

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

75M079

School Name:

P.S. M079 - HORAN SCHOOL

Principal:

GREER PHILLIPS

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: P79M/Dr. Edmund Horan School Number (DBN): 75M079
Grades Served: 6-12
School Address: 55 East 120th Street, New York, N.Y. 10035
Phone Number: (212)369-3134 Fax: (212)996-8307
School Contact Person: Greer Phillips Email Address: GPhillips@schools.nyc.gov
Principal: Greer Phillips
UFT Chapter Leader: Laura Wynn
Parents' Association President: Christine Boston
SLT Chairperson: Laura Wynn
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): Manny Perez
Tyler Broomes

District Information

District: 75 Superintendent: Gary Hecht
Superintendent's Office Address: 400 First Avenue, New York, N.Y. 10010
Superintendent's Email Address: Ghecht@schools.nyc.gov
Phone Number: (212)802-1503 Fax: (212)802-1678

Borough Field Support Center (BFSC)

BFSC: Manhattan Director: Kathleen Lefevre
Director's Office Address: 400 First Avenue
Director's Email Address: klefevr@schools.nyc.gov
Phone Number: (212)802-1500 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)
Greer Phillips	*Principal or Designee	
Laura Wynn	*UFT Chapter Leader or Designee	
Christine Boston	*PA/PTA President or Designated Co-President	
Sheila Harris	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Manny Perez	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Tyler Broomes	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Cindy Valentin	Special Ed. Compliance Coordinator	
Cathy Broomes	Parent	
Sally Slater	Parent	
Lisa Rodriguez	Parent	
Myrna Thomas	Parent	
Milagros Gomez	Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Maryann Gomez	Educational Assistant	
Sonia Madison Kaslow	Teacher	
	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.

P79M/Dr. Edmund Horan School is a middle/high school currently serving 264 students from grades 6 through 12. The school population comprises 31% Black, 62% Hispanic, 4% White, 2% Asian, and 1% American Indian or Alaskan Native students. The student body includes 37% English language learners and 100% special education students. Males account for 67% of the students enrolled and females account for 33%. The Attendance Rate Year to Date for the 2014-2015 school year was 77.4%.

P79M/Dr. Horan School continues to evolve into a community of academic excellence, aiming to provide the best educational experience for all students. Our instructional focus for the 2015-2016 school year continues to address literacy and language development for transition readiness in the 21st century. This instructional focus is informed by a set of transformative elements, taken from the NYC DOE Capacity Framework, that drive school improvement and prepare students for participation and engagement across environments, i.e., Rigorous Instructions, Supportive Environment, Teacher Collaboration, Effective School Leadership, and Trust.

The instructional program in our school community has been structured using a cohort design to address the academic, linguistic, social-emotional, and transition needs of students on a continuum of development who have been recommended for least restrictive, grades 6 through 12, alternate assessment settings (i.e., 12:1:4, 6:1:1, 8:1:1, and 12:1:1). This cohort structure provides a forum for school administrators, teachers, students and their families to foster a collaborative and supportive school culture that focuses on high expectations, safety, positive choice-making, trust, and respect for all.

Following recommendations from the 2015-2016 Citywide Instructional Expectations (CIE) calling on schools to reflect upon and refine practice for addressing instructional priorities, our school community consistently revises and monitors plans for building coherence among the systems for improvement impacting the instructional core and the strategies for reaching school-wide benchmarks of quality. In order to address the first priority of the expectations: knowledge of students and their work, our school community uses a variety of data gathering sources and tools to assess students' learning needs, i.e., student work aligned to the Common Core Learning Standards (CCLS/NYS Alternate Assessment Frameworks), classroom formative tools, Individualized Education Program (IEP) records, Automate the Schools (ATS) records, State summative assessments, and surveys to plan rigorous instruction, ensure appropriate placement in the least restrictive environment, allocate resources and support services, and establish next steps for ensuring students' academic and social emotional development and progress. Some examples of these assessment tools and programs include: IEPs [i.e. Present Level of Performance (PLOP), Annual Goals, Functional Behavior Assessments (FBAs), Behavior Intervention Plans (BIPs), recommended support services, management needs, and transition], report cards, classroom observations, cumulative records (i.e. attendance), student work samples, Getting Ready to Learn (GRT), Student Annual Needs Determination Inventory (SANDI online), family outreach and engagement, Positive Behavior Intervention Supports (PBIS/Emotional Literacy, General Response Protocol (GRP), NYS Alternate Assessment (NYSSA), NYS English as a Second Language Achievement Test (NYSESLAT), Level One Interest and Preference Inventory, and the School Survey. To support this culture of rigor, our school community provides a collaborative and mutually respectful environment which proactively focuses on positive behavior supports and social emotional learning that address the needs of students, through highly integrated support, including PBIS, GRTL, and Emotional Literacy (The Ruler Approach).

In order to address the second priority, integrate policy into an established, clearly articulated instructional focus, our school community has developed and refined a focus aiming at improving writing across the content areas for transition readiness. Across cohorts, students participate in community based work study that is informed by NYS Career Development and Occupational Standards (CDOS), SANDI, and the P79M Blueprint for Teaching. This blueprint, a

curriculum map, provides a coherent overview of the 2014-2015 NYSAA Frameworks teachers need to teach over the course of the school year, as aligned to SANDI, NYS CDOS, social emotional learning, and the Bilingual Common Core Initiative (Home and New Language Arts Progressions). Based on this blueprint, our school community continues to design learning experiences centered on the needs and interests of students (IEPs), the belief on how students learn best, the feedback to teachers (ADVANCE), Danielson Framework for Teaching, 2014-2015 Quality Review rubric, communication with families, and State and local compliance (i.e. NYS CR Part 154 , NYS Performance Plan Indicator #13) for the purpose of making content relevant to maximize the transfer of skills, promote generalization, support the cognitive engagement of all students, including English language learners, and promote movement of students to less restrictive settings and work site placements. These learning experiences: (1) are coherent across service categories, (2) vary in levels of complexity to provide rigor, (3) are differentiated to promote access, (4) facilitate engagement and collaboration using a variety of strategies to support the instructional focus: TEACCH methodology, structured teaching, Home and New Language Arts Progressions (Bilingual Common Core Initiative), Webb's Depth of Knowledge (DOK), Universal Design for Learning (UDL), Getting Ready to Learn (GRTL), Structured Methods in Language Education (SMILE), and PBIS/Emotional Literacy. When examining the element of family and community partnerships, local business organizations continue to support our transition planning efforts by hosting a work study program at their sites, i.e., Metropolitan Hospital, ABC Daycare Center, Modell's, Goodwill, Autism Speaks, Lifespire, Empire HO and Co-op Tech. Students who attend these work sites have the opportunity to develop transition readiness skills in a wide variety of job related experiences and work settings.

For addressing the third instructional priority, a culture of collaborative professional learning that enables organizational and individual development, our school community has refined and developed systems and structures that support the instructional focus and identified areas for teacher and student growth. The school administrative team leads this initiative by providing guidance and focused feedback to teachers as part of the ADVANCE cycle of observations, coordinating professional development opportunities, and building coherent instructional and social emotional support to improve student achievement. Through strategic programming, in alignment with school-wide goals and high expectations around teacher practice and professional assignments, the school leadership continues to support professional learning communities by scheduling weekly team meetings, so that teachers can assess student progress towards meeting their IEP goals and plan instructional next steps. Using the teacher collaborative model, our school community continues to engage in structured professional partnerships and development opportunities aiming at promoting reflective practice and inquiry in order to impact the instructional core. Some of the professional development topics include: the 2014-2015 NYCDOE and District 75 Initiatives (Citywide Instructional Expectations, Quality Review, ADVANCE), language and literacy development, establishing a school culture of high expectations, writing quality IEPs, NYSAA Frameworks (CCLS) and the Instructional Shifts (Common Core Lab), NYSCDOS, standard-based curricula (UNIQUE Learning System, Attainment's), ADVANCE Measures of Teacher Performance (MOTP), Measures of Student Learning (MOSL), instruction (TEACCH, Structured Teaching, Workshop Model), differentiation of instruction (UDL), rigor (Webb's DOK), professional collaborations (teacher teams, Inquiry), information technology, social emotional learning and safety (PBIS/The Ruler Approach, GRT, GRTL), English language learners (NYS CR Part 154, Bilingual Common Core Initiative), Educational Benefit (NYS PP#13), work study program, and related services (physical therapy, occupational therapy, speech, counseling). As we continue to build a culture of high expectations, it is important that we build strong teams, develop leadership capacity among stakeholders, and share responsibilities appropriately.

