

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

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

**75K373**

**School Name:**

**P.S. 373 - BROOKLYN TRANSITION CENTER**

**Principal:**

**REGINA TOTTENHAM**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: The Brooklyn Transition Center School Number (DBN): 75K373  
Grades Served: High School, Special Education  
School Address: 185 Ellery street  
Phone Number: 718-782-6800 Fax: 718-782-7098  
School Contact Person: Regina Tottenham Email Address: rtotten@schools.nyc.gov  
Principal: Regina Tottenham  
UFT Chapter Leader: Pamela Jackson  
Parents' Association President: Judith Barthelmy  
SLT Chairperson: Chris Furtick  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): \_\_\_\_\_  
Student Representative(s): Imani Whaley  
\_\_\_\_\_

**District Information**

District: 75 Superintendent: Mr. Gary Hecht  
Superintendent's Office Address: 400 First Avenue, NY, NY  
Superintendent's Email Address: GHecht@schools.nyc.gov  
Phone Number: 212-802-1520 Fax: 718-857-0565

**Borough Field Support Center (BFSC)**

BFSC: 75 Director: K.Louissaint  
400 First Avenue, NY, NY  
Director's Office Address: \_\_\_\_\_  
Director's Email Address: klouiss@schools.nyc.gov  
Phone Number: 212-802-1520 Fax: 718-857-0565

## 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)
Regina Tottenham	*Principal or Designee	
Pamela Jackson	*UFT Chapter Leader or Designee	
Judith Barthelmy	*PA/PTA President or Designated Co-President	
Briaqn Williams	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Imani Whaley	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
A.Duran	Member/	
M.Ramos	Member/	
J.Whaley	Member/	
R,Martell	Member/	
C.Furtick	Member/	
R.Green	Member/	

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature (Blue Ink)</b>
	Member/	

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

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

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

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

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

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



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

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

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

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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

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

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

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

## The Quality Review and the Framework for Great Schools

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

### NYCDOE's Quality Review (QR)

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

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

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

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

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

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

#### Section 4: CEP Overview

Develop a narrative summary that includes:

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

P373K is a Special Education District 75 High School which serves students identified with Learning Disabilities, Emotional Disturbance, Intellectual Disabilities and Autism. The mission of our school is to empower and motivate our students to realize their capabilities and potential through exposure to academics and the world of work. The school is a diverse collaborative community dedicated to achieving both standards-based and community-based instruction in the high school program and at the work sites.

The vision of 373K is to create a community of life-long learners where students, parents and staff are actively engaged in the education and transition process. P373K is a multifaceted school comprised of building-based high school students, 2 high school inclusion sites, 2 college inclusion programs, and a Transition Program that prepares students for the world of work at various work-study sites.

All students participate in NYS Alternate Assessment with Individualized Education Plans (IEPs) based on academic, social and vocational goals. They receive a full continuum of IEP mandated services. Emphasis is placed on data-based differentiated instruction using assessment tools including, Vocational Level I, SANDI, Scantron, Wilson, and running records. to meet the needs of individual students. Technology is infused in all curriculum areas to support classroom instruction and to increase student learning.

On the 2014-15 Quality Review, the school received 4 "well developed" in the areas of Ensuring Rigorous Instruction, Aligning Assessments to Curricula, Establishing a Culture for Learning and Engaging in Professional Collaborations. The area of Developing Teacher Pedagogy was rated "proficient". The citywide survey indicated a 91% rating for inclusive principal leadership, 96% approval in parent-teacher trust, and 94% in teacher outreach to parents. SANDI scores show a 4% increase in ELA scores and a 6.3% increase in math scores.

Additional highlights of the school year included a \$25,000 Rohatyn Award to enhance professional development in order to build internal capacity and develop school-wide leadership which will be used to increase teacher led professional development and mentoring sessions in this school year, and the School Wellness Council of the Year Award from the Office of School Wellness for our successes in the areas of health. The school also participated in the D75 Promise Initiative Grant to assist parents in the Medicaid process.

In the 2015-2016 school year, P373K will focus on increasing ELA and Math scores by ensuring customized, inclusive, differentiated instruction aligned to the Common Core, decreasing disruptive student behaviors, increasing teacher-led professional developments to enhance collective responsibility, and improving teacher performance, specifically in the area of student engagement.

## 75K373 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	386	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	8	# Music	2	# Drama	13
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	N/A	% Attendance Rate			81.3%
% Free Lunch	59.8%	% Reduced Lunch			0.6%
% Limited English Proficient	23.5%	% Students with Disabilities			99.7%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.6%	% Black or African American			61.2%
% Hispanic or Latino	30.6%	% Asian or Native Hawaiian/Pacific Islander			2.0%
% White	4.8%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	3.17	# of Assistant Principals (2014-15)			3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			4
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			17.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)			8.01
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				
<b>Accountability Status – Elementary and Middle Schools</b>					
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				
<b>Accountability Status – High Schools</b>					
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.

As stated in our 2014-15 QR:

- While students are actively engaged in most classrooms, assigned tasks do not necessarily produce higher-order work products and are inconsistent across classrooms. This hampers students’ ability to fully participate in instruction; reduces engagement, and limits the opportunity for all students to produce meaningful work products that demonstrate higher levels of thinking
- Although some teachers use a variety of classroom strategies that support difference in students’ learning styles, interests and abilities, other teachers still demonstrate teacher-directed lesson planning not allowing students frequent opportunities to cement their teaching through a peer exchange of ideas and assessments. Consequently, current levels of student engagement, motivation and thinking vary as evidenced in student work produced in many classrooms.

An examination of the following SANDI data for 2014-15 indicated the following:

- 6:1:1 – 9.5% overall growth
- 12:1:1 – 7.3% overall growth
- Pre-transition – 4.4% overall growth

Based on this data there is a need to hone instruction and increase the level of rigor in ELA to ensure an improvement in student ELA outcomes.

### 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, 85% of all students will score a 3 or 4 score in ELA and Math on the school-wide IEP tracking sheet by ensuring that instruction is customized, inclusive, motivating, aligned to the Common Core and differentiated as per the Framework for Great Schools.**

### Part 3 – Action Plan

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
<p>To further focus on our pre-transition cohort we have increased the requirements to further prepare these students by designing a transitional portfolio that will be implemented throughout the year. This cohort has also been restructured so each teacher will be teaching in a subject of their “strength.”</p>	<p>Pre-transition students</p>	<p>Sept-June</p>	<p>Teachers, school based coaches, PLC’s, Data Specialists for each cohort RSP’s and administration</p>
<p>Use of differentiated curriculum focusing on individual cohort needs: “VOCATIONAL CONNECTIONS”, Attainment, D75 curriculum infused with CDOS. Curriculum supplemented with: Unique, News2You, Menu Math, Passaged to Read, Daily Reading Comprehension, Mi Primera Leccion en Ingles</p>	<p>6:1:1,8:1:1,12:1:1 populations</p>	<p>Sept-June</p>	<p>Teachers, school based coaches, PLC’s, Data Specialists for each cohort RSP’s and administration</p>
<ul style="list-style-type: none"> <li>• Data team will meet regarding NYSAA Administration (October, February) and ensure that more rigorous tasks are given to the students.</li> <li>• SANDI implementation will occur three times during the year September (benchmark), February (progress reviewed) and May</li> </ul> <p>IEP weekly tracking form monitoring by teachers, data specialists and administrators on an ongoing basis (September – June).</p>	<p>6:1:1,8:1:1,12:1:1 populations</p>	<p>Sept-June</p>	<p>Teachers, school based coaches, PLC’s, Data Specialists for each cohort RSP’s and administration</p>
<p>Weekly progress report will be sent home to families focusing upon academic and social areas in need of growth and/or accomplishment</p>	<p>6:1:1,8:1:1,12:1:1 populations</p>	<p>Sept-June</p>	<p>Teachers, school based coaches, PLC’s, Data Specialists for each cohort RSP’s and administration</p>

**Part 4 – Budget and Resource Alignment**

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

Common planning and prep time for staff and related service providers, including meetings weekly to review project and coordinate outreach.

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

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

**Part 5 – Progress Monitoring**

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

- Administration will review PLC meeting minutes and sample work following cohort/ Inquiry meetings and will attend PLC meetings regularly. (weekly)
- Feedback forms will be reviewed following PD’s to monitor effectiveness.(monthly)
- Teachers will collaborate weekly for planning and review of lesson plans will monitor effectiveness.
- Learning goals will be reviewed by Administration during pre and post observations and PLC’s to monitor student progress. (weekly)
- Collaborative review of NYSAA baseline data in cohorts with collaborative adjustment to CCLS aligned with instruction, data specialist review. (weekly)
- Student progress monitored through SANDI results from baseline data in September, M/Y progress in February, and EY in May. (weekly)

Weekly, observations will be recorded in ADVANCE to monitor teacher effectiveness and student progress. Administration will review and meet with school based coaches to discuss interventions and next steps. (weekly)

**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.
- Graduate exit summaries indicate that a decrease in disruptive behaviors improves students’ post- secondary outcomes.
  - In the 2014 – 2015 school year there were 61 referrals in the areas of disruptive classroom behavior, defiance, and aggression as per the School-wide information system (SWIS) indicating the need for greater behavioral supports.
  - 13% (total of 7) of teachers received a developing or ineffective in the area of 3C (engaging students in learning) in ADVANCE. Data analysis revealed that 27% of the reported disruptive behaviors occurred within these identified classrooms, indicating a need for increased professional development in 3C and in social emotional learning.

