material.

**Part E: Budget**

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	<u>\$5793.77</u>	Instruction: <hr/> Supervisor \$52.84 x 1 hr. x 2 days x 14 weeks <hr/> \$1479.52 <hr/> Teacher x \$50.50 x 1.5 hrs x 2 days x 14 weeks <hr/> \$2121.00 <hr/> Paraprofessional x \$29.05 x 1.5 hrs x 2 days x 14 weeks <hr/> \$1220.10 Instructional Subtotal: <u>\$4820.62</u> PD: Supervisor x \$52.84 x 1 hr x 5 days <hr/> \$264.20 Teacher x \$50.50 x 1 hr x 5 days <hr/> \$252.50 Paraprofessional x \$29.05 x 1 hr x 5 days <hr/> \$145.25 PD Subtotal: <u>\$661.95</u> Payroll Secretary x \$31.06 x 10 1-hr sessions <hr/> \$311.20 Total: <u>\$5793.77</u>
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	<u>\$3,000.00</u>	<u>Broadway Bound Kids</u> <u>for direct instruction to ELL students</u>
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	<u>\$2389.96</u>	MacBook Pro: <u>\$1,110.00</u> iPad Mini: 4 x \$299.00 = <u>\$1196.00</u> Otter Box iPad Case: 4x20.99= <u>\$83.96</u>

**Part E: Budget****FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	<u>\$16.27</u>	<u>Refreshments for parents</u>
<b>TOTAL</b>	<b><u>\$11,200.00</u></b>	<b><u>\$11,200.00</u></b>

**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>369</b>
School Name <b>P369K, Coy L. Cox School</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>Rudy Giuliani</b>	Assistant Principal <b>J. Nardone, S. Gournelos</b>
Coach <b>Jenny Carpenter</b>	Coach <b>Erin O'Connor</b>
ENL (English as a New Language)/Bilingual Teacher <b>Jeremy Booth</b>	School Counselor <b>Christine Swanson</b>
Teacher/Subject Area <b>Jeremy Booth/ENL</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Joelle Fernandez</b>	Parent Coordinator <b>Donna George</b>
Related-Service Provider <b>Jennifer Gottlieb</b>	Borough Field Support Center Staff Member <b>type here</b>
Superintendent <b>Gary Hecht</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	0
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)	637	Total number of ELLs	62	ELLs as share of total student population (%)	0.00%
--	-----	----------------------	----	---	-------

# 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	0	0	0	0	0	0	0	0	0	0	0	0	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>	62	<b>Newcomers</b> (ELLs receiving service 0-3 years)	8	<b>ELL Students with Disabilities</b>	62
<b>SIFE</b>	4	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	19	<b>Long-Term</b> (ELLs receiving service 7 or more years)	35

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>	8			19	1		35	3		0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 4

## 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: _____
--	---

### 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	1	2	1	4	4	4	4	3	4	4	3	4	3	0
Chinese	1	2			2									0
Russian						1								0
Bengali			1		1	1	2	1	1					0
Urdu									1			1		0
Arabic			1		1		2							0
Haitian				1		1								0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														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)	2	1	1	4	3	3	5	4	4	3	3	5	3	0
<b>Emerging</b> (Low Intermediate)			2	1	2	1	1	2	1	3	1	1	1	0
<b>Transitioning</b> (High Intermediate)					1	1					1			0
<b>Expanding</b> (Advanced)											1		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					0
4					0
5					0
6					0
7					0
8					0
NYSAA					0

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
 P369K uses the Santillana English series to assess the literacy skills of incoming ELL's. The data we have gathered indicates that our students are typically below grade level in terms of literacy skills. Using this data we provide differentiated instruction.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 NYSITELL and NYSESLAT data patterns demonstrate that most students have stronger speaking skills than reading or writing skills.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
 Instructional decisions for the Title III program will be tailored to students' needs as determined by AMAO, and students will be provided with differentiated instruction by Jeremy Booth, ESL teacher. Data reveals that our students, who are diagnosed with disabilities, are progressing slowly.
- For each program, answer the following:
  - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
  - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
  - What is the school learning about ELLs from the periodic assessments? How is the home language used?

A. Our students typically score lower than the New York City average on their standardized tests in all modalities across all proficiencies and grade levels. Tests are not given in native languages.

B. Periodic assessments allow P369K's school leadership team, classroom teachers and ESL teachers to tailor lessons and differentiate instruction to students' individual needs.

C. Native language is only used for students who are provided with an alternate placement paraprofessional.
- 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](#).]

Data drives instruction, and is used to determine the criteria of the RtI framework for grades K-5.