In addressing capacity element of parent involvement and school-community partnerships, our school community has allocated resources to support an active and growing parent association membership and strong community ties, i.e., job developer, transition coordinator, and parent coordinator. Our goals is to provide families with opportunities to participate in the educational process, communicate needs, access community resources, secure city agency support and services, attend conferences, participate in meetings, workshops, and other school events aiming at strengthening the partnership between the home, school, and the community at large.

By prioritizing knowledge of students, instructional focus, and collaboration, our school community continues to reflect upon and refine the systems, structures, and processes that support the development of literacy and language. This process involves monitoring evidence of the impact of teacher practice and school structures on instructional outcomes, engaging all stakeholders in team reflection and goal-setting processes to inform school-wide decision-making, supporting

student achievement, promote greater instructional consistency and coherence while fostering a culture of learning and high expectations.

75M079 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	07,08, 09,10, 11,12	Total Enrollment	250	SIG Recipient
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
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	N/A	% Attendance Rate		77.2%
% Free Lunch		70.9%	% Reduced Lunch	N/A
% Limited English Proficient		53.9%	% Students with Disabilities	99.6%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		0.8%	% Black or African American	33.9%
% Hispanic or Latino		59.8%	% Asian or Native Hawaiian/Pacific Islander	2.4%
% White		3.1%	% Multi-Racial	N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		4.08	# of Assistant Principals (2014-15)	3
# of Deans (2014-15)		1	# of Counselors/Social Workers (2014-15)	2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	1.9%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.3%	Average Teacher Absences (2013-14)	6.26
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.

DATA SOURCE: 2014-2015 QUALITY REVIEW RATING FORM

- ♣ Instructional Core: **1.1** (Area of Celebration) (Well Developed), **1.2** (Well Developed), and **2.2** (Area of Focus) (Well Developed)
- ♣ School Culture: **3.4** (Well Developed)
- ♣ Systems for Improvement: **4.2** (Well Developed)

DATA SOURCE: 2015 NYSAA SCHOOL REPORT

ELA

- ♣ **50%** of students in the 12:1:4 cohort demonstrated growth for HS ELA: RL.11.2 (Level 1), L.11.2 (Level 1)
- ♣ **50%** of students in the 8:1:1 cohort demonstrated growth for Grade 8 ELA: L.8.3 (Level 2)

MATH

- ♣ **37.5%** of students in the 12:1:4 cohort demonstrated growth for HS MATH: A-CED (Level 1)
- ♣ **50%** of students in the 12:1:4 cohort demonstrated growth for HS MATH: F-IF (Level 1), G-GPE (Level 1)
- ♣ **100%** of students in the 6:1:1 cohort demonstrated growth for HS MATH: G-GPE (Level 2)
- ♣ **50%** of the students in the 6:1:1 cohort demonstrated growth for the Grade 7 MATH: 7.RP (Level 2), 7.NS (Level 1)
- ♣ **100%** of the students in the 6:1:1 cohort demonstrated growth for the Grade 6 MATH: 6.NS (Level 1)
- ♣ **50%** of students in the 8:1:1 cohort demonstrated growth for Grade 8 MATH: 8.EE (Levels 2 and 3), 8.F (Level 1), 8.SP (Level 3)
- ♣ **50%** of students in the 12:1:1 cohort demonstrated growth for Grade 8 MATH: 8.SP (Level 2)

Area of Focus ELA :

- ♣ **Level 1** : RL.11.2 (12:1:4), L.11.2 (12:1:4)

♣ **Level 2:** L.8.3 (8:1:1)

Area of Focus MATH :

♣ **Level 1:** A-CED (12:1:4), F-IF (12:1:4), G-GPE (12:1:4), 7.NS (6:1:1), 6.NS (6:1:1), 8.F (8:1:1)

♣ **Level 2:** G-GEP (6:1:1), 7.RP (6:1:1), 8.EE (8:1:1), 8.SP (12:1:1)

DATA SOURCE: 2015 NYSAA MEDIAN FINAL SCORES

ELA	12:1:4	6:1:1	8:1:1	12:1:1
W.11.1	75	83	90	100
W.8.9	67	75	70	75

DATA SOURCE: SPRING 2015 SANDI WRITING SCORES

Number of Students by Performance Level and Cohort

Level	12:1:4	6:1:1	8:1:1	12:1:1	Other	Total	Percentage
1	30	24	-	16	5	75	32*
2	2	26	1	37	1	67	28*
3	-	20	7	40	1	68	29
4	-	1	11	14	1	27	11
Total	32	71	19	107	8	237	100

* Area of Focus

DATA SOURCE: 2014 NYSESLAT (ARIS)

♣ **84% Beginning** (43 students)

♣ **16% Intermediate** (8 students)

DATA SOURCE: 2014-2015 NYC School Survey

Element from the Framework for Great Schools	P79M % of Positive Answers	Citywide % of Positive Answers for District 75 Schools
Rigorous Instruction	80	80
Supportive Environment	81	89
Collaborative Teachers	82	87
Effective School Leadership	74	79
Strong Family-Community Ties	77	83
Trust	86	91
Parents	88	
Teachers	80	
Students	81	

The above referenced data sources address the need for increased rigor in ELA and Math through the development of CCLS aligned academic tasks focusing on writing (W.1, W.2, and W3) and mathematics (F-IF, F, SP), specifically exploring

into areas of interest in an effort to: (1) write arguments to support claims (2) write informative text to provide explanations, (3) write narratives to develop experiences using valid reasoning and sufficient evidence, and (4) solve math problems involving functions, statistics, and probability, to support the development of transition readiness skills: Independent Living, Employment, Community Integration, and Vocational Training, with the support of CCLS aligned curricula (Unique Learning System; Attainment’s), content-specific strategies, age-respectful materials, differentiation of instruction (UDL), rigor (DOK), accommodations and adaptations, IEP mandated related services, and instructional resources such as the NYSAA Frameworks, NYS CDOS, and school - community partnerships (work study programs). The NYSAA Frameworks and the NYS CDOS along with SANDI Online, NYSESLAT, Bilingual Common Core Initiative and Social Emotional Literacy (PBIS) resources provide a standard-based approach for practice that are aligned to the CCLS standards, the Instructional Shifts, and that meet the expectations of 2014-2015 Citywide Instructional Expectations, 2014-2015 the Quality Review Rubric, and the Danielson’s Framework for Teaching (ADVANCE).

Part 2 – Annual Goal

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

By June 2016, students will demonstrate progress toward achieving the Common Core Learning Standards for ELA (W.1, W.2, and W.3) and Math (F-IF, F, and SP), as measured by a 3% increase in the number of students scoring at Levels 3 and 4 on the Spring 2016 SANDI Writing and Math modules, as compared to the Fall 2015 data.

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) <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>Teachers will engage in structured professional collaborations, trainings, and Inquiry during team meetings to analyze writing samples across content areas and math problem solving to build capacity and support a shared understanding of high expectations. [2x a week, Ongoing]</p>	<p>Students, Teachers, Related Svcs, Paras</p>	<p>Sept 2015— June 2016</p>	<p>Administrative Team, Coordinators, Teachers, Related Services, and Paraprofessionals</p>
<p>School-wide Implementation of standard-based curricula (Attainment’s, Unique Learning System) with the P79M Blueprint for Teaching during the flow of the instructional day to support the development of writing across the curriculum and math problem solving. [Ongoing]</p>	<p>Students, Teachers, Related Svcs, Paras</p>	<p>Sept 2015— June 2016</p>	<p>Administrative Team, Coordinators, Teachers, Related Services, and Paraprofessionals</p>

