

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): **75K370**

School Name: **P.S. 370**

Principal: **SUSAN GOLDBERG**

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Jim Thorpe School School Number (DBN): 75K370
Grades Served: K - 12
School Address: 3000 West 1st Street Brooklyn NY 11224
Phone Number: 718-372-3777 Fax: 718-449-4082
School Contact Person: Susan Miller Email Address: SMiller60@schools.nyc.gov
Principal: Susan Miller
UFT Chapter Leader: Duvalle Dache
Parents' Association President: Cathy Wolf
SLT Chairperson: Brenda Graham
Title I Parent Representative (or
Parent Advisory Council
Chairperson): NA
Student Representative(s): Jimmy Hernandez

District Information

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

Borough Field Support Center (BFSC)

BFSC: Brooklyn 2 Director: Arthur Fusco
Director's Office Address: 400 First Avenue New York NY 10010
Director's Email Address: AFusco@schools.nyc.gov
Phone Number: 212-802-1662 Fax: 212-802-1678

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Susan Miller	*Principal or Designee	
Duvalle Dache	*UFT Chapter Leader or Designee	
Cathy Wolf	*PA/PTA President or Designated Co-President	
Bryenth Kurban	DC 37 Representative (staff), if applicable	
NA	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Jimmy Hernandez	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	
Danielle Masella	Member/ CSA	
Audrey Lacy	Member/ UFT	
Brenda Graham	Member/ DC37	
Yvette Bognar	Member/ Parent	
Joseph Bognar	Member/ Parent	
Martha Rios Nunez	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Veronica Gutierrez	Member/ Parent	
Stephen Wolf	Member/ Parent	
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

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.

The mission of K370, The Jim Thorpe School, is to help the school continue to foster the academic, social and personal growth of each student in preparation for their roles as responsible, compassionate and competent citizens in a complex world. We will continue addressing the following:

- Providing an environment that addresses our students' social emotional, physical as well as academic needs.
- Social emotional learning will be developed through the use of positive behavior interventions & supports and teaming between guidance and teaching staff.
- Integrating an approach of social growth and academic learning to facilitate students' ability toward meeting the NYC Citywide Instructional Expectations and the Common Core Learning Standards.
- Developing decision-making skills in our students necessary to become productive citizens and promote self advocacy.
- Working alongside families and community based organizations in preparing our students for a less restrictive environment.

K370, The Jim Thorpe School is located on the periphery of Coney Island and Brighton Beach, a stone's throw away from the Coney Island boardwalk and the Atlantic Ocean. We are a District 75 school serving students with severe and profound special needs, geographically located in Community School District 21. Our ninety five-year-old building is flanked by the Trump Houses and Warbasse Housing Development. Just a short walk down Brighton Beach Avenue, you will find a thriving business community. This school serves a population of approximately 250 students from Kindergarten through Twelfth grade. K370 provides classes for special education youngsters with classifications of autism, intellectual disability, and emotional disturbance. Our class ratios are 6:1:1, 12:1:1, and 8:1:1. The main building houses our older children from grades six to twelve. We have one elementary school program (grades kindergarten to fifth) in a shared space, across the street in community school PS 100K. We have two additional elementary/intermediate programs housed in two other shared spaces, one in PS/IS 237K campus and the other is in the PS/IS 163K building. We have two inclusion high school programs, one located in New Utrecht High School and the other in William E. Grady Career and Technical Education High School. We have two work study programs, one in the medical industry and one in retail training. The Veterans Administration Hospital provides our students with vocational training in the medical field from clerical work to janitorial services to patient transport. Goodwill Department Store offers our students with autism vocational training in sorting and stacking goods for the shelves, preparing pricing tickets for sales items and learning interpersonal relation skills when greeting customers in the store.

The school received the following ratings on our 2014-2015 Quality Review: 1.1 Proficient, 1.2 Proficient, 2.2 Proficient, 3.4 Well Developed and 4.2 Well Developed. As stated in the Quality Review report, our area of celebration is 3.4; "School leaders and staff consistently maintain a mutual culture for learning, which is aligned to the use of the Danielson's Framework for Teaching that communicates high expectations for achievement with a clear vision towards shared responsibility with the entire school community."

The elements of the Framework for Great Schools where 370K made the most progress are Supportive Environment, Strong Family-Community Ties, and Trust. According to our 2014-2015 Learning Environment Survey 92% of the responses reported think that they have a supportive school environment. Of all of the groups surveyed about the

importance of coming to school every day 96% of the parents surveyed, 94% of the teachers, and 87% of the students responded that students in our school feel it is important to come to school every day. The students responded that 97% of them believe their teachers expect them to do their best at all times. For Strong Family-Community Ties, 83% of the surveys had positive responses in this element. 98% of the teachers reported that they know the school has the expectation that teachers communicate regularly with parents/guardians and 93% of the parents responded that teachers do communicate with them regularly. 88% of our responses were positive in the element of Trust. 96% of the parents responded that they feel good about the way their child's teacher supports him or her. Respect is both given and received as evidenced by a parent response of 93% reporting that they feel respected by their child's teachers, 86% of the teachers reported that they feel respected by other teachers, and 100% of the students feel their teachers treat them with respect.

The key areas of focus for 370K in the Framework for Great Schools are in Collaborative Teachers and Effective School Leadership. Both of these areas fell below the citywide positive responses for District 75 schools in our 2014-2015 Learning Environment Survey. Only 50% of the teachers surveyed report that nearly all of the teachers take responsibility for improving the school. In both our Quality Review and Learning Environment Survey for 2014-2015 an area of focus for us is around our curricula and the expectations set for students content standards. We will be gearing our goals this school year around this element.

In October 2013, the school opened its first bilingual Yiddish class. The program currently has six students in the middle school grades. The instruction in this program is 50% in English and 50% in Yiddish, thus making all students in the program bilingual in both languages. Our Yiddish bilingual teacher and our three ESL teachers meet together to plan instruction with the use of additional supports that the English Language Learners receive through our Title III funding. During the 2013-2014 school year, we implemented the Go Math program. Teacher teams meet to examine the program and design modified tasks to meet our students' needs and ability levels. Harcourt Brace Science and Social Studies programs are used throughout the school with differentiation to provide scaffolding for all students. During the 2014-2015 school year, one of our off-site units took on a new program/curriculum for their alternate assessment students; this group of teachers have begun to examine and implement the District 75 Alternate Assessment Units of Study.

The Arts play a significant role in our school's vision. This year we applied for and received the Arts for ELLs & SWD grant. We had a partnership with Marquis Studios that provided 30 of our students with two 10 week programs in Dance and Music. We also submit multiple entries for the VSA competitions and PS Art competition each year. We initiated "Bath Beach Buddies" with the general education students at PS/IS 163K where the 6th and 7th graders mentor our students, teaching our students social skills and conflict resolution. Also, all three schools within our PS/IS 237K campus have ongoing collaborations to bring unification and integration throughout the school building. They have an annual school spirit week, a walk-a-thon for their community service project, and shared fundraising events.

75K370 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05, 06,07, 08,09, 10,11, 12	Total Enrollment	228	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	1	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	N/A	% Attendance Rate		83.5%
% Free Lunch	66.9%	% Reduced Lunch		1.5%
% Limited English Proficient	24.6%	% Students with Disabilities		99.6%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.8%	% Black or African American		40.0%
% Hispanic or Latino	23.8%	% Asian or Native Hawaiian/Pacific Islander		9.2%
% White	23.5%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	8.33	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		7.92
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.

In triangulating the data from the 2013-2014 and what data we have from the 2014-2015 school year, we have noticed the following trends in relation to rigorous instruction.

- In reviewing our 2014 NY state test results for grades 3 through 8, 84% of the students scored a performance level 1 in ELA and 68% of the students scored a performance level 1 in math.
- On our December 15-16, 2014 Quality Review Report, our area of focus was around ensuring engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards.
- In reviewing the 2013-2014 NYC School Survey, 25% of the teachers believe that the assessments the school currently uses are not relevant to their daily instruction.

The priority need for our school is to raise our students benchmark literacy assessments. We utilize the Fountas & Pinnell benchmark assessment system and while our standardized students have continued to show an increase of 1 to 2 Fountas & Pinnell levels each year, our alternately assessed students that score in the “below A” (Pre-A) level, have not shown growth over the past four years. 50% of alternate assessment students scored in the “below A” level in the fall of 2014, with only 1% of students moving out of this level by June of 2015. The focus of the 2015-2016 school year is for our alternate assessment students to develop their early literacy skills in order to move out of the “Below A” F&P level and on to the benchmark chart.

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, to facilitate rigorous instruction, 50% of K-5 alternately assessed students will demonstrate an improvement in their reading skills by moving from a “Below A” (Pre-A) level to Fountas and Pinnel level A.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Conduct baseline Fountas & Pinnell assessment for all K - 5 students and put students in leveled groups.</p>	<p>Teachers</p>	<p>Sept. 9 - Oct 23, 2015</p>	<p>Teachers; unit coordinators</p>
<p>Maintain Student Learning Portfolios as an assessment tool to determine student progress and a measure for teacher effectiveness. Create and modify ongoingly flexible reading groups to address specific reading needs.</p>	<p>Teachers, All alternate assessment students</p>	<p>Oct 26, 2015 - May 6 2016</p>	<p>Teachers</p>
<p>Ongoing review and analysis of data: Data is reviewed by staff during bi-weekly common planning meetings and interventions are suggested to meet student needs based on assessments, Fountas and Pinnell assessments are given three times a year.</p>	<p>Teachers, alternate assessment All students</p>	<p>Oct 26, 2015 - May 6 2016</p>	<p>School Administrators, Coordinators, Lead Teachers, Assessment Team Leaders, Teacher teams</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Fountas & Pinnell levels, fall (baseline) and spring (final) F&P data, common planning time for all teachers for team meetings.</p>											
<p>Part 4b. 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	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>By February 2016, in order to facilitate rigorous instruction, 50 % of the targeted group will have mastered 100% of initial sounds (level 2 of the "Below A" level).</p>

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

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

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

Part 1 – Needs Assessment

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

In response to the framework's element of Supportive Environments, we note that on our December 15-16, 2014 Quality Review Report, our area of celebration is our “establish[ed] culture for learning that communicates high expectations to staff, students, and families, and provide[s] supports to achieve those expectations”.

According to the 2013-2014 NYC School Survey, 91% of the responders are satisfied with our school culture. Additionally, according to responses, 96% of the parents believe the school has high expectations for students. However, 17% of the teachers responded that the school does not set appropriately high expectations for student work in their classes.

According to our 2014-2015 NYC School Survey, our teachers of grades 9-12 responded that 79% of the adults at the school teach students to advocate for themselves. Our 2015 Student Assessment Needs Determination Inventory (SANDI) data reveals that alternately assessed students in grades 9-12 scored an average of 41 Vocational Transition: Education/Employment (VE) points out of a total possible score of 144 points. With this data we have identified our priority need for this element.

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.

