

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

75K771

School Name:

P.S. K771

Principal:

DENISE D'ANNA

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

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

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

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 1: School Information Page

School Information

School Name: P771K School Number (DBN): 75K771
Grades Served: K-12
School Address: 1075 Oceanview Ave. Brooklyn, NY 11235
Phone Number: 718-891-3600 Fax: 718-769-1600
School Contact Person: Denise D'Anna Email Address: ddanna@schools.nyc.gov
Principal: Denise D'Anna
UFT Chapter Leader: Jonathan Belkin
Parents' Association President: Deborah Bain
SLT Chairperson: Margot Owen
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

District: 75 Superintendent: Gary Hecht
Superintendent's Office Address: 400 First Ave., NY, NY
Superintendent's Email Address: ghecht@schools.nyc.gov
Phone Number: 212-802-1500 Fax: _____

Borough Field Support Center (BFSC)

BFSC: Arthur Fusco Director: Arthur Fusco
Director's Office Address: 400 1st Ave. NY, NY 10010
Director's Email Address: afusco@schools.nyc.gov
Phone Number: 212-802-1662 Fax: 212-802-1678

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Denise D’Anna	*Principal or Designee	
Jonathan Belkin	*UFT Chapter Leader or Designee	
	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Margot Owen	Staff/Chairperson	
Emily Shapiro	Assistant Principal/CSA	
Jonathan Belkin	Staff/UFT	
Deborah Bain	Parent/ PA President	
Maria Leal	Parent/Treasurer	
Scott Kaplan	Parent/ Secretary	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Aleksandra Tomaszewski	Parent	
Elizabeth Ventura	Parent	
Yezell Moody	Staff	
	Member/	
	Member/	
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

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

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

Our school is a District 75 school located in 8 sites throughout Brooklyn. We serve students with a variety of disabilities including autism, emotional disturbance, multiple handicaps and intellectual disabilities. Our school's mission is as follows:

The mission of our school is to provide each member of our diverse student population with the skills to develop to their maximum potential. We work collaboratively to meet the needs of each of our students and support them in acquiring the social, emotional and academic skills to become independent, successful adults. We use a cooperative, multi-sensory approach involving age-appropriate, individualized instruction to create a therapeutic environment where all students are known and supported by the adults in our organization and feel comfortable taking risks to increase their levels of achievement.

In order to achieve our mission, we:

- Improve student achievement in all academic areas through data-based targeted instruction
- Provide staff with appropriate and comprehensive professional development
- Maintain an effective system of positive behavior supports
- Engage parents as partners in the educational process
- Use professional learning communities to ensure shared decision-making
- Develop positive self-esteem and social growth in the entire school community

Strengths:

- Our teachers participate in professional learning communities which use an inquiry-based model to analyze student work, address the individual needs of students, and plan collaboratively to ensure classroom instruction targets student needs. While these are practices that have been in place in previous school years, we will also focus on the creation and use of appropriate assessment to ensure student growth is tracked daily and accurately. Teachers will be working together to create tasks that are rigorous for all students.
- We focused a great deal of professional development and implementation on the principles of Universal Design for Learning. For the past year, we targeted Principle 1, "multiple means of representation," specifically perception, and Principle 2, "providing options for expression." In the upcoming school year, we will focus on Principle 3. By addressing our classroom designs, we can ensure students can move independently, and therefore increase self-regulation and independence, throughout their classroom and school community.

- We successfully implement monthly workshops for families to ensure they are equal partners in helping students achieve their highest ability and potential. This year each workshop will be held at 5 of our sites each time to make participation in the workshop convenient for all families.
- We utilize PBIS with all students and illustrate behavioral growth in their classrooms.
- All but one of our teachers who had Teacher Improvement plans in the 2014-15 school year are now rated Effective based on ADVANCE data.
- P771K utilizes JARS with the 12:1:4 staffing ratio. Our students are taught to develop independence in both content areas and adaptive daily living (ADL) skills.
- Since Danielson's implementation, our teachers participate in weekly Teacher Effectiveness training. This embedded practice has become a teacher-driven activity where teachers identify their own area of need and the team within the group creates professional development options.
- We have successfully re-designed our school website to be more user-friendly and to regularly celebrate best practices of staff and work products from students.
- We created a Google Community so teachers can share materials, school documents and communicate across sites. This is a resource for our new teachers as they can find important information easily as they get acclimated to our school's routines and culture.
- We have implemented an after-school program in which our students utilize enrichment programs like Toon boom and Lego Robotics to engage with STEM subjects and demonstrate deeper cross-curricular knowledge.
- In the 2014-15 school year we were active members of the District 75's UDL Task Force during which time; we developed our "Word of the Week" program to support the use of core vocabulary across classrooms and re-defined our school identity as "The School of Superheroes." In the 2015-16 school year, we will be assembling a new team of staff members to participate to ensure the strategies and ideas continue to spread across all sites.

Challenges:

- All math programs available for alternate assessment students through Core Curriculum funds require additional supplementation and adaptation, since the programs and skills-set do not align to the specific needs of our special education populations. Additional funding can support us in formulating after-school teacher teams to address curricular modifications and adaptations.
- In the upcoming year, we will implement a school-wide system of protocols and strategies to support teachers in taking ownership over their unit plans, in an effort for 100% of our teachers to demonstrate an improvement in Designing Coherent Instruction, as evidenced by ADVANCE data.

This year, the instructional focus at P771K was writing. Each professional learning community used a SANDI/FAST SMART plan to identify a specific skill within the Writing for Information strand for their students. During classroom instruction and 1:1 sessions, teachers worked with their student on the skill and tracked their progress towards mastery on a monthly basis.

Alternate Assessment students showed increases in scores across subjects as evidenced by SANDI

- 5% increase in Reading
- 6% increase in Writing
- 5% in Math
- 7% in Communication Development
- 6% in ADL

In addition to these increases, our students show that they are retaining the skills they have achieved from one year to the next. When comparing our Fall scores from 2013 and 2014, our students demonstrate a 10% increase and from Fall 2013 to Spring 2015, a 17% increase.

This year, with the implementation of the UDL task force, our work with Communication has led to a 15% growth and a 40 point increase in raw scores across all student populations from the 2013-2014 school.

100% of standardized students increased a minimum of one level in reading as evidenced by the TCRWP assessment.

Our school has made significant strides in the components of the Framework for Great Schools during the past school year. We placed a great deal of emphasis on continuing to improve Supportive Environment by improving overall staff morale through a new identity, creating a new website to increase parent awareness and involvement and by developing a Google Community where staff can share ideas, lessons and materials. Additionally, we began the Core Words initiative to increase student's access to vocabulary and to build vocabulary coherence across sites. The impact of this work has been apparent at school-wide events like the dance festival and best practices fair, where students demonstrated higher levels of independence and engagement and in our SANDI communication data which demonstrates an increase of 7% this year.

In the upcoming year, we plan to enhance our efforts on Rigorous Instruction, both through professional learning communities, where teachers collaborate to analyze data and student work and, implementing classroom initiatives, i.e., adding an explicit phonics program for the K-2 Standardized classrooms and broadening our Wilson program in the upper grades, designing a supplemental math curriculum and increasing the rigor of the core vocabulary program by supporting students in combining words to form sentences and coherent thoughts.

75K771 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05, 06,07, 08,09, 10,11, 12	Total Enrollment	426	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	18	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	N/A	% Attendance Rate		86.5%
% Free Lunch	71.1%	% Reduced Lunch		1.4%
% Limited English Proficient	17.5%	% Students with Disabilities		100.0 %
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.2%	% Black or African American		35.5%
% Hispanic or Latino	22.5%	% Asian or Native Hawaiian/Pacific Islander		8.3%
% White	25.1%	% Multi-Racial		0.9%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	5.34	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	1	# 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)		1.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)		7.5
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward	N/A	Recognition		N/A
In Good Standing	N/A	Local Assistance Plan		N/A
Focus District	N/A	Focus School Identified by a Focus District		N/A
Priority School	N/A			
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

Part 1 – Needs Assessment

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

While our students in standardized programs showed gains in reading comprehension, more than 75% are reading below grade level, as evidenced by the TCRWP assessment. The majority of these students are reading more than 1 grade level below. When classroom teachers were asked to identify the cause of this reading deficit, they referenced Scantron data to show that students are decoding at lower levels, which directly affects their ability to read fluently and thus, comprehend complex texts. In order to increase the rigor of instruction when using Common Core Aligned curricula, it is important to ensure students have a strong foundation to grasp the more difficult material.