School community will provide students with functional literacy experiences during the flow of the instructional day focusing on the writing process across the content areas, including the Arts and the CCLS instructional shifts to support the acquisition of 21st Century skills: communication, problem solving, critical thinking, self-advocacy, and positive choice making [Ongoing]	Students, Teachers, Related Svcs, Paras	Sept 2015— June 2016	Administrative Team, Coordinators, Teachers, Related Services, and Paraprofessionals
Teachers will receive weekly mentoring and coaching services to support development of content area knowledge and pedagogy that is developmentally appropriate and mapped to IEPs, NYSAA Frameworks (CCLS), NYS CDOS standards, and social-emotional objectives (PBIS) [Ongoing]	Students, Teachers, Related Svcs, Paras	Sept 2015— June 2016	Administrative Team, Coordinators, Teachers, Related Services, and Paraprofessionals
Teachers will sequence instruction during the flow of the instructional day using the workshop model, structured teaching, and TEACCH protocols to support development, generalization, and application of literacy and math skills involving writing across the content areas and math problem solving [Ongoing].	Students, Teachers, Related Svcs, Paras	Sept 2015— June 2016	Administrative Team, Coordinators, Teachers, Related Services, and Paraprofessionals
Teachers will implement the Verbal Behavior Network (VBN) in their lessons during the flow of the instructional day, as a technique for embedding targeted vocabulary word retrieval and comprehension to support development of literacy skills, per-to-peer interaction, engagement, constructive feedback, and classroom discussion [Ongoing].	Students, Teachers, Related Svcs, Paras	Sept 2015— June 2016	Administrative Team, Coordinators, Teachers, Related Services, and Paraprofessionals
Teachers will Incorporate Webb’s Depth of Knowledge (DOK) during the flow of the instructional day to address the expectations of rigor, engagement, and the cognitive and procedural demands of the NYSAA Frameworks (CCLS) and the Instructional shift related to W.1, W.2, and W.3 (ELA), and F, F-IF, and SP (Math) [Ongoing].	Students, Teachers, Related Svcs, Paras	Sept 2015— June 2016	Administrative Team, Coordinators, Teachers, Related Services, and Paraprofessionals
Teachers will incorporate the principles of Universal Design for Learning (UDL) during the flow of the instructional day when designing instruction, planning assessments, or selecting strategies to address students’ individual learning needs by providing multiple access points to the curriculum [Ongoing].	Students, Teachers, Related Svcs, Paras	Sept 2015— June 2016	Administrative Team, Coordinators, Teachers, Related Services, and Paraprofessionals
Teachers will gather and analyze data during weekly team meetings, yielded from summative assessments (NYSAA, NYSESLAT), formative assessments (SANDI, teacher observation), IEPs, analysis of student work, PBIS reports (SWIS OORS), GRTL reports, NYS CR Part 154 Title III report and the NYC School Survey to strategically plan instructional next steps for students [Ongoing].	Students, Teachers, Related Svcs, Paras	Sept 2015— June 2016	Administrative Team, Coordinators, Teachers, Related Services, and Paraprofessionals
Teachers will incorporate feedback received from the ADVANCE cycle of observations (MOTP), to address the demands of CCLS and the Instructional Shifts, guide and strengthen teacher practice, close the achievement gap and prepare students for transition readiness [Ongoing].	Students, Teachers, Related Svcs, Paras	Sept 2015— June 2016	Administrative Team, Coordinators, Teachers, Related Services, and Paraprofessionals

Teachers will participate in structured professional collaborations throughout the school year (ADVANCE Saturday Academy, Inquiry) that built leadership capacity and encourage participation in key organizational decisions that affect student learning across the school [Ongoing].	Students, Teachers, Related Svcs, Paras	Sept 2015— June 2016	Administrative Team, Coordinators, Teachers, Related Services, and Paraprofessionals
---	---	-------------------------	--

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.											
TL Instructional programs; IDEA RS Speech; TL ASA Related Services; TL RS OT; TL RS PT; TL Support Services; TL RS Counseling; TL Professional Development; TL Citywide Instructional Expectations; TL RS IEP Para; TL NYSTL Library Books; TL NYSTL Software; TL NYSTL Textbooks; Title III LEP; TL Deferred Program Planning Initiative; TL Project Arts; TL Parent Coordinator position-Full time; VATEA. OTPs funds for copy supplies, OTPs funds for materials, IEP Coordinator position - Full time, Transition Coordinator position-Full time, and Job Developer position– Full time.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Mid-point Benchmark: 1% of the students will achieve levels 3 and 4 on SANDI aligned tasks for writing and math, as evidenced by a school-wide analysis of student writing and math problem solving tasks using a CCLS aligned writing and math problem solving rubrics. Timeframe: October 2015 to January 2016
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

DATA SOURCE: 2014-2015 QUALITY REVIEW RATING FORM

♣ Instructional Core: **1.1** (Area of Celebration) (Well Developed), **1.2** (Well Developed), and **2.2** (Area of Focus) (Well Developed)

♣ School Culture: **3.4** (Well Developed)

♣ Systems for Improvement: **4.2** (Well Developed)

DATA SOURCE: 2014-2015 NYC School Survey

Element from the Framework for Great Schools	P79M % of Positive Answers	Citywide % of Positive Answers for District 75 Schools
Rigorous Instruction	80	80
Supportive Environment	81	89
Collaborative Teachers	82	87
Effective School Leadership	74	79
Strong Family-Community Ties	77	83
Trust	86	91
Parents	88	
Teachers	80	
Students	81	

DATA SOURCE: GETTING READY TO LEARN (GRTL) (March 2015 -May 2015/12 weeks)

Self-Regulation 3.7 (Z-3.8; Y-3.7; X-3.6; V-3.6)

Attention 3.6 (Z-3.7; Y-3.6; X-3.6; V-3.6)

Time on Task 3.7 (Z-3.6; Y-3.6; X-3.9; V-3.6)

Communication 3.6 (Z-3.6; Y-3.7; X-3.5; V-3.6)

Overall 3.7 (Z-3.7; Y-3.7; X-3.7; V-3.6)

DATA SOURCE: 2014-2015 INCIDENT REDUCTION PLAN

3% reduction of level 4 and level 5 infractions occurring during transitions in the school community

3% reduction of level 4 and Level 5 infractions occurring in the cafeteria during lunch periods

3% reduction of level 4 and Level 5 infractions occurring in the cafeteria during morning and afternoon dismissal .

The above referenced data sources indicate the need for our school community to continue to foster a healthy, safe, and supported school environment based on safety and trust in which students feel protected, respected, and encouraged to engage in a rigorous learning process. A healthy, safe, and supported learning environment enables students, staff, families, and the school as a community to learn in powerful ways. Such an environment supports a school culture driven by innovation, Inquiry, positive choice making, and leadership capacity. For students, a learning environment based on trust and respect, increases opportunities for developing their self-esteem, which, when combined with increased literacy skills, help them achieve transition readiness.

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, 100% of the classrooms across cohort will operate as student-centered environments, communicate high expectations, promote peer collaboration, and support the academic and social emotional growth of students, as evidenced by the above level ratings on the 2015-2016 NYC School Survey in the Supportive Environment category, as compared to the 2014-2015 ratings

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) 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>Teachers will foster a supportive learning environment during the flow of the instructional day that is grounded on social emotional principles (PBIS) to promote a culture of high expectations, positive choice making, and peer to peer collaboration [Ongoing].</p>	<p>Students, Teachers, Related Svcs, Paras, Parents</p>	<p>Sept 2015- June 2016</p>	<p>Administrative Team, Coordinators, Teachers, Related Services, and Paraprofessionals</p>
<p>Teachers will implement the Getting Ready to Learn (GRTL) program across cohorts during the flow of the instructional day to create learning environments that are calm, safe, and</p>	<p>Students, Teachers,</p>	<p>Sept 2015- June 2016</p>	<p>Administrative Team, Coordinators, Teachers,</p>

comfortable, and to prepare students to be in optimal physical, emotional, and cognitive states for learning [Ongoing]	Related Svcs, Paras		Related Services, and Paraprofessionals
Teachers will develop monthly General Response Protocol (GRP) safety lessons to address steps students need to take in case of emergencies related to Soft/Hard Lockdown, Evacuation, and Shelter-In [Ongoing].	Students, Teachers, Related Svcs, Paras,	Sept 2015- June 2016	Administrative Team, Coordinators, Teachers, Related Services, and Paraprofessionals
Teachers will incorporate the principles of Universal Design for Learning (UDL) during the flow of the instructional day when designing instruction, planning assessments, or selecting strategies to address students' individual academic and social emotional needs by providing multiple access points to the curriculum [Ongoing].	Students, Teachers, Related Svcs, Paras ,	Sept 2015- June 2016	Administrative Team, Coordinators, Teachers, Related Services, and Paraprofessionals
Teachers will provide opportunities for students, during the flow of the instructional day, to engage in activities that promote perseverance, self-advocacy, independence, and critical thinking for the acquisition of transition readiness [Ongoing].	Students, Teachers, Related Svcs, Paras ,	Sept 2015- June 2016	Administrative Team, Coordinators, Teachers, Related Services, and Paraprofessionals
Teachers will implement during the flow of the instructional day the P79M Emotional Literacy Blueprint, a curriculum map based on the Feeling Words Curriculum (The Ruler Approach), to promote social emotional learning and self-regulation [Ongoing].	Students, Teachers, Related Svcs, Paras ,	Sept 2015- June 2016	Administrative Team, Coordinators, Teachers, Related Services, and Paraprofessionals
Teachers will analyze data in teams yield from feedback received during the 2015-2016 ADVANCE cycles of observations addressing Danielson's Creating and Environment of Respect and Rapport and Managing Student Behaviors to inform professional development plans focusing on best practices for increasing cognitive and social emotional engagement [Ongoing].	Students, Teachers, Related Svcs, Paras ,	Sept 2015- June 2016	Administrative Team, Coordinators, Teachers, Related Services, and Paraprofessionals
Teachers will gather and analyze data yield from the 2015 NYC School Survey during weekly team meetings to support a dialogue among colleagues about how to improve student achievement by making the school a better place to learn [Ongoing].	Students, Teachers, Related Svcs, Paras ,	Sept 2015- June 2016	Administrative Team, Coordinators, Teachers, Related Services, and Paraprofessionals
Teachers will analyze data yield from the Fall 2015 SANDI Social Emotional module during weekly team meetings to address areas of needs related to social emotional growth: self-advocacy, peer to peer collaboration, independence, problem solving, communication, and self-regulation [Ongoing].	Students, Teachers, Related Svcs, Paras ,	Sept 2015- June 2016	Administrative Team, Coordinators, Teachers, Related Services, and Paraprofessionals