In response to the element of Supportive Environments, By June 2016, students in grades 9-12 that are alternately assessed will increase self advocacy by a 10% increase in their (SANDI) scores in (VE) scores in the spring 2016 over their fall 2015 baselines.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Meet with staff to discuss class goal creation and data review.	9-12 teaching staff	Sept. 2015	Administration
Design and distribute template that teachers will use to track goal progress.	9-12 teaching staff	Sept. 9, 2015- Oct 23 2015	Administration and teachers
SANDI - VE data analysis templates will be reviewed at the end of unit three to measure progress being made.	9-12 teaching staff	Jan. 29, 2016	Administration and teachers
Hold unit meetings to review goal progress and review student work.	9-12 teaching staff	Sept. 9, 2015- June 3, 2016	Administration and teachers
Administration will assess progress through ongoing cycles of observations, learning walks, and weekly meetings.	9-12 teaching staff	Sep 9, 2015 - Jun 3 2016	Administration

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.											
Common Planning time, Goal tracking system, and Data Coordinator will create chart to track progress made.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		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.

By February 2016, students in grades 9-12 that are alternately assessed will show a 5% increase in their SANDI VE scores according to the data tracking system created.

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

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

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

Part 1 – Needs Assessment

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

In triangulating the data from the 2013-2014 and what data we have from the 2014-2015 school year, we have noticed the following trends in relation to teacher collaboration and professional development.

Based on the data from the 2013-2014 NYC School Survey, of the teachers that responded 89% believe the school leaders provide time for collaboration among teachers, 91% believe the teachers work together to improve their instructional practice, and 80% believe their professional development experiences included opportunities for them to work productively with their colleagues.

During the 2013-2014 school year we changed our Math program from Everyday Math to Go Math., this is the third year of our Go Math program implementation. This school year we have added a new Math program for our 6 - 12 graders, this program is Secondary Attainment Math program. According to our 2014-2015 NYC School Survey of the teachers that responded 50% of these teachers feel that all of the teachers take responsibility for improving the school. According to our SANDI, total math our alternately assessed students in grades 6-8 scored an average of 145 out of a total possible score of 396. With this data we have identified our priority need for this element.

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.

In response to the element of Collaborative Teachers, by June 2016, Instructional Core team members will collaboratively analyze student performance in math to improve problem solving skills as measured by a 20% increase in our alternately assessed students grades 6-8 score in the SANDI Math (Ma) section.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Meet with instructional core team members to discuss class goal creation and data review.	instructional core team	Sep 2015	Administration and Instructional Core Team
Design and distribute template that teachers will use to track goal progress.	instructional core team and 6-8 math teachers	Sep 2015 - Oct 23 2015	Administration
SANDI - VE data analysis templates will be reviewed at the end of unit three to measure progress being made.	instructional core team and 6-8 math teachers	Jan 29 2016	Administration and 6-8 Math teachers
Hold weekly instructional core meetings to review goal progress and review student work.	instructional core team	Sep 9 2015 - June 3 2016	Administration and Instructional Core team and 6-8 Math teachers
Administration will assess progress through ongoing cycles of observations, learning walks, and weekly meetings.	instructional core team and 6-8 math teachers	Sep 9 2015 - Jun 3 2016	Administration

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.											
Common planning time, Instructional Core team meeting,											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		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.
By February 2016, students in grades 6-8 that are alternately assessed will show a 10% increase in their SANDI Ma scores according to the data tracking system created.

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.

In nurturing future leaders, the principal’s role of shared leadership and transparent thinking was one that became more evident. Therefore, the principal considered the needs of all teachers / staff members in taking on an active leadership role in the educational community. In reviewing the NYC School Survey, 66% of teachers believe that school leaders provide them with leadership opportunities and 43% feel that they are publicly recognized for their accomplishments.

According to our 2014-2015 NYC School Survey, 45% of the teachers responses agree that the principal participates in instructional planning with teams of teachers. According to our Danielson Framework data for component 3b - Questioning and Discussion 68% of our teachers fell within the effective rating. Therefore our priority need for this element will focus around school leaders working collaboratively alongside teachers to develop their instructional practice.

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.

To address the priority need for Effective School Leadership, by June 2016, school leaders including principal, assistant principals and teacher leaders will create and implement a questioning and discussion rubric for alternately assessed students that builds teacher's capacity to use differentiated questioning and discussion techniques for pre-conventional and emerging students resulting in a 10% increase in teacher's receiving an effective rating in component 3b.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Inquiry team will be created to focus on developing a rubric for questioning and discussion geared towards students that are on the pre-conventional and emerging level.	All staff	Sept 9 - Oct 23 2015	Teachers, Administrators
Lead teachers attend district STIL professional development. Teachers attend district PD. Information will be shared during Inquiry team meetings	All staff	Oct 23 2015 - Mar 21 2016	Teachers, Administrators
Assistant Principal coaching will be utilized during learning cycles	Targeted teachers	Oct 23 2015 - May 30 2016	Teachers - Administrators
Distributed leadership systems will be put in place during team meetings to build teacher capacity	Teachers	Oct 23 2015 - May 30 2016	All Teachers - APs
The principal leads by example by seeking outside sources and mentors to continue her own professional learning	All teachers	Sept. - June	Principal, Network meetings, NYC Leadership Academy

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.											
STIL district meetings, School instructional core lead team meetings, Weekly team meetings											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		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.
By February 2016, there will be 5% increase in teacher's receiving an effective rating in component 3b. according to our Advance data

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.

In triangulating the data from the 2013- 2014 and what data we have from the 2014-2015 school year we have noticed the following trends in relation to parental involvement:
Based on the 2013-2014 NYC School Survey: 84% of teachers reported that less than 76% of parents attended a Parent Teacher Conference; 87% of parents feel that the school communicates how to prepare their child for college, career and success in life after high school; 39% of parents have been invited to an event at school 5 or more times; 49% of parents have communicated with school staff about their child’s academic progress 5 or more times. Only 40% of parents completed the Parent Survey.
Based on the 2014-2015 NYC School Survey only 49% of our parents responded to the survey and of that 40% of parents volunteer their time to support the school. Based on this data our priority need is to increase parent engagement relative to this element.

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.

In response to the element of Strong Family and Community Ties, by June 2016 there will be an increase of 5% in the number of parents responding to the NYC School Survey.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Parents will be invited to a one-on-one meeting with their child's classroom teacher to determine academic goals.	All parents	Sep – Nov Nov- May as needed	Classroom teachers, Administrators
Training sessions will be scheduled to support parents in the completion of the survey.	All parents	Jan 2016 - Feb 2016	Parents and Parent support team
Unit level teams will analyze trends based on inquiry work and individual meeting and facilitate parent workshops based on these findings.	All parents	Nov- Jun	Classroom teachers, Administrators
Written notices to parents regarding meetings, workshops, classroom celebrations, etc. will be translated into Spanish, and Chinese as needed. Translators will be available at these meetings and workshops as needed.	All parents	Sep.-Jun.	Parent Coordinator Interpretation & Translation Unit

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.											
Parent engagement meetings will be scheduled monthly in terms of workshops and informational sessions, sit in your child's seat will happen three in the year, with translation services provided											
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	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, 50% of the parents will have received a training on how to complete the NYC school survey and where to get support.

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Students who score 4 or more reading levels below grade level based on Fountas and Pinnell reading levels	<u>SMILE</u> Structured Methods In Language Education (SMILE) multi-sensory communication development. This program engages children as they progress through basic attending, phonemic awareness and sound-letter knowledge to the use of language in a descriptive and conversational manner. <u>Wilson's</u> tactile system to address students needs who struggle with phonemic awareness – letter – sound recognition.	One to One and Small group instruction - 5x weekly – during the literacy block	During the school day
Mathematics	2015 NYS Math level 1 Go Math pre & post unit assessments error analysis Go Math beginning & end of year data performance task assessments Classroom performance data	<u>Go Math games</u> drill exercises aimed primarily at building fact and operation skills. <u>Brain Pop</u> Web based, individualized, program to increase students' math fluency and builds upon processing and method	Small group instruction * 4x weekly * during the math block	During the school day
Science	Grade 4 NYS Science level 1 Classroom performance data	<u>iOpeners</u> Real life photography which connects nonfiction reading to nonfiction	Small group - 2 X weekly –	During the school day

		writing with activities that prepares students for life.		
Social Studies	2015 NYS ELA level 2 NYSESLAT item analysis Classroom performance data	<u>Rosen Readers</u> Primary Source documents and information with graphic images connecting nonfiction reading and writing at lower read ability levels.	Small group - 2 X weekly –	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	PPT referral Teacher concerns Parent concerns Student attendance data	<u>Advisory / Violence Prevention</u> Students develop skills to control anger and express their feelings through words either written or oral. <u>GRTL</u> Low impact yoga calming techniques <u>Life Space Crisis Intervention</u> Students develop new coping skills and self regulation techniques <u>Violence Prevention workshops</u> Students learn and practice social skills, such as empathy, emotion management, problem solving, and cooperation <u>Therapeutic Crisis Intervention</u> Students develop new coping skills, decision making and self regulating techniques	Small group - daily – Morning classroom routines 5X week	During the school day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

2b. High Quality and Ongoing Professional Development

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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

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

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

School-Parent Compact (SPC) Template

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

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

I. School Responsibilities:

Standards and Assessments by:

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs.
 - 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: _____	DBN: <u>75K370</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: <u>12</u>
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 checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
of certified ESL/Bilingual teachers: <u>2</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: _

This is the fifth year that 370K received Title III funding and will be running a Title III program. Similarly to last year, we will continue to support our newly growing population of ELLs of junior high school age in grades 7-9. We decided to focus on that age group to facilitate the transition between elementary and high school educational programs. Also, this year we are continuing to implement the Bilingual Yiddish program (TBE) that was started last year and currently serves students in grades 7-9. The program is headed by our state certified Bilingual Special Ed Teacher, Mr. Oren Finkel, who is fluent in students' native language and in English. His program incorporates Yiddish Native Language Arts in every content area throughout the school day, and is consistent with the students' home cultural norms and expectations in the areas of ADL.

The Title III after school program this year will be taught by Mr. Finkel and Ms. Ludvik, on alternating weeks, and will focus on incorporating culturally based and appropriate schemas into language learning. The lessons will revolve around building cultural awareness and bringing students' home culture into the classroom, while expanding their familiarity proficiency with American culture and the English language. Through examination and practice of culturally based activities of daily living, special celebrations, actual and virtual excursions, study of history, music, art, and other cultural artifacts, students will increase their understanding and appreciation of their own cultures and that of the American people in the multicultural hub of New York City. Through all these activities they will have many opportunities for schematic language learning and will expand their skills and vocabulary in English as well as their native language through Listening, Speaking, Reading and Writing activities. We feel that with the school day curriculum focusing on academic rigor and striving to mirror general education Common Core Standards in academic content areas, it is important to provide our Special Needs students with additional support in the areas of native and American cultural awareness, daily living, self care, and self-sufficiency by building language, literacy, and communication skills into important familiar schemas and introducing and developing new appropriate cultural schemas. The rationale for choosing to focus on naturally occurring and culturally based activities of daily living to build language, communication, and literacy skills in our ELLs is consistent with the research of Warren and Kaiser (1988) who describe the milieu approach as the use of natural environments and daily routines to teach effective communication in children with disabilities. They specifically promote teaching within conversational contexts and teaching within natural communicative situations. (Cook, Tessier, and Klein, 2000)

To support academic learning, culturally based ADL tasks in the after school programs will go alongside reading and writing tasks, such as reading recipes during cooking activities, preparing and reciting speeches for cultural celebrations, writing and following directions during community excursions, reading and writing shopping lists for trips to the grocery stores, creating and following how-to instructions for a culturally appropriate self-care routine, etc.