6. How do you make sure that a student's new language development is considered in instructional decisions?  
Our school uses **Targets of Measurement** to ensure the student's new language development is considered in instructional decisions. ESL teacher and classroom teachers cooperate to take a child's educational history and culture into consideration.
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?

**P369K does not offer dual language programs**
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).  
**The success of ELL's is evaluated through test scores (NYSITELL, NYSESLAT) and classroom performance. Measures of elective program success are evaluated through attendance and participation.**

## 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.  
**P369K uses several means to determine ELL status. Our list of ELL's is culled from parent response to the Home Language Survey; from various ATS documents; from NYSITELL results; from oral interviews with students and their families in English and in the native language; This is completed within the child's first ten days of school by Jeremy Booth, with help from office staff. All of these assessments are administered by Jeremy Booth, licensed ESL teacher.**
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).  
**SIFE students are identified using the RSFE function in ATS. This documents are consulted multiple times throughout the first 30 days of school to guarantee that all information is current.**
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).  
**P369K uses several means to determine ELL status. Our list of ELL's is culled from parent response to the Home Language Survey; from various ATS documents; from LAB-R results; from oral interviews with students and their families in English and in the native language; and from NYSESLAT results. All of these assessments are administered by Jeremy Booth or Agnieszka Alicata, licensed ESL teachers.**
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.  
**Delivery of entitlement letters is ensured by the CSE, the LAP committee, and the parent coordinator.**
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).  
**Parents are informed at the time of program selection that they have 45 days to appeal ELL status.**
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.  
**Parents are informed that P369K offers ESL through Jeremy Booth, ESL teacher, and that native language paraprofessionals are available for LEP students. However, P369K does not offer bilingual or dual language classroom instruction. We will, however, provide a bilingual paraprofessional for students who require bilingual assistance.**
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.  
**We reach out to parents according to their stated preferred method of communication, and also in letters mailed home and sent home with their child.**
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
**Forms are filed and referenced throughout the year for future attempts to contact the parent.**
9. Describe how your school ensures that placement parent notification letters are distributed.

ESL teacher and office staff ensure placement

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
All documents are safely stored in locked storage, where they are accessible to the ESL teacher and to administrative staff. Jeremy Booth, ESL teacher, is responsible for storing the documents.
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 student is identified, assigned a group, and tested by Jeremy Booth, ESL teacher.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
P369K reviews which households have received which letters, and we send out additional letters if we discover that any household hasn't received one.
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).  
Parents choose ESL by default, as P369K does not offer dual language classes.

## 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.  
Instruction is delivered in push-in and pull-out settings. Program models are ungraded, but all students in ESL groups fall within three contiguous grades of each other. Groups are heterogeneous in proficiency level.
  - b. TBE program. *If applicable.*  
Paste response to questions here:
  - c. DL program. *If applicable.*  
Paste response to questions here:
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)?  
Beginning and intermediate ELL students in grades K-8 receive two units of ESL; advanced students receive one unit of ESL. High school students at the beginner level receive three units of ESL; intermediate level ELLs receive two units; Advanced ELLs receive 180 minutes as per CR Part 154 mandates. To ensure that the students meet the standards and pass the required state and local assessments, ESL instruction follows the NYS ESL standards and incorporates ESL strategies such as: The Cognitive Academic Language Approach (CALLA), Total Physical Approach (TPR), Language Experience, Graphic Organizers, Cooperative Learning, and Technology.
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.  
In each program model, content area instruction is delivered in English. To ensure that the students meet the standards and pass the required state and local assessments, ESL instruction follows the NYS ESL standards and incorporates ESL strategies such as: The Cognitive Academic Language Approach (CALLA), Total Physical Approach (TPR), Language Experience, Graphic Organizers, Cooperative Learning, and Technology.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?  
Incoming ELL's are given the LAB-R as a means of determining their English language proficiency. They are evaluated in their native languages throughout the year by alternate placement paraprofessionals.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Incoming ELL's are given the LAB-R as a means of determining their English language proficiency. They are evaluated in their native languages throughout the year by alternate placement paraprofessionals.