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.
TL Instructional programs; IDEA RS Speech; TL ASA Related Services; TL RS OT; TL RS PT; TL Support Services; TL RS Counseling; TL Professional Development; TL Citywide Instructional Expectations; TL RS IEP Para; TL NYSTL Library Books; TL NYSTL Software; TL NYSTL Textbooks; Title III LEP; TL Deferred Program Planning Initiative; TL Project Arts; TL Parent Coordinator position-Full time; VATEA. OTPs funds for copy supplies, OTPs funds for materials, SESIS/IEP Coordinator position - Full time, Transition Coordinator position – Full time, and Job Developer position – Full time.

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

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Mid-point Benchmark: Ratings gathered from a School Leadership Team generated parental, survey, student survey, and teacher survey designed to assess the school culture in the category of Supporting Environment, as compared to the 2015 ratings. Timeframe: October 2015 to January 2016.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 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.

DATA SOURCE: 2014-2015 QUALITY REVIEW PRELIMINARY RATING FORM

♣ Instructional Core: **1.1** (Area of Celebration) (Well Developed), **1.2** (Well Developed), and **2.2** (Area of Focus) (Well Developed)

♣ School Culture: **3.4** (Well Developed)

♣ Systems for Improvement: **4.2** (Well Developed)

DATA SOURCE: 2015 NYSAA SCHOOL REPORT

ELA

50% of students in the 12:1:4 cohort demonstrated growth for HS ELA: RL.11.2 (Level 1), L.11.2 (Level 1)

50% of students in the 8:1:1 cohort demonstrated growth for Grade 8 ELA: L.8.3 (Level 2)

MATH

37.5% of students in the 12:1:4 cohort demonstrated growth for HS MATH: A-CED (Level 1)

50% of students in the 12:1:4 cohort demonstrated growth for HS MATH: F-IF (Level 1), G-GPE (Level 1)

100% of students in the 6:1:1 cohort demonstrated growth for HS MATH: G-GPE (Level 2)

50% of the students in the 6:1:1 cohort demonstrated growth for the Grade 7 MATH: 7.RP (Level 2), 7.NS (Level 1)

100% of the students in the 6:1:1 cohort demonstrated growth for the Grade 6 MATH: 6.NS (Level 1)

50% of students in the 8:1:1 cohort demonstrated growth for Grade 8 MATH: 8.EE (Levels 2 and 3), 8.F (Level 1), 8.SP (Level 3)

50% of students in the 12:1:1 cohort demonstrated growth for Grade 8 MATH: 8.SP (Level 2)

Area of Focus ELA :

♣ **Level 1** : RL.11.2 (12:1:4), L.11.2 (12:1:4)

♣ **Level 2:** L.8.3 (8:1:1)

Area of Focus MATH :

♣ **Level 1:** A-CED (12:1:4), F-IF (12:1:4), G-GPE (12:1:4), 7.NS (6:1:1), 6.NS (6:1:1), 8.F (8:1:1)

♣ **Level 2:** G-GEP (6:1:1), 7.RP (6:1:1), 8.EE (8:1:1), 8.SP (12:1:1)

DATA SOURCE: 2015 NYSAA MEDIAN FINAL SCORES

ELA	12:1:4	6:1:1	8:1:1	12:1:1
W.11.1	75	83	90	100
W.8.9	67	75	70	75

DATA SOURCE: SPRING 2015 SANDI WRITING SCORES

Number of Students by Performance Level and Cohort

Level	12:1:4	6:1:1	8:1:1	12:1:1	Other	Total	Percentage
1	30	24	-	16	5	75	32*
2	2	26	1	37	1	67	28*
3	-	20	7	40	1	68	29
4	-	1	11	14	1	27	11
Total	32	71	19	107	8	237	100

* Area of Focus

DATA SOURCE: 2014 NYSESLAT (ARIS)

♣ **84% Beginning** (43 students)

♣ **16% Intermediate** (8 students)

DATA SOURCE: 2014-2015 NYC School Survey

Element from the Framework for Great Schools	P79M % of Positive Answers	Citywide % of Positive Answers for District 75 Schools
Rigorous Instruction	80	80
Supportive Environment	81	89
Collaborative Teachers	82	87
Effective School Leadership	74	79
Strong Family-Community Ties	77	83
Trust	86	91
Parents	88	
Teachers	80	
Students	81	

The above referenced data sources indicate the need for a culture of structured professional collaboration, teacher leadership, and Inquiry to increase academic rigor and provide access to the curricula through the implementation of Webb's Depths of Knowledge and the Universal Design for Learning (UDL). The implementation of a data informed

professional development program allows teachers to engage in reflective practice, analysis of student work, peer to peer mentoring, and teacher leadership. The team meeting model: (1) integrates the strength of multiple viewpoints, (2) allows for a varied repertoire of teaching styles to address student learning preferences, (3) promotes a healthy exchange of ideas, (4) encourages strong partnerships, and (5) fosters a culture of mutual respect and shared interest on best practices. The professional development activities require that members in teacher teams: (1) demonstrate a capacity to work collaboratively with colleagues, (2) exhibit the ability to gather and analyze student data to plan next steps, (3) have an in-depth knowledge of special populations, CCLS and the Instructional Shifts, formative and summative assessments, curriculum materials, strategies, and resources (4) design coherent instruction to support IEP implementation , and (5) facilitate organizational learning

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–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, 100% of teachers across cohorts will engage in sustained professional collaborations focusing on the writing process to promote literacy development and increase transition readiness, as measured by student work samples, rubrics, summative and formative assessments, ADVANCE feedback, and teacher self-reflection.

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) <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>Teacher teams will participate in data driven professional development opportunities during the school year focusing on the writing process across the content areas to address literacy and language development for transition readiness. Some of the topics include: Writing Quality IEPs, Standard-based Curricula (UNIQUE Learning System, Attainment’s), the Writing Process, NYSAA Frameworks (CCLS), Instructional Shifts, NYS CDOS, Danielson’s Framework, Instructional Strategies (TEACCH), Differentiation of Instruction (UDL), Rigor (Webb’s DOK), Social Emotional Learning (PBIS/Emotional Literacy, GRTL), Safety (GRP), English Language Learners (NYS CR Part 154/Title III, Bilingual Common Core Initiative), Transition (NYS Performance Plan Indicator #13), Community Partnerships (Work Study programs) [Ongoing.</p>	<p>Teachers, Related Svcs, Paras, Parents</p>	<p>Sept 2015- June 2016</p>	<p>Administrative Team; Coordinators, Teachers, Related Services, and Paraprofessionals</p>

Promote teacher participation in weekly Inquiry teams meetings to analyze student data, track student progress, and create actions plan that will improve instructional effectiveness and close the achievement gap for a targeted group of students (highest and/or lowest one-third) through the implementation of Change strategies [Ongoing].	Teachers, Related Svcs, Paras	Sept 2015- June 2016	Administrative Team, Coordinators, Teachers, Related Services, and Paraprofessionals
Provide opportunities for teachers to reflect about best practices during weekly team meetings with a focus on the analysis of student work to inform instructional next steps, address the needs of student sub-groups, and identify strategies to support planning for rigor and access [Ongoing].	Teachers, Related Svcs, Paras	Sept 2015- June 2016	Administrative Team, Coordinators, Teachers, Related Services, and Paraprofessionals
Provide mentoring services twice a week to new teachers, as per the P79M Mentoring Plan, to build teacher capacity, improve professional knowledge and related skills, develop competence, and promote overall effectiveness [Ongoing].	Teachers, Related Svcs, Paras	Sept 2015- June 2016	Administrative Team, Coordinators, Teachers, Related Services, and Paraprofessionals
Support organizational learning by providing coaching services and technical support to school community members focused on to the school's instructional core, school culture, and systems for improvement.[Ongoing]	Teachers, Related Svcs, Paras	Sept 2015- June 2016	Administrative Team, Coordinators, Teachers, Related Services, and Paraprofessionals
Promote the peer inter-visitation model on a weekly basis as a unique, dynamic professional development opportunity for teachers to exchange classroom experiences and examine best practices [Ongoing].	Teachers, Related Svcs, Paras	Sept 2015- June 2016	Administrative Team, Coordinators, Teachers, Related Services, and Paraprofessionals