The program will supplement the ELLs' daily curriculum by providing an additional opportunity for these students to participate in community activities and socially interactive events in a language-focused supportive environment. Sensory integration techniques and materials will be used to motivate learning, addressing the specific needs of these students with special needs. Activities will include community outings and social skills building games that develop appropriate language and communication skills.

Students are identified for these after-school programs because they perform below grade level in reading and all content areas, and improving their English language skills will have a positive impact on

Part B: Direct Instruction Supplemental Program Information

their academic performance. This instructional program is aligned with state ESL New Language Progressions, ELA, and content area Common Core Standards. The aim of the program is to enrich and reinforce instruction provided during the school day by helping students improve their literacy and comprehension skills, vocabulary, and overall language proficiency, achieve higher standards and succeed in the classroom, all while increasing self sufficiency through learning and practicing culturally based ADL skills. The Bilingual and ESL teachers, with the help of the paraprofessionals, will differentiate instruction according to grade level, languages, and special needs of the students.

All of our ELL students in grades 7-9 have a diagnosis of Intellectual Disability, Down Syndrome, or Autism and are in Alternate Assessment. Their languages include Yiddish, Hebrew, Spanish, Cantonese and Haitian Creole. Due to the need for continuing native language support in all content areas and school programs, 2 bilingual paraprofessionals, fluent in the participants' native languages Haitian Creole and Spanish, will work in the after school program. (Yiddish and Hebrew support will be provided by Mr. Finkel, fluent in the languages.) The after school program will be offered to all of our ELLs in grades 7-9, and students will be placed into the program on a first come first served basis as long as space is available, keeping in mind the mandated student-to-staff ratio for these students, with the selection criteria being ELL status, grade level, (7-9) and performance below grade level in reading and writing in English, and in ADL. The program will also address areas of speaking and listening, and appropriate social and communicative skills development. English will be the language of instruction, with native language support from bilingual staff incorporated into each lesson.

Our certified bilingual special education teacher, Oren Finkel, and our certified ESL teacher, Ivana Ludvik, with the help of 2 bilingual paraprofessionals one fluent in Haitian Creole and the other in Spanish (for additional native language support as explained below) will run a once-a-week, 2-hour after school program from 3:05pm until 5:05pm for 12 ELL students in grades 7-9 in a 12:1:1 student-to-staff ratio who are performing below grade level in reading and all content areas, and are lacking important self care and independent functioning skills. The program will run on Tuesday's days every week (except for holidays and half-days) starting in December and ending in June, for a total of 22 sessions. The certified teachers will run the program on alternate weeks, with Mr. Finkel doing all the odd weeks, and Ms. Ludvik doing all the even weeks of the program, so each teacher will end up doing 11 weeks each. In addition to the above mentioned staff, because our Title III program will take place after school, an administrator is needed and will be present to ensure that all compliance and instructional requirements are met. While the administrator's regular school day hours are 7:45am to 3:45 pm, an additional 1.25 hours (from 3:50pm until 5:05pm) each week will be covered by Title III funding. Also, an administrative assistant will dedicate 10 hours to payroll, purchasing, and receipt acknowledgement for the entire Title III program this year.

This year we will be integrating technology into language learning. We will use I-Pads and similar tablet technology and interactive language learning applications with active teacher participation to enhance the receptive and expressive language skills of the students. Students with limited verbal abilities will be able to use the I-Pad/tablet as an assistive communication device to participate in group discussions using various speech output applications. Higher functioning students will also be instructed in basic keyboarding and internet research skills. Technology can motivate students in their efforts to improve English proficiency skills and acquire content area knowledge. Students with disabilities are also receptive to learning experiences that involve the computer, and an increased motivation leads to increased language use, and result in improved proficiency and higher standards in content area learning. Computer-assisted Language Learning (CALL) has been used for language teaching since the 1960's. Research (Blake, 1987; Chun & Brandl 1992; Egbert & Petrie, 2003) and practice suggest that the use of technology in the classroom is effective if used appropriately. Students' motivation is a key factor in this effectiveness but there are other contributing factors including; the individualization of learning, the presentation of materials in a non-linear sequence, an access to a variety of authentic materials, immediate feedback, and the fact that students are learning by doing things themselves.

Consistent with this year's Title III theme, to help our ELLs explore different cultures, computer and I-Pad activities will make a virtual excursion experience come alive for students as they travel to their homeland through online activities, and explore their native music, art, and celebrations through video,

Part B: Direct Instruction Supplemental Program Information

and audio interactive lessons.

Students are identified for this after-school program because they perform below grade level in reading and all content areas, and improving their English language skills will have a positive impact on their academic performance. This instructional program is aligned with state ESL New Language Progressions, ELA, and content area Common Core Standards. The aim of the program is to enrich and reinforce instruction provided during the school day by helping students improve their literacy and comprehension skills, vocabulary and overall language proficiency, and achieve higher standards and success in the classroom. The Bilingual Special Education teacher, with the help of the Bilingual paraprofessionals, will differentiate instruction according to grade level language proficiency, and special needs of the students.

Selection of materials is based on the following principles:

- Provide supplemental support for ELLs to develop language proficiency and succeed in the content areas.
- Provide enriching, engaging, and motivating experience for English Language Learners and their parents.
- Demonstrate appreciation of the students' culture of origin, and use primary language as a resource by including culturally relevant books, bilingual books and dictionaries, and books in the primary languages.
- Ensure that ELLs can use these materials independently.
- Provide a welcoming, stress-free environment where ELLs can have a sense of belonging and ownership, and can develop a positive self-concept while improving language proficiency and content knowledge.
- Provide a variety of materials that are age-appropriate, appropriate for the cognitive development and language proficiency of the student and are of high-interest.

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: _

Our PD component this year will be centered on Building Bridges: Bilingual Education across Borders, and we will be focusing on field-based borders (i.e. bilingual, TESOL, special education) and how they relate to the way we teach our students. We will explore how ESL, Bilingual and Special education are connected and how to best use the resources available to us as educators in NYC across these fields to help our students make progress in skills outlined in the Common Core Standards. Teachers will attend relevant professional workshops hosted by NYSABE and subsequently collaborate to apply the learned information to design an updated curriculum to help our ELLs succeed across these fields.

The rationale for choosing to focus on crossing the bridges between Special ed and ESL/Bilingual education comes from the need to seek more guidance in working with ELLs with special needs. Currently programs in teacher certification focus on either Special Ed, or on ELL issues, but very few trainings are available that provide insight into the student who navigates both worlds, and needs a supportive and knowledgeable instructor to guide them. The upcoming spring NYSABE conference will specifically address these issues and provide our teachers with tth opportunity to obtain, share, and apply this knowledge in our future work with District 75 ELLs.

Participants will include 4 ESL/Bilingual teachers (Oren Finkel and Ivana Ludvik, who will be running the after school program, Rachael Sullivan, and Olga Maryamchik, who have more flexibility as push-in pull-out ESL teachers to attend the conference and then turn-key the information), and one

Part C: Professional Development

administrator. There will be no single PD provider as all participants will contribute equally to the ongoing discussion, collaborative team planning, and creative curriculum development, incorporating the information from the NYSABE conference.

Rachael Sullivan, and Olga Maryamchik will each attend one day of the NYSABE conference in March 2015 choosing the workshops most relevant to working with Special Ed students. As both are push-in/pull-out ESL teachers and do not have their own self-contained class (unlike Ms. Ludvik and Mr. Finkel) no coverage costs will be encountered and only the price of 1-day admission for each teacher needs to be allocated in the Title III budget for the conference attendance. Following the conference, we will hold 2 additional PD Workshops, one in April and one in May, for all 4 bilingual/ESL teachers to work together to share and apply the information learned at the conference to developing a stronger curriculum for our ELLs with special needs. Because the participants work at different sites during the school day, and we need to provide ample travel time for all of the participants to gather at one site after school, the April and March PD sessions will not start until 3:30, and will go for 1.5 hours until 5:00 to allow for adequate discussion, application and collaborative curriculum planning time.

Topics to be covered will include exploring the following questions:

- What are some similarities and differences between educating students with special needs and educating ELLs?
- What resources are available for educators of ELLs with special needs?
- What guidance and/or training is available for educators of ELLs with special needs?
- How can we support each other and other staff members in our school working with ELLs with special needs?
- How can we support native language and literacy skills development for ELLs with Special needs who are not currently in bilingual classrooms?
- How can we design a better curriculum and/or classroom activities to address the specific needs of ELLs with special needs based on the information from the conference and the collaborative discussions?
- How can we create a more supporting school and classroom environment for ELLs with special needs, based on the information from the conference and the collaborative discussions?
- What is the role of the bilingual support staff in these activities in order to maximize student comprehension, participation, and learning?
- What Common Core Standards are most challenging for ELLs with special needs, and how can we better align the curriculum with literacy development standards for our ELLs?
- How can culturally based ADL tasks be incorporated into classroom learning on a regular basis to support continuity of content and language acquisition?
- How can technology be incorporated most effectively to increase student language and literacy development for ELLs with special needs?

There will be no single PD provider as all participants will contribute equally to the ongoing discussion, research, and creative curriculum development. Thus, all the participants will be paid the trainer PD rate as they will all be doing part of the research, brainstorming, curriculum mapping, and presentation.

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

Part D: Parental Engagement Activities

Begin description here: _

This year our Parent Involvement component will be in the form of 2 afternoon/evening 1.5 hour workshops for the Parents of the ELLs participating in the after school programs that will communicate to the parents the information students are focusing on in the afterschool program culturally based Activities of Daily Living, and the strategies teachers are using to enhance student learning and retention of content and vocabulary. We will train the parents on things they can do at home with their kids to support and further what they are learning in the Title III program.

The rationale for choosing to focus on naturally occurring culturally based activities of daily living to build language, communication, and literacy skills in our ELLs is consistent with the research of Warren and Kaiser (1988) who describe the milieu approach as the use of natural environments and daily routines to teach effective communication in children with disabilities. They specifically promote teaching within conversational contexts and teaching within natural communicative situations. (Cook, Tessier, and Klein, 2000)

Furthermore, we believe that it would be most relevant for parents to learn how to work with their children most effectively in teaching them culturally appropriate self-care and communal functioning skills, as that is what families tend to naturally focus on at home with their children.

The Parent Workshops will be offered over 2 sessions, one on March 3rd 2015, 3:05-4:35pm, as the after school program is in full swing and we can talk to parents about possible home supports for the program, and one on May 5th 2015, 5:05-6:35, once the after school program is nearing completion to review and check progress at home.

Topics to be covered will include:

-What the students are learning in the after school programs and why this is important.

-What parents can do at home to support their children in acquiring this content and language knowledge.

-Concrete activities to try at home.

-ESL and TEACCH strategies parents can incorporate into their daily routines to support language and communication skills development in English and their native language.

-Information sharing between parents and staff on relevant resources and opportunities in the community.

-Useful technology resources to try with children at home, such as helpful language learning websites and applications.