Strengths

- We have used Expeditionary Learning and Core Knowledge since the inception of Common Core and our staff has a deep understanding of the standards and curricula they are using.
- In the 2014-15 school year, we implemented Wilson with a small number of students and began to use Scantron. This year, we are building on these initiatives by broadening the scope of our Wilson program to support all students who require it and using a structured planning protocols which utilize Scantron data to scaffold student learning and track student growth on targeted objectives.
- We utilize PBIS in our classrooms to ensure that students can remain on task and are not distracted by disruptive behavior.
- Our inclusion of an AIS period for standardized students and the utilization of our cluster teachers to support during this time allows us to strategically group students so they are receiving customized targeted instruction based on their individual needs. This time will be used for small group Wilson instruction, literature circles and other skill rehearsal deemed necessary through the analysis of Scantron data.

Needs

We require a structured phonics program for all standardized students who demonstrate a need as evidenced by TCRWP and Scantron. While we used Wilson with a small group of students in the past, many of our upper elementary and middle school students require this program and will be supported on a weekly basis. Our K-2 classroom teachers need to incorporate phonics on a daily basis to ensure that students have a solid foundation to meet the rigorous requirements of the common core as they move into upper grades. In the 2015-16 school year, classroom teachers will have an Individualized Instruction period, in addition to their block of ELA to ensure that students are receiving customized, tailored instruction.

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 2015, to increase student achievement in reading comprehension, all students in standardized programs in grades K-8 will increase one letter grade in their reading level as evidenced by the TCRWP Running Record assessment

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>We will supplement our ELA curriculum for K-2 students with Bright Start, a Kaplan phonics program that is used 5 days per week and is multi-sensory. Each day, 100% of our students in these classrooms will receive phonics instruction in addition , to the existing units of study literacy instruction. This will support them in their fluency and comprehension when they reach the later grades.</p>	<p>Standardized students grades K-2</p>	<p>9/15-6/16</p>	<p>Principal, Assistant Principals, standardized classroom and cluster teachers, School Based Coach</p>
<p>We will continue to utilize Expeditionary Learning and Core Knowledge. Through our SBO, we have chosen a block schedule for standardized ELA instruction and therefore have the time need to use both a traditional literacy program and to supplement with the aforementioned phonics and IEP-based programs.</p>	<p>All standardized students</p>	<p>9/15-6/16</p>	<p>Principal, Assistant Principals, standardized classroom and cluster teachers, School Based Coach</p>
<p>We will continue to target our highest need students, indicated through state-wide assessment data, running records and Scantron, during AIS periods. AIS periods will also ensure that students have an opportunity to target the skills needed to master their IEP goals in both academic and social-emotional areas.</p>	<p>Lowest scoring standardized students</p>	<p>9/15-6/16</p>	<p>Classroom and cluster teachers</p>
<p>In order to ensure, strong family and community ties, parents will be invited to monthly workshops during which we will focus on ELA skills and programs that can support students in the home. The impact of these workshops will be seen in higher levels of student achievement as the consistency between school to home is of utmost importance.</p>	<p>All students</p>	<p>9/15-6/16</p>	<p>Selected teachers, SLT members</p>
<p>Teachers will meet alongside their Assistant Principal on a monthly basis to analyze student goals (selected from Scantron or Running record data and aligned to IEP). To ensure rigorous instruction in the classroom, teachers will work with AP and in learning communities to create new</p>	<p>All standardized students</p>	<p>9/15-6/16</p>	<p>Classroom teachers and Assistant Principals</p>

strategies when a student has not mastered a skill within the month.			
During the first marking period, standardized teachers will engage in 4 weeks of professional development to deepen our understanding of the Reading and Writing Continuum so we can ensure students are moving rapidly to higher levels of academic achievement. Teachers will apply what they learned when designing individual and group instruction during their ELA block and this will be noted through observation by Assistant Principals,	Standardized students	10/1-11/30	Classroom teachers, cluster teachers, School Based Coach, Assistant Principals
By October 30, teachers will collaborate during learning community to complete an individualized student instruction plan in which they will select high-impact Scantron objectives, aligned to student IEP goals, and develop targeted strategies and groups to ensure they meet these goals. School leaders will meet with the team as a group and individually to ensure the plans are rigorous for each student. In addition, they will support in the organization of cross-classroom grouping so that the instruction can be customized and will not be restricted by the classroom population or personnel availability in the classroom.	All Standardized students	9/15-10/30	Classroom teachers, Cluster Teachers, School Based Coach, Assistant Principals

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.										
We have replenished our materials for Expeditionary Learning, Wilson and SMiLE and renewed our Scantron accounts. We purchased Bright Start to supplement our existing K-2 program. Teachers are provided with time in their schedules for AIS, collaborative planning and professional development from assistant principal and from expert teachers.										
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
All students will be assessed through both Scantron and TCRWP running record by October and individual goals will be identified for each student based on this data. Our Wilson trained teachers will design instructional groups by this date, as well. By February 2016, 55% of students will demonstrate a growth of one or more letter grades. All students will be re-assessed and teachers will meet in learning communities to analyze the progress and new areas of need for their students. Students may be re-grouped according to ability. Students will be assessed in May for a third time, at which point, 100% of students will demonstrate an increase of 1 letter grade in TCRWP running records. We will use this data to determine needs for the upcoming school year.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

In the 2013-14 school year, we identified communication as an area of priority for alternate assessment students through SANDI data. Providing students with the communicative supports and resources they need to be active members of the school community is our utmost priority. We showed large gains (13%) during that year in SANDI communication, but through teacher and para survey data, identified that it was still an area where staff felt they needed more instructional support. In the 2014-15 school year, we assembled the UDL Task Force to address this priority. We visited each site and surveyed classrooms for appropriate use of devices and interviewed all alternate assessment teachers about support they might need. We increased our Communication scores once again to 39%, our highest performing area in SANDI. While we will continue to utilize the strategies and programs we developed, i.e., SMiLE, PECs, Discrete Trial Training, and Core Vocabulary, the observation data (lower scores in Questioning and Discussion) and feedback we received from teachers continues to demonstrate that teachers require additional training and resources to fully support our struggling communicators. In order to provide a truly supportive environment, we must ensure that all students have a voice.

Part 2 – Annual Goal

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

By June 2016, to improve student engagement in the classroom, all students in alternate assessment programs will demonstrate an effective and appropriate method of communication, as measured by a 5% increase in communication skills, as evidenced by the SANDI assessment in communication development.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>We will continue to utilize assistive technology such as QuickTalkers and iPads to provide students with options for communication to ensure rigorous instruction for all students.</p>	<p>All alternate assessment students</p>	<p>9/15-6/16</p>	<p>Speech therapists, alternate assessment classroom teachers, assistant principals, coach</p>
<p>During our Friday Professional Development time, Speech providers will have the opportunity to continue their training with classroom and cluster teachers on the proper use of augmentative alternative communication devices.</p>	<p>All alternate assessment staff and students</p>	<p>9/15-6/16</p>	<p>Speech therapists, alternate assessment classroom teachers, assistant principals, coach</p>
<p>In an effort to improve the collaborative relationship between related service providers and classroom staff, we will provide scheduled time on a monthly basis so classroom teams (teacher, related service providers and paraprofessionals) can meet. The impact of this collaborative approach is that support staff will be working towards the same IEP goals for students and ensuring that supports are consistent and fluent throughout the student's environment.</p>	<p>All classroom staff</p>	<p>9/15-6/16</p>	<p>Principal, assistant principals, classroom teachers</p>
<p>We will provide workshops for families to help them support their students at home and invite them to ask questions. We will supply them with materials for the home so students can fully communicate in all environments. Teachers will prepare and send home monthly newsletters that highlight students' celebrations and home-to-school connections.</p>	<p>All families</p>	<p>9/15-6/16</p>	<p>Principal, assistant principals, coach, speech therapists</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>We will continue to purchase iPads and assistive technology, SMiLE Kits, and will enroll in the D75 UDL Task Force with new members.</p>										
<p>Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
<p>X</p>	<p>Tax Levy</p>		<p>Title I SWP</p>		<p>Title I TA</p>		<p>Title II, Part A</p>		<p>Title III, Part A</p>	<p>Title III, Immigrant</p>
	<p>C4E</p>		<p>21st Century Grant</p>		<p>SIG/SIF</p>		<p>PTA Funded</p>		<p>In Kind</p>	<p>Other</p>

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.

In addition to comparing our September '15 and June '16 SANDI data on communication to discern trends and growth, we will be tracking growth on specific communication goals for students on a monthly basis (at minimum). In February, we will demonstrate a 2.5% growth in SANDI communication as evidenced by a mid-point assessment. Teachers will also use a SMART plan to choose a specific communication goal that they determine will increase the overall engagement in the classroom and monitor progress toward that goal during learning community on a monthly basis.

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

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

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

Part 1 – Needs Assessment

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

For the past several years, P771K took a targeted and strategic approach with literacy development and, school leaders has worked with all staff to develop a deep understanding of literacy instruction, planning and implementation. Our 2014-15 SANDI data demonstrates a 5% increase in Operations and Algebraic functions, however we score almost 10% lower than overall than in literacy sections. Thus, we have identified this as an area of need for students in alternate assessment programs. We will leverage our existing work and protocols around planning and data analysis that were previously for literacy and utilize it to support math instruction.