### Part 2 – Annual Goal

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

**By June 2016, there will be a 7% decrease from the 2014-2015 school year (61 referrals) in disruptive student behaviors as evidenced by SWIS data measuring the frequency of referrals.**

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<ul style="list-style-type: none"> <li>• Professional Development in Positive Behavior Support Systems (PBIS), Life Space Crisis Intervention (LSCI), and Therapeutic Crisis Intervention (TCI)</li> </ul> <p>Professional Development in creating dynamic lesson plans that increase student engagement and decrease disruptive behavior</p>	<p>12:1:1 and Pre-Transition Cohorts</p>		<p>Principal, Assistant Principals, Mentors, Coaches, AND District 75</p>
<p>Administrators, coaches, and mentors will meet with teachers in post-observational conferences with a focus in the area of student engagement as per the Danielson rubric.</p>	<p>6:1:1, 8:1:1, 12:1:1, Inclusion and Pre-Transition and Transition Cohorts</p>		<p>Administrators, coaches, and mentors</p>
<ul style="list-style-type: none"> <li>• SWIS data reviews during Professional Learning Community (PLC) times will occur on a bi-weekly basis.</li> </ul>	<p>6:1:1, 8:1:1, 12:1:1, Inclusion and Pre-Transition and Transition Cohorts</p>		<p>Principal, Assistant Principals, Dean, Data Specialist, Guidance Counselors, Teachers</p>
<ul style="list-style-type: none"> <li>• Implement differentiated Social/Emotional Learning curriculum 'Second Step'</li> <li>• Expansion of the school-wide Kindness Project</li> </ul>	<p>12:1:1 and Pre-Transition Cohorts</p>		<p>Principal Assistant Principals Guidance Counselors, Social Workers, Teachers</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>-Student, Family incentives</p> <p>-Scheduling</p>

<b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <ul style="list-style-type: none"> <li>• Administration and Conflict Resolution Team will review SWIS data bi-weekly and benchmark in October, February, and June.</li> <li>• Administration will schedule and track participation in professional development in LSCI, PBIS, and TCI monthly.</li> <li>• Feedback from teachers regarding the Social/Emotional Learning curriculum ‘Second Step’ will be collected quarterly.</li> <li>• Teachers will collaborate weekly with the Dean of students, guidance counselor, and social worker to ensure PBIS, LSCI, and TCI techniques are being implemented correctly</li> <li>• Administrators and school based coaches/mentors will meet monthly (co-planning, co-teaching, and modeling) with teachers to provide feedback on student engagement and lesson planning.</li> <li>• PLCs will include SWIS data, FBA and BIP reviews during meeting times bi-monthly.</li> <li>• Student progress in classroom engagement will be monitored through informal observations September through June.</li> <li>• Observations will be recorded in ADVANCE to monitor teacher effectiveness in the area of student engagement and behavior and reviewed in November, February, and May.</li> </ul>
<p><b>Part 5b.</b> In <b>February 2016</b>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

## 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.
- According to our 2014-15 Quality Review, section 4.2, teachers take on a variety of leadership roles in the school and often collaborate to examine student work, plan together, and visit each other’s classrooms to share ideas and best practices.
  - The Framework for Great Schools Report (2015) recognizes a 100% positive teacher response rate to the statement “Teachers work well with each other”
  - 97% of teachers were rated either effective or highly effective on Danielson indicator 4D, Participating in a Professional Community.
  - Based upon SBO vote, grade-level professional learning communities (PLCs) meet twice weekly to analyze student work, gather data, and reflect upon best practices.
  - PLCs craft year-long inquiry projects, designed to increase teacher collaboration and improve student outcomes. Rotating PLC staff present weekly about inquiry progress.
  - Each PLC has a data specialist that meets weekly with administration to help track student progress, and to report on successful collaboration strategies.
  - 100% of our Pre Transition and Transition PLC members who were surveyed in June 2015 stated that the 10 teacher-led PD and PLC sessions were the most engaging and effective ways for to share knowledge and complete student-related pedagogical and data-driven studies.
  - According to the Framework for Great Schools Report, our Professional Communities need to increase peer collaboration (currently 64%) and collective responsibility (currently 64%).
  - A review of school seniority reveals that 42% of our staff has been teaching for 5 years or less, while 20% of our staff is likely to retire in the next five years. We must develop a plan to collaboratively transfer knowledge and develop pedagogy, led by veteran staff and increase the number of coaching sessions for new staff.
  - A review of Shared Path to Success documentation highlights the importance of early and intensive transition planning for our students.

During the 2014-15 school year, our Pre Transition and Transition cohorts participated in an inaugural mentor project. This project was designed to utilize the transition planning knowledge of veteran teachers, and transfer it to our newer pre transition staff via 1:1 partnerships. The program was successful in its first year, but true transfer of knowledge and replication requires an additional year of programming.

### Part 2 – Annual Goal

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

By June, 2016, there will be a 25% increase in teacher-led professional development and mentoring sessions in order to increase teacher leadership, as measured by the number of mentor/mentee training sessions and collaborative meetings conducted by staff.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Train PLC data specialists to support their cohorts in challenge coaching mentor model</p>	<p>2 data specialists</p>	<p>June-August 2015</p>	<p>Cohort-assigned administrators  Data specialists  Cohort teachers</p>
<p>Data specialists train their PLCs in the challenge coaching model</p>	<p>Transition and pre transition cohort teachers</p>	<p>September 2015- June 2016</p>	<p>Cohort-assigned administrators  Data specialists  Cohort teachers</p>
<p>• Bi weekly PLC meetings to implement teacher-led mentoring and professional development  Weekly peer to peer mentor sessions</p>	<p>Transition and pre transition cohort teachers  Data specialists</p>	<p>September 2015- June 2016</p>	<p>Cohort-assigned administrators  Data specialists  Cohort teachers</p>
<p>• Data specialists meet weekly with administration to report progress.  • Conduct surveys (baseline, mid and post)- “Has your collaboration improved? Has mentoring helped you take ownership for student/school success? Is teacher-led PD effective? “</p>	<p>Data specialists  Administration</p>	<p>September 2015- June 2016</p>	<p>Cohort-assigned administrators  Data specialists  Cohort teachers</p>

**Part 4 – Budget and Resource Alignment**

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

**Human Resources:**

Designated data specialist and veteran transition teachers to spearhead implementation. Cohort-based administrator to supervise.

**Instructional Resources:**

Shared Path to Success PowerPoint and training materials

Challenge Coaching training materials

WAVE/EDEN /Vocational One curricula

Survey Monkey to conduct pre, mid and post project surveys

**Scheduling:**

Common planning and prep time for pre transition and transition teachers, including two PLC meetings weekly to review project

Common prep time for mentor pairs to meet 1;1

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

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

**Part 5 – Progress Monitoring**

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

Success will be measured by:

- Review number of mentor meetings (November 2015, January 2016)
- Review number of mentor/mentee interactions (November 2015, January 2016)

Analyze pre and mid-year survey results about increased teacher-led collaboration. (September 2015, February 2016)

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

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

**Section 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.
- Analysis of 2014-15 Advance MOTP data revealed that domain 3c – “Engaging Students in Learning” was our lowest rated competency. This review revealed a need to move teachers toward more effective instructional practice through targeted teacher lead PD’s, D75 PD’s, PD’s through [sharedpathpd@schools.nyc.gov](mailto:sharedpathpd@schools.nyc.gov). Teaching Matters partnership, Advance teacher self–evaluations, peer intervisitations and walkthroughs, Brown Bag PD’s, school based coach support, and collaboration during PLC’s.
- Our 2014-2015 Quality Review cited “Differentiation of instruction exists in most classrooms thereby providing students with multiple entry points into the curricula, however there are inconsistencies across classrooms. Thus, it is unclear if the current strategies are setting a path towards mastery of skill and content for all groups of students . “
- The Framework for Great Schools Report (2015) recognizes a 100% positive teacher response rate to the statement “Teachers work well with each other”
- A review of school seniority reveals that 42% of our staff has been teaching for 5 years or less.

According to the Framework for Great Schools Report, our Professional Communities need to increase peer collaboration (currently 64%) and collective responsibility (currently 64%).

### **Part 2 – Annual Goal**

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

**By June 2016, there will be a 5% increase above the scores from the 2014-2015 school year in teacher performance in the area of 3C, student engagement as measured by final ratings in Measures of Teacher Performance (MOTP) in Advance.**

### **Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote parent leadership and engagement as a key lever for school improvement.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Needs Assessment Survey – teachers will complete a pedagogical survey in “areas in need of support” so appropriate assistance can be given. Streamlined PD’s will be determined based on this needs assessment.</p>	<p>All teachers</p>	<p>September - June 2016</p>	<p>Teachers, school-based coaches, PLC’s, Data Specialists for each cohort, RSP’s and administration</p>
<p>Continued implementation of EdCamp – these distributive leadership sessions will be conducted four times a year to increase teacher collaboration, input and leadership to improve student outcomes.</p>	<p>All teachers</p>	<p>September - June 2016</p>	<p>Teachers, school-based coaches, PLC’s, Data Specialists for each cohort, RSP’s and administration</p>
<ul style="list-style-type: none"> <li>• In house PD’s will be performed on a rotational basis allowing highly effective and effective teachers to showcase best practices. These streamlined PD’s will nurture professional growth, increase student rigor and performance.</li> <li>• Teachers will also be required to “turnkey” all outside PD’s during PLC’s and/or staff development periods.</li> </ul> <p>PD feedback forms will be completed by all staff members involved so administration can monitor effectiveness</p>	<p>All teachers</p>	<p>September - June 2016</p>	<p>Teachers, school-based coaches, PLC’s, Data Specialists for each cohort, RSP’s and administration</p>
<p>Informal Analysis – administration will review the dashboard tool in ADVANCE to customize PD’s in monitoring and supporting struggling teachers and also move teachers from effective to highly effective.</p>	<p>All teachers</p>	<p>November February May, 2016</p>	<p>Teachers, school-based coaches, PLC’s, Data Specialists for each cohort, RSP’s and administration</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>- Common planning and prep time</p>
<p>-Per session and/or per diem monies as applicable for professional development</p>
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>