The workshops will be presented by our state certified Bilingual Special Ed teacher, Oren Finkel, with the support of 2 bilingual paraprofessionals from the after school program for Haitian Creole and Spanish interpretation for the parents (the parent of our Cantonese speaking middle school student does not require interpretation as she is fluent in English). An administrator will also be present during the parent workshops.

Parents will be notified of the workshops several weeks in advance, in writing in both English and their native language, and with phone calls placed to each student participant's home in the adult's preferred language of communication. Program bilingual staff will assist with translation and interpretation.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	<u>\$7765.12</u>	<u>Teacher Per-Session:</u> <u>Weekly after school program: 2</u> <u>Bilingual/ESL teachers x 11 weeks</u> <u>each x 2 hours x \$50.50 = \$2222</u> <u>Professional Development: 4</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.
		<p>ESL/Bilingual teachers x 1.5 hour x 2 sessions x \$50.50 = \$606 Parent Workshops: 1 Bilingual teacher x 1.5 hours x 2 workshops x \$50.50 = \$151.50 Total Teacher Per-Session: \$2222+\$606+\$151.50=\$2979.50 Paraprofessional Per-Session: Weekly after school program: 2 bilingual paraprofessionals x 22 weeks x 2 hours x \$29.05 =\$2556.40 Parent Workshops: 1 Spanish Bilingual para x 1.5 hours x 2 workshops x \$29.05= \$87.15 1 Haitian Creole Bilingual para x 1.5 hours x 2 workshops x \$29.05=\$87.15 Total Paraprofessional Per-Session: \$2556.40+\$87.15+\$87.15=\$2730.70 Supervisor Per-Session: Weekly after school program : 1 supervisor x 22 weeks x 1.25 hours x \$52.84 =\$1453.10 Professional Development: 1 supervisor x 1.25 hours x 2 sessions x \$52.84 =\$132.10 Parental Involvement: 1 supervisor x 1.5 hour x 2 workshops x \$52.84 = \$158.52 Total Supervisor Per-Session: \$1453.10+\$132.10+\$158.52=\$1743.72 Secretary Per-Session: 1 secretary x 10 hours x \$31.12 per hour (to manage payroll and materials purchases) = \$311.20 Total Secretary Per-Session: \$311.20</p>
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	<u>\$420</u>	NYSABE one-day conference attendance cost: <u>\$210 x 2 ESL teachers=\$420</u>
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, 	<u>\$2909.07</u>	<u>Object Code 331 (total \$1495)</u> iPad mini 16GB with Wi-Fi – Black x5 \$1495.00 <u>Object Code 100 (total \$1414.07)</u> Gumdrop Drop Tech - case for tablet \$45.51

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.
<p>instructional materials.</p> <ul style="list-style-type: none"> Must be clearly listed. 		<p><u>OTTERBOX DEFENDER SERIES F IPAD MINI x4 \$188.88</u></p> <p><u>Fellowes Saturn 2 95 Laminator pouch x2</u> <u>\$135.38</u></p> <p><u>Scotch Laminating Pouches for Thermal Laminators - 8 1/2 x 11 inch - Pack of 50 - Clear x10</u> <u>\$134.10</u></p> <p><u>FLAGHOUSE Sensory Motor Kit x2</u> <u>\$173.54</u></p> <p><u>Upper and Lowercase Alphabet \$9.34</u></p> <p><u>Numbers Sound Puzzle \$10.99</u></p> <p><u>Farm Animals Sound Puzzle \$7.14</u></p> <p><u>Shapes Chunky Puzzle \$5.49</u></p> <p><u>Vehicles Sound Puzzle \$7.14</u></p> <p><u>Mix-Match-Stack Chunky Puzzle- Occupations \$5.49</u></p> <p><u>Zoo Animals Sound Puzzle \$7.14</u></p> <p><u>Farm Maze \$9.34</u></p> <p><u>Shapes Sound Puzzle \$7.14</u></p> <p><u>Sea Creatures Peg Puzzle \$4.39</u></p> <p><u>Deluxe Wire Puzzle Rack \$10.99</u></p> <p><u>Infection Control Rest Mat - 24" x 48" x 2"; 4 fold - Red/Blue X6 \$191.64</u></p> <p><u>Bean Bag Chair, Adult Size, 107" Circ-Green \$50.00</u></p> <p><u>Talking Photo Album \$25.00</u></p> <p><u>Learning Resources Simple Stopwatch-3 inches \$50.00</u></p> <p><u>Rummikub Large Number Edition \$14.78</u></p> <p><u>Crystal Squeeze Beadball \$6.49</u></p> <p><u>Traffic Jam Floor Puzzle 2' x 3' (24 pcs) \$7.14</u></p> <p><u>Horse Corral Floor Puzzle (48 pcs) \$7.14</u></p> <p><u>School Smart Storage Baskets -</u></p>

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.
		<u>Medium - 14 3/4 x 10 1/4 x 5 1/2 inches - White</u> <u>\$20.10</u> <u>School Smart Storage Baskets - Large - 17 3/4 x 11 3/4 x 7 inches - White</u> <u>\$30.36</u> <u>Middle school age appropriate chapter books</u> <u>\$249.42</u> <u>Total</u> <u>\$2909.07</u>
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	<u>\$105.81</u>	<u>refreshments for parents</u> <u>\$105.81</u>
TOTAL	<u>\$11200</u>	<u>\$11200</u>

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

2015-16 AND 2016-17 SCHOOL YEAR

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 75	Borough Brooklyn	School Number 370
School Name The Jim Thorpe School		

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 Susan Miller	Assistant Principal Hope Smith
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher Olga Maryamchik	School Counselor
Teacher/Subject Area Oren Finkel/Yiddish TBE	Parent Cathy Wolf
Teacher/Subject Area	Parent Coordinator Vincente Wilson
Related-Service Provider	Borough Field Support Center Staff Member
Superintendent	Other (Name and Title)

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	1	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	1
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]	1	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (excluding pre-K)	229	Total number of ELLs	65	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input checked="" type="checkbox"/>	1 <input checked="" type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input checked="" type="checkbox"/>
	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input 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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Yiddish
Dual language program (DL)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Freestanding ENL	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	65	Newcomers (ELLs receiving service 0-3 years)	26	ELL Students with Disabilities	65
SIFE	5	Developing ELLs (ELLs receiving service 4-6 years)	26	Long-Term (ELLs receiving service 7 or more years)	13

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	3		3				3		3	0
DL										0
ENL	23	4	23	26	1	26	10		10	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 22

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 _____							1	2	1	1	1			0
SELECT ONE _____														0
SELECT ONE _____														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

* EP=English proficient student

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

This Section is for Dual Language Programs Only	
Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____

Freestanding English as a New Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

FORMER ELLS BASED ON REVISED EXITING CRITERIA

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

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total				2			1					1		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	1	5	28	1	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			6		26		3		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)			14		12		3		0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
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	13		11	
NYSAA Mathematics	13		10	
NYSAA Social Studies	9		9	
NYSAA Science	13		10	

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.
 370K uses various assessments throughout the school year to assess the early literacy of our ELLs, such as the NYSITELL, NYSESLAT, NYSAA, Fountas and Pinnell Benchmarking System, SANDI, as well as regular assessments incorporated into the curriculum for each content area (i.e. Trophies, Go Math assessments). The data obtained from these assessments is used regularly to plan instruction for classroom and ENL teachers.
 In addition, our ENL teachers create and administer their own periodic assessments, which is specifically adapted for our special needs population, that parallels the skills measured by the NYSITELL and NYSESLAT to track student progress from the beginning to the end of the year. The results of these assessments are then used to guide instruction, inform and parallel their IEP goals, and highlight strengths and weaknesses for each individual student in the following months.
 Data shows that our ELL students generally struggle in reading comprehension and writing more than in speaking or listening. We use these findings to ensure that we target those areas in our instruction across all subject areas, and especially in ENL service delivery.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 The NYSESLAT results for 2015 indicate that most students (51 out of our 65 current ELLs) are at the Entering proficiency level. 6 are at the Emerging level, and 1 is Transitioning, and 7 are Expanding. Furthermore, last year we had 2 students test out of the NYSESLAT at the Commanding level with a score indicating English proficiency. 2 more students had tested out with a score of Proficient on the 2014 NYSESLAT.
 When analyzing the test score data we also keep in mind that the students' NYSESLAT scores tend to reflect their individual cognitive and developmental levels, in addition to their English language proficiency. Thus we see that non-verbal autistic students tend to do better on listening than on speaking, while kids with Down Syndrome are better speakers and listeners than readers or writers. In terms of grades, we have more kids scoring on higher proficiency levels in grade 6 than in any other grade band. This likely reflects the efficacy of our Elementary ENL program, and the fact that the NYSESLAT gets progressively more difficult to master for kids with severe cognitive and developmental delays as the grade bands of the test progress.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Our school's AMAOs for this year are:

1. annual increases in the number or percentage of students making progress in learning English,
 2. annual increases in the number or percentage of students attaining English language proficiency by the end of each school year.
- Using this tool helps us establish English language proficiency goals for our students that are aligned to Common Core Standards, yet suitable for ELL students learning English as a New Language.

The results in the recent years furthermore indicate that Reading and Writing modalities are slightly weaker than Speaking and Listening. Thus instruction will focus on building stronger literacy skills and practicing reading and writing in English (and in the native language, as research shows that literacy skills acquired in the native language carry over into English more efficiently).

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

By looking at the NYSAA results for our ELLs and we noticed that they are generally scoring slightly lower in math and science than in reading and social studies, especially in the higher grades. This is true for kids in our Yiddish Bilingual program as well as for our ELLs in Freestanding ENL, with no remarkable difference in scores on tests taken in Yiddish vs tests taken in English.

Thus, in order to make instruction in the core content areas more efficient and effective for all students, we are now implementing a team-teaching approach in our middle school and high school classrooms, where two classroom teachers "share" students with one of the teachers focusing on ELA and Social Studies, and the other on Math and Science. The students spend a portion of the day with one teacher, and a portion of the day with the other, each focusing on their designated Core Content area, and using ENL strategies and methodologies to scaffold instructions for ELLs. Whenever the classroom teacher is not ENL/Bilingual certified, the help of a certified ENL teacher is recruited for integrated ENL service delivery for collaborative Core Content instruction.

Based on the improved performance over the last few years of ELLs in math, science, and history we are continuing to implement a self-contained ENL class educational model for our ELLs in High School. This will allow for more intensive language support across all content areas as all content will be delivered by the ENL teacher using appropriate ENL methodologies. Our lowest performing ELL students continue to be in the self-contained ENL class to receive ongoing intensive support from the ENL teacher in all subject areas.

Furthermore, by creating a new bilingual Yiddish class we ensure that those students who are receiving bilingual instruction across all subject areas have plenty of native language support to help them absorb more content in all common core areas of learning.

While we do not use the standardized ELL Periodic assessment provided by the DOE, as we feel it is not developmentally/cognitively appropriate for our student population with severe cognitive and developmental delays, our ENL teachers create and administer their own periodic assessments, which is specifically adapted for our special needs population, and parallels the skills measured by the NYSITELL and NYSESLAT to track student progress from the beginning to the end of the year. The results of these assessments are then used to guide instruction, inform and parallel their IEP goals, and highlight strengths and weaknesses for each individual student in the following months. Data shows that our ELL students generally struggle in reading comprehension and writing more than in speaking or listening. We use these findings to ensure that we target those areas in our instruction across all subject areas, and especially in ENL service delivery. The results from the ELLs periodic assessments will inform the precise curriculum of the program by allowing the teachers to focus more on the modalities that are weakest (currently reading and writing, across various Core Content areas).