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.											
TL Instructional programs; IDEA RS Speech; TL ASA Related Services; TL RS OT; TL RS PT; TL Support Services; TL RS Counseling; TL Professional Development; TL Citywide Instructional Expectations; TL RS IEP Para; TL NYSTL Library Books; TL NYSTL Software; TL NYSTL Textbooks; Title III LEP; TL Deferred Program Planning Initiative; TL Project Arts; TL Parent Coordinator position-Full time; VATEA. OTPs funds for copy supplies, OTPs funds for materials, SESIS/IEP Coordinator position - Full time, Transition Coordinator position – Full time, and Job Developer position – Full time.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Mid-point Benchmark : Percentage (35%) of teachers of moving on the continuum of development informed by the Danielson Framework, as evidence by the MOTP data gathered in ADVANCE, compared to the 2014-2015 MOTP data.
Timeframe: October 2015 to January 2016.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

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

DATA SOURCE: 2014-2015 QUALITY REVIEW PRELIMINARY RATING FORM

- ♣ Instructional Core: **1.1** (Area of Celebration) (Well Developed), **1.2** (Well Developed), and **2.2** (Area of Focus) (Well Developed)
- ♣ School Culture: **3.4** (Well Developed)
- ♣ Systems for Improvement: **4.2** (Well Developed)

DATA SOURCE: 2014-2015 NYC School Survey

Element from the Framework for Great Schools	P79M % of Positive Answers	Citywide % of Positive Answers for District 75 Schools
Rigorous Instruction	80	80
Supportive Environment	81	89
Collaborative Teachers	82	87
Effective School Leadership	74	79
Strong Family-Community Ties	77	83
Trust	86	91
Parents	88	
Teachers	80	
Students	81	

The above referenced data sources indicate the need for the administrative team to practice shared leadership, work closely with staff to set standards for student behavior, allocate resources, and determine programming; set high goals for quality instruction informed by ADVANCE (Danielson Framework for Teaching), and support professional advancement for all stakeholders.

Part 2 – Annual Goal

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

By June 2016, school leadership will establish a Professional Development Plan for delivering the instructional and social-emotional support to nurture and empower the professional growth of staff, as evidenced by the above level ratings on the 2015-2016 NYC School Survey in the School Leadership category, as compared to the 2014-2015 ratings .

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) 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>School leadership will help teacher teams develop, communicate, and implement <u>Classroom Motivation and Management Plans</u> that will include instructional goals and outcomes; classroom policies, rules and procedures; expectations for student performance and behavior to foster a culture of high expectations grounded on the educational philosophy of how children learn best and supported by an instructional focus that emphasizes academic and social emotional growth[Fall 2015</p>	<p>Students, Teachers, Related Svcs, Paras, Parents</p>	<p>Sept 2015 –June 2016</p>	<p>Administrative Team; Coordinators, Teachers</p>
<p>School leadership will develop a <u>PBIS Professional Development Plan</u> to foster a school culture based on the shared understanding and analysis of student data and trends from multiple sources (IEPs, FBAs, BIPs, SWIS/OORS, GRTL, student work, formative and summative assessments) to identify learning goals and track academic and social emotional growth [Fall 2015</p>	<p>Students, Teachers, Related Svcs, Paras, Parents</p>	<p>Sept 2015 –June 2016</p>	<p>Administrative Team; Coordinators, Teachers,</p>
<p>School leadership will encourage teachers to <u>provide frequent and relevant feedback</u> during the flow of the instructional day to guide students through new learning experiences by using questioning and discussion techniques and the writing process to foster communication, critical thinking, and engagement in learning[Ongoing]</p>	<p>Students, Teachers, Related Svcs, Paras, Parents</p>	<p>Sept 2015 –June 2016</p>	<p>Administrative Team; Coordinators, Teachers,</p>
<p>School leadership will participate in monthly <u>norming activities</u> to strengthen their classroom observational methods and skills in order to provide specific, relevant, and actionable feedback that is informed by the Danielson’s Framework to promote teacher growth, support instructional planning and management of student behaviors, and foster professional advancement and leadership [Ongoing].</p>	<p>Teachers, Related Svcs</p>	<p>Sept 2015 –June 2016</p>	<p>Administrative Team;</p>

School leadership will provide <u>professional development opportunities</u> during the school year for teachers to strengthen their ability for understanding, developing, and writing quality IEPs, including Functional Behavior Assessments and Behavior Intervention Plans, that are reasonably calculated to result in educational benefit for students [Ongoing].	Students, Teachers, Related Svcs, Paras	Sept 2015 –June 2016	Administrative Team; Coordinators, Teachers,
School leadership will continue to promote an <u>open door communication policy</u> to foster an environment of effective communication, transparency, collaboration, high expectations, and strong relationships based on mutual respect and trust [Ongoing].	Students, Teachers, Related Svcs, Paras, Parents	Sept 2015 –June 2016	Administrative Team; Coordinators, Teachers,
School leadership will enhance the <u>work study program</u> to provide opportunities for students for transition readiness and problem solving involving self-regulation, self-advocacy, and positive choice making during community based instruction [Ongoing].	Teachers, Related Svcs, Paras	Sept 2015 –June 2016	Administrative Team; Coordinators, Teachers,

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.											
TL Instructional programs; IDEA RS Speech; TL ASA Related Services; TL RS OT; TL RS PT; TL Support Services; TL RS Counseling; TL Professional Development; TL Citywide Instructional Expectations; TL RS IEP Para; TL NYSTL Library Books; TL NYSTL Software; TL NYSTL Textbooks; Title III LEP; TL Deferred Program Planning Initiative; TL Project Arts; TL Parent Coordinator position-Full time; VATEA. OTPs funds for copy supplies, OTPs funds for materials, SESIS/IEP Coordinator position - Full time, Transition Coordinator position – Full time, and Job Developer position – Full time.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Mid-point Benchmark: Ratings gathered from a School Leadership Team generated parent survey, student survey, and teacher survey designed to assess the school culture in the category of Effective Leadership, as compared to the 2015 ratings. Timeframe: October 2015 to January 2016.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

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

DATA SOURCE: 2014-2015 QUALITY REVIEW PRELIMINARY RATING FORM

♣ Instructional Core: **1.1** (Area of Celebration) (Well Developed), **1.2** (Well Developed), and **2.2** (Area of Focus) (Well Developed)

♣ School Culture: **3.4** (Well Developed)

♣ Systems for Improvement: **4.2** (Well Developed)

DATA SOURCE: 2015 NYSAA SCHOOL REPORT

ELA

50% of students in the 12:1:4 cohort demonstrated growth for HS ELA: RL.11.2 (Level 1), L.11.2 (Level 1)

50% of students in the 8:1:1 cohort demonstrated growth for Grade 8 ELA: L.8.3 (Level 2)

MATH

37.5% of students in the 12:1:4 cohort demonstrated growth for HS MATH: A-CED (Level 1)

50% of students in the 12:1:4 cohort demonstrated growth for HS MATH: F-IF (Level 1), G-GPE (Level 1)

100% of students in the 6:1:1 cohort demonstrated growth for HS MATH: G-GPE (Level 2)

50% of the students in the 6:1:1 cohort demonstrated growth for the Grade 7 MATH: 7.RP (Level 2), 7.NS (Level 1)

100% of the students in the 6:1:1 cohort demonstrated growth for the Grade 6 MATH: 6.NS (Level 1)

50% of students in the 8:1:1 cohort demonstrated growth for Grade 8 MATH: 8.EE (Levels 2 and 3), 8.F (Level 1), 8.SP (Level 3)

50% of students in the 12:1:1 cohort demonstrated growth for Grade 8 MATH: 8.SP (Level 2)

Area of Focus ELA :

♣ **Level 1** : RL.11.2 (12:1:4), L.11.2 (12:1:4)

♣ **Level 2**: L.8.3 (8:1:1)

Area of Focus MATH :

♣ **Level 1:** A-CED (12:1:4), F-IF (12:1:4), G-GPE (12:1:4), 7.NS (6:1:1), 6.NS (6:1:1), 8.F (8:1:1)