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

**Part 5 – Progress Monitoring**

**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.

- The administrative cabinet will review teacher observations and Advance data to identify the specific components that require targeted professional development and will provide accordingly. (weekly)
- Administrators will provide meaningful feedback and strategic pedagogical planning based upon the Danielson rubric during post informal meetings. (monthly)

Teachers will be observed regularly, results will be recorded in the ADVANCE system and feedback will emphasize strategies for pedagogical improvement. (monthly)

**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.
- The Framework for Great Schools Report (2015) assigns us a score of 94 for parent outreach, 2 points higher than the citywide average.
  - Our 2014-15 Quality Review report for indicator 3.4, Communicating High Expectations, states that “the school provides a multitude of avenues for families to understand their children’s strengths and areas in need of improvement.”
  - All Freshman and Sophomore students participate in year-long service learning projects, whereby they partner with and create a project to benefit a local, community-based organization
  - High School teaching staff sends home a weekly progress report, aligned to the report card rubric, which is reviewed and returned with a parent signature.
  - Parents complete Vocational Level One Interest Inventories to support their students instructionally, and to provide direction for pedagogical staff about desired adult outcomes when students leave our program at 21.
  - Transition teachers are in constant contact with parents as they complete person centered plans and make agency connections that will support our students as they age out of the program.
  - In 2014-2015, only 44% of parents completed our school survey.
  - The Framework for Great Schools Report (2015) lists our parent involvement at 44% as well.
  - Only 29% of teachers were rated highly effective in Danielson Domain 1, Planning and Preparation, which includes indicator 1B, Knowledge of Students.
  - The Framework for Great Schools Report (2015) ranks Strong Family/Community Ties as our lowest rated indicator, at 56.
  - As a result of our lower scores in Danielson Domain 1, Knowledge of Students, and on the Framework for Great School’s Family/Community Ties indicator, our challenge is to establish a way to improve the relationship between our instructional staff and our families.
  - To develop a strong and equitable relationship between teachers and parents, we will pilot a home visit outreach program in our 6:1:1 cohort, modeled after the Kerry Rose Parent Teacher Home Visit Project.
- To support this stronger relationship between teachers and families, we will also incorporate once monthly parent education sessions for our 6:1:1 cohort, designed and facilitated by our instructional staff.

## Part 2 – Annual Goal

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

By June 2015, staff will conduct in-home outreach sessions with 80% of families in our 6:1:1 cohort in order to increase parent involvement and expose families to community resources available for student transitional planning, as measured by staff visitation logs.

## Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Train 6:1:1 data specialist, 6:1:1 coach and school outreach staff in the Kerry Rose National Home Teacher Project model</p>	<ul style="list-style-type: none"> <li>• 6:1:1 data specialist</li> <li>• 6:1:1 coach</li> </ul> <p>6:1:1 Family workers,</p>	<p>July 2015-September 2015</p>	<p>Administration</p>
<p>Data specialist and Coach train 6:1:1 staff in the Kerry Rose National Home Teacher Project model</p>	<p>6:1:1 teachers</p> <p>6:1:1 related service providers</p>	<p>September-October 2015</p>	<p>Administration</p> <p>6:1:1 data specialist</p> <p>6:1:1 coach</p>
<p>6:1:1 and school outreach staff begin targeted in- home visits with families in cohort, using Kerry Rose National Home Teacher Project model</p>	<p>6:1:1 teachers</p> <p>Family workers</p> <p>Related service providers</p>	<p>September 2015 –April 2016</p>	<p>Administration</p> <p>6:1:1 staff</p> <p>6:1:1 students and parents</p> <p>6:1:1 related service providers</p>

<ul style="list-style-type: none"> <li>• Begin implementation of surveys (baseline, mid and post)- “Has your comfort level (teacher to parent)and knowledge of community resources increased?”</li> <li>• After home visits begin and mid- year survey data collected, 6:1:1 teachers and school outreach staff use family feedback to coordinate 3 family informational sessions</li> <li>• Conduct parent information sessions</li> </ul>	6:1: teachers  Family workers  6:1:1 related service providers  6:1:1 students and families	<b>Surveys:</b> September 2015 to May 2016  <b>Information Sessions:</b> March, April and May of 2016	Administration  6:1:1 staff  Family workers  6:1:1 students and parents  6:1:1 related service providers
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**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> <p>Human Resources:</p> <p>Designated family worker, data specialist and coach to spearhead implementation. Cohort-based administrator to supervise.</p> <p>Instructional Resources:</p> <p>Kerry Rose National Home Teacher Project Materials and on line webinars for staff training</p> <p>Survey Monkey to conduct pre, mid and post project surveys</p> <p>Scheduling:</p> <p>Common planning and prep time for 6:1:1 staff and related service providers, including Two PLC meetings weekly to review project and coordinate outreach</p> <p>Double afternoon prep periods for each teacher/outreach staff member 2 times monthly (ex: every other Thurs) to allow for in-home outreach sessions</p>
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<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>We will utilize Survey Monkey to conduct a pre and mid project assessment ( <i>September</i> 2015 and February 2016).</p> <p>We will ask questions to determine level of staff/parent comfort, increase in parent knowledge of community and transition planning, and increase in comfort with our school.</p>
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Pre and mid-year results (February 2016) will inform planning for three parent outreach sessions in March, April and May of 2016.

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

## Section 6: Academic Intervention Services (AIS)

*(Required for All Schools)*

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	SANDI/NYSAA scores	Unique, Scantron, SMILE, Running Records, Brainpop/Brainpop Jr., Gimme 20, Attainment, Wilson, "VOCATIONAL CONNECTIONS" curriculum, D75 and School Curriculum, CDOS, News2You, Flocabulary	Small group and 1:1 instruction	5X weekly – during the AM literacy block
<b>Mathematics</b>	SANDI/NYSAA scores	Unique, Brainpop/Brainpop Jr., D75 & School Curriculum, CDOS, Attainment, "VOCATIONAL CONNECTIONS" curriculum	Small group and 1:1 instruction	5X weekly – during the math block
<b>Science</b>	SANDI/NYSAA scores	HIV/ AIDS Curriculum, Health/ Sex Ed Curriculum, Unique, CookShop, Health Advocacy Program, HAP Curriculum, "VOCATIONAL CONNECTIONS" Curriculum	Small group and 1:1 instruction	During science/health
<b>Social Studies</b>	SANDI scores	CDOS, Unique, Attainment, "VOCATIONAL CONNECTIONS" Curriculum	Small group and 1:1 instruction	During SS
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	SANDI scores	PBIS, Intensive Counseling/ Guidance, LSCI, TCI, BIP, FBA	Small group and 1:1 instruction	Strategies are provided in 1:1 and small group instruction. In accordance to IEPs

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## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

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

### Part 2: All Title I Schools

#### **2a. Highly Qualified Teachers (HQT)**

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

#### **2b. High Quality and Ongoing Professional Development**

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

### Part 3: TA Schools Only

#### **3a. Use of Program Resources**

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

#### **3b. TA Coordination with the Regular Program**

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

**Part 4: SWP Schools Only**

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

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

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

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

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

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

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

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

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

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

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

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

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

**Important Note:** The following funds may not be consolidated:

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

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

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

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

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

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**Parent Involvement Policy (PIP) Template**

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

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

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

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

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

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

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

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

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

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

#### **I. School Responsibilities:**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

**II. Parent/Guardian Responsibilities:**

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

**III. Student Responsibilities:**

- attend school regularly and arrive on time;

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>373K</u>	DBN: <u>75K373</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 type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
# of certified ESL/Bilingual teachers: <u>1</u>
# of content area teachers: <u>1</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: P373K/BTC currently serves the needs of 89 ELLS (34.62%% of the school's overall population). There are two (2) Spanish bilingual classes. One of these classes is in our main building; the other is at one of our full-time community-based worksites. Each of these classes is served by a fully-certified bilingual teacher. The class in the main building is served by a bilingual teacher, Ms. Rose Quinones. The full-time community-based worksite class is served by a fully-certified bilingual teacher, Mr. Felix Valentin. We currently have a fulltime certified ESL teacher who serves approximately 40 ESL mandated students.

All of our ELL's students are invited to participate in the Title III after school program. Based on parents interest we decide who participates.

The P373K Title III program for 2014-2015 will be an After-school program. This year's theme is: "Memoir-Writing Through the use of Technology". Instruction will be delivered in small thematic units and will be in the content areas of English Language Arts and Social Studies. Our rationale for the choice of this theme lies in the fact that our ELL students express as strong interest in reading and writing their autobiographies; additionally, their last year NYSESLAT scores show that they struggle with the Writing modality.

According to Krashen, second language acquisition requires meaningful interaction in the target language. Computer-assisted language learning (CALL) enables ELLs to construct meaning in a digital environment. McLoughlin and Oliver (2004) explain that the computer is one way to support Vygotsky's (1978) communicative theory of learning and, if used appropriately, teachers can provide an environment in which learning is authentic and activities are interesting to students (Healey & Klinghammer, 2002). Thus, students are able to construct their own knowledge, as teachers scaffold students' learning.

When teaching ELL students we have to remember that there is no one specific method or technology that is best suited for all children. We plan to differentiate instructional materials to meet the unique needs of our students. We are aware that it is important to choose technology that increases student interactivity and motivation. Through the use of interactive Apps and Ipads, students will create their own memoirs. Furthermore, students will re-enact their memoirs by reading them to each other and recording each other using Flip Video cameras and iPads.