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
  - A. SIFE students are acclimated to the P369K environment through the use of socialization programs, run by the social studies teacher, Ms. Bono; and they are encouraged to participate in Title III after-school programs, and other after-school programs ..
    - B. Mr. Booth will focus on each student's strengths and weaknesses in language development. Using the NYSESLAT scores as a benchmark the ESL teacher can focus on particular areas that the student needs reinforcement in i.e. reading, writing, listening, speaking, and content areas. The teacher uses a variety of ESL instructional methodologies and strategies to help the student improve their academic language development through the use of thematic units, vocabulary games, realia, visuals and manipulatives.
    - C. ELL's receiving 4-6 years of service will be instructed as per the strategies described above.
    - D. Our long term ELLs may not reach proficiency due to the severity of their disabilities. They will continue to be supported through the communication and technology components of their programs.
    - E. Students in alternate assessment are assessed through the use of classroom data folios, classroom observations, and mastery of short and long term IEP goals in ELA and other content areas. They receive instructional support from an alternate placement paraprofessional who speaks the child's native language.
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.

P369K has no re-identified ELL students.
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?

We use a variety of instruction strategies such as Total Physical Response (TPR) and Cognitive Academic Language Learning Approach (CALLA), as well as the Santillana Intensive English series, to accelerate English language development. We also use technology such as iPads.
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?

Our school uses curricular and scheduling flexibility to ensure that mandated minutes are met.

Chart

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

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

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

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



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

Chart

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

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

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

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

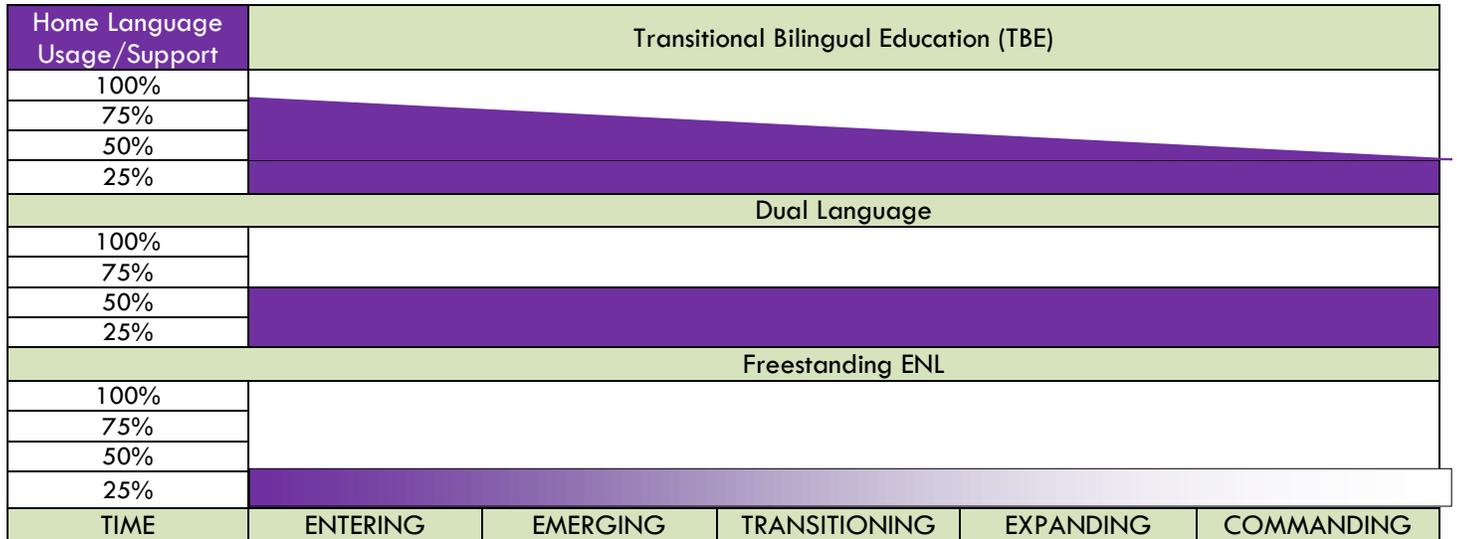


\*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

### Home Language Usage and Supports

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



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.  
**We offer tutoring and extra help to students seeking to improve their performance in core areas.**
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
**Unfortunately our program is under-staffed and is currently not meeting the required mandates.**
12. What new programs or improvements will be considered for the upcoming school year?  
**No new programs are currently being considered.**
13. What programs/services for ELLs will be discontinued and why?  
**Paste response to question here:**
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
**Paste response to question here:**
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.  
**Paste response to question here:**
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
**Paste response to question here:**
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
**Paste response to question here:**
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).  
**Paste response to question here:**
19. What language electives are offered to ELLs?  
**Paste response to question here:**
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)?