♣ **Level 2:** G-GEP (6:1:1), 7.RP (6:1:1), 8.EE (8:1:1), 8.SP (12:1:1)

DATA SOURCE: 2015 NYSAA MEDIAN FINAL SCORES

ELA	12:1:4	6:1:1	8:1:1	12:1:1
W.11.1	75	83	90	100
W.8.9	67	75	70	75

DATA SOURCE: SPRING 2015 SANDI WRITING SCORES

Number of Students by Performance Level and Cohort

Level	12:1:4	6:1:1	8:1:1	12:1:1	Other	Total	Percentage
1	30	24	-	16	5	75	32*
2	2	26	1	37	1	67	28*
3	-	20	7	40	1	68	29
4	-	1	11	14	1	27	11
Total	32	71	19	107	8	237	100

* Area of Focus

DATA SOURCE: 2014 NYSESLAT (ARIS)

♣ **84% Beginning** (43 students)

♣ **16% Intermediate** (8 students)

DATA SOURCE: 2014-2015 NYC School Survey

Element from the Framework for Great Schools	P79M % of Positive Answers	Citywide % of Positive Answers for District 75 Schools
Rigorous Instruction	80	80
Supportive Environment	81	89
Collaborative Teachers	82	87
Effective School Leadership	74	79
Strong Family-Community Ties	77	83
Trust	86	91
Parents	88	
Teachers	80	
Students	81	

In addressing the identified need to meet the expectations of the NYS Performance Plan (Indicator #13), our school community makes every efforts to establish strong family and community ties for the purpose of promoting successful transitions of students across cohorts to least restrictive environments (LRE) in the school and the community, i.e., help students prepare for every aspect of adult life and citizenship, from participating in employment programs with agency support to improving communication, academics, social emotional behaviors and positive choice making skills, self-

regulation, and independence. The successful development of IEPs in SESIS to address students' postsecondary outcomes requires the gathering of quantitative and qualitative data from a variety of formative and summative assessment sources (SANDI, Level One Preference and Interests Survey, NYSAA, NYSESLAT, classroom formative tools, etc.) and the collaboration among all stakeholders in the school community for a reasonably calculated educational benefit to improve student outcomes across environments. Of primary importance in the transition planning process is the identification of instructional strategies needed for designing learning experiences with the support of families, community based organizations, and city agencies, to ensure that students access the resources, services, and supports they need

Part 2 – Annual Goal

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

By June 2016, The school will strengthen partnerships with parents, and business, organizations, and agencies in the community to support transition readiness, as measured by a 10% increase in the number of students scoring at Levels 3 and 4 on the Spring 2016 SANDI Vocational module, as compared to the Fall 2015 data.

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) 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>The school community will build a school culture of trust by creating teacher schedules that will allow teachers to meet regularly in teams to have discussions about students, professional discourse around data, collaborate and plan next steps as colleagues [September 2015]</p>	<p>Students, Teachers, Related Svcs, Paras, Parents, Community</p>	<p>Sept 2015 –June 2016</p>	<p>Administrative Team; Coordinators, Teachers, Related Services, and Paraprofessionals</p>
<p>The school community will strengthen the Work Study program by expanding the network of community organizations, business, and agencies; increasing the access to and quality of learning opportunities; optimizing the use of resources; and increasing the coordination of the work study program to support community based instruction and transition readiness.</p>	<p>Students, Teachers, Related Svcs, Paras, Parents, Community</p>	<p>Sept 2015 –June 2016</p>	<p>Administrative Team; Coordinators, Teachers, Related Services, and Paraprofessionals</p>

The school community will develop a school events calendar to provide opportunities for the school community to welcome and incorporate families into the school during IEP conferences, open school night, parent-teacher conferences, school events and celebrations, after-school programs, tours of transition agencies using written communication, newsletters, and phone calls.	Students, Teachers, Related Svcs, Paras, Parents, Community	Sept 2015 –June 2016	Administrative Team; Coordinators, Teachers, Related Services, and Paraprofessionals
The school community will focus on maximizing community outreach efforts to promote transition awareness, build strong partnerships with businesses, community-based organizations, and local government agencies that enrich and support the school community [Ongoing].	Students, Teachers, Related Svcs, Paras, Parents, Community	Sept 2015 –June 2016	Administrative Team; Coordinators, Teachers, Related Services, and Paraprofessionals
The school community will create a <u>training calendar for parents</u> to schedule workshops, seminars, and training on a variety of topics addressing IEPs, transition readiness, student centered planning, agency support, community integration, resources and services, advocacy, citizenship, social emotional support and safety [Ongoing].	Students, Teachers, Related Svcs, Paras, Parents, Community	Sept 2015 –June 2016	Administrative Team; Coordinators, Teachers, Related Services, and Paraprofessionals
The school community will discuss the information captured from the 2014-2015 Learning Environment Survey with families during parent conferences to support a shared understanding of the school's strengths, target areas for improvement, and support a dialogue among all stakeholders about how to make the school a better place to learn.[Ongoing]	Students, Teachers, Related Svcs, Paras, Parents, Community	Sept 2015 –June 2016	Administrative Team; Coordinators, Teachers, Related Services, and Paraprofessionals
The school community will establish a <u>Parent Resource Center</u> to increase parent involvement in the educational process of their children and to secure resources for personal and professional development. [Fall 2015]	Students, Teachers, Related Svcs, Paras, Parents, Community	Sept 2015 –June 2016	Administrative Team; Coordinators, Teachers, Related Services, and Paraprofessionals

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.											
TL Instructional programs; IDEA RS Speech; TL ASA Related Services; TL RS OT; TL RS PT; TL Support Services; TL RS Counseling; TL Professional Development; TL Citywide Instructional Expectations; TL RS IEP Para; TL NYSTL Library Books; TL NYSTL Software; TL NYSTL Textbooks; Title III LEP; TL Deferred Program Planning Initiative; TL Project Arts; TL Parent Coordinator position-Full time; VATEA. OTPs funds for copy supplies, OTPs funds for materials, SESIS/IEP Coordinator position - Full time, Transition Coordinator position – Full time, and Job Developer position – Full time.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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

Mid-point Benchmark: 5% of the students will achieve levels 3 and 4 on SANDI vocational items, as evidenced by a school-wide analysis of student performance tasks using a school generated checklist. **Timeframe:** January 25 through 29, 2016

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

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.)
<p>English Language Arts (ELA)</p>	<p>Highest One-Third and Lowest One-Third based on the 2014-2015 NYSAA scores and Fall 2015 SANDI/FAST data</p>	<p>CCLS aligned resources and other supplemental materials:</p> <p><u>NYSAA FRAMEWORK</u></p> <p>The NYSAA Frameworks represent the alignment of Extensions and Alternate Grade Level Indicators (AGLIs) with the content Standards established for all students by the Board of Regents. Teachers should use the Frameworks to help plan and implement daily instruction, and assessment tasks that are based on grade level CCLS/content standards. 45min x daily</p> <p><u>NYS CDOS</u></p> <p>The Career Development and Occupational Studies (CDOS) Resource Guide with Core Curriculum is a companion document to the CDOS learning</p>		

		<p>standards. It further develops the core content for each learning standard and career majors. 45min x daily</p> <p><u>BILINGUAL COMMON CORE INITIATIVE</u></p> <p>Alignment of ESL and NLA to the CCLS. Includes the NLA and HLA progressions highlighting the stages of second language acquisition and recommended instructional approaches.</p> <p><u>UNIQUE LEARNING SYSTEM</u></p> <p>Is an online, dynamic, standards-based curriculum specifically designed for special learners. Subscribers download monthly instructional thematic units of study. Each unit contains a set of lesson plans and downloadable materials that teachers can readily implement into classroom learning activities. All materials are created using SymbolStix graphics. The unit lesson plans define three levels of differentiated tasks to accommodate the diversity of learners with significant disabilities. 45minx2</p>		
--	--	--	--	--

		<p>per week. 45min x daily</p> <p><u>NEWS-2-YOU</u></p> <p>A special education online weekly newspaper where each week, students connect with the world through symbol-supported news articles and dozens of worksheets, games, and activities. These materials are included in the newspaper to keep students engaged</p> <p>in their studies all week The standard newspaper is published with four levels of difficulty, so there is something to challenge</p> <p>every student, from beginning readers to a high school level. 45min x daily</p> <p><u>ATTAINMENT'S CORE CURRICULUM SOLUTIONS</u></p> <p>a program that features rigorous, research-based programs specifically designed for students with moderate to severe intellectual disability or autism. They contain all the materials teachers need for English language arts, math, and science. They provide scripted lessons to decrease</p>		
--	--	--	--	--