As a supplemental program, Title III will complement mandated services by reinforcing skills learned in the content areas of ELA and Social Studies during the regular school day. The program will serve the needs of 12 (12:1:1) ELL students in Grades 9, 10, and 11.

The iPads and the laminating machines will be used to facilitate work flow. Multiple students can work on multiple projects and complete them by the end of the sessions. They will have the opportunity to be set up in the work station groups which will address their individualized needs.

The 2014-2015 Title III program will be on two (2) days a week for two (2) hours each Tuesday and Thursday, from 3:00pm to 5:00pm for duration of eleven (11) weeks. The language of instruction will be English. The program will begin in March 2015 and end in May 2015.

The technology teacher will assist the Bilingual teacher in implementing the sessions goals by utilizing the individual technology work stations. The Bilingual teacher and the technology teacher will collaboratively work throughout the entire 2 hour sessions.

The Bilingual teacher, two Spanish speaking paraprofessionals (one of the students has a one-to-one paraprofessional), a technology teacher ( who will collaborate with the ELL teacher) and the Assistant Principal will be the instructional staff for Title III. The assistant principal, Mr. Greenidge, will not be

## Part B: Direct Instruction Supplemental Program Information

remunerated from Title III funds from 3:00 - 4:00 p.m, as this is part of his regular work day.

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## 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: Six (6) one-hour long (3pm to 4pm) professional development workshops for two (2) teachers, two (2) paraprofessionals, and one (1) supervisor have been scheduled for six Wednesdays. The first of these workshops will be held one week prior to the beginning of the program (last week of February 2015).

To support and reinforce the theme (Memoir Writing through the Use of Technology), the book "Writing between Languages: How English Language Learners Make the Transition to Fluency" by Fu, Dangling (2009) will be used. The authors seeks to demonstrate that by beginning with literacy and putting writing at the center of the curriculum, students can be helped make a smoother transition to the target language, English, while teachers support their academic literacy. Emphasis is placed on the crucial and helpful role, which literacy plays in building written English fluency.

Professional Development will involve the research and review of literature related to the theme of Standards Based Instruction in ELA and Social Studies through Memoir Writing and the use of Technology.

Our school's fully-certified Bilingual teacher, Ms. Quinones, will do the PD sessions for the technology teacher, two bilingual paraprofessionals and the Assistant Principal.

The Technology teacher will utilize her experiences in using the smartboard, iPads, laptops, apps and computers to facilitate memoir writing.

These teachers will work collaboratively, using Applications such as, "Writing TherApy" and "Abby Explore Grammar" Levels 2 through 5. These Applications are are nominally priced or free. They teach grammar through interactive activities and are differentiated to address students at different functional levels. Ms. Sandoval, given her facility with technology, can demonstrate to other Title III staff how to best use technology tools e.g. Smartboard, Ipads, desktops, laptops and a variety of Aps. to improve on the learning of academic English language.

Assistant Principal, Roger Greenidge, will engage in the Title III PD, but will not be remunerated from Title III funds from 3:00 p.m. - 4:00 p.m..

Mayra Pascual is the schools ELL's Liason for Title III.

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Topics to be covered are:

1. Teaching writing across the content areas of ELA and Social Studies;
2. Improving instructional practices through the use of technology;
3. Vocabulary building across content areas of ELA and Social Studies for ELLs with special needs;

-

4. Pre-writing as part of the writing process;

5. Writing and the common-core curriculum;

6. Helping students with the culminating activity – a book of memoirs.

-

-

### Part D: Parental Engagement Activities

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

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

Begin description here: Parents will be notified of the proposed Title III 2014-2015 program through the official Title III parent letter on school letter-head which will be sent out to all parents of ELLs in English and their home language (Spanish). This letter will provide parents with all the information about the program, notifying them of the start and ending dates, days and hours of duration of the program.

In addition, two (2) Title III orientation meetings will be held during Open-School Day/Night in November 2014 (early afternoon and evening sessions) and at no additional cost to the Title III program.

Topics covered will be:

1. The importance of teaching ELL students to write autobiographies;
2. Equipping ELL students with the 21st century technology to promote their writing skills

These orientation sessions will be facilitated by the school's ELL liaison and Assistant Principal Mr. Roger Greenidge, working in collaboration with Ms. Tisha Lamb (Parent Coordinator), a fully-certified Bilingual teacher, Ms. Quinones and a technology teacher Ms. Sandoval.

Parents will be invited to attend all twenty-two (22) sessions of Title III with their children and participate in all of the activities. Telephone calls will be made to their homes by staff, advising parents of the program and answering their questions and concerns. Metro cards for parents will be purchased. (50 metro cards as per parent's request).

### Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	<u>\$9428.68</u>	<u>Instruction:</u> <u>Instructional Program:</u> 1 Supervisor 2 days x 1hr (4:05 pm-5:05 pm)/day x11 wks hrs. @52.84 = <u>\$1,162.48</u> 2 Teachers: 1 technology teacher 2 days/wk. x 2 hr./day x 11 wks. 44 hrs. @ \$50.50 = <u>\$2,222</u> 1 Bilingual teacher 2 days/wk. x2 hrs./day x 11 wks. 44 hrs. @ \$50.50= <u>\$2,222</u> 1 Payroll secretary 10h@ \$31.12 = <u>\$311.20</u> 2 Paraprofessionals 2 days x 2 hrs/day x11 wks.44 hrs.

**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>each @ \$29.05= \$2,556.40</u> Professional Development for after-school staff: <u>2 Teachers</u> <u>6 hrs. each @ \$50.50 =\$606.00</u> <u>2 Paraprofessionals</u> <u>6 hrs. each @\$29.05= \$348.60</u>
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	<u>\$1,312.38</u>	<u>2 Ipads @ \$479 each each =\$958</u> <u>1 Laminator @\$354.38=\$354.38</u>
Educational Software (Object Code 199)	_____	_____
Travel	<u>\$250.00</u>	<u>\$250.00</u> 50 Metro cards for parents
Other	<u>\$209.32</u>	Refreshments for parents: <u>\$209.32</u>
<b>TOTAL</b>	<b><u>\$11,200.00</u></b>	_____

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

**2015-16 AND 2016-17 SCHOOL YEAR**

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

## Part I: School ELL Profile

### A. School Information

District <b>75</b>	Borough <b>Brooklyn</b>	School Number <b>373</b>
School Name <b>The Brooklyn Transition Center</b>		

### B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal <b>Regina Tottenham</b>	Assistant Principal <b>Jeannine Gomez</b>
Coach <b>Mark Horosky</b>	Coach <b>Pierce McGlone</b>
ENL (English as a New Language)/Bilingual Teacher <b>Rose Quinones, Bil. Spanish</b>	School Counselor <b>Andre Lapaix</b>
Teacher/Subject Area <b>Felix Valentin, Special Ed</b>	Parent <b>Caridad Ortiz</b>
Teacher/Subject Area <b>Tenia McCoy, ENL</b>	Parent Coordinator
Related-Service Provider <b>Michael Suarez/ Speech</b>	Borough Field Support Center Staff Member
Superintendent	Other (Name and Title) <b>Amercy Shields/ ENL Teacher</b>

### C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	<b>2</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>1</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>1</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>1</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	<b>0</b>	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]	<b>0</b>	Number of special education teachers with bilingual extensions	<b>2</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>379</b>	Total number of ELLs	<b>97</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <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): Spanish
Dual language program (DL)	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	If yes, indicate language(s):
Freestanding ENL	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	97	<b>Newcomers</b> (ELLs receiving service 0-3 years)	22	<b>ELL Students with Disabilities</b>	97
<b>SIFE</b>	9	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	35	<b>Long-Term</b> (ELLs receiving service 7 or more years)	40

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>	4	0	4	3	1	3	6	0	6	0
<b>DL</b>	0	0	0	0	0	0	0	0	0	0
<b>ENL</b>	18		18	32	6	32	34	0	34	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 11

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

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

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

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

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

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
Haitian									0	0
SELECT ONE OTHERS									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages):  
0

Number of students who speak three or more languages: 0

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										7	13	13	35	0
Chinese										0	1	0	2	0
Russian														0
Bengali										1			1	0
Urdu														0
Arabic										1	1			0
Haitian											1	2	5	0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other Fulani													1	0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)										8	11	10	45	0
<b>Emerging</b> (Low Intermediate)											2	4	6	0
<b>Transitioning</b> (High Intermediate)											3		2	0
<b>Expanding</b> (Advanced)											1		1	0
<b>Commanding</b> (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA	18	18	18	18
NYSAA Mathematics	18	18	18	18
NYSAA Social Studies	8	8	8	8
NYSAA Science	18	18	18	18

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
At 373K, the SANDI, (Student Annual Needs Determination Inventory) is administered within the first six weeks of the school year. Though it is not an English Language Assessment, the SANDI assesses and reveals strengths and weaknesses of students in literacy areas such as reading and writing. Based on the data from the results of these assessments, we are able to conclude that our ELLs not only have English Language deficiencies, but they also have significant cognitive delays and are in need of an alternate assessment curriculum. We also conclude that our students should remain in a structured environment receiving differentiated instruction with linguistic objectives in order to support their English Language needs. The data collected from these assessments also helps us to identify students that are "At Risk" and we adjust our school's instructional plan accordingly through team meetings with our Professional Learning Communities. The information from these assessments aids us by identifying literacy weaknesses that we can label as target areas and begin to offer immediate support in these areas. With this data, we can review the ELL's individual progress during common planning periods and appropriate intervention strategies can be developed and implemented.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
Of all 93 students that were administered the 2015 NYSESLAT examination, 80% of the students have tested rendering results at the entering level of proficiency. 13% of our students demonstrated emerging proficiency, 5% demonstrated transitioning proficiency, 2% demonstrated expanding proficiency, and 0% demonstrated commanding proficiency. These results are driven by the fact that the entire population of ELLs in our school all exhibit cognitive delays which have a negative impact on their ability to take an assessment that is geared towards the general education population. Because some of their delays are so severe, they are extremely limited in their ability to participate in the NYSESLAT assessment. This data reveals that our students require supports in English language acquisition as well as cognitive and academic functioning abilities. The data patterns reveal that a modified alternate assessment needs to be created in order to appropriately assess students with cognitive delays.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

P373K uses information from the AMAO tool to create our daily instruction and to drive our instructional practices. Based on this data, we can determine that many of our ELLs struggle with cognitive disabilities. They have difficulty with attending, responding to basic WH questions, and generalizing across different environments, and other basic skills.