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, students in alternate assessment programs will show a 5% increase in Operations and Algebraic functions as evidenced by SANDI assessment.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>We will supplement EQUALS in grades K-5 and Attainment in grades 6-8 with our own Units of Study, developed by P771K's lead teachers and District 75 math coach.</p> <p>The Math Units of Study are aligned to our ELA Units of Study to develop a cross-curricular and real world connection. Students will begin to make connections between the two core subject areas in order to increase engagement and allow the students to have a deeper and more rigorous understanding of content.</p>	<p>Alternate students grades K-8</p>	<p>2015-16 school year</p>	<p>Key alternate assessment K-8 Classroom staff, Assistant Principals, Coach, Principal, District Math coach</p>
<p>Each month lead teachers will meet after-school to edit and revise the upcoming month's Math Unit based on the qualitative and quantitative data collected during learning community.</p>	<p>Alternate students grades K-8</p>	<p>9/15-6/16</p>	<p>Lead teachers from each site, School based Coach, District Coach</p>
<p>In our middle school, teachers will utilize Project Based Learning, as was done in previous years, and align the activities with the math units to deepen student understanding of the concepts and help them make connections to real world experiences and support them in transitioning to high school and careers.</p>	<p>Alternate students grades 6-8</p>	<p>9/15/6/16</p>	<p>Classroom and cluster teachers at our site at I.S.98, Assistant Principal, School Based Coach</p>
<p>Learning communities will work alongside the school-based coach and assistant principals to develop SMART plans where a specific goal is selected based on SANDI data on Operations and Algebraic functions. This plan will be re-visited monthly for revision and teachers will be encouraged to develop new strategies to help struggling students master the selected goal.</p>	<p>Targeted Alternate Assessment Students</p>	<p>9/15-6/16</p>	<p>Classroom teachers, paraprofessionals, School Based Coach, Assistant Principals, Principal</p>
<p>Assistant principals will ensure that during the first marking period, all teachers receive an informal walk through and/or observation during a math period with a focus on coherent instruction and rigor in planning and implementation.</p>	<p>All Alternate assessment students</p>	<p>9/15-11/30</p>	<p>Classroom teachers, paraprofessionals, School Based Coach, Assistant Principals, Principal</p>
<p>School leadership along with lead teachers chose to alter the class schedules by placing math earlier in the day when students are typically more focused and all classroom staff is present (not on their lunch break)</p>	<p>All Alternate Assessment students</p>	<p>9/15-6/16</p>	<p>Classroom teachers, paraprofessionals</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.											
We will utilize our Inquiry Team Per Session funds on a weekly basis to support curriculum planning and purchase additional manipulatives as needed. We will utilize MSAS funds to purchase supplemental STEM curriculum including LEGO robotics and Toon Boom.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
We will analyze SMART plan data on a monthly basis and utilize the growth in SANDI from September-June to determine the success. Our mid-point benchmark will be based on SMART plan success, as measured by an average increase of 2.5% by February.
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

<ul style="list-style-type: none"> • 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.

Part 2 – Annual Goal

<p>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–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

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

Part 4 – Budget and Resource Alignment

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

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

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

Part 5 – Progress Monitoring

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

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

<ul style="list-style-type: none"> • 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.

Part 2 – Annual Goal

<p>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–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

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

Part 4 – Budget and Resource Alignment

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

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

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

Part 5 – Progress Monitoring

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

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	State test scores	Coach Test Prep, Wilson Reading, SMiLE	One on one, small group instruction	During the school day
Mathematics	State test scores	Coach Test Prep, Individualized Math Instruction	One on one, small group instruction	During the school day
Science	State test scores	Coach Test Prep, Toon Boom	One on one, small group instruction	During the school day
Social Studies	State test scores	Coach Test Prep, Toon Boom	One on one, small group instruction	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	N/A			

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

2b. High Quality and Ongoing Professional Development

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

4c. “Conceptual” Consolidation of Funds in SWP Schools

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

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

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **P771K** 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. **P771K** will support parents and families of Title I students by:

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

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

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

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

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

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

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

School-Parent Compact (SPC) Template

P771K in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

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

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

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs.
 - 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>P771K</u>	DBN: <u>75K771</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 checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>0</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _

- The P771K after school program funded under Title III, Part A, of NCLB will be implemented to improve language skills and academic achievement of English Language Learners (ELLs) while meeting the NY State Common Core Standards:

1-5.11. Reading Standards for Literature. Make connections between self, text, and the world around them (text, media, social interaction).

1-5.7. Writing Standards. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

1-5.1. Speaking and Listening Standards. Participate in collaborative conversations with diverse partners about grade 1-3 topics and texts with peers and adults in small and larger groups.

- 12 ELLs will be attending the after school instructional English as a New Language (ENL) sessions twice a week for 15 weeks, on Tuesdays and Thursdays, from 2:50pm to 4:20pm (90 min.) during the months of March 2016 through June 2016. Students will be grouped according to their grade level from K to 2 and 3 to 4, the IEP mandated service as 6:1:1, the English language proficiency at the Entering, Emerging, Transitioning and Commanding levels. Each of the after school sessions will have a "Shared Reading Classics" series for ELLs based on current scientific evidence-based literacy research and best practices pertaining to the students ethnic background needs, such as cultural awareness and native language support:

- Week 1: Introduction to the stories from around the world

Week 2: Stone Soup

Week 3: Goldilocks and the Three Bears

Week 4: The Enormous Watermelon

Week 5: The Gingerbreadman

Week 6: Jack and the Beanstalk

Week 7: The Little Red Hen

Week 8: The Three Billy Goats Gruff

Week 9: The Three Little Pigs

Week 10: The Ugly Duckling

Week 11: Who's in the Shed?

Week 12: Red Riding Hood

Week 13: Babushka Baba Yaga

Week 14: The Bremen Town Musicians

Week 15: Summary and evaluation.

- The direct educational instruction for ELLs will be provided by two fully certified ENL teachers with the support of one Chinese bilingual and one Spanish bilingual paraprofessionals. The Title III program will also have a supervisor on the premises at all times remunerated from another source.

All ELLs placed in this program will receive instruction in English using ENL strategies, such as a sheltered language approach, total physical response, graphic organizers and scaffolding techniques. The differentiated instruction, adapted materials with Mayer Johnson symbols, and the use of augmentative communication devices will be aligned with students' IEP goals. Topics will be aligned with the units of

Part B: Direct Instruction Supplemental Program Information

study being implemented during the school day. The curriculum presented during the school day will be reinforced at the Title III after school program. Multisensory and multicultural ENL materials will be infused throughout all aspects of instruction during the school day and after school sessions. The classroom library will also be used to give the students a variety of books of all levels that reflect the cultural background, needs and strength, and languages of ELLs.

The purchase of an iPad will be necessary to implement the Computer Assisted Language Learning (CALL) approach to enhance the listening, speaking, reading, and writing skills of ENL students. The ink will be used for the 2015-16 Title III binder documentation (Agendas, attendance sheets, lesson plans, etc.), instructional materials for the students and their parents. The technology tools will be used as an aid to the instruction, reinforcement and assessment of the target language with the help of digital interactions. Multimedia presentations will be used to create an interactive element to the storytelling. The textbooks in English and Native languages will be provided along with the supplementary materials for digital storytelling.

Educational instruction will be planned for ELLs taking into consideration their special learning disabilities and physical impairments. Research has proven (The Multiple Intelligences Research by Dr. Howard Gardner) that individuals have different strengths and weaknesses, and benefit most when materials are presented in a variety of ways. Reading A-Z, Raz-kids, the Unique Learning System, Starfall and AWARD Reading online supplemental programs will enable ELLs to extend their language skills, construct meaning and learn differently when that are hands-on, challenging, multisensory, thematic and connected to students' cultures and native languages. In addition, the augmentative communication and recording devices, audio/visual equipment, and smart boards will be utilized to meet our students' individual learning styles and intelligences in a variety of ways.

Assessment will be ongoing, performance-based and generative; aligned with state and local standards. It will be used to assess students' progress through all four modalities of language acquisition: speaking, listening, reading, and writing. As an on-going assessment technique, teachers will use rubrics and students' work that are consistent to the Title III instructional program, language acquisition stages, cultural backgrounds and particular needs of ELLs with disabilities. The scores on students' Brigance Assessment of Basic Language and Learning Skills and NYSAA will also be another form to determine the impact of the Title III program.

-

Part C: Professional Development

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

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

Begin description here: _

P771K school's professional development program for the staff participants involved in the Title III program will be utilized to significantly increase the ability of the staff to provide instruction targeted to the deficit skills of each ELL using differentiated instruction and ENL strategies. It will be aligned with the "Shared Reading Classics" instructional after school sessions for ELLs and will focus on shared reading strategies and multicultural resources for teachers and paraprofessionals in the after school program.