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RTI Guide for Teachers of ELLs](#).] Most of our ELL students would naturally fall in the tiers 2 and 3 of RTI framework, as they all have special needs and require individual one-on-one attention within our program. We thus do our best to group kids in the smallest groups possible when providing Integrated and Stand Alone ENL services. Students who are particularly struggling, as is reflected by their assessment scores and academic/behavioral performance reports, are at times serviced individually, if/when the teacher's schedule permits. When working within a class for Integrated ENL, our ENL teachers work with students in small groups with the assistance of paraprofessionals and classroom teachers to insure each student receive the maximum individualized attention and support.
6. How do you make sure that a student's new language development is considered in instructional decisions?

In order to ensure that a child's second language development is considered in instructional decisions in our school, an alternate placement paraprofessional is assigned to a student who is in the ENL program but whose IEP recommends bilingual instruction to support that child in the monolingual classroom. The classroom teacher and the paraprofessional collaborate to plan and deliver effective lessons that engage students in their native language as well as English. Supporting native language materials in the form of print and audio input are used whenever appropriate throughout the school day.

In our bilingual Yiddish class, the students' native language is used to teach all core subject areas, is developed throughout the school day, and is supported with auditory, and visual input in the form of native language printed materials used by a fluently bilingual certified teacher.

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?

Currently, our school only features ENL and TBE programs.

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
Our Freestanding ENL and our Bilingual programs will be evaluated based on students' performance on the NYSESLAT as well as general achievement in the students' regular classrooms, including NYSAA results, and each child's specific IEP goals, as 100% of our population have IEPs and the vast majority are Alternately Assessed. Our main goal is to improve their communication and literacy skills for effective daily living. Specific areas of strength and weakness are identified annually by the IEP team, and ENL instruction is geared toward addressing areas of need.

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.

Identification of potential ELLs who are newcomers to the NYC Public School System (or who are coming back after a longer than 2 year absence) starts with the administration of the Home Language Identification Survey (HLIS) which includes the parent and child interviews in English and/or the family's preferred language of communication at the time of enrollment. Ideally, this is done at the CSE level at the time of the initial IEP meeting. This survey is provided to the parents or guardians in their native language and in English, and is accompanied by an oral interview in English and/or the native language, with the help of translation services if required. If this important step is not completed at the CSE level, it is done at the school level at the time of enrollment, and is conducted by a licensed pedagogue. The intake staff, who is responsible for identifying whether or not a HLIS needs to be administered and making sure the proper pedagogue has been informed consists of Susan Miller - Principal, Hope Smith - Assistant Principal, Mickaelle Lebrun – Assistant Principal, Vincent Wilson - Parent Coordinator, Gerard Bisogno - Unit Coordinator/Pedagogue, Alex Ponzetto - Unit Coordinator/Pedagogue, George David - Unit Coordinator/Pedagogue, Olga Maryamchik , - ENL teacher, Oren Finkel - Bilingual teacher, Brenda Graham – School Aid, Antoinette Emanuele - School Aid.

The HLISs are carefully examined by one of the ENL teachers, who determines if the student is eligible for NYSITELL, Spanish LAB, and LENS (for potential SIFE students). Following this determination, the NYSITELL (and Spanish LAB, if necessary, for Spanish speaking ELLs) and LENS, if necessary for SIFE students, are administered, within 20 days of the student's enrollment, by the ENL/Bilingual teacher or another appropriately trained pedagogue.

As all of our incoming students have IEPs an additional step of the Language Proficiency Team (LPT) determination for eligibility for the NYSITELL is taken whenever a new admit's HLIS indicates a language other than English as the dominant language. The LPT consists of an AP, an ENL/Bilingual teacher, a Special Education director or designee (usually the AP) and the child's parent. Together the team determines if the child should be administered the NYSITELL to determine ELL services eligibility or if the child's disability is primarily responsible for the language issues and the child should not be tested with the NYSITELL.

Because we believe that every child should be afforded the opportunity to benefit from ELL services if it is possible that another language dominance at home is affecting his or her English language acquisition, we do not prevent any child, regardless of the disability, from having access to ELL services for which they can currently qualify only by taking the NYSITELL. Therefore our LPT has never denied access to the NYSITELL if the HLIS indicates a language other than English as the dominant home language.

For students who are transferring to PS 370 but are not new to the NYC Public School System previous LAB-R/NYSITELL and NYSESLAT scores are used to determine ELL services eligibility and program placement as per student's IEP.

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).

Each student and his/her family are interviewed at the time of admission to our school by one or several members of the intake team, listed in Part IV question 1 above. If during the interview it becomes apparent that the student has incurred significant interruptions in his/her formal education, the LENS interview and SIFE questionnaire are administered by an appropriately trained pedagogue, and student work is examined to determine his or her ability to perform at grade-appropriate levels within 30 days of enrollment.

Keeping in mind, however, that 100% of our students have IEPs and significant developmental/cognitive/academic delays, and 100% of our students receive targeted individual attention in small classes with many specialists providing additional therapeutic/academic support, SIFE students are similarly met at their academic/developmental/cognitive levels and welcomed into this already highly supportive and student-focused environment.

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).

As all of our incoming students have IEPs an additional step of the Language Proficiency Team (LPT) determination for eligibility for the NYSITELL is taken whenever a new admit's HLIS indicates a language other than English as the dominant language. The LPT consists of an AP, an ENL/Bilingual teacher, a Special Education director or designee (usually the AP) and the child's parent. Together the team determines if the child should be administered the NYSITELL to determine ELL services eligibility or if the child's disability is primarily responsible for the language issues and the child should not be tested with the NYSITELL.

Because we believe that every child should be afforded the opportunity to benefit from ELL services if it is possible that another language dominance at home is affecting his or her English language acquisition, we do not prevent any child, regardless of the disability, from having access to ELL services for which they can currently qualify only by taking the NYSITELL. Therefore our LPT has never denied access to the NYSITELL if the HLIS indicates a language other than English as the dominant home language.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

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

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Parents are informed during the initial enrollment interview, HLIS administration, and LPT meeting, if necessary (which all take place at the same time at 370K) of their right to appeal the ELL status decision within 45 days of enrollment. The interview, HLIS administration and LPT meeting is conducted in English and/or the parent's preferred language with the help of interpreters if necessary. In addition, after the decision is made by the LPT, the parents will be informed by a letter sent to them in English and /or family's preferred language, notifying them of the decision and their right to appeal it within 45 days.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

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

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

As 100% of our students enter our program with IEPs created at the CSE level with parent participation, the decision of appropriate program choice has already been made at the time of admission, and all appropriate supporting documentation is kept on file. Students remain in the chosen program for at least 3 years as per state recommendation to ensure continuity of services and adequate time for student to benefit from selected program. At the triennial review ELL programming is discussed with the parent and the IEP team to see if any changes should be made to program format in order to better serve student needs if they have changed. Once the ELL's individual progress data is reviewed and interpreted, parents make a decision as to whether or not the student should remain in the previous ELL program choice or try a different one. The new IEP reflects the team's recommendation and the parent selection and final decision. All appropriate documentation is kept on file in the student CUM folder and/or the ELL Compliance Liaison's office.

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

As 100% of our students enter our program with IEPs created at the CSE level with parent participation, the decision of appropriate program choice has already been made at the time of admission, and all appropriate supporting documentation is kept on file.

9. Describe how your school ensures that placement parent notification letters are distributed.

In District 75, this process is done at the CSE. Our ENL/Bilingual teachers who administer the NYSITELL are responsible for putting the appropriate ELL program placement info into each child's IEP annually.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

All appropriate documentation is kept on file in the student CUM folder and/or the ELL compliance office.

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.

To help us ensure that all ELLs are tested we use the RLER, RLAT, RNMR, and the RPOB reports in ATS to track and keep accurate records of students' eligibility for and performance on the NYSITELL and the NYSESLAT. The NYSESLAT is administered by our ENL and Bilingual Teachers, (currently Olga Maryamchik, Ivana Ludvik, and Orin Finkel) to all ELLs, according to state law. Our testing coordinator, Susan Villandre, works with the ENL/Bilingual teachers to facilitate a timely and organized administration of all 4 modalities (Speaking, Listening, Reading, and Writing) within the time frames set out by the state for all eligible students. Teachers create a testing schedule and tracking sheet for all 4 modalities and follow it to ensure that each child has been tested and the date of each modality administration for each child has been documented. The testing schedule and tracking sheet are kept on file. The 4 components are then scored by a team of ENL/Bilingual teachers and other appropriately certified pedagogues, as per testing instructions.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

Our ENL/Bilingual teachers who administer the NYSESLAT are responsible for distributing the continued entitlement and transitional support parent notification letters.

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).

Based on the placement decisions made at the CSE level, currently 28 of our 65 ELLs are recommended for Bilingual Instruction across our five sites. Of these 28 students, 6 are grouped in a Bilingual Yiddish class based on their parents preference and the CSE decision. Among the other 22, the most prevalent languages are Spanish and Chinese (mostly Cantonese, and some Mandarin) however the exact assortment across our school's different sites, IEP ratios, grade levels, does not meet the state's language and grade level requirements that are also consistent with the students' IEP mandates to begin a Spanish or Chinese bilingual program. The students whose IEPs recommend them for bilingual education are in the interim placed in monolingual classes with a Bilingual paraprofessional for native language support, and receive freestanding ENL services, until bilingual providers become available. In the event that the ELL student population reaches numbers within the same language group, IEP student to staff ratio, bilingual recommendation, and 3 consecutive grades that qualify for bilingual instruction, the school will then inform parents when classes become open.

In accordance with parent wishes we now have a Bilingual Yiddish class that serves 6 students and is open with more seats as more Yiddish speaking families have expressed interest in our program.

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.

Currently PS 370 offers ENL services in a Freestanding ENL program across all of our sites. We currently have 2 ESOL certified teachers on staff (one teaching a self-contained classroom at our main site, and one traveling across sites to service ELLs in collaboration with various classroom teachers. We are also in the process of interviewing to fill 2 more positions with pedagogues holding an ESOL certification (one for a classroom teacher and one for another traveling ENL teacher). Once these positions are filled, we plan to have:

- two classroom teachers at the main site who are dually certified in Special Ed and ESOL, who will be responsible for delivering both integrated and stand alone ENL services. The students served by these teachers will remain with their class as they travel between various the ESOL certified teacher for ELA/social studies and other teachers for other subjects. They are grouped according to allowed grade ranges, heterogeneously, according to their IEP ratios.