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?

Because of the severity of the cognitive delays of our students, there are no clear patterns revealed in the performance levels and grades of our students. However, with 80% of our student population testing at the entering level regardless of the years of service in an ELL program, it is clear that their cognitive and academic delays in addition to their English language deficiencies play a major role in their inability to participate in NYSESLAT testing. The state currently does not offer any periodic assessments in languages other than English. However, students in our bilingual program are informally assessed in their native language using discussion and questioning techniques derived from the DOK wheel. According to the bilingual teacher, students perform much better when assessed using their native language. Because of the diverse population and extremely varying needs of each individual student, school leadership oversee the creation of a modified curriculum and correlating assessments by classroom teachers and professional learning communities within the school. Based on student performance on curriculum assignments and assessments, school leadership and teachers create goals and modify the IEP of a student in order to appropriately address their needs. From our ELLs, we learn that their language barriers in addition to their disabilities create multiple academic, cognitive, language acquisition, and other challenges that they face unlike their general education counterparts. To assist our students in dealing with these challenges, we infuse their learning experience with their home language. As often as possible, bilingual and ENL teachers incorporate native languages, photos, songs, maps, and other concepts into their lessons to create a sense of familiarity and to enhance background and prior knowledge of our students.

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*.]

P373K is a high school for students with disabilities servicing students from grades 9-12. Therefore, RTI frameworks are not utilized.

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

373K ensures that second language development is considered by ensuring that students are receiving the ENL or bilingual mandates that are on their IEP's. Students are placed in appropriate programs based on their IEPs, and given appropriate alternate placement paraprofessionals to support students linguistically if a teacher is unable to speak the native language of the student. All ENL and bilingual teachers, include linguistic objectives in their daily planning in order to specifically ensure that our ELLs receive instruction on at least one specific concept to address language development daily. Lessons are infused with visual aids, peer discussion, and TPR to further second language development. Teachers also utilize special education instructional methods that are very helpful for language acquisition as well. Concepts such as scaffolding, modeling, contextualization, and others are used in our special classes, and these concepts enhance the language acquisition of our students. Students also receive technological supports by means of smart boards, I pads, computers, and etc.

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, 373K solely offers a Spanish bilingual program as well as ENL instruction to our ELL students. Hopefully, our school will be chosen in the future for funding to begin a Dual Language program.

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

P 373K evaluates the success of our ELL programs by analyzing student data folios, progress reports, and scores from the NYSAA and NYSESLAT. Student data folios reveal the progress made by students and their progress is measured based on the annual goals of the students placed on the IEP's. Progress reports also display the student's potential to meet their IEP goals. Scores from the NYSAA reveal the students performance levels on content subject areas. The NYSESLAT reveals that student progress in language acquisition. Teacher feedback, Inquiry Team feedback, and Professional Learning Community feedback are other means that our school uses to review the current programs and determines what necessary changes need to be made in order to improve the school wide ELL programs.

## 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.  
If not completed by the CSE, P373K follows several steps in order to identify all ELL students. When parents and students arrive at our school for initial registration, they are given the HLIS. During the Home Language Identification Survey, the parents are asked a series of questions located on the interview sheet including their preferred/ home language as well as their preferred language of communication with the school. Interpreters are also provided when necessary. Staff also conducts informal interviews with the parents and students sometimes including a review of student work. Based on the HLIS and informal interviews with parents and students, our school LAP team determines if the child is eligible to take the NYSITELL examinaion. Once the student takes the NYSITELL examintion, their status as an ELL is determined. Parents are then welcomed back to our school to view the ELL Parent Information video, ELL Parent Brochure, and to meet with the ELL Coordinator to get details about the ELL programs offered within our school. Parents also receive an entitlement letter and a parent choice form allowing them to choose the ELL program in which they feel would be most appropriate for their child. Parents then receive a placement letter revealing the ELL program that their child would be placed in for the school year. The entire identification process is completed within twenty school days.
2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).  
SIFE (Students with Interrupted Formal Education) students are identified and assessed during the parent interview and with the NYSITELL exam if not completed at the CSE level.Students with interrupted/inconsistent formal education (SIFE) are ELLs who have attended schools in the United States (the 50 States and the District of Columbia) for less than twelve months and who, upon initial enrollment in such schools are two or more years below grade level in literacy in their home language and/or two or more years below grade level in mathematics due to inconsistent or interrupted schooling prior to arrival in the United States. Within 30 school days from initial enrollment we make an initial SIFE determination. Determining SIFE status begins if the student is a newly identified ELL, in grades 3-9, and at the entering or emerging level of proficiency as indicated by the NYSITELL results . It is our school policy to administer an oral interview questionnaire to parents at the time of initial registration. The questionnaire, parents indictaion of prior schooling, and the HLIS are all assessments utilized to determine if the student has had interrupted/inconsistent formal education. If a student receieves SIFE status, it can be removed once the student scores at the transitioning level or higher on the NYSESLAT.
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).  
Options for children placed in District 75 Special Education that are English Language Learners are discussed with parents at the Educational Planning Conference at the CSE (Committee on Special Education), where the initial IEP is written. Parent choice letters are not applicable in District 75. If necessary, Mrs. Gomez, Assistant Principal, explains the procedure to parents with the assistance of a staff member that speaks their native language or with a representative from the Language Translation and Interperatation Unit via telephone or in-person, if necessary. The program choices in NYC for ELLs are explained to parents by the CSE. It is explained to them that the New York City Depratment of Education offers English Language Learners Transitional Bilingual Education, Dual Language, and Feestanding ENL. Currently, our school is able to provide freestanding ENL services and Bilingual classes. Parent outreach is done by our assistant principal, Jeannine Gomez. All correspondence is disseminated to parents in their Native Language. Our LPT teams members assist the parents when ever necessary.
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.  
The Committee on Special Education and the Placement Officer at District 75 determine placement with the parent by offering tours of schools that are available for children with disabilities and offer Bilingual classes or ENL services. Tours are conducted by a school administrator and a DOE employee that speaks the native language of the parent. The sites chosen for touring depend on what kind of program the student has been placed in based upon his or her disability. The parents’ choice of sites are not solely based on their child’s English Language needs. Parents predominantly choose a site that addresses the needs of their child as it pertains to their disability (autism, multiple disabilities, learning disabilities, emotional disabilities, and intellictual disabilities). Program models are offered based on the student and his or her educational needs as per their IEP mandates. The program models are aligned with the CSE evaluation of what the student needs most in terms of his or her disability. Since our school does not have bilingual classes in languages other than English, students whose IEP recommends TBE classes are provided with ENL services by an ENL teacher and an Alternate Placement Paraprofessional that speaks English and the Native Language.
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 welcomed back to our school for an eligibility meeting to be informed of their child's ELL status once they have taken the NYSITELL. During this meeting, staff explains to parents that they have the right to appeal the ELL status decision by requesting a Re-Idetification Process for their child. The staff discusses that this process is simply the Identification Process occurring for the second time.

The parents are given examples of written requests that must be submitted within forty five school days of enrollment. Staff explains the steps to re-identify the ELL that must occur within 10 school day of the school receiving the written request.

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.

If parents do not receive the orientation process at the CSE or the former school, P373K begins the The English Language Learner (ELL) Identification Process. Prior to the beginning of the ELL identification process, a LAP team member from our school discusses the program choices that we have available at our school with the parents. Currently, we have two program choices: Spanish Bilingual and English as a New Language. The ELL Identification process includes 4 steps: (1) the administration of the Home Language Identification Survey (HLIS), which includes an interview with the student and parent to determine the student's home language, (2) determination of eligibility to take the New York State Identification Test for English Language Learners (NYSITELL), (3) the administration of the NYSITELL, (4) the administration of the Spanish LAB to newly identified ELLs whose home language is Spanish. The four steps and placement into the ELL program chosen by the parent must be completed within 20 school days.

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.

P373K reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner. In order to monitor program choice (only if the Committee on Special Education did not) the LPT meets weekly. We implement all methods of communication (letters, phone calls, texts, email etc.) in the parents native language. If the form is not returned we place the students in a bilingual class. If a bilingual class is not available in the student's native language, we provided ENL services and place a staff member who speaks the student's native language in the classroom.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. Once forms are completed and returned, staff enter the information into a data spread sheet to track forms. Once the spread sheet reveals missing data, school staff contacts the parents via telephone or school letter to offer assistance with the completion of the parent surveys and program selection forms.

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

Once the LAP team completes the ELL Identification Process and determines the appropriate placement for a student, a placement notification letter is sent home to the parent via mail and with the student. The parent is alerted once the letter is distributed and is also contacted within three to five days to ensure receipt of the document.

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

P373K retains all ELL documentation for each child in their Special Education Student Information System (SEIS) documents and cumulative record folder.