Two bilingual paraprofessionals, two ENL teachers and a supervisor will meet twice a week for a book study professional development workshop after each instructional session on Tuesdays and Thursdays for 30 minutes from 4:20pm to 4:50pm from March 2016 through June 2016. The first PD session will be scheduled before the TIII Instructional sessions commence to set the goals and objectives for the entire

Part C: Professional Development

program. The staff will be using the "Shared Reading Classics" books. During each session two ENL teachers will be taking turns introducing a new book from the "Shared Reading Classics" series with the emphasis on ENL strategies to be used with ELLs :

- Week 1: Introduction to the stories from around the world. Goals and objectives

Week 2: Stone Soup

Week 3: Goldilocks and the Three Bears

Week 4: The Enormous Watermelon

Week 5: The Gingerbreadman

Week 6: Jack and the Beanstalk

Week 7: The Little Red Hen

Week 8: The Three Billy Goats Gruff

Week 9: The Three Little Pigs

Week 10: The Ugly Duckling

Week 11: Who's in the Shed?

Week 12: Red Riding Hood

Week 13: Babushka Baba Yaga

Week 14: The Bremen Town Musicians

Week 15: Summary and evaluation.

- Questions will be distributed a week prior to each session, so that the staff will come prepared for discussion. Literature and materials will be provided for all attendees. Multimedia presentations and interactive activities will be presented during the workshop.

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: _

Our school is an essential part of the community to many of the students and their families. All parents of ELLs at P771K will be given the opportunity to be actively involved in their child's learning during after school hours under Title III program. Parents will be invited to attend the afterschool "Shared Reading Classics" instructional sessions on how they can assist in improving the English language skills and academic achievement of ELLs at home and in school.

Our after school parental engagement activities will take place twice a week for 15 weeks, on Tuesdays and Thursdays, from 2:50pm to 4:20pm (90 min), during the months of March 2016 through June 2016. Parents will be encouraged to attend the ENL after school program to collaborate with teachers and paraprofessionals in order to engage their children in active language learning process using computer and i-PAD activities. When home, they will engage their children and connect their technology skills to the educational outcomes, in addition to reading books, telling stories, and taking their children to museums and libraries.

The activities will be based on the popular books from the "Shared Reading Classics" series from all over the world in English and Native languages. Multi-language resources will be available through the websites www.raz-kids.com, www.readingA-Z.com and www.benchmarkeducation.com. Chinese and Spanish speaking paraprofessionals, Russian speaking ENL teachers will assist with translations and interpretations. Translation and Interpretation funds will be used for oral interpretations of other

Part D: Parental Engagement Activities

additional languages if needed.

- Topics will be sensitively selected and materials will be adapted for the needs of culturally diverse ELL students' families at P771K.

The following topics will be covered during parental engagement activities:

- Week 1: Introduction to the stories from around the world. Goals and objectives

Week 2: Stone Soup

Week 3: Goldilocks and the Three Bears

Week 4: The Enormous Watermelon

Week 5: The Gingerbreadman

Week 6: Jack and the Beanstalk

Week 7: The Little Red Hen

Week 8: The Three Billy Goats Gruff

Week 9: The Three Little Pigs

Week 10: The Ugly Duckling

Week 11: Who's in the Shed?

Week 12: Red Riding Hood

Week 13: Babushka Baba Yaga

Week 14: The Bremen Town Musicians

Week 15: Summary and evaluation.

- To familiarize parents with the program, schedule and instructional goals, informational letters in native languages will be sent to each home. A series of phone calls will be made once a month to keep parents informed about monthly program goals and activities for their review, discussion and recommendations. Translation funds will be used for the purpose of transcribing written materials and providing oral interpretations. Title III funds will be used for materials, supplies, postage, metrocards for participants, and refreshments for the parents.

-

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	<u>\$10,076.40</u>	<u>DIRECT INSTRUCTION:</u> <u>2 teachers for 90 min. after school</u> <u>direct instruction 2 times weekly x 15</u> <u>weeks</u> <u>53,28 x 90 = 4,795.20</u> <u>2 paraprofessionals for 90 min. after</u> <u>school direct instruction 2 times</u> <u>weekly x 15 weeks</u> <u>30,69 x 90 = 2,762.10</u> <u>PROFESSIONAL DEVELOPMENT:</u> <u>2 teachers for 30 min. after school</u> <u>professional development 2 times</u> <u>weekly x 15 weeks</u> <u>53,28 x 30 = 1,598.40</u>

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<u>2 paraprofessionals for 30 min. after school professional development 2 times weekly x 15 weeks</u> <u>30,69 x 30 = 920.70</u>
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	<u>\$645.32</u>	<u>Mini-iPAD, Item #315 809 752</u> <u>1x\$279.00=279.00</u> <u>Mini-iPAD Case, Item#312837569</u> <u>1x\$21.77=21.77</u> <u>Black Ink #310454344(1)@\$93.05</u> <u>Cyan Ink #31045350X(1)\$118.98</u> <u>Benchmarkeducation.com/Classic Tales Early/Fluent,</u> <u>ISBN-10 978-1-4509-8324-2, (1 set)</u> <u>\$93.00</u> <u>Eraser Arrowhead, Item #087713527,</u> <u>4x\$0,44=\$1,76</u> <u>White Out , Item#312211864,</u> <u>2x\$1.71=\$3.42</u> <u>Velcro, Item#315753137,</u> <u>2x\$6.72=\$13.44</u> <u>Dry Eraser, Item#312181558 (1),</u> <u>\$10.45x2=\$20.90</u>
Educational Software (Object Code 199)	<u>\$199.90</u>	<u>1 Year Subscription at www.raz-kids.com for Reading A-Z (\$99.95) + Raz-Kids (\$99.95) = \$199.90</u>
Travel	<u>\$27.50</u>	<u>\$5.50 x 5 = \$27.50 Metro cards</u>
Other	<u>\$250.88</u>	<u>Refreshments for Parents @\$250.88</u>
TOTAL	<u>11,200.00</u>	<u>11,200.00</u>

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District 75	Borough Brooklyn	School Number 771
School Name P771K		

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 Denise D'Anna	Assistant Principal Vinnette Ferrandino
Coach Margot Owen	Coach type here
ENL (English as a New Language)/Bilingual Teacher	School Counselor type here
Teacher/Subject Area Marina Acumen/ENL	Parent Deborah Bain
Teacher/Subject Area type here	Parent Coordinator Denise Ramos
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent type here	Other (Name and Title) type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (excluding pre-K)	421	Total number of ELLs	68	ELLs as share of total student population (%)	0.00%
--	------------	----------------------	-----------	---	--------------

Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s):
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 #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	68	Newcomers (ELLs receiving service 0-3 years)	41	ELL Students with Disabilities	68
SIFE	1	Developing ELLs (ELLs receiving service 4-6 years)	19	Long-Term (ELLs receiving service 7 or more years)	8

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	41		41	19	1	19	8		8	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 19

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
--	---

Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	2	6	5	4		1	2		1				0
Chinese	2	4	5	5	3	1	3	1						0
Russian	3			1	1		1		3					0
Bengali		1												0
Urdu	1	1			1									0
Arabic			1			1								0
Haitian						1								0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian						1								0
Other			1	1				1	1					0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	8	7	12	6	8	4	5	3	1					0
Emerging (Low Intermediate)			1	2	1				1					0
Transitioning (High Intermediate)								1						0
Expanding (Advanced)		1												0
Commanding (Proficient)				4					2	1				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 <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> 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				4					2	1				0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA			14	4	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					10		9		0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
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	
NYSAA Mathematics	19		19	
NYSAA Social Studies				
NYSAA Science	3		3	

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.
 The main assessment tools used to assess the early literacy skills of our ELLs with disabilities are the SANDI, FAST and Running Records. Adaptive Reading (FAST) provides data on ELLs' five instructional targets: Concepts of Print, Phonological Awareness, Phonics, Vocabulary, and Comprehension. The Student Annual Needs Determination Inventory (SANDI) is used to assess 12:1:4 elementary level students in alternate assessment. Teachers also collect additional data in the areas of communication, social skills and behavior in order to differentiate instruction and measure student progress. All data is reviewed to identify priority target skills, instructional strategies and materials are developed to address the identified skills.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 In the beginning of the 2014-2015 school year, all new entrants were administered the NYSITELL to determine eligibility for ENL services. In the spring of 2015, each ELL is administered the New York State English as a Second Language Achievement Test (NYSESLAT) to determine English proficiency. This test determines the level of language proficiency (Entering, Emerging, Transitioning, Expanding and Commanding) and whether or not the student continues to be eligible for ENL services.
 After reviewing and analyzing the NYSESLAT assessment data for the 2014-2015 school year, the following patterns are found across proficiency levels. Reading/writing and listening/speaking test scores revealed that one student scored at the Commanding level, five students at the Emerging level, two students at the Transitioning level, and the rest of ELLs scored at their Entering level. In grades five through eight, two students improved their listening/speaking and one student listening/speaking and reading/writing skills with higher scores comparing to the test scores in the past. The rest of ELLs at the Entering level also showed some progress in all four modalities in listening, speaking, and reading skills. However, there was visible improvement in reading and minimal improvement in comprehension.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 We use the results of the NYSESLAT and the AMAO to design effective instructional program and/or intervention. The data patterns of the NYSESLAT reveal that our ELLs Listening and Speaking continue to be areas of strength. Standardized students progress from Entering levels to Commanding levels at an adequate rate. However, the majority of ELLs in Alternate Assessment stay in the Entering

level longer than expected due to their disabilities.