**Paste response to question here:**

## 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.)  
During the 2011-2012 school year, staff development includes issues pertaining to ELL students such as interpretation and translation services for parents and students, Jose P. training, NYS ESL Standards, NYSESLAT testing of ELL students with Autism, Alternate Assessment strategies, incorporation of technology in the ESL curriculum and content areas, and best practices in the ESL classroom. These services are provided through the District 75 Department of ELL's. P369K's teachers and paraprofessionals receive support from our district instructional coaches. In addition, we ensure the attendance of administrators, our ESL teacher, classroom teacher, and / or paraprofessionals at district, city, and state wide conferences/ workshops focusing on the education of ELLs. All administrators and teachers are required to attend Jose P. training.
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?  
ENL teachers are encouraged to attend a range of professional development workshops held throughout the year by the District 75 Department of ELL's.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
ELL's who transition from middle school to high school or from elementary to middle school meet with counsellors to help make the transition smooth. They also continue to meet with Mr. Booth or Ms. Poplawski, who travel from site to site. This provides students with a sense of continuity from grade to grade. Other staff rely on Jose P. training, and from counsel with the ESL teachers, to make the grade-to-grade transition smooth for ELL's. Records are maintained by Peggy Manning, School Secretary.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.  
All teachers are encouraged to attend a range of professional development workshops held throughout the year by the District 75 Department of ELL's.

## C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?  
Parents are informed of their child's academic progress and status in our ESL program through various means. In September parents are sent a detailed letter about our ESL program and are encouraged to visit the school throughout the school year. Parents are informed of their options during the Educational Planning Conference at the CSE level. Ongoing progress reports are given during parent-teacher conferences and I.E.P. meetings. We also encourage parents to attend the yearly ELL Parent Conference which also allows parents an opportunity to keep informed of the current ESL programs which are offered in the district and throughout the school. Translation services are offered through alternate placement paraprofessionals.
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.  
These records are kept in a filing cabinet.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.  
Parental involvement aimed specifically at the parents of ELL's is limited to our annual Title III program.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?  
P369K does not partner with other agencies to provide services to ELL parents.
5. How do you evaluate the needs of the parents?  
Through the use of alternate placement paraprofessionals fluent in the parents' language.
6. How do your parental involvement activities address the needs of the parents?  
Parental involvement activities bring parents and students together with the aim of showing parents their childrens' work.

#### **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.

**Paste response here:**

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Rudy Giuliani	Principal		10/9/15
Janine Nardone	Assistant Principal		10/9/15
Donna George	Parent Coordinator		10/9/15
Jeremy Booth	ENL/Bilingual Teacher		10/9/15
	Parent		10/9/15
Joelle Fernandez/Art	Teacher/Subject Area		10/9/15
	Teacher/Subject Area		10/9/15
Jennifer Carpenter	Coach		10/9/15
Erin O'Connor	Coach		10/9/15
Christine Swanson	School Counselor		10/9/15
	Superintendent		10/9/15
	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: **75K359** School Name: **P369K**  
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.learnndoe.org/tiu/lac](http://www.learnndoe.org/tiu/lac)) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

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

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

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

---

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

Home languages of students and their families are determined through the HLS, through home language functions on ATS, CAP, and SESIS, and through personal interviews with families. Materials are sent to parents through the Parent Coordinator, Jessica Santos. P369K uses alternate placement paraprofessionals fluent in other languages to communicate with parents.

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 majority of P369's non-English speaking families speak Spanish. Some families speak Mandarin, Haitian Creole, and Arabic. P369K communicates with the school community in person, over the phone, online, and through our website.

## Part B: Creating a Communications Calendar

---

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

Written translation of memos and other time-sensitive documents is done by staff members and teachers who are fluent in the families' native languages. In the case of form letters, like the HLS, P369K retains many copies in several relevant languages.

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.

Formal face-to-face meetings include Curriculum Night, held in late September, and Parent-Teacher Night, held in early November.

## Part C: Providing Language Assistance Services

---

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

Administrators, ESL teachers or staff working with ELL's provide native language services to students' families. All languages considered covered according to Section VII of Chancellor's Regulations A-663 are spoken by staff members at P369K. Written translation is also done by staff members, and form letters are available on site for all covered languages.

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.

Oral interpretation is done by staff members and teachers who are fluent in the families' native languages.

## Part D: Training Staff on Policies and Procedures

---

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

A memo will be passed out and a professional development will be held on an extended Monday afternoon.

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

---

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

### Checklist of Notification Requirements

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

Administrators, ESL teachers or staff working with ELL's provide native language services to students' families. All languages considered covered according to Section VII of Chancellor's Regulations A-663 are spoken by staff members at P369K. Written translation is also done by staff members, and form letters are available on site for all covered languages.

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

---

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

P369K will institute a parent survey to gather feedback from parents on the quality and availability of services.