11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

In order to confirm all students that need to be tested P373K runs a RLER report from the ATS database system. Student birth dates are also compared to the NYSESLAT eligibility dates in order to confirm that the student is eligible to take the NYSESLAT examination. Once school determines which students are to be tested, a schedule is created in order to ensure that each student is tested in each modality on a different date in an appropriate location. Make up dates are also scheduled in case of absences.

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

P373K ensures continued entitlement and transitional support parent notification letters are distributed throughout the year during the weekly Language Proficiency Team meetings and the annual IEP reviews. Letters are usually sent home to parents via mail and with students once NYSESLAT scores are made available to school administration.

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).

ENL services are the preferred parent choice here at 373K. Roughly 75% of parents select ENL services and 25% choose a Bilingual Transitional Program. We initiate every effort to accommodate parent requests. More often than not we are able to meet parent's requests. P373K has a diverse student population. Our classroom ratios consist of 6:1:1, 8:1:1, 12:1:1, and off site transitional work programs. If parents do not receive the orientation process at the CSE or the former school, P373K begins the The English Language Learner (ELL) Identification Process. The process includes 4 steps: (1) the administration of the Home Language Identification Survey (HLIS), which includes an interview with the student and parent to determine the student's home language, (2) determination of eligibility to take the New York State Identification Test for English Language Learners (NYSITELL), (3) the administration of the NYSITELL, (4) the administration of the Spanish LAB to newly identified ELLs whose home language is Spanish. Considering we are a

NYC D75 sopecial education school The four steps and placement into the ELL program chosen by the parent must be completed within 20 school days.

## 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.

One hundred percent of our students participate in New York State Alternate Assessment. Instruction is delivered to many of our ELLs using the Freestanding ENL model. Students receive instruction that is alined to the common core standards and modified based on their cognition levels. Our school does not offer any Bilingual classes in languages other than spanish at this time; therefore, the students mandated for Bilingual classes in languages other than spanish (the result of the parent and CSE initial IEP meeting)receive ENL services and are placed in a classroom with an Alternate Placement Paraprofessional that is fluent in the Native Language of thestudent and in English. The ENL teacher uses the Standalone and Integrated ENL and the Pull-Out (small group instruction) model of freestanding ENL instruction when providing services. The groups are made up heterogeneously, in terms of their ENL requirements, but are homogeneous in terms of the students' cognitive needs. Student groupomg is aldo determind by IEP mandates.
  - b. TBE program. *If applicable.*

The Transitional Bilingual Program at P373K delivers instruction to students that is aligned to the Common Core Learning Standards and modified based on their cognition levels. All of our Bilingual students are assessed using the New York State Alternate Assessment. Instruction is differentiated based on student functioning and cognitive levels. The groups are made up heterogeneously, in terms of their ESL requirements, but are homogeneous in terms of the students' cognitive needs. Student grouping is aldo contingent upon student IEP mandates.
  - c. DL program. *If applicable.*

P373K currently does not offer a dual language program, but staff does intend to apply for state funding in order to begin a dual language program.
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)?

Explicit ENL and TBE instructional minutes are ensured and delivered in each program model by the ENL Teacher, Assistant Principal and consistant reviews of services by the school's related services coordinator and the Language Proficiency Team.
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.

Core content is delivered by the ENL Teacher through collaboration with each student's classroom teacher and our TBE Spanish teacher through the use of research-based ELL Teaching techniques. These techniques foster language development and meet the demands of the Common Core Language Standards.To support ELLs, our school uses a variety of instructional materials, including technology. Every classroom has a Smart Board, some ELLs uses AACs (Augmentative Communication Devices) as per their IEP, all ELL students have access to MAC laptops and MAC's with Touch Screens. Teachers of ELLs with autism use the boardmaker computer program to create Mayer-Johnspn picture cues/communication symbols, color printers and laminators to effectively communicate with their ELL students. Instructionally, we use Wilson Fundantions, Ables, Attainment, NYSAA Pacing calendar, teacher made materials, i-pads (specific language programs), collaborative materials made with the classroom teacher, and any specific manipulatives used by our support staff such as Occupational Therapy, Physical Therapy, and Speech and Language Therapy. In addition, depending on the age/grade of the ELL students and his/her IEP the following instructional materials (in alignment to the CCLS) may be used: Wilson Foundations/Foundations, Words your Way, Fountas & Pinnell Leveled Readers, Scholastic Magazine,

Reading Street, SMILE, Headsprout, Ablenet, JARS, McGraw Hill Literacy Program, Unique, D75 Curriculum, News2You, WIN and WAVE. Our school currently has one TBE class in which the language of instruction is in Spanish. In this TBE classroom, the bilingual Spanish teacher utilizes the Attainment system for HLA, social studies and science instructional support. The Attainment system is aligned with Common Core learning standards and is translated into Spanish for students in our school's TBE Spanish program.

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

Currently, the state does not offer assessments for students with disabilities in languages other than English to ELL students. Our ELL instruction staff and alternate placement paraprofessionals informally assess our ELL students using appropriate questioning and discussion techniques in their native languages.

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

We ensure that ELLs are appropriately evaluated in all four modalities throughout the year by using the pre and post SANDI Assessment as well as the NYSESLAT.

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 students at 373K receive differentiated instruction based on individual student needs. ALL ELLs receive English language support as well as ENL methodologies within their instruction which include but are not limited to TPR, visual aides, repetition, and etc. Students with interrupted/inconsistent formal education receive modified student work, and ENL teachers include familiar language and visuals that students can easily identify within their instruction.

Newcomer ELLs receive visual and informal assessments as opposed to traditional classroom written and formal assessments. Often times, newcomers also receive alternate placement paraprofessionals to assist with home language support. Developing ELLs continue to receive English language support; however, they are constantly assessed on language skills that should have begun to develop. Long Term ELLs are expected to complete assignments and assessments utilizing more English Language skills than proceeding groups. Former ELLs are informally assessed and expected to complete a conversation or written assignment using appropriate English Language Skills.

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.

1. We receive a written request to initiate the Re-identification Process (e.g., parent writes letter to principal).
2. We receive all documents related to the initial or reentry identification process detailed above.
3. We review the student's work in English and in the home language.
4. We administer the NYSITELL to the student if the original determination was that the student should not be administered the NYSITELL. Under no circumstances can the Re-identification Process include a second administration of the NYSITELL.
5. We consult with parent or guardian.
6. We conduct and review the results of a school-based assessment, administered by qualified personnel as defined by CR Part 154-2.2(u)4, of the student's abilities in listening, speaking, reading and writing in English.
7. Appropriate staff consults with the Committee on Special Education (CSE) if the student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen in English.
8. Based on the recommendation of the qualified personnel, the school principal determines whether to change the ELL status or not. Written notification of the decision in the parent's preferred language must be sent to the parent or guardian (and the student if he/she is 18 years of age or older). If the recommendation is to not change the ELL status, no further actions are necessary; if the recommendation is to change the ELL status, the process continues.
9. Upon receipt of signed notification acknowledging the principal's recommendation to change the ELL status from the parent or guardian or student (if he/she is 18 years of age or older), the relevant documents and recommendation are sent to the superintendent (or designee) for review and final decision.
10. Written notification of the decision is sent from the superintendent to the principal, parent, guardian, and student (if he/she is 18 years of age or older) in the parent's preferred language within 10 school days of receipt of documentation from the principal. If the decision is to not change the ELL status, no further action is necessary. If the decision is to change the ELL status, the student's program must be modified accordingly.
11. All notifications and relevant documents must be kept in the student's cumulative folder.

Next, Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal, must review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with a qualified staff member in the school, the

parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student as defined in CR Part 154-2.3(j) and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, he/she must consult with the superintendent or his/her designee. Final decision notification must be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.

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?

P373K is a special education high school that serves students with disabilities. Instruction/academic content is delivered by the ENL Teacher through collaboration with each student's classroom teacher and each TBE Spanish teacher through the use of research-based ELL Teaching techniques. These techniques foster language development and meet the demands of the Common Core Language Standards. To support ELLs, our school uses a variety of instructional materials, including technology. Every classroom has a Smart Board, some ELLs use AACs (Augmentative Communication Devices) as per their IEP, all ELL students have access to MAC laptops and MACs with Touch Screens. Teachers of ELLs with autism use the boardmaker computer program to create Mayer-Johnson picture cues/communication symbols, color printers and laminators to effectively communicate with their ELL students. These materials are used as supplements to deliver reading and writing instruction to ELLs. Instructional strategies also include a print-rich environment, scaffolding, vocabulary development, differentiated instruction, family involvement, graphic organizers, bilingual dictionaries, jigsaw learning, adapted lessons, eliciting background knowledge and cultural experiences, Think-Alouds, visual displays, modeling, assistive technology (IEP driven), decreased length of lessons, positive reinforcement, use of manipulatives, peer assistance, and valuing diversity. All of these instructional strategies assist our ELLs with English language acquisition by providing the visual support to strengthen English language skills. These strategies are also filled with opportunities for our ELLs to participate in discussion so that they can learn, practice, and enhance English vocabulary as well as basic communication skills. All teachers ensure that all materials and resources utilized to deliver academic instruction are grade and age appropriate. Often, materials need to be modified (i.e. low-level/high interest books are incorporated into instruction to appeal to academic level as well as age and grade).