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?

a. Students continue to perform better in the listening/speaking portion of the NYSESLAT than in reading and writing. Expressive and receptive language development and proficiency level of each student is assessed using the SANDI, FAST, Running Records and NYSAA performance datafolios.

b. Currently, P771K ELLs are not administered the Periodic Assessments due to their disabilities.

c. ELLs are evaluated using alternate assessment tests aligned with common core learning standards in ENL/NLA, ELA and content areas.

Based on NYSAA data collection in 2014-2015 in each of the content areas, our LAP team has observed that the ELL students continue succeeding in NYSAA with higher scores than in the NYSESLAT, primarily due to the fact that the NYSAA test materials are adapted according to the special needs of our students. The results of NYSESLAT (reading/writing, listening/speaking) will effect further instructional decisions. Student home language performance was demonstrated by the student work and performance data in their assessment portfolios, and documented on their scoring worksheets.

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.](#)]

To those ELLs who score below specified levels of performance on the annual English language proficiency assessments, our school provides additional support with rigorous, culturally responsive instruction. The following programs are offered within the Response to Intervention (RtI) framework: Wilson/Fundations highly structured remedial program that teaches the structure of language to students who may require multisensory instruction; SMILE step-by-step multisensory program; Achieve 3000-web-based, individualized learning solutions scientifically proven to accelerate reading comprehension, vocabulary, writing proficiency and performance on high stakes tests. These services are delivered in a one to one tutoring setting during the school day.

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

All content area teachers teach in such a way that the students' English language skills are built on their personal histories and cultures. By developing such understanding and knowledge, teachers create the essential foundation for meaningful instruction, including a literate classroom environment, use of collaborative learning, oral and written personal narratives, dialogic writing, predictable books, reading aloud, literature response, self-selected reading, and the linking of literacy activities to content. An ELL whose IEP recommends Bilingual instruction is entitled to get an alternate placement paraprofessional who speaks English and the student's language

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 P771k does not feature Dual Language program.

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

ELLs are evaluated with assessments that are sensitive to the particular needs of ELLs and used to assess students' progress through all four modes of communication: speaking, listening, reading, and writing. Assessments are ongoing, performance-based, and generative that provide an integrated account of all that ELLs are learning, both in language and in academic content areas. Assessment techniques include a pre- and post- teacher made tests adapted to the students; development of rubrics to assess student work. Essential to understanding growth across all student populations is the review of teacher assessments, supervisor observations, and review of progress towards Individualized Education Plans (IEP) goals. Related service reports also measure growth with individual students in targeted areas. Furthermore, all students have portfolios comprised of work samples and content area teacher assessments that are reflective of progress.

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

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

The following procedures for the identification and placement of new ELLs are used for all new entrants and those students who have been out of NYS for 24 months: The NYSITELL is administered to new entrants and scanned into ATS within the first twenty business days (for students entering with IEPs) to determine eligibility for ENL services, following the administration of the HLIS at CSE level. However, if it has not been completed at CSE, our school site coordinators and bilingual pedagogues speaking Italian, Russian, Ukrainian, Polish, Yiddish, Spanish, Chinese, Filipino, Arabic, and Haitian-Creole languages, administer the HLIS and an interview with both the parent and student in English and the home language. A qualified interpreter or translator of the language or mode of communication the parent or guardian best understand is present at each meeting. The interview is conducted as an in-depth discussion with the parent and student in their home language about languages spoken at home, previous access to schooling, migration history and family circumstances, the student's strengths and interests, the Individualized Education Program review, special needs and other related/potentially relevant information. A student is considered to have a home language other than English when (1) one question on the HLIS Part I: questions 1-4 indicates that the student uses a language other than English, and (2) two questions on the HLIS Part I: questions 5-8 indicate that the student uses a language other than English, and (3) the interview with the parent and student indicates a language other than English. Therefore, the home language is determined based on a combination of the interviews with the parent and student, and responses to the questions on the HLIS. The home language determination is not based solely on the responses to the questions (regardless of number of responses of one language or another). Over-the-phone interpretation services are available through the DOE’s Translation and Interpretation Unit so that parents can receive language assistance and have their questions answered in their preferred languages.

Our school Language Proficiency Team (LPT) determines eligibility to take the NYSITELL. NYSITELL eligible students are tested by our two fully ESOL certified ENL teachers Gisele Lukmanova and Marina Acumen within the first twenty days of initial enrollment. Service eligibility is determined by cut scores on NYSITELL. Spanish speaking students, who do not pass the NYSITELL, are administered the Spanish LAB in order to determine language dominance. For those students who are SIFE with a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, the Literacy Evaluation for Newcomer SIFE (LENS) is administered. In addition, student’s language competency is evaluated by ELL teacher observations and student’s school work.

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).

Within 30 days of enrollment, the oral interview questionnaire is administered to the SIFE student by ELL teachers and licensed pedagogues trained in cultural competency, language development, and the needs of English Language Learners with the help of a qualified interpreter/translator if needed. For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, the Literacy Evaluation for Newcomer SIFE (LENS) is administered. In addition, student’s language competency is evaluated by ELL teacher observations and content area work samples.

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).

All our newly enrolled ELLs come to our school with the Individualized Education Plans (IEPs) developed at the Committee on Special Education (CSE) level. Following the administration of the HLIS and an interview with both the parent and student in English and the home language, for students whose home language is not English, the NYSITELL eligibility is determined. NYSITELL eligibility in our school is based on the determination of the Language Proficiency Team (LPT) consisting of a P771K administrator, school psychologist, ELL teachers, the director of special education, the student’s parent. The LPT considers evidence of the student’s English language development and the information provided by the CSE as to whether the student’s disability is the determinant factor affecting whether the student can demonstrate proficiency in English and take the NYSITELL.

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

In District 75, entitlement and non-entitlement parent notification letters are distributed at the CSE.

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

Parents are informed during the LPT meetings that they have the right to appeal ELL/non-ELL status within 45 days of enrollment.

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.

100% of our school population is special education including students with emotional disturbances, autism, intellectual and multiple disabilities. Decisions on program choices (Transitional Bilingual Education (TBE), Dual Language, Freestanding ENL) are made during the Educational Planning Conferences at the Committee for Special Education (CSE) level in conjunction with the parents of ELLs. Moreover, twice a year (in Fall and Spring), P771K holds orientations for parents/guardians of newly enrolled ELLs to inform them of the different ELL programs that are available. In these orientations, parents/guardians have the opportunity to receive materials about ELL programs in their home languages and ask questions about ELL services with assistance from an interpreter if necessary. Currently, our school offers a Freestanding ENL program only. This offering has been directly aligned with parents' choice, where 100% of parents have requested such program for the last few years. However, in case our parents have selected a TBE/DL program for their child, P771K Parent Coordinator Denise Ramos works diligently to increase our outreach to other schools in District 75 to support parent choice and link parents to neighborhood resources, so that the parents will have the option of transferring their child to a school within the district providing such program.

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 Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

In District 75, entitlement of services is ensured and parents are informed by the Committee for Special Education (CSE) as to the service which is most beneficial to their child and which their child will be receiving. In addition, parents receive letters in a timely manner about the services provided in their home language throughout the year. All documentation is secured and stored properly in the school office.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. Parent Survey and Program Selection procedures are facilitated by the Committee for Special Education (CSE) during IEP meetings in conjunction with the parents of ELLs.
9. Describe how your school ensures that placement parent notification letters are distributed. Placement parent notification information is provided to the ELL parents by the Committee for Special Education (CSE) during IEP meetings.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). All ELL documentation for each child is kept securely and stored properly in the student's cumulative folder in the school office.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

In the spring, each ELL is administered the New York State English as a Second Language Achievement Test (NYSESLAT) by fully certified ELL teachers Gisele Lukmanova and Marina Acumen to determine English proficiency. This test determines whether or not the student continues to be eligible for ENL services. The ATS reports, such as RLER, RLAT are utilized to determine NYSITELL and LAB-R eligibility for those students who are already in the NYC Public School System. The Appendix H chart is used to determine which NYSESLAT grade-level assessment to administer to students with disabilities who, according to their Individualized Education Program (IEP), are ungraded. The RNMR report is used to prepare a schedule for testing each of the four modalities on NYSESLAT.