- two traveling freestanding ENL teachers who will work with Special Ed certified classroom teachers to deliver

Integrated and Stand Alone ENL services to the remainder of our ELLs (not covered by the two ENL certified classroom teachers) in small groups across our numerous sites. These groups will be compiled according to allowed grade ranges, heterogeneously, and in compliance with the mandated IEP ratios. While we try to maximize the number of kids in the ELL groups for ENL service delivery to ensure that the mandated minutes of ENL services are provided as per CR Part 154, we also keep in mind the students' individual cognitive, developmental, behavioral and academic needs and ensure that more focused individual attention is still possible during ENL service delivery, as is necessary for each child's special needs according to his/her IEP.

b. TBE program. *If applicable.*

We also have a certified Bilingual Yiddish special education teacher, also certified in ESOL, who teacher the Bilingual Yiddish class at the main site. Oren Finkel is triple certified Special Ed, Bilingual, ESOL teacher, who will teach the Bilingual Yiddish class and deliver integrated, stand alone ENL minutes, Bilingual instruction, Home Language Arts, and Core Content Areas with language support. The kids in the Bilingual class are in a range of grades, yet are all at the Entering proficiency level in English, and require a lot on one-on-one support for both academic and daily functioning tasks.

c. DL program. *If applicable.*

We do not currently have a dual language program in our school.

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)?

In order to ensure the provision of the mandated number of the instructional minutes, our ELL teachers follow the State requirements outlined in CR Part 154:

Stand-alone ENL - instruction to develop English language skills so that students can succeed in core content courses; delivered by a certified ENL teacher.

Integrated ENL - instruction to build English language skills through content area instruction; delivered by a dually certified teacher (ENL and a content area) or co-teaching by a certified ENL teacher and a certified content area teacher (i.e., English language arts, math, science, or social studies). Both methods of integrated ENL instruction include core content area subject matter and English language development using ENL strategies. All ELLs and former ELLs up to 2 years after exiting ELL status must receive a minimum number of units of integrated ENL.

In TBE program, students transfer home language skills to English by spending instructional time primarily in the home language before steadily transitioning to English. At the beginning/entering level, TBE students are expected to receive 75% of instruction in their home language and 25% in English. As a student's English proficiency increases, more of his or her instructional day is spent learning in English

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.

For kids at our main site in grades 6-12 served by our 2 dually certified (ESOL and Special Ed) teachers who will be qualified to deliver both the integrated and the stand alone ENL minutes, core content will be taught during Integrated ENL times using ENL strategies and methodologies.

To enrich language development and make content comprehensible, the Freestanding, as well as the dually certified classroom ENL teachers collaborate not only with other classroom teachers, but other cluster teachers, as well as all service providers. PS 370 schedules common prep periods in order for the ENL teachers and other staff to have planning time together and be able to coordinate their instruction (plan lessons, create materials, plan assessments, evaluate lessons,) so that language acquisition will be fostered. The ENL teacher also communicates regularly with all other teachers and related service providers at regularly scheduled team meetings and through e-mail and to ensure collaboration on building and implementing effective ELL-appropriate teaching strategies, materials and curriculum among the entire school team.

Every lesson is aligned with the Common Core Learning Standards and includes activities in Listening, Speaking, Reading and Writing that help students develop target skills appropriate to their developmental and academic level. Our 12:1:1 teachers integrate research based ENL strategies into content areas, while our students in our 6:1:1 focus on communication needs, following directions, life skills, matching and sequencing. The ENL teacher and classroom teachers of ELL students use Total Physical Response, modeling, multi-sensory approaches, scaffolding techniques such as picture and native language supports, graphic organizers, semantic webs, KWL charts, as well as various appropriate assistive technology such as augmentative communication devices to foster and aid oral language development. Math is studied and made accessible using visuals and manipulatives to teach basic skills such as counting, addition, subtraction, division, multiplication, etc. Explicit ELA includes the workshop model for Balanced Literacy modified by using symbols and augmentative communication devices. The ENL teacher uses interactive technology such as Literacy and Numeracy building websites (Reading A-Z, Raz Kids, Starfall.com, Funbrain.com, etc) to foster student engagement and

comprehension of ELA and Math content. Other content support includes such materials as the Santillana Intensive English Program and a classroom library that supports literacy for ELLs.

In our Bilingual Yiddish class, similar strategies and common core based curriculum is used, however instruction is delivered in Yiddish as well as English. Due to the severe cognitive delays of the student population in that class and their significant Yiddish language dominance, 40% of instruction is delivered in the native language, and 60% is in English, even though this is the third year of the program. Students are evaluated in both Yiddish and English throughout the year with school wide periodic assessments, classroom task rubrics, and standardized state assessments such as the NYSESLAT. All subject areas, including English and native language arts, math, science and social studies are taught in both English and the native language throughout the week, with a 60%-40% language ratio. The math curriculum focuses on basic life skills related mathematical abilities, while Social Studies covers social skills, culture, history, and ADL skills. Science involves many hands on projects to introduce and expose students to scientific concepts important to their daily lives and becoming self-sufficient.

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

Our ENL program focuses primarily on developing English skills and students are thus evaluated in English. However many of our students in Alternate Placement have a Bilingual Paraprofessional working with them in the classroom, who is able to assist them with native language support during all classroom activities, including during evaluations of academic skills that can be assessed using the student's native language. The ENL teachers also provide teachers with language assistance for students who need it during assessment. Thus a student who responds primarily to Russian may be evaluated by her classroom teacher in math skills while the ENL teacher serves as the interpreter explaining directions and expectations to the student.

Students in our Bilingual Yiddish class are evaluated in their native language on a regular basis throughout each curriculum unit in all core subjects, as well as during school-wide periodic assessments. Our certified bilingual Yiddish teacher Oren Finkel is fluent in Yiddish, the dominant home language of the students in that class, and uses both the Native language of the students and English throughout the school day and to assess student progress.

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

Every ENL lesson includes activities that target all 4 modalities of English acquisition, including Listening, Speaking, Reading and Writing. Students are informally assessed in every lesson, and formally evaluated with a carefully designed ENL rubric that incorporates all 4 modalities at the end of every academic unit, and keeps in mind the students' individual ability levels as per their IEPs. In addition, each child is periodically assessed with a teacher created individual language skills checklist that includes all 4 ENL modalities, to help us monitor progress and ensure that each child is doing work appropriate to their language level. In the spring each ELL student participates in all 4 modalities of the NYSESLAT which serves as the official marker of the child's ENL progress for that year.

In our Bilingual Yiddish program, all instruction in all core subjects is delivered in both Yiddish and English, and the 4 modalities of ENL are evaluated on a regular basis, as each curriculum unit's tasks include speaking, listening, reading and writing. Students complete tasks in both their native language and English. These are graded based on a rubric that reflects student progress in all 4 English modalities. All ELL students participate in the NYSESLAT in the spring.

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

All newcomer Beginner ELLs and SIFE students are provided with small group instruction allowing for the personal attention they need to become integrated into the system and school community. The SIFE students are provided with ENL instruction with Native Language support in the form of dictionaries, and other grade appropriate books that incorporate their native language into the text. Newcomers are provided with descriptive labels throughout the classroom and school environment such as native language words on rooms like "bathroom" "computers" "cafeteria" and "library." They are also provided with picture dictionaries and books written in both languages. Daily schedules are provided to students with both English and native language words as well as pictures. Students are also given opportunities to listen and view "living books" on the computer. The use of various native language educational websites focused on building literacy are incorporated into the curriculum.

SIFE students are provided additional support with reintegrating into the academic system by having sessions with the ENL teacher focus on learning the school culture and expectations. ENL and classroom teachers collaborate to create visual and behavioral supports to aid SIFE students in their academic process. Teachers also work with parents to ensure understanding of school expectations and consistency between school and home academic activities.

For all students, including those receiving services for 4-6 years, the program focuses on short-term and long-term goals. The short-term goals focus on improvements that can be made within a single lesson or week's worth of lessons, including learning and using new vocabulary words and improving their ability to follow directions. These individual skills are geared towards accomplishing the long-term goals, which include improved ability to express needs and desires, increased social interaction, and increased ability to be independent. Goals are adapted to the learner, where students with alternate assessment will be given goals appropriate to their skill set and learning abilities, while those who take standardized tests will focus more on increasing general and academic vocabulary, as well as reading skills and reading comprehension. Lessons take advantage of all technology available, namely computers running programs geared for either 6:1:1 or 12:1:1 populations, Mayer Johnson symbols, communication devices, and classroom libraries. The program utilizes materials developed by Trophies, Go Math, Reading A-Z, Total Physical Response (TPR), and various scaffolding techniques.

Our long term ELL students will continue to be supported through the communication and technology components of their educational program. They will continue receiving ENL services until English proficiency is achieved as determined by tests results.

Our former ELLs will be supported for up to 2 years after becoming English proficient by the ENL teacher's collaboration with classroom teachers to ensure a smooth transition into the rest of their education. ENL teachers work with former ELLs while pushing into their class to service other current ELLs, and provide on demand consultation to classroom teachers to address any lingering ELL issues that former ELLs may have. Common planning time can be used to plan specific supports and targeted instruction between classroom and ENL teachers.

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.

Because we believe that every child should be afforded the opportunity to benefit from ELL services if it is possible that another language dominance at home is affecting his or her English language acquisition, we do not prevent any child, regardless of the disability, from having access to ELL services for which they can currently qualify only by taking the NYSITELL. Therefore our LPT has never denied access to the NYSITELL if the HLIS indicates a language other than English as the dominant home language.

We therefore do not expect to have instances where a child has to be re-identified as an ELL because he/she was denied access to the NYSITELL by the LPT. If the parents request a re-identification process for another reason, as with every child in our school, the student will be closely monitored by all teachers and staff providers and reassessed regularly by the school team during the annual IEP review, which takes place within 6-12 months of the re-identification process to ensure the student's academic progress has not been adversely affected. Additional supports in the form of related services can be provided if the team and parents deem such supports necessary at that time.

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?

As all of our students have special needs, instruction of the ENL/Bilingual teacher as well as regular classroom teachers is centered on individual student abilities and goals mandated by their IEP. The teachers of ELLs infuse ENL strategies into their instruction (scaffolding, visual and native language supports, total physical response, natural approach). Using age- and grade-appropriate Trophies and or D75 curriculum, Attainment program for Reading and Writing for children with severe cognitive and language delays, Hochman Reading and Writing program for kids with significant language and processing delays, as well as Amplify ELA curriculum in the Yiddish Bilingual Program and other supplemental materials (such as adapted books, communication boards, etc.) ELL teachers integrate the school theme and content areas with ENL standards and modify reading material (stories) and classroom libraries.

For every subject including math, science, and social studies, teachers use age appropriate and grade appropriate materials that are then adapted to be accessible to students of all levels of cognitive functioning. Many adapted books are created and printed by teachers using Boardmaker software, etc. Materials are geared toward helping students develop skills aligned with the Common Core Standards. Technology such as Smart Boards, I-Pads, computers, and AAC devices are used to engage and motivate students and provide multiple entry points into each lesson for students of all abilities. For example, a lesson can include students using I-Pads as a speech output device, or to complete a matching activity for vocabulary work with visual and tactile support. Science and social studies lessons come to life using video demonstrations of extreme weather patterns when learning about climates in science, or cultural celebrations in different countries during a history lesson. Native language supports can be easily integrated into each lesson for ELLs using voice and visual aids through technology.

Chart 7 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?