		<p>teacher preparation time and increase teacher fidelity. The ongoing assessments capture data and document student achievement. The sequences of learning are educationally sound and developmentally appropriate 45min x daily</p> <p><u>GETTING READY TO LEARN</u></p> <p>Balanced therapeutic movements program to effectively enhance the student's ability to deal with transitions, classroom demands, and memory, and learning. 45min x daily</p> <ol style="list-style-type: none"> 1. Strategies are implemented and adjustments are made to instruction to meet students' needs during the school day. 2. Use differentiated instruction/flexible grouping. 3. Increase the mandated units of NLA/HLA services. 4. Increased use of multisensory materials. 5. Increase technology support 		
--	--	--	--	--

		<p>6. Promote transition readiness</p> <p>7. Identify learning targets.</p> <p>8. Provide real world context for application of skill sets</p> <p>9. Title III Activities (After School)</p> <p>10. Homework Policy</p>		
Mathematics				
Science				
Social Studies				
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students exhibiting challenging behaviors as evidenced by BIPs and FBAs	<p>The Positive Behavior Support (PBIS), Emotional Literacy, and Getting Ready to Learn (GRTL) programs are used</p> <p>to build skills and capacity of positive behaviors to develop structures for teaching</p> <p>expected behaviors and social skills, creating student behavioral and academic support systems and applying data-based decision making to discipline, academics, and social emotional learning at the school with the support of resources such as the School Wide Information</p>		

		<p>System (SWIS), Functional</p> <p>Behavior Analysis (FBA) and Behavior Intervention Plan (BIP), crisis intervention and self-regulation strategies. The social emotional learning is also supported by the use of the Emotional Literacy program to promote positive choice making</p>		
--	--	--	--	--

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			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

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. **[75M079]**, 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. **[75M079]** will support parents and families of Title I students by:

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

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

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

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

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

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

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

School-Parent Compact (SPC) Template

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

I. School Responsibilities:

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>P79M</u>	DBN: <u>75M079</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>30</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>3</u>
of certified ESL/Bilingual teachers: <u>3</u>
of content area teachers: <u> </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: Begin description here: P79M, Dr. Horan School is a District 75 Special Education High School, part of Network V, located in East Harlem, Geographical District 5. Our school organization provides educational and related services to students with staffing ratios/categories 12:1:4, 12:1:1, 8:1:1 and 6:1:1 in grades 8-12. All of our students are placed in classes within focused transition academies. All students participate in a variety of State assessment programs: the New York State Alternate Assessment (NYSAA) and the New York State English as a Second Language Achievement Test (NYSESLAT). We continue to build on the interests and needs of students by providing continuous opportunities for experiences in community work programs and in-school work experiences as well, as evidenced by our Blueprints for Teaching and Learning. Learning environments are structured to increase opportunities for communication and acquisition of academic/skill readiness of students with severe multiple challenges, autism and intellectual disabilities.

P79M has five (5) Spanish/English Transitional Bilingual Education (TBE) classes, two (2) in the 12:1:1, two(2) in the 12:1:4 and one (1) in the 6:1:1 service categories. We have pull out models in our Freestanding ESL Program (ESL). Fifty three (53) ELL students attend bilingual (TBE) classes and eighty two (82) students attend ESL only programs. There are a total of 258 students at P79M, 135 of which have been identified as English Language Learners.

All students in our Transitional Bilingual program (TBE) receive the required mandated units per week of Home Language Instruction, content area instruction and New Language Instruction as required under NYS CR Part 154. NLA and HLA instruction are aligned with Common Core Standards, and Bilingual Progressions. All English Language Learners at P79M participate in the New York State Alternate Assessment program (NYSAA) in ELA, Mathematics, Science and Social Studies according to criteria set forth by the New York State Testing program.

A careful review of the Spring 2014 NYSESLAT results and the levels of engagement reported for SANDI assessments for our ELL population in Bilingual and New Language Arts only programs, revealed that our English Language Learners, according to the NYSESLAT, demonstrated strength in the modality of listening and speaking skills. They demonstrated a predominant weakness in both reading and writing coming in at the beginning level. Our intermediate level learners consistently demonstrate strength in listening, speaking, and reading; however writing remains an area of focus.

Our target population for the Title III after school program will comprise of thirty (30) English Language Learners (ELLs) that will be selected using the following criteria:

- * Performance at the Beginning Level in the reading and writing modalities of the NYSESLAT
- * Minimal attendance issues.

The targeted ELL population will consist of three group ratios consisting of one 6:1:1 class in grades 8-10, one 12:1:1 class in grades 9-11 and a 12:1:4 class with ELLs in grades 10-12.

Instruction for the Title III program will be in English by three certified bilingual/ESL teachers using effective scaffolding techniques and New Language Arts methodologies such as Total Physical Response (TPR), Whole Language, the use of graphic organizers, the natural approach, and utilizing tactile activities. These strategies will be used to facilitate and improve language acquisition and communication skills that are tied to our goals.

Our goals for this targeted group of English Language Learners will be to accelerate their learning in the following areas:

- * For the skill of Reading and sub-skill of reading comprehension, the learning targets will be: Summarizing, using context clues; and following multiple events in a text (12:1:1 & 6:1:1).
- * For the skill of writing and sub-skills of development, organization and language use, the learning

Part B: Direct Instruction Supplemental Program Information

targets will be; choosing and explaining relevant information from a text, direction and coherence, effective use of words and sentence structure (12:1:1 & 6:1:1).

* Answering yes/no questions related to visual information, following along in a reading and describing actions depicted in pictures (12:1:4).

In order to address these significant areas of need in our target population and in conjunction with preparing them for transition (Indicator 13), we will utilize a Project Based Learning (PBL) culinary experience that is specifically developed to emphasize learning activities that are long-term, interdisciplinary, student-centered and integrated with real world issues and practices. The standards to be addressed are CDOS Standard 1-Career Development, Standard 2-Integrated Learning and Standard 3a-Universal Foundation, as well as Bilingual Progressions- all in English. Through PBL students apply and integrate the content of the subject areas to developing real world skills. Research reported that PBL had a positive effect on students with average to slow verbal ability and students with little previous content knowledge learned more in PBL classes than in traditional classes (Mergendoller, et al., 2006; Mioduser & Betzer, 2003) In addition, special education students develop social skills such as patience and empathy (Belland, et al., 2006); and low ability students demonstrate initiative, management, teamwork and conscientiousness as they worked in groups (Horan, et al., 1996) Assessment will consist of teacher made Project Based Rubric, checklists, video tape analysis, and teacher observations.

This ELL Bakeshop program will run two days a week, Tuesdays and Thursdays from 3:00 pm -5:00pm (2 hours) for eleven weeks, starting from the beginning of March, 2015 through the end of May, 2015 for a total of eleven (11) weeks. In order to make the learning relevant to the world outside of the classroom and help students to see and understand the connections between classroom activities and the world of work as per their transition goals (Indicator 13/Page 10 IEP), this program will encourage students to widen and explore their personal interests in the culinary field and gain the knowledge they need for transition. Utilizing iPad mini's, purchased with Title III funds, for documenting student performance via photos and video, as well as, for applications such as Recipe World, The Cookie Nook, The Photo Cookbook and Best Cookie Recipes as well as utilizing an iMAC for internet research and to compose a recipe book, students will create a bake shop that will focus on skills across all content areas such as; monetary, computation, word problems, time, shopping, experimenting reading, conventional reading, writing as well as listening and speaking. Teachers of Spanish speaking students who are learning English found that common visual language is effective in enabling students to transfer their patterns of thinking from Spanish into English. (Hyerle 1996).The program will include a culminating activity scheduled for the last week of the program where parents as well as district representatives and P79M staff will be invited to part take in our student run "English Language Learner Bakeshop" where they will present their Project in a café style presentation.