The Speaking session is administered individually and scored at the time of administration by a teacher who is not the student's teacher of ENL or ELA. The Listening/Reading/Writing sessions of the NYSESLAT are administered in groups and the writing subtest is scored by pedagogues who are not the students' teachers and who had special training in administering/scoring the NYSESLAT.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Continued entitlement and transitional support of ELLs are addressed by the IEP team during IEP meetings.
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).

Currently, our school offers a freestanding ENL program through standalone and integrated models of instruction. This offering has been directly aligned with parents' choice, where 68 parents have requested such program for the last few years. However, in case our parents have selected a TBE/DL program for their child, P771K Parent Coordinator Denise Ramos works diligently to increase our outreach to other schools in District 75 to support parent choice and link parents to neighborhood resources, so that the parents will have the option of transferring their child to a school within the district providing such program. For those ELLs who have a bilingual mandate on their IEPs, but for whom there is currently no bilingual class setting available, the alternate bilingual placement paraprofessional services in their home language and in English are provided in addition to ENL instructional units.

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.
ENL classes are provided by two ELL (K-12) teachers Gisele Lukmanova and Marina Acumen who are dually certified in common branch/special education and TESOL, through a combination of integrated and standalone models of instruction. The standalone ENL instruction is provided to develop English language skills that are aligned with the ENL/ELA standards. During integrated model of instruction, ELL teachers continue to collaborate with the certified content area teachers to make their lessons more meaningful through the use of ENL strategies and vocabulary support. ELL students are grouped homogeneously, according to their grade level within three consecutive grade levels, English language proficiency, as Entering, Emerging, Transitioning, Expanding and Commanding, IEP mandated service as: 12:1:1, 12:1:4, 8:1:1, 6:1:1.
 - b. TBE program. *If applicable.*
Currently, 771K does not feature TBE program.
 - c. DL program. *If applicable.*
Currently, 771K does not feature DL 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)?
All integrated and standalone ENL classes in our school offer home language support. Moreover, 19 (nineteen) students in Alternate Placement with the IEP recommendation for Bilingual services are supported by alternate placement paraprofessionals who speak their Home language and English, and at the same time the students receive ENL services from licensed ESOL teachers in a Standalone/Integrated program.
 - a. Our Entering and Emerging level ELLs from grades K to 8 receive 2 units (360 min.) of ENL instruction for 1 unit (180 min.) of Standalone ENL and 1 unit (180 min.) of Integrated ENL per week. Our Transitioning students receive 0.5 units (90 min.) of Integrated ENL/ELA instruction and 0.5 units (90 min.) of Standalone ENL. The Expanding level students receive 1 unit (180min.) of Integrated ENL/ELA/Other Content Area minutes of instruction per week as required by CR Part 154 (see charts below). Commanding Level ELLs continue to receive 0.5 units (90 min.) of study per week of Integrated ENL in ELA/Other Content Area/Other Approved Services for an additional 2 years after passing the NYSESLAT. Our staff ensures that the mandated number of instructional minutes is provided according to students' proficiency levels in alignment with school schedule and curricular.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
For all ELLs content area is provided as follows: all subjects are taught in English through ENL methodologies by certified Special Education teachers who have completed the mandated 10 hours of Jose P. ESL training. The instructional materials used in our classrooms are both age and grade appropriate: Benchmark content area leveled books, Rigby (On Our Way to English), Unique, National Geographic Theme Sets, teacher-made and differentiated materials, such as adapted books, graphic organizers, picture symbols, as well as augmentative devices, such as dynavox, Big Mac, and switches. Content Area Instruction follows the NYS Common Core Learning Standards. To ensure that students meet the demands of the Common Core Learning Standards and pass the required state and local assessments, ENL instruction follows the NYS ENL/ELA and Common Core Learning Standards and incorporates ENL strategies such as: Language Experience, Whole Language, Scaffolding Techniques, graphic organizers, and Cooperative Learning. The use of technology and augmentative communication devices are incorporated to give students additional instructional support.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
To ensure that ELLs are appropriately evaluated in their home languages, our two ELL teachers along with the bilingual pedagogues administer Spanish LAB testing during the initial ELL identification process, followed by numerous evaluations and surveys in child's home language done by our school bilingual psychologists (Spanish and Russian) throughout the year.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
To ensure that all ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year, the dually certified ELL teachers use various formal and informal evaluations. The NYSITELL is administered throughout the school year

as necessary to all students entering grades K to 12 who are first time entrants and reentrants. The NYSITELL assesses language proficiency in four modalities: Listening, Reading, Writing, and Speaking, except for Level 1, which consists of only Listening and Speaking subtests. The NYSESLAT is administered to all ELLs from mid-April to mid-May to determine progress in learning English in all four modalities. ELL teachers use an integrated approach for each of the four modalities evaluation during Title III sessions. ELLs' progress is also evaluated by AWARD reading assessment tools, students' portfolios, and teacher made rubrics during each instructional session aimed to assess all four modalities of language acquisition.

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

ENL and Content Area Instruction is differentiated according to the specific needs of ELLs from different subgroups:

a. At the present time, 2 (two) students with Interrupted Formal Education (SIFE) are identified and appropriate placements are

made with additional support from a buddy student, tutoring, AIS, and home language resources.

b. Newcomers (0-3 years of service) represent a majority of ELLs at P771K, consisting of 54 students. Since the beginning of a

school year, IEP's have been reviewed, related and support services have been provided.

Currently, they are supported through Title III Saturday program, differentiated instruction, alternate placement paraprofessionals'

assistance in their home language, and a nurturing environment to facilitate language production.

c. Those students with an extension of services who have been receiving ENL services for more than three (3) years, but less than six

(6) years, are supported through AIS, Buddy System, peer tutoring, CHAMPS with the continuity of ENL services as per their IEPs.

Students are encouraged to participate in Title III and all after school programs designed to improve test prep and literacy skills.

d. Long term ELLs are supported through AIS, Instructional Technology, peer tutoring, Title III program, visual arts enrichment.

e. ELLs who have achieved proficiency in English and exited from ELL status are provided with at least one half of one unit of study

of English as a New Language (ENL) (90 minutes per week) for two years. They also receive transitional support through AIS, Title III,

Project Art, multisensory and multicultural materials in home languages.

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

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

then the student is provided with additional support services, such as tutoring by a fully certified ELL teacher.

8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

In alternate assessment, through the Unique Learning System online program, teachers of ELL-SWDs integrate technology into shared learning experiences and differentiated tasks that both provide access to academic content areas and accelerate English language development. These differentiated tasks are based on three levels of learning for students with significant cognitive disabilities. Teachers use Level 3 Unique Learning Differentiated Tasks for those students who typically have potential to

learn to read text, and to independently demonstrate comprehension of learned information within modified content. Level 2 students require picture support and other direct support in learning and the demonstration of skills. Level 1 students require maximum support within instructional tasks. For these students, increasing the level of participation is the main objective. All ELLs

receive instruction through a Sheltered English approach. The differentiated instruction, adapted materials with Mayer

Johnson symbols, and use of augmentative communication devices are aligned with students' IEP goals. AWARD Reading Online program is also incorporated to ensure that all ELLs develop reading skills. In addition, the Starfall online program is used in the classroom and in the home with internet access to the animated stories and hundreds of interactive resources for homework and practice. Methods of instruction to deliver lessons include Language Experience Approach, CALLA, total physical response, graphic organizers and scaffolding techniques. The use of technology and augmentative communication devices such as Big Macs paired with Mayer-Johnson symbols, bilingual and monolingual software programs, and adapted switches are incorporated to give students in alternate assessment programs additional support. For standardized ELL-SWDs, teachers use the NYSED Expeditionary Learning Classroom materials and Core Knowledge Listening and Learning textbooks in ELA"; HMH Go Math! packages of all levels in Math and Harcourt Science and Glencoe Science books and equipment in Science.

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?

To meet the diverse needs of ELL-SWDs within the least restrictive environment, our school uses special methods of instruction, such as Language Experience Approach, CALLA, total physical response, graphic organizers and scaffolding techniques. The use of technology and augmentative communication devices, such as Big Macs paired with Mayer-Johnson symbols, bilingual and monolingual software programs, and adapted switches; assessment accommodations, such as granting of extra time, oral interviews, demonstrations or visual representations, tasks requiring completion of graphic organizers or cloze sentences instead of essay questions and other assessment tasks that depend heavily on proficiency in English, are incorporated to give students in alternate assessment programs additional support and flexibility. We also focus on students' families, languages spoken at home, the use of home language books with adaptations, and other bilingual materials and resources, such as Fonolibros, EDL Leveled Libraries and Pequenita Celebraciones. The use of bilingual software and multimedia equipment enhances and supports the development of their home language skills. HLA literacy activities are extended throughout the curriculum and subject areas. Our ELL teachers along with the content area teachers work diligently with parents to assist their child with hands on activities related to their disabilities and English language deficiencies during the school day and Title III Saturday sessions.