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

P373K is an high school for students with disabilities who are assessed through NYSAA. Our school uses curricular, instructional, and scheduling flexibility to enable diverse ELLs with disabilities to achieve their IEP goals and attain English proficiency within the least restrictive environment. This is attained by using special education strategies and methodologies that are aligned to the Common Core Learning Standards and are cross curricular. Instruction provided is a District 75, special education setting in accordance with the child's IEP. The ENL teacher uses a Push-in and Push-out model. Small student to teacher ratio in all classes (6:1:1, 8:1:1, and 12:1:1) affords us scheduling flexibility and the capability to provide instruction using appropriate scaffolding techniques while placing a high value on culture and student diversity. Special techniques and individual plans aid us in providing quality instruction to our ELL students with disabilities; such as TEACCH (a therapeutic technique to help autistic individuals understand their surroundings), FBAs (Functional Behavior Assessments), BIPs (Behavioral Intervention Plan), SWISS (School Wide Information System), PBIS, (Positive Intervention Behavior Support), and TCI (Therapeutic Crisis Intervention) along with Vocabulary and Language Development, Guided Interaction, Metacognition and Authentic Assessment, Explicit Instruction, Meaning-Based Context and Universal Themes, and Modeling, Graphic Organizers, and Visuals. Our students also have the support of guidance counselors, social workers, paraprofessionals, school aides, speech teachers, occupational therapists, physical therapists, and hearing and vision teachers if their IEP indicates they are mandated for these services.

Chart

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

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 Dually 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.

Chart

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

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	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 Dually 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.

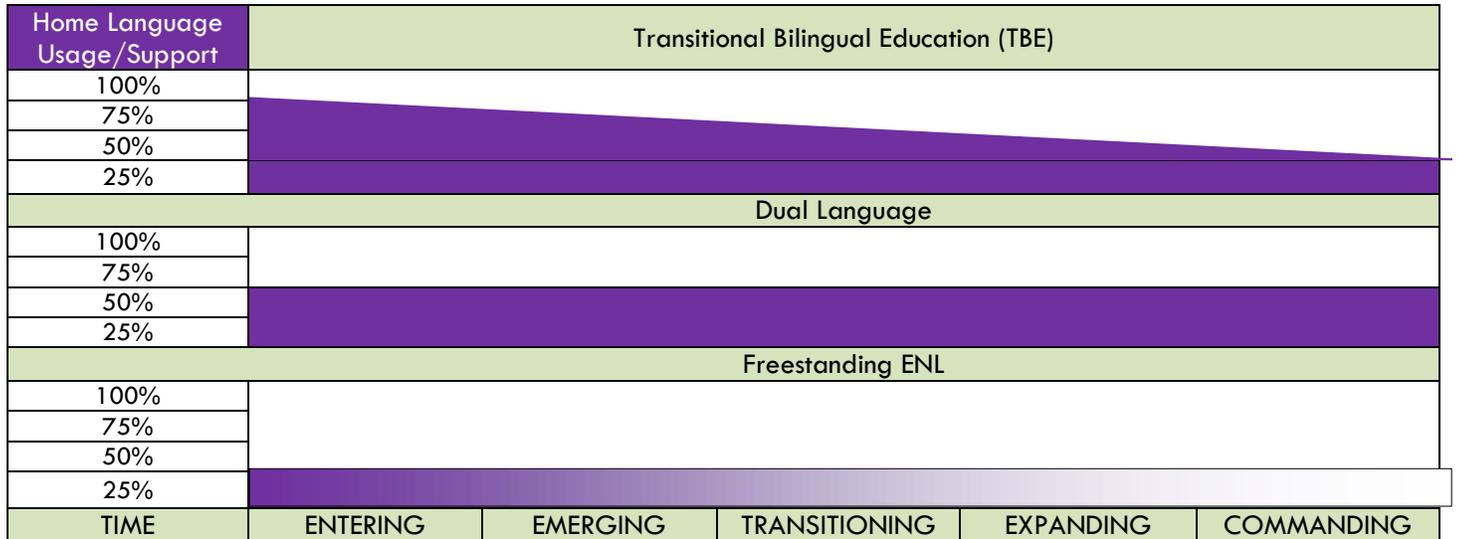


\*Note “other approved services” does not apply to New York City at this time.

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.  
Intervention programs are offered at P373K for ELL's in all subgroups in the Freestanding ENL model and in the TBE (Spanish) model in ELA and Social Studies are Foundations, Teacher's College Reading and Writing Continuum, Wilson Foundations, SMILE, Unique, WIN, WAVE, Attainment, Ablenet, and JARS. Interventions used in Math are Attainment, Unique, WAVE, and the Eden Curriculum. Interventions used in Science are Ablenet Focus on Science and HAP (Health Advocacy Program). These interventions are offered in English with the assistance of the ENL teacher, the TBE teachers and the Alternate Placement Paraprofessional when necessary and are all aligned to the CCLS.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
These programs are effective as measured by the SANDI assessments, NYSAA assessments, and student job placement.
12. What new programs or improvements will be considered for the upcoming school year?  
Our school intends to submit a grant application which will allow us the opportunity to open a Dual Language program in our school. We would like to create a Spanish/English DL program her at 373K. We also intend to create at least one more TBE Spanish class at our main site in order to better support our ELLs.
13. What programs/services for ELLs will be discontinued and why?  
We are not discontinuing any ELL programs/services.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
During the school day ELLs participate in ALL activities with their peers. Title III and CHAMPS afterschool programs are available to all of our ELL students.
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.  
Core content is delivered by the ENL Teacher through collaboration with each student's classroom teacher and each TBE Spanish teacher through the use of research-based ELL Teaching techniques. These techniques foster language development and meet the demands of the Common Core Language Standards. To support ELLs, our school uses a variety of instructional materials, including technology. Every classroom has a Smart Board, some ELLs uses AACs (Augmentative Communication Devices) as per their IEP, all ELL students have access to MAC laptops and MAC's with Touch Screens. Teachers of ELLs with autism use the boardmaker computer program to create Mayer-Johnspn picture cues/communication symbols, color printers and laminators to effectively communicate with their ELL students. Instructionally, we use Wilson Fundantions, Ables, Attainment, NYSAA Pacing calendar, teacher made materials, i-pads (specific language programs), collaborative materials made with the classroom teacher, and any specific manipulatives used by our support staff such as Occupational Therapy, Physical Therapy, and Speech and Language Therapy. In addition, depending on the age/grade of the ELL students and his/her IEP the following instructional materials (in alignment to the CCLS) may be used: Wilson Foundations/Foundation, Words your Way, Reading Street, SMILE, Headsprout, Ablenet, JARS, McGraw Hill Literacy Program, Unique, D75 Curriculum, News2You, WIN and WAVE.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
Currently, 373K does not offer any DL program, but we will apply for grants to create one in the near future. Home language support is delivered in TBE and ENL in the following ways:  
appropriate bilingual teaching staff when available, alternate placement paraprofessionals, visual aides that reference native cultures and language, translated documents in preferred languages, Title III program availability for students and parents, teachers modify materials into home langauges, and etc.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
At 373K, we ensure that services and supports are grade appropriate for our students by checking to make sure that materials are aligned with the grade appropriate Common Core Learning Standards. Staff also makes sure that content is age appropriate by reviewing content and visual supplements prior to distributing contents to students. Staff also ensures that resources are modified to incorporate appropriate visuals and appropriate vocabulary in student assessments.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).  
Before the beginning of the school year, newly enrolled ELL students and their parents are invited to come to school and meet with their ENL and TBE teachers, the parent coordinator, classroom teachers administrators and related service providers. They receive a letter in their native language inviting them. Throughout the school year ELLs and their parents are invited to all PA meetings, workshops organized by the parent coordinator, parent/teacher Conferences, and IEP meetings. The parents receive letters in their native language and translators are provided when needed.
19. What language electives are offered to ELLs?  
At this time, we do not offer language electives to ELLs as it is not a requirement in D75.

20. For schools with dual language programs:

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

**P373K does not offer dual language programs at this time.**

## 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.)

All ELL personnel at our school attend professional development four to five times during the school year. These personnel include: Assistant Principals, Bilingual/ENL Coordinators, Paraprofessionals, Classroom Teachers, ENL Teachers, Guidance Counselors, Speech Therapists, Occupational Therapists, Physical Therapists, and the Parent Coordinator. These workshops are offered through District 75 and at the school level. They cover NYSESLAT testing, NYSITELL testing, ENL methodologies, and compliance information. On the school level, all staff members attend three workshops per school year on the Common Core Learning Standards, balanced literacy, content area instruction, and formative and summative assessments) that incorporate using ELL methodologies. Many of our teachers require the mandate of 10 hours of Jose P. training. If the training is taken within, the District 75 teachers are provided with two, five hour sessions and given a certificate as proof of participation. Certificates are kept on file at the main site.

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?

To support ELLs as they engage in the Common Core Learning Standards, the District offers several ENL and Bilingual teacher Professional Development sessions. Professional development will focus on working with the varied learning styles of ELL students with disabilities, celebrating multiple intelligences and maximizing students' performance through the use of their varied learning styles in conjunction with quality IEP that is aligned to CCLS and addresses language and culture issues via ENL methodologies, enhancement of the native language, and assessment in both native and target languages. Additionally, all Domains from the Danielson FFT are addressed. Teachers at 373K are encouraged to participate in the District 75 ELL office professional development series which include but are not limited to, Collaborative Team Teaching for ENL Teachers, Providing Instruction for ELLs on the Autism Spectrum, Compliance Institutes, and etc.

A professional development series is given that is a two session series covering ELL Compliance. The first session of this series will provide step-by-step directions in the identification of ELLs, via the interpretation of the Home Language Identification Survey (HLIS), and delves into the information which can be gleaned by cross-referencing the appropriate ATS reports. The session demonstrates how to prepare the Language Allocation Policy (LAP), and Language Translation and Interpretation document, District-based Compliance Binder documents, and how to determine eligibility for ELL services via the NYSITELL. The second part of the series discusses the NYSESLAT, the assessment used by the NYSED to demonstrate English language proficiency, this year in the second part of phase one, and geared toward complete alignment with CCLS by 2015 (phase 2), will be modeled in each of the four modalities of the test: listening, speaking, reading and writing. Rubrics for the performance-based modalities of speaking and writing will be demonstrated, the types of questions will be illustrated, and participants will score anchor papers of the assessment. The presentation will address the Danielson FFT.