100% of our student population have IEPs and are placed according to their IEP mandate within an appropriate and least restrictive learning environment. The ENL teacher and classroom teachers work collaboratively to create and implement IEP goals for our ELL students. The staff-to-student ratios are maintained throughout the school day, including during integrated and stand alone ENL sessions. ENL teachers schedule their sessions to allow for CR Part 154 driven maximum service delivery and student centered instruction that is most appropriate to each student's needs. This includes whole group, small group, and if/when possible, one-to-one instructional time within the ENL program. TEACCH (Training and Education of Autistic and Related Communication Handicapped Children), and Applied Behavioral Analysis (ABA) principles are incorporated as well. Listening, reading, speaking and writing skills are an instructional priority with the ESL/Bilingual teacher. While we try to maximize the number of kids in the ELL groups for Freestanding ENL service delivery to ensure that the mandated minutes of ENL services are provided as per CR Part 154, we also keep in mind the students' individual cognitive, developmental, behavioral and academic needs and ensure that more focused individual attention is still possible during ENL service delivery, as is necessary for each child's special needs according to his/her IEP.

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	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) 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.

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

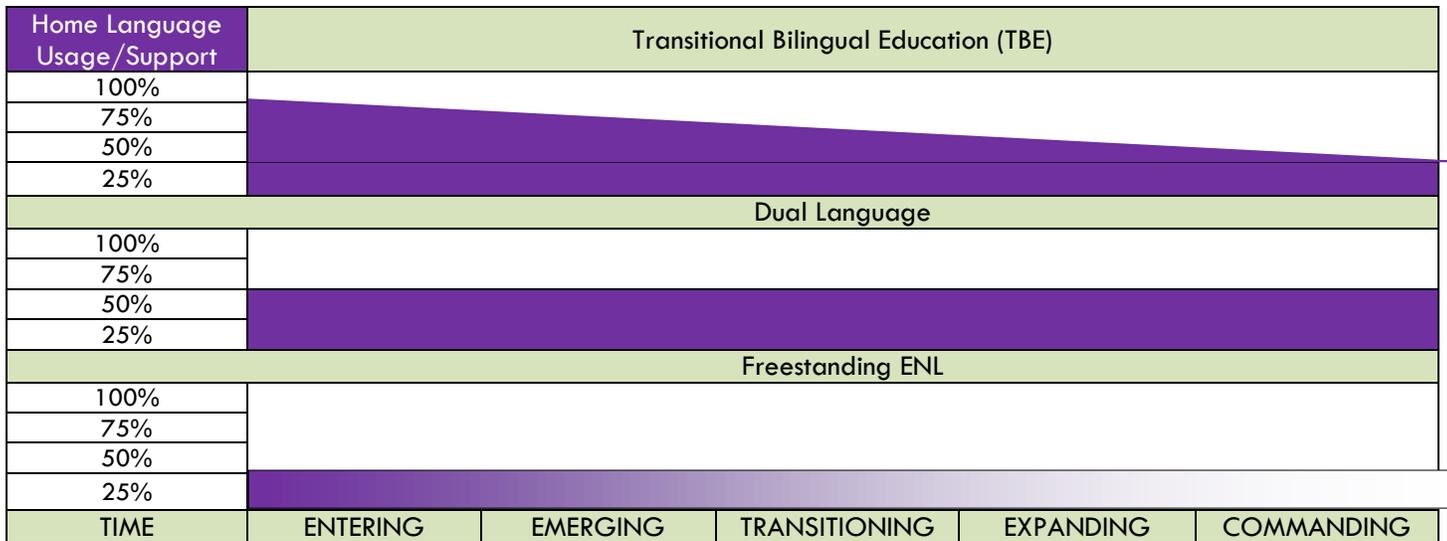


*Note: “other approved services” does not apply to New York City at this time.

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. In our ENL program, all instruction is conducted in English. Lessons are aligned with the New York State New Language Arts Progressions (NLAP) as required under New York State regulation CR Part 154; the goal being English language proficiency in speaking, listening, reading and writing. Targeted intervention programs for our ELLs, all of whom fall within the SWD category include the Attainment program for reading and writing for children with severe cognitive and language delays, Hochman Reading and Writing program for kids with significant language and processing delays, as well as Amplify ELA curriculum in the Yiddish Bilingual Program and other supplemental materials (such as adapted books, communication boards, etc.) Other reading Interventions provided are Foundations, Wilsons, and SMILE programs. Our math programs are Go Math and Integrated Algebra. Science and Social Studies are taught through a project approach with hands on activities. ENL strategies are implemented through the entire curriculum.

In our Yiddish Bilingual class all core subject instruction, as well as targeted interventions are delivered in both the native language and English throughout the school day. While the class uses the same school wide curriculum, materials are adapted by the teacher to be accessible to students in their native language.

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

The NYSESLAT reflects that progress is consistently being made by most students, and other types of informal assessments used throughout the year reflect positive growth even in students whose NYSESLAT scores do not indicate significant progress (probably due to their disability which inhibits their performance on a standardized test.) In terms of content, classroom teachers continually assess each student in the areas of math, science and social studies as their track each student's progress toward his/her IEP goals and those results also indicate growth throughout the years of ELLs' participation in the current ENL program. Because ENL strategies and special ed strategies often intersect and complement each other, all of our ELLs continue to receive visual, structural, and linguistic support in their content special ed classes even when the ENL teacher is not present in the classroom. Collaborative curriculum development ensures that all professionals within the school are on the same page and are working to maximally serve and address student academic content, linguistic, and developmental/cognitive/behavioral/social special needs.

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

At our main site which serves students in grades 6-12 we now implement a team teaching model where two classroom teachers work together, both working with each other's students throughout the day, with one of the teachers being responsible for ELA and social studies content, and the other teaching the STEM (science, technology and math) content. As two of our classroom teachers at the main site will be dually certified in Special Ed and ESOL, they will deliver integrated and standalone ENL in this co-teaching model, thus ensuring more consistency between ENL and core content instruction.

New targeted intervention programs for this year include the Attainment program for reading and writing for children with severe cognitive and language delays, and Hochman Reading and Writing program for kids with significant language and processing delays.

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

We do not plan to discontinue any programs and services for ELLs this year.

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

Extracurricular programs that are afforded to our students include: school performances, class trips to museums, stores and other community facilities. ELLs are included in all aspects of the activities to practice language for daily living. Our ELL students receive support services from speech therapy, physical therapy, occupational therapy and counseling. ELL students are also included in services to enrich the curriculum that are supported by Project Arts and VTEA funding to provide job skill training.

We are also in the process of organizing a CHAMPS program to encourage social skills and physical development of ELLs and non-ELLs alike, by facilitating peer interaction and language development through fun physical activity.

This year we will continue to have a weekly Title III after school program for ELLs at our main site and run by our Bilingual teacher, Oren Finkel, and our ESOL certified classroom teacher Ivana Ludvik, who is working on her dual certification in Special Ed, with the help of bilingual paraprofessionals for native language support. The program will integrate culturally based ADL into a literacy and language focused curriculum. It will provide additional English language support to the ELLs, as well as help diversify students' exposure to different cultures by integrating students who speak many different languages into one group. Students will learn about each other's cultures, and explore American culture, while working on their language and communication skills. Students will participate in fun, yet academically rigorous tasks that are closely aligned with the 4 modalities of the NYSESLAT, and will thus have additional opportunities throughout the school year to practice and develop their speaking, listening, reading and writing skills in English.

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.

ENL and Bilingual curriculum is closely aligned with students' regular classroom work and is focused on building oral communication and literacy skills. We use a variety of printed materials including ELA and math curriculum books, other grade and developmental level appropriate books, bilingual books, bilingual picture dictionaries, photo cards, Mayer Johnson symbols, Boardmaker adapted books, online books, online educational websites, I-pad books and educational apps and language focused computer software, and Smart Boards to support our ELLs. Assistive technology such as communication devices are also used when appropriate to support our students based on their individual needs and abilities. Each classroom is supplied with leveled reading books and literacy building games. Books in the students' native language are also available for story time and building transferable literacy skills for students with emergent literacy in their native language. Students work with technology using literacy promoting websites, (Reading A-Z, Raz Kids, Starfall, BrainPop, PBS Kids.org, etc.) accessible through classroom computers, ipads, and the Smart Board.

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

To support native language development many of our students are provided with Alternative Placement Bilingual Paraprofessionals, who speak their native language, as mandated by their IEP. Other bilingual staff, including classroom teachers, provide native language assistance to students throughout the day. The ENL teachers speak several languages, including Russian, Spanish and French and are thus able to provide native language assistance to many ELLs as well as their families in our Elementary school. Additional assistance is provided in forms of bilingual and native language dictionaries, heterogeneous student grouping, visual aids and labels in the students' native language, native language reading libraries, and access to technology and native language websites to support native language development.

In our Yiddish Bilingual class all core subjects are taught in both the native language and in English on different days of the week by our certified bilingual teacher Oren Finkel, using printed materials in both languages for visual support.

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

We ensure that all supportive services and resources correspond to our students' ages and grade levels, and are consistent with their cognitive/developmental levels as outlines in their IEPs. We often use grade/age appropriate materials adapted with more accessible language to engage and motivate students who have lower literacy skills. We rely on technology and visual aids to support emergent literacy development while covering age/grade appropriate content. At our elementary school sites the main focus of all students, regardless of ELL status is building interpersonal communication, oral language development, and literacy skills. Our ENL program has the same goal as its priority. At the main building which serves grades 6-12, the team teaching ENL classroom service delivery model allows our ELLs to learn all of their content with the ongoing support of their classroom ESOL certified teacher. Thus while they are working on age and level appropriate subject matter, their language needs are being addressed simultaneously.

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).

Upon enrollment in our school, all students, including ELLs, and their families receive support from our parent coordinator who works with them to help them access community support services for families with children with special needs, including ENL/Bilingual services, translation and interpretation services, financial and medical assistance programs, and case management services. Once the school year begins, all of our ELLs are evaluated by our ENL/Bilingual teachers and new ELLs entering throughout the school year are evaluated within 20 days of entry to ensure that appropriate support services are provided in a timely manner. School day activities that help newly enrolled acclimate include school/community walks, student/staff introductions, particularly during breakfast, lunch and recess, personal space and item labeling (using pictorial, English and native language labels), and extra one-on-one time with the ENL teachers if schedule permits.

19. What language electives are offered to ELLs?

We currently do not offer language electives at 370K as our students have severe cognitive and developmental disabilities and are exempt from a foreign language requirement based on their IEPs.

However our Yiddish bilingual students who are served in the Yiddish bilingual class receive daily instruction in their native language and have opportunities to develop their native language literacy skills as well as English literacy skills on a regular basis.

20. For schools with dual language programs:

- 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.
- In which language(s) is each core content area taught?
- How is each language separated for instruction?
- Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Currently, 370K only features ENL and TBE programs"

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
The ENL/Bilingual teachers as well as other staff members who work with ELLs, such as classroom teachers, related service providers, and paraprofessionals, and assistant principals attend and will continue to attend PDs relevant to serving our ELLs. These include ELL district/citywide PD sessions (for ENL teachers and ELL compliance Liaisons), and other relevant trainings geared toward improving English language skills in District 75 populations. Among PD topics are: Back to Basics Balanced Literacy Practicum for New Teachers, Collaborative Teaching Strategies for ENL and Classroom Teachers provided by the District 75 Literacy division, Structured Teaching, provided by the District 75 Autism division, Using Partner Augmented Input, Boardmaker, and Adapted Learning Educational Resources, provided by Mayer Johnson, ELL Curriculum Planning (provided by District 75 ELL division, New Teacher Support series, etc.