Chart

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

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

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

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



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

Chart

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

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

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

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

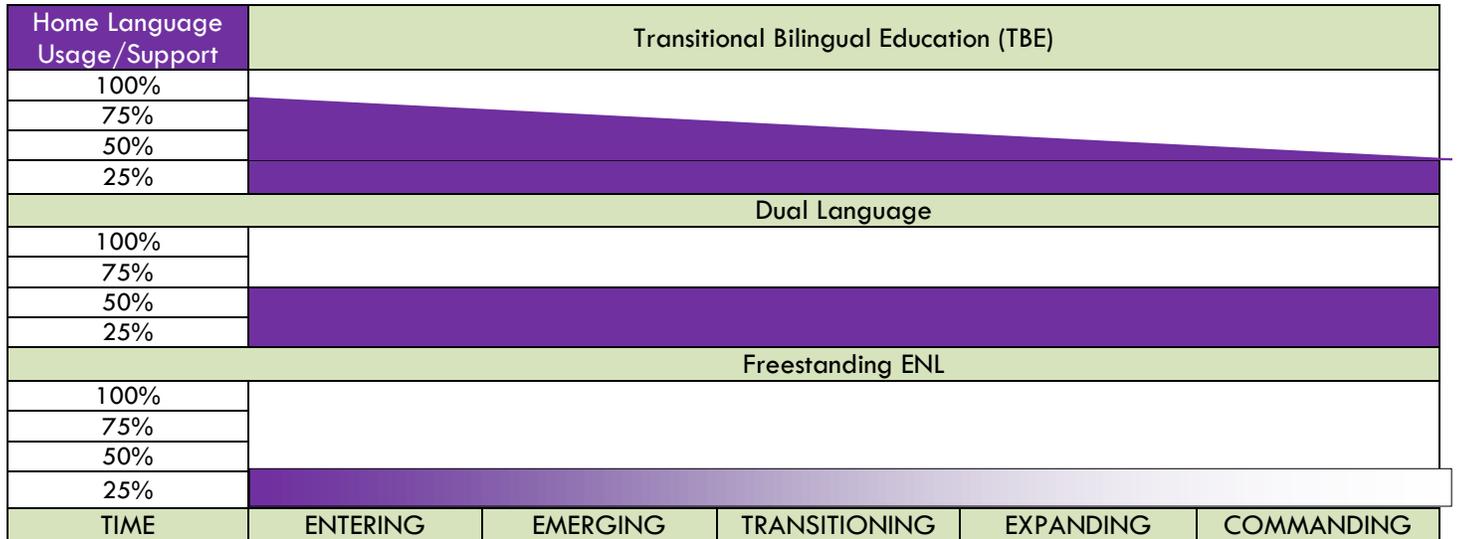


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
We use an instructional program to develop reading and writing skills through the integration of academic content based on best practices across all subject areas (Math, Science, and Social Studies) and grade levels. In ELA/ENL we use SMiLE and AWARD Reading programs developed on current scientific evidence-based literacy research and best practices which meets the requirements of NCLB and ELLs for each stage of language development. The program implements English Language skills development and content area instruction through the use of ENL methodologies to ensure that ELL students meet the standards and pass the required State assessments, NYSITELL, and/or NYSESLAT. Through our Leapfrog program, ELLs learn reading, math, and language arts through interactive, instructional content that is delivered on the Leap Pad and Quantum Pad personal learning tools. Through an "Everyday Math" intervention program, ELLs learn and practice essential skills in Math and apply problem-solving strategies in everyday life situations. The Standardized Assessment ELLs use HMH Go Math! packages of all levels in Math and Harcourt Science and Glencoe Science books and equipment in Science.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
We currently use the Shared Reading Classics Units for ELLs. It is based on current scientific evidence-based literacy research and best practices pertaining to the students ethnic background needs, such as cultural awareness and home language support. Multimedia is also utilized to create an interactive element to the storytelling. The textbooks are provided along with the supplementary materials for digital storytelling and language development.
Through the Unique Learning System online program our ELL and content area teachers effectively integrate technology into curriculum and shared learning experiences.
The ENL instructional approaches and the scaffolding methodologies are applied in our content area subjects as well. During ELA, content area teachers provide support and assistance to ELLs to promote natural emergence of literacy in literacy-rich environment, so that they will practice their next level of language development and, thus, progress in learning and development. Social studies classes are adapted for ELLs with meaning-based and motivating activities. Math and Science classes follow a workshop model with ELL subgroups targeted in a smaller groups of two to four students and a bilingual paraprofessional with lowered anxiety levels of instruction.
All teachers are aware and trained how to apply ENL methodologies to the linguistically and culturally diverse needs of ELLs. They provide hands-on, multisensory, and challenging opportunities for students to access and to master content and listening, speaking, reading, and writing skills in English. Our engaging learning classrooms offer ELLs opportunities to construct meaning and learn in a variety of ways, not just from the teacher or the textbook. They have their peers to learn from and to explore educational activities together.
12. What new programs or improvements will be considered for the upcoming school year?
In the upcoming school year we will continue maximising the use of iPads and Smartboards in all areas of the curriculum allowing the children to work in the most effective environment shifted from teacher-centred to child-centred learning.
13. What programs/services for ELLs will be discontinued and why?
Discontinuation of ENL services are made by the principal in consultation with the student, the parents, and ELL and content area teachers based on the level of proficiency (Commanding) in NYSESLAT with continued transitional support from ELL teachers up to two (2) years. No currently existing ENL/ELL programs will be discontinued this school year.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs are afforded equal access to all school programs and integrated curriculum activities, instructional technology and tutoring. ELLs and their parents are invited to participate in all Saturday, afterschool and supplemental services, widely represented in all school community programs. Parents/guardians are encouraged to attend monthly PTA and family involvement activities where interpreters and written translations are provided as needed.
Title III Saturday Symposiums are implemented to help ELLs attain English proficiency through interactive Storytelling units. Each session is planned to supplement the themes being studied during the school day. The curriculum presented during the school day is reinforced at the Title III program.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
Some of the ENL instructional materials used in our program are books on guided reading, shared reading, and silent reading, reading aloud; writing booklets, charts, graphic organizers, visual aids and technology. The use of computers, iPads, and smart board technology provides students with the opportunity to practice listening, writing, reading skills, and language development.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Home language support for ELLs is delivered by multicultural library books, as well as books and software in the Spanish, Chinese, and Russian languages and the adaptation of literacy materials to meet the needs of students with severe disabilities. HLA literacy activities are extended throughout the curriculum and subject areas.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
All required services support and resources correspond to ELLs' ages and grade levels. All curriculum and materials are age and grade appropriate. We use Benchmark content area leveled books, Rigby (On Our Way to English), Unique, National Geographic Theme sets, teacher made and differentiated materials to assist our ELL's in becoming successful in our school.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
Before the beginning of the school year newly enrolled ELLs are offered Chapter 683 Summer School ENL services provided by two fully certified ELL teachers. They receive support in their home language from alternate bilingual placement paraprofessionals related service providers throughout the school year. The parent coordinator assists them with home language resources and home-to-school connections.
19. What language electives are offered to ELLs?
We currently do not provide any language electives to ELLs.
20. For schools with dual language programs:
- What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - In which language(s) is each core content area taught?
 - How is each language separated for instruction?
 - Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

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.)

Based on our inquiry team observations and findings across all subject areas and grade levels, the team members Principal Denise D'Anna and Assistant Principals determine the deficit areas on instructional planning for the teachers of ELLs and select the appropriate topics pertaining to the professional development of all teachers of ELLs.

Professional development to all teachers and administrators is specifically designed to address the needs of English language learners. A minimum of fifteen percent (15%) of the required professional development hours for all teachers prescribed by CR Part 80 is dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. For all bilingual and English as a New Language teachers, a minimum of fifty percent (50%) of the required professional development hours is dedicated to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners.

Teaching strategies also include activities and techniques to develop oral language and vocabulary, as well as reading and writing skills. Best practices in second language instruction are modeled, analyzed and implemented in the classroom setting. Classroom inter-visitations are arranged to share ideas and strategies.
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?

During Professional Learning Communities (PLC), teachers collaboratively use data to create instructional goals unique to their ELL population. Teachers of Small Learning Communities using a PLC model have a common planning period and share the same small group of students, including ELLs, whom they closely monitor in order to offer an increasingly targeted responsiveness to individual needs of students.