Additionally, a four part ELL Teacher Professional Development Institute Series with the theme: Empowering ELLs with Disabilities is offered. Here, teachers and support staff receive an introduction to basic human rights (water, shelter, food, clothing, safety, clothing, and education) and will learn to use unique tools to enable the understanding of this topic for ELLs with disabilities. Integrated curriculum, aligned with and connected to CCLS will be modeled, and participation will be interactive. Technology will be integrated into the presentation, including the use of iPad applications to support participants' growth as educators. Also, this series will provide participants with tools to teach ELL students with disabilities in all grade levels about rights and responsibilities in the home, at school, and in the work place. Participants will focus on what the term Human Rights means for ELL students with disabilities, and how they may become empowered via the IEP process as well as provide the basis for comparing and contrasting current U.S. child labor laws with those of other countries in summarizing the theme of the series. Many of our teachers require the mandate of 10 hours of Jose P. training. If the training is taken within the District 75 teachers are provided with two, five hour sessions and given a certificate as proof of participation

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

When ELLs transition we provide our teachers with support so they can better assist the student with their transition experience. In P373K, all of our ELLs are transitioning from school to work. Teachers are encouraged to meet with each students' parents to provide background knowledge, share successful strategies, and discuss ways in which to guide the student toward English fluency and enable them to transition from high school to work. Staff also provides community based options to parents of ELLs to support them in gaining independence via agency placement and integration. Staff and parents are supported in this process by the administration, the transition linkage coordinator, and the MSC (Medicaid Service Coordinator).
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.

At P373K, the two ENL teachers and the TBE teacher will provide the mandated 15% of total hours for all teachers and administrators. These teachers will provide professional development that specifically addresses the needs of ELLs including language acquisition, best practices for co-teaching strategies, and integrating language and content instruction. The ENL and TBE teachers will receive the required minimum of 50% at workshops provided by the District 75 Office of English Language Learners, and the Department of English Language Learners and Student Support that are dedicated to language acquisition in alignment with core content instruction, best practices for co-teaching strategies, and integrating language and content instruction for ELLs. Administrators keep records of all professional development activities through the use of attendance sheets, workshop agendas, and presenter evaluation forms.

### 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?

P373K provides annual individual meetings with all parents of ELLs. The meetings will take place throughout the year on selected half-days that are dedicated to Parent Engagement activities. The ENL Teacher and the TBE teacher will schedule parent meetings by site in the presence of a qualified interpreter/translator in the language or mode of communication the parent of guardian best understands. They discuss with the parent the goals of the ENL program at P373K, their child's English language proficiency assessment results, and language development needs in all content areas.

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.

The ENL and TBE teachers will keep a communication log in his/her office that includes notes of individual meetings with parents, phone logs, follow-up, letters, and any other communication between teacher and parent. Additionally, all parent meetings regarding ELL students' IEPs are logged into SESIS.

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

Parents are a valuable resource for our ENL and TBE teachers and classroom teachers because they have essential information about their children that is vital for planning meaningful educational experiences. District 75 occasionally offers ELL specific workshops to ELL parents. When such a workshop is available, we send home a note to the parents in English and in their Native Language, District 75 posts it on their website and we post the information on our school web-site as well. Also, translators, comprised of bilingual staff, are available during conferences and other non-ELL related workshops. Our non-ELL related workshops for parents usually pertain to children with disabilities or standard based instruction

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

We are involved with several community based organizations through the Transition Linkage Coordinator as we move the high school age students towards the work world and secure post 21 years of age placement. Agencies such as the Front Door and Resources for Children with Special needs have been to our school to provide workshops to the parents of our ELLs. Parents are invited to come to workshops during the school day that focus on important topics for families of ELLs such as Medicaid Service Coordination, IEP Planning, Legal Guardianship, and others. Using surveys and parent suggestions, the school parent coordinator organizes these workshops and works closely with the school LAP team to assure that appropriate translation and interpretation services are made available.

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

Parents at P373K are encouraged to become a part of the school's School Leadership Team (SLT). As a member of the team, parents are given the opportunity to voice their opinions and concerns. As a team, the SLT is responsible for developing the school's Comprehensive Educational Plan (CEP). Our school distributes letters to parents requesting that they join our school SLT in various languages. Parents voice their concerns at various times during the school year (Parent Teacher Conferences, Parent Meetings, PA, Annual Reviews etc.) Every year, the school also distributes parent surveys in which parents are given the opportunity to reveal their concerns and suggestions about the school. The parent coordinator makes calls to parents to ensure that these surveys are returned in a timely fashion. Whenever necessary, an interpreter is offered to parents.

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

Our school's parent coordinator ensures adequate communication with parents and families of ELL students and plans accordingly when the parents voice their needs through the NYC DOE Office of Language Translation and Interpretation (they are able to provide translation and interpretation services in many languages).

#### **D. Additional Information**

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

**Paste response here:**

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)
Regina Tottenham	Principal		
Jeannine Gomez	Assistant Principal		
	Parent Coordinator		
Rose Quinones	ENL/Bilingual Teacher		
Caridad Ortiz	Parent		
Tenia McCoy/ENL	Teacher/Subject Area		
Feliz Valentin/Bil. Spanish	Teacher/Subject Area		
Pierce McGlone	Coach		
Mark Horosky	Coach		
Andre Lapix/ Bil.	School Counselor		
	Superintendent		
	Borough Field Support Center Staff Member _____		
Michael Suarez	Other <u>Related Service</u>		
	Other _____		
	Other _____		

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **75K373** School Name: **Brooklyn Transition Center**  
Superintendent: **#INGEST ERROR!**

### Before you begin, please check the following:

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

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

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

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

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

In order to discover the language needs of parents, our school utilizes data obtained from the Home Language Survey as well as the Home Language data reports retrieved from the Department of Education ATS system. In addition, our teachers conduct Level One Vocational Parent Interviews with parents at the beginning of the school year and parents are asked to reveal their preferred language needs. Also, parents are asked to complete emergency cards at initial registration which request that parents list the languages spoken in their homes. Based on these interviews, surveys, and data reports; our staff is able to conclude what the language needs of our parents and families are. Our staff ensures that all written notifications are translated into the preferred languages of parents before they are distributed. We also enlist staff members that speak the preferred languages of the parents to provide oral translation and interpretation to our families. If there are no available staff to speak the required language, we contact the Department of Education Translation Unit prior to the arrival of our parents in order to ensure that we have someone to translate and/or interpret the language for the parent.

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

The following is a list of preferred languages indicated by parents on Home Language Surveys for both written and oral communication:  
Arabic, Bengali, Chinese, English, Haitian, Fulani, and Spanish.

## Part B: Creating a Communications Calendar

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

During the course of the school year, the following listed documents are distributed to families and require translation. This list contains, but is not limited to: Welcome Letters, Open House Notification, and School/Holiday Closures. These documents are distributed to parents at the beginning of each school year. Parent-Teacher Conference letters are distributed four and two weeks prior to the conference dates. Champs and Title III after school program information is given to parents once dates for the programs and participating students are selected. School Event Notifications (dances, culinary feast, etc.) are distributed four and two weeks prior to the date of the event. Graduation Ceremony notification information is distributed to parents bi-weekly from early May until the day prior to graduation.

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.

The following list contains face to face meetings between our school staff and parents. These meetings are composed of but not limited to: initial registrations, 373K Open House Events, bi annual parent teacher conferences, IEP meetings, and attendance teacher home visits

## Part C: Providing Language Assistance Services

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

Before face to face meeting with parents take place, our school ensures that the language need of parents and families are already known so that an interpreter is available in a timely manner. We refer to the home language surveys and ATS data for a list of preferred languages. School administration makes sure that the appropriate staff members are available to translate documents that need to be distributed. The school staff translates the documents prior to arrival to ensure that families receive these

documents in a timely manner. If there is no staff available within our school to provide translation services to the documents, a request for the appropriate language support is made to the Translation and Interpretation Unit seven days prior to expected arrival of parents.

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.

As with identified translation needs, the home languages are identified prior to face to face parent interaction and appropriate school staff is selected to interpret for our families upon arrival. If there are no staff available, a request is made to the Translation and Interpretation Unit seven days prior to parent arrival. So far, there has been no need for an outside vendor to provide interpretation services.

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

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

During orientation each year, Translation and Interpretation services, policies, and procedures are reviewed with the school staff by school administration. Teachers are also given T&I brochures and Language ID guides once they have been laminated so that they can be displayed inside of classrooms clear view of classroom staff.

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

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

##### Checklist of Notification Requirements

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

A Parent Welcome Poster and Language ID Guide is posted at the main desk as well as inside of the school's main office. The Parent Bill of Rights and Parent's Guide to Language Access are also displayed in the main office. When further discussion is necessary, the Parent Coordinator, ELL Coordinator, and a certified staff member that speak the native language of the parent are available.

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

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

Informal interviews will be conducted with parents during any interactions such as IEP meetings and parent teacher conferences. During these informal interviews, parents are asked for honest feedback about the translation and interpretation services delivered by the school. Suggestions, comments, and recommendations are requested by school staff during these informal sessions. Parent Surveys are also distributed each year and also give parents an opportunity to provide feedback on the quality and availability on language support services. Our school staff intends to utilize the information that weve learned from surveys to improve in any areas suggested by parents as well as expand on any areas which gained approval of parents in the surveys.