During our school PD days and monthly whole team staff meetings teachers attending the district workshops will turn-key relevant information to all staff members. Teachers and assistant principals will meet monthly to discuss teaching concepts and ideas presented as well as how they are implementing these strategies in their classrooms.

Also, as part of our Title III program this year we will hold professional development workshops focusing on learning how to incorporate the linguistic schemas of the students' native culture and use culturally appropriate Activities of Daily Living to increase language and communication skills for our ELLs in the after school program, as well as the classroom. ELL teachers and assistant principal will participate in this PD.

In addition, the ENL staff has organized a Staff/Parent Resource Library with books and video resources focused on helping children with special needs develop language and communication skills. The materials from this library are made available to all staff and families of our students as additional education and professional development tools.

Finally, our non-pedagogical staff, such as school secretaries, unit coordinators, nurses, parent coordinator, assistant principals, etc. receive ongoing training by our ELL Compliance Liaison on issues pertaining to ELL Compliance and working with ELL students and families (including proper ELL identification procedures and documentation, translation and interpretation requirements and options, ELL relevant resource coordination, etc.)

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?
Our teachers receive ongoing DOE and District 75 issued training pertaining to the proper implementation of the Common Core Learning Standards in our monthly school-wide PDs and outside trainings that each teacher is encouraged to select every year based on their own interests and their students' particular needs.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
To provide support to new staff working with transitioning ELLs the ENL/Bilingual teacher will meet with the ELL's new teachers to discuss that student's particular strengths and needs, and plan specific language-targeting approaches that will be incorporated in the new classroom. Teachers receiving transitioning ELLs in their classrooms will have continuing access to previously used strategies and materials and ongoing communication with previous teachers to support the students in their transition.

Our guidance counselors attend ELL related training such as Jose P and other informative trainings focusing on the specific needs of ELLs and their families in order to assist ELLs as they transition.

Also, as each student's detailed IEP and related service delivery documentation is now easily accessible online through SESIS, the new teachers of transitioning ELLs can always view relevant information, including progress reports, assessment data, and IEP progress to track student academic, cognitive and social development.
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 staff members will be sent for ELL training provided by the district office to obtain a minimum of 10 hours, as per Jose P. Upon completion of the Jose P. training each employee receives a certificate which is filed in their personnel folders. The administration and the ELL Compliance Liaison maintain an updated list of all staff members who have either completed or are working on completed their hours requirement. This list is update every year and is submitted to the ELL Department along with other ELL documentation.

In addition, the District 75 Office of ELLs holds several ELL focused PD sessions each year that our ELL teachers as well as classroom teachers are encouraged to attend. The staff who attend later turn-key the information during weekly teacher team meetings. PD agendas and staff attendance records are kept on file for each district or school-wide PD session and each teacher team meeting.

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?

Because 100% of our student population has IEPs, the entire IEP team (classroom teacher, admin, related service providers, and ENL teacher) attends the IEP meetings which are scheduled at least annually, or more frequently if needed, to communicate with parents regarding ELL goals/progress.

Our school actively encourages the parents of all students to be involved. Parents are communicated with on a nearly daily basis to inform them of their child's progress. Parents are encouraged to attend parent teacher conferences, but also to come for the performances, dances, holiday celebrations and step-up ceremonies in which their children perform or are otherwise involved. Parents are routinely informed of ENL and Bilingual conferences that they can attend. Our ELL parents are very active and participate in numerous activities throughout the school year. All communications are also provided to the families in their native language either through written or oral translations.

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.

All IEP meeting records, which include ELL progress discussions, are available in SESIS, and additional ongoing communication with parents is kept in classroom communication logs, monthly ELL letters, phone call logs.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Our school holds regular Parent Association Meetings to discuss issues pertinent to all students, including ELLs. During these meetings our Spanish bilingual parent coordinator (with the help of interpreters for other languages if necessary) works with the parents of ELLs to help them get connected to appropriate services and community resources, and provide relevant information to help them navigate the social service system.

The Title III ENL/Bilingual teachers in collaboration with the after school paraprofessionals will conduct two workshops informing the parents about the activities of the after school program and how they can be carried over into the home. These workshops present specific strategies that parents can use at home to help their children with disabilities develop language, communication, and literacy skills by engaging in fun culturally based language rich Activities of Daily Living. Parents will be engaged in hands-on activities of creating appropriate language-rich materials for their children to use with them at home to promote school-home connections in academics. Parents will be provided with printed materials in their native language as well as English, and Native language interpreters are made available during the oral presentation and discussion.

In addition, the ENL staff has organized and coordinates a Staff/Parent Resource Library with books and video resources in various languages focused on helping children with special needs develop language and communication skills. The materials from this library are made available to all staff and families of our students as additional education and professional development tools.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Our school partners with Mercy Drive for all parents – they provide services for translations and support for families that are in need ELL services. Mercy Drive comes out to schools and makes presentations to parents about the availability of pertinent services to the community. Parents are engaged in the presentation and are encouraged to ask questions and make follow-up contacts. Translation/interpretation services are made available by our in-house staff and/or the Translation and Interpretation Unit for ELL parents who need assistance.

5. How do you evaluate the needs of the parents? We utilize surveys and parent evaluation feedback forms that are translated in the family's native language. Through the use of the above surveys and feedback forms we schedule additional supports and workshops to address the needs the of which the families inform us.

6. How do your parental involvement activities address the needs of the parents? Based on parent feedback on these surveys, during parent/teacher conferences and daily written, phone, and face-to-face communication with the families of our students, we see that many of them want to know more about what they can do at home to help their children develop appropriate social, communicative, and academic skills. We base the development of our parent programs, such as the Parent workshops, and the Parent/Staff Resource Library, on this feedback and demand.

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.

School Name: P370K (The Jim Thorpe School)

School DBN: 75K370

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)
Susan Miller	Principal		10/26/15
Hope Smith	Assistant Principal		10/26/15
Vincente Wilson	Parent Coordinator		10/26/15
Olga Maryamchik	ENL/Bilingual Teacher		10/26/15
Cathy Wolf	Parent		10/26/15
Oren Finkel	Teacher/Subject Area		10/26/15
	Teacher/Subject Area		
	Coach		
	Coach		
	School Counselor		
	Superintendent		
	Borough Field Support Center Staff Member _____		
	Other _____		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **75K370** School Name: **The**
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) 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.

PS 370 collects information about the parents preferred language of written and oral communication with the school upon enrollment using part III of the HLIS, and informal interview with the families, and if needed, the Parents Preferred Language Form, translated into all most common available languages, as well as Student Emergency Contact cards, updated every year. The information is then entered into ATS by our School Secretary. In addition, each new school year all parents are surveyed regarding their preferred language of communication either in person or through a mailing or verbal phone conversation by the students' classroom teachers and paraprofessionals serving as interpreters. The survey results are compared with the adult preferred language currently listed in the ATS database and are updated if necessary.

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.

According to the Adult Preferred Language Report (RAPL) in ATS, we currently have both written translation and spoken interpretation needs for parents in the following languages: 1 Afrikans, 1 Albanian, 2 Arabic, 2 Bengali, 14 Cantonese, 4 Chinese (any), 2 French, 1 Haitian Creole, 7 Mandarin, 5 Russian, 31 Spanish, 2 Turkish, 2 Urdu, 2 Uzbek, and 4 Yiddish.

The ATS Adult Preferred Language Report (RAPL) is regularly updated and distributed to all staff for reference when communicating with parents throughout the year. Our parent coordinator makes sure

that all necessary translations and interpretations are made readily available for school meetings and written communication.

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.)

In the beginning of each year we typically send out the School Calendar, A Parent's Guide to Special Education Services for School Age Children, and Achieve NYC Guide to NYC Public Schools, all available in multiple languages from the DOE. Various SESIS documents and forms are sent out to families as the student's IEP comes up for review, and these are printed out from SESIS directly in the family's preferred language, when available. Finally, at least a week before the scheduled event, notices in English and/or the parents' preferred language go home for announcements of parent-teacher conferences, PA events, special holiday events and performances, parent outreach opportunities through community organizations, parent workshops on special topics, NYS testing dates, school trips, etc. After initial NYSITELL and annual NYSESLAT results become available, parent notification letters in the preferred language are sent out to families informing parents of the students' eligibility for services. Whenever a written translation is not possible in a specific language in a timely manner due to a short turn around time between the notice and actual date of an event, our bilingual staff contact the parent by phone to convey the information in the preferred language verbally.

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.

We hold the two parent-teacher conference days as per the chancellor's calendar and three sit-in-your-child's seat days each year, one in the fall and one in the winter and another in the spring. In addition, each of our students has an annual IEP meeting with the school team and the parent present. Finally, our school has an open door policy, that invites the parents to stop by whenever they wish to check in with us about their child's progress. Our bilingual staff is always on standby for oral interpretation and the Translation and Interpretation Unit is used for over the phone interpretation whenever a bilingual staff member is not available for a particular language.

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.

Many documents and forms are already available in various common languages online through DOE and SESIS. We try to use these documents either "as is" or with minor modifications to reflect our particular program info whenever possible. Our bilingual staff is always on standby for written translation of documents created in-house, and the Translation and Interpretation Unit is used for translating documents that come out with enough notice whenever a bilingual staff member is not available for a particular language. Whenever a written translation is not possible in a specific language in a timely manner due to a short turn around time between the notice and actual date of an event, our bilingual staff contact the parent by phone to convey the information in the preferred language verbally, with the help of the Translation and Interpretation Unit if necessary, and a cover letter or notice is sent home on the face of the English document in the appropriate covered language(s), indicating how a parent can request free translation or interpretation of such document.

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

Our bilingual staff is always on standby for oral interpretation and the Translation and Interpretation Unit is used for over the phone interpretation whenever a bilingual staff member is not available for a particular language.

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.)

Our Language Access Coordinator and Parent Coordinator will ensure that a list of all parents' preferred languages is annually updated and distributed to all staff members. We will also maintain a list of all the languages spoken/written by the bilingual staff in our school, available for in-house translation and interpretation. This list will also be disseminated to all staff for use when needed. Finally, info on how to use the Translation and Interpretation Unit will be emailed to all staff in the beginning of each year, and then periodically as a reminder before every parent-teacher conference. Phone number to the T&I Unit will be posted in the main administrative office at every site of our school.

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

Upon enrollment, along with all other required documentation we have provided all parents with a translated Bill of Parents Rights and Responsibilities. The Welcome Poster and translation services availability signs are posted throughout the building and the translation office telephone number is posted at our security desk, main office, and parent coordinator's office. Whenever a written translation is not possible in a specific language in a timely manner due to a short turn around time between the notice and actual date of an event, our bilingual staff contact the parent by phone to convey the information in the preferred language verbally, with the help of the Translation and Interpretation Unit if necessary, and a cover letter or notice is sent home on the face of the English document in the appropriate covered language(s), indicating how a parent can request free translation or interpretation of such document.

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)

We use annual surveys to collect feedback from parents on the quality and availability of the services we provide at our school, including language access services. The results of the surveys are reviewed by our administration and appropriate measures are taken to improve the quality of services if needed based on the feedback. Such measures may include additional staff training, change in school policy/procedures, seeking external guidance/support from appropriate DOE offices, identification of other available resources to address parent needs, etc.