All teachers of ELLs, including ELL teachers, are offered professional development provided by the District 75 ELL department on the following topics:

 - a. ELL Compliance Professional Learning Institute: September - March; topics covered: CR Part 154, ELL Identification, NYSITELL, NYSESLAT, ATS Reports, Compliance Binder Documents.
 - b. ELL Teacher Professional Learning Institute: September-June:
 - Session 1: Providing Instruction for ELLs on the Autism Spectrum
 - Session 2: Collaborative Team-Teaching for ENL (ESL) Teachers and a Partner Classroom Teacher (Grades 7-12).
 - Session 3: Collaborative Team-Teaching for ENL (ESL) Teachers and a Partner Bilingual Teacher or Content Area Teacher (Grades 7-12).
 - Session 4: How to Use Questioning and Discussion in Developing Meaningful Instruction for ELLs with Severe Disabilities.
 - Session 5: Teaching Core Vocabulary to ELLs with Severe Disabilities.
 - Session 6: Promoting Culturally Responsive Behavior for ELLs with Disabilities.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

The guidance counselors meet weekly to discuss strategies in order to assist ELLs as they transition from elementary to middle and/or middle to high school. Professional development sessions for staff are provided by a school leadership team and guidance counselors on how each student's unique background affects his or her instructional needs, and to meet that student with tailored secondary level or high school level instruction; how to teach the content and language together in the same classroom, through a coteaching model in which the ELL and content teacher collaboratively plan. Partnerships between elementary and secondary schools that allow older students to share their secondary school experiences with younger children are established (Homework partners, school ambassadors, cross-curricular community history projects). Similarly, self-reflective sharing sessions for staff are included for each stage of second language acquisition development and balanced literacy, such as "Language Support for English Language Learners of Each Stage of Language Learning", "Balanced Literacy for English Language Learners" to assist ELLs as they transition from one school level to another.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

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

C. Parental Involvement

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

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

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

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
 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): To familiarize ELL parents with the annual individual meetings, informational letters with agendas and goals of the program are sent out to each student's parent. All informational materials are translated into home languages. To disseminate information and obtain parent input, a series of phone calls are established prior to each meeting, about program goals, needs and concerns for their review, discussion and recommendations. ELL parents' attendance is recorded and stored in the school building using existing procedures and protocols.
 3. The parent coordinator at P771K Denise Ramos provides parents of all students, including parents of ELLs, with an on-going communication and training in their home languages on different aspects of their children's education such as, home activities to support learning, outside support in their local community, and family interest needs surveys. Parental involvement activities provided under Title III program, are based on the "Shared Reading Classics" theme, consisting of a series of training sessions for the parents on how to help their child at home to improve English language skills, for instance, what to do when reading to their child at home - before, during, or after reading the book. Parents are introduced to the popular classics from all over the world in English and home languages that are sensitively selected and adapted for the needs of culturally diverse ELL students and their parents at P771K. The special education topics, such as the identification and classification process, IEP development and placement of ELL students are also addressed in a series of discussion forums at the end of each session. In addition, our Dually Special Education certified ENL teachers and Content Area teachers provide special training for the parents to assist their child with hands on activities related to autism spectrum disorders and other disabilities.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Our school invites non-profit organizations such as, "Sinergia", "Advocates for Children of NY", "United We Stand of NY" to participate in our Title III sessions. Some of the workshops that they provide to the parents of ELLs are: "The Evaluation and Classification Process", "How Parents Can Be Advocates for Their Children", "A Guide to the Legal Rights of Immigrant Students and Parents in the New York City Public Schools", "Cultural Diversity and Its Role in Our Children's Education". A QSAC consultant is available to work with parents to assist their children with hands on activities related to autism spectrum disorders.
5. How do you evaluate the needs of the parents? The P771K parent coordinator Denise Ramos offers parents of all students, including parents of ELLs, the family interest needs surveys, so that our school can better serve the needs of our students and their families. Parents also fill out evaluation forms and surveys regarding their needs and concerns after each workshop or training provided by our ESOL teachers and partnering Community Based Agencies.
6. How do your parental involvement activities address the needs of the parents? Parents' needs and concerns are evaluated and considered for further improvement of our home to school cooperation and involvement during school inquiry team meetings.

D. Additional Information

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

School Name: **P771K**

School DBN: **75K771**

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)
Denise D'Anna	Principal		10/20/15
Vinnette Ferrandino	Assistant Principal		10/20/15
Denise Ramos	Parent Coordinator		10/20/15
Gisele Lukmanova	ENL/Bilingual Teacher		10/20/15
Deborah Bain	Parent		10/20/15
Marina Acumen	Teacher/Subject Area		10/20/15
	Teacher/Subject Area		10/20/15
Margot Owen	Coach		10/20/15
	Coach		10/20/15
	School Counselor		10/20/15
	Superintendent		10/20/15
	Borough Field Support Center Staff Member _____		10/20/15
	Other _____		10/20/15
	Other _____		10/20/15
	Other _____		10/20/15

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **75K771** School Name: **P771K**
Superintendent: **Gary**

Before you begin, please check the following:

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

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

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

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

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

Each parent meets with the school staff when their child is placed in our school. An intake form and Student Emergency Contact card are completed where the student's home language is noted. The appropriate language service for students is determined at CSEs/SBST level based on the Home Language Identification Survey (HLIS, Part I) responses and followup interviews with the parents in their home language. However, if it has not been done at CSE, our school coordinators determine the primary language spoken by the parent of each student within 10 (ten) days of a student's enrollment based on the HLIS and ATS reports. The school coordinators also maintain the appropriate and current record of the primary language of each parent. If the primary language is not English, and the parent requires language assistance, the P771K Parent Coordinator Denise Ramos forwards requests for written translation to the Office of Translation services.

During school orientation meetings parents have an opportunity to ask questions with assistance from an oral interpreter from the P771K staff, or from the Department of Education Translation and Interpretation Services Office if necessary. Our school uses the over-the-phone interpretation services to communicate with a parent during IEP meetings and parent conferences.

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 P771K data on parents' language preferences reveals 12 home languages requested for both written and oral communication. These are Spanish, Mandarin, Cantonese, Russian, Ukrainian, Urdu, Bengali, Arabic, Haitian-Creole, Albanian, Uzbek, Turkish speaking parents who need written translation and oral interpretation.

Part B: Creating a Communications Calendar

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

The documents translated into home languages and disseminated to the parents and school community are afterschool, Title III Saturday program information, school leadership letters, and newsletters. Translation funds are used for the purpose of transcribing written materials and providing oral translation.

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.

Our school provides initial parent orientations, individual Educational Program meetings, Language Proficiency Team meetings, annual meetings with ELL parents, parent-teacher conferences with the help of qualified interpreters and translators if necessary. Face-to-face meetings and phone calls with teachers, guidance counselors, school psychologists, school nurses and/or other school staff regarding critical information about their child's health and education are also facilitated throughout the school year.

Part C: Providing Language Assistance Services

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

Our school uses the DOE Translation and Interpretation Unit resources in translating parent notifications and providing over-the phone interpretation services to parents that speak a language other than English. The unit offers translation services in all necessary languages other than English spoken by our

parents, such as Spanish, Chinese, Russian, Haitian-Creole, Urdu, Bengali, and Arabic. In addition, written translations in Spanish, Russian, Ukrainian, Chinese, Haitian-Creole, Arabic, Bengali, and Urdu are provided by in-house school staff. The parent coordinator forwards requests for written translation in other languages to the Office of Translation services. Outside vendors are contacted in the event that the translation request cannot be accommodated by this office.

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

Oral interpretations in Spanish, Russian, Ukrainian, Chinese, Arabic, Bengali, Haitian-Creole, and Urdu are conducted through our staff members. Over-the-phone interpretation services are provided by the DOE Translation and Interpretation Unit staff in the event that in-house staff cannot accommodate the timely provision of interpretation services during group and one-on-one meetings with teachers, guidance counselors, school psychologists, school nurses and/or other school staff.

Part D: Training Staff on Policies and Procedures

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

The Parent Coordinator Denise Ramos distributes language identification guides and "I speak..." cards to the P771K staff and parents with the information on the Translation and Interpretation Unit services and contact numbers on written translation, on-site interpretation, and over-the-phone interpretation services. An archive of pre-translated applications, forms, and templates is available through the DOE Translation and Interpretation Unit website.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

Multilingual welcome posters, translated signage and interpretation notices are posted throughout the school building that advise parents regarding their right to request translation services. Parents' Guide to

Language Access and Language ID Guides are located in the main office, along with the information about their children's educational options. Letters, special education, and related services documents are backpacked with students at the beginning of school year and before IEP/Parent-Teacher Conferences. All of these letters are delivered to the students and families in their home language. All translated surveys, application forms, notifications, and informational documents, such as Parents Bill of Rights, are obtained through the DOE website in all necessary languages.

Part F: Monitoring and Quality Control

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

The P771K parent coordinator Denise Ramos offers parents of all students, including parents of ELLs, the family interest needs surveys, so that our school can better serve the needs of our students and their families.

Parents also fill out evaluation forms and surveys regarding their needs and concerns after each workshop or training provided by our ESOL teachers and partnering Community Based Agencies. Parents' needs and concerns are evaluated and considered for further improvement of our home to school cooperation and involvement during school inquiry team meetings.