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: P79M plans to use Title III funds to conduct professional development workshops for all staff participating in the Title III supplemental instructional program; 3 teachers, 6 educational assistants, 1 supervisor (supervisor will be on staff however not compensated by Title III funds) . Professional development is essential to increase an educators' knowledge, skills, attitudes and beliefs so that they may enable all students to learn at high levels. A certified ELL Bilingual Special Education teacher, Ms. Cindy Valentin, will lead four (4) workshops after school, for one hour (3:00 pm-4:00 pm) alternate Wednesdays throughout the program commencing one week prior to the instructional program. Professional Development will be ongoing and will include power points, research

Part C: Professional Development

presentations, and oral presentations. The following are the topics that will be facilitated at the workshops:

- *Components of Project Based Learning for ELLs
- *Creating Books for ELL Instruction
- *Documenting and Collecting Data Via Pictures for ELLs
- *Creating an iMovie to Document Student Progress and Showcase Student work

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: _____ The parents of our ELL population will attend an orientation meeting the week prior to the start of the program. This meeting will be held in the parents native language (Spanish, French, Italian, etc., depending on the students that apply for the program) and will serve to inform parents about the Title III program as well as the opportunities being offered to parents through the Title III. Our parent coordinator, Ms. Carmen Reyes Quiniones will work to provide parents with meeting times, materials, resources in their native language. An administrator and the Compliance Coordinator, Ms. Valentin will provide an overall description of the program and extend a written and oral invitation to parents in their native language to come in and participate hands on with students during the Title III program. By attending the eleven week Title III afterschool program led by the certified bilingual teachers and paraprofessionals, parents will have the ability to work along their children. The parents will acquire strategies which will focus on "Kitchen Safety"; "How To Assist Students In Working Independently in the Kitchen or with Minimum Support"; "iPads as Assistive Technology"; "How To Research"; and "Reading and Following Simple Recipes in English". Parents will also be invited to participate in the culminating event of the Title III program.

Part E: Budget

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

Allocation Amount: \$16 536.00

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 	15,821.60	<u>Instructional After School Program</u> <u>1 Secretary x 1 Day X 2 hours X 5 weeks= 10 hours x 31.12 = 311.20</u> <u>3 Teachers x 2 Days X 2 hours x 11 weeks = 132 x 50.50= 6666.00</u> <u>6 Educational Assistants x 2 Days x 2 Hours x 11 weeks= 264 x 29.05= 7669.20</u> <u>Sub Total= 14, 646.40</u> <u>Professional Development</u> <u>1 Trainer x 4 days x 1 Hour= 4 Hours x 50.50 = 202.00</u> <u>3 Teachers (trainee) x4 Days x 1 hour</u>

Part E: Budget

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

Allocation Amount: \$16 536.00

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<u>= x 23.00 = 276.00</u> <u>6 Educational Assistants x 4 Days x 1</u> <u>Hour = 4 hours x 29.05 = 697.20</u> <u>Sub Total for PD = 1175.20</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>684.00</u>	<u>ELL Bakeshop:</u> <u>Cooking materials/supplies @ 35.00 x</u> <u>11 sessions = \$385.00</u> <u>ipad mini 16GB with Wi-Fi (Black)</u> <u>1 x \$299.00= \$299.00</u>
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	<u>30.40</u>	<u>Refreshments for parents for culminating activity.</u>
TOTAL	<u>16,536.00</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 Manhattan	School Number 079
School Name Dr. Horan School		

B. Language Allocation Policy Team Composition

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

Principal Greer Phillips	Assistant Principal Mildred Rodriguez Ortiz
Coach Jose Gonzalez	Coach
ENL (English as a New Language)/Bilingual Teacher Rebecca Sadrianna/ENL Teacher	School Counselor Esperanza Urena
Teacher/Subject Area Cindy Valentin/Bil Teacher	Parent Adriana Ramirez
Teacher/Subject Area type here	Parent Coordinator Carmen Reyes Quinones
Related-Service Provider Patricia Ribeiro	Borough Field Support Center Staff Member Kathleen Lefavre
Superintendent Gary Hecht	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	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	6	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	7

D. Student Demographics

Total number of students in school (excluding pre-K)	261	Total number of ELLs	129	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 type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program (DL)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Freestanding ENL	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	

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

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education	0	0	0	0	0	0	0	0	0	0	0	0	7	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	129	Newcomers (ELLs receiving service 0-3 years)	23	ELL Students with Disabilities	129
SIFE	14	Developing ELLs (ELLs receiving service 4-6 years)	24	Long-Term (ELLs receiving service 7 or more years)	82

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	6	4	6	2	1	2	30	3	30	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	17	2	17	22	1	22	52	3	52	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 1

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	0	0	0	0	0	0	0	1	6	4	5	29	0
SELECT ONE _____														0
SELECT ONE _____														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

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

Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish									6	8	8	12	36	0
Chinese									0	0	0	0	1	0
Russian									0	0	0	0	0	0
Bengali									0	0	0	0	0	0
Urdu									0	0	0	0	0	0
Arabic									0	1	0	0	1	0
Haitian									0	0	0	0	2	0
French									0	0	0	0	3	0
Korean									0	0	0	0	0	0
Punjabi									0	0	0	0	0	0
Polish									0	0	0	0	1	0
Albanian									0	0	0	0	0	0
Other									1	0	1	2	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)									7	10	10	12	88	0
Emerging (Low Intermediate)									0	0	0	0	1	0
Transitioning (High Intermediate)									0	0	0	0	1	0
Expanding (Advanced)									0	0	0	0	0	0
Commanding (Proficient)									0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total									0	0	0	0	0	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	5	6	20	8	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	4	0	7	0	16	4	8	0	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	4	0	16	4	8	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	0	0	0	0
Integrated Algebra/CC Algebra	0	0	0	0
Geometry/CC Algebra	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math _____	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0

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	0	0	0	0
Geography	0	0	0	0
US History and Government	0	0	0	0
LOTE	0	0	0	0
Government	0	0	0	0
Other _____				
Other _____				
NYSAA ELA	39	0	24	4
NYSAA Mathematics	35	4	24	4
NYSAA Social Studies	35	4	24	4
NYSAA Science	31	4	24	4

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.
 English Language Learners are assessed using the SANDI/FAST, the Level One Interest and Preference Survey, School Survey, and teacher-made formative assessments. Specific items in these assessment tools cross reference to skill sets highlighted in the New York State Alternate Assessment Frameworks (NYSAA), the New York State Career Development and Occupational Studies Standards (NYSCDOS), and the New and Home Language Arts Progressions (NYS Bilingual Common Core Initiative). The SANDI/FAST modules highlights a wide variety of Common Core Learning Standards (CCLS) aligned behaviors and learning targets for reading, writing, mathematics, communication, fine/gross motor, social emotional/behavioral, vocational, activities of daily living, and science needed for transition readiness (i.e., 21st Century Skills) across all environments upon graduation. Developmental and grade level equivalents are determined following the establish criteria for conducting SANDI/FAST assessment (methods of assessment is teacher directed and observations and performance levels 1through 4 as indicated by scoring rubrics). Teacher made materials aligned with the New Language Arts and Home Language Arts Progressions have been used to determine the levels of proficiency in the new language (NLA) and the levels of literacy in the home language (HLA) for the four modalities of language (reading, writing, listening, and speaking). Teachers use the information gathered from this assessment tools to identify students' academic needs, develop measurable annual and post-secondary IEP goals, determine coordinated sets of transition activities, plan rigorous instruction based on the Danielson's Framework for Teaching, address the linguistic demands of the CCLS and the Instructional Shifts, provide access to curriculum ideas, lend the social emotional support, and select instructional strategies, materials and resources including curriculum programs, related services, and informational technology. Other quantitative (student work, functional behavior analysis (FBAs), IEP updates, Report Cards, OORS/SWISS reports) and qualitative (interviews, anecdotal, referrals to least restrictive environments, Level One Interest and Preference Survey, etc.) data are also taken and continuously analyzed during team and professional assignment meetings. Results gathered from the analysis of these data sources inform next steps, i.e .the need to adjust or modify students' current instructional programs, as indicated in our current 2015-2016 Comprehensive Educational Plan. One of the insights provided by the data about our ELL population is the need to continue the use of the Language Experience Approach across learning environments, including community based instruction, (i.e, work study) to support access to the CCLS.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

The Spring 2015 NYSESLAT revealed that out of 129 of our ELLs that participated in the assessment one hundred and twenty seven (127) are at the Entering Level, one (1) is at the Emerging Level, and one (1) is at the Transitioning Level. Results also reveal students are making gains in the speaking modality of the exam. Scores for the 2014-15 NYSAA revealed that 38% of the ELLs participating in the assessment, attained Levels 3 and 4 in ELA (extensions).

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

ELL Data analysis based on the Spring 2015 NYSESLAT:

- A) Number of ELLs who scored at or below 25th growth percentile and scored at level 1 or 2 on ELA : 0
- B) Number of ELLs who scored at or below 25th growth percentile and scored at level 1 or 2 on Math : 0
- C) Number of under-credited ELLs based on age (HS only): 96
- D) Number of over-age ELLs based on age/grade (Grades 1 - 8): 1
- E) Number of ELLs held over in the past 3 years: 50
- F) Number of ELLs with at-risk level 3 or greater: 108
- G) Number of ELLs with at-risk level 5 or greater: 72
- H) Number of ELLs that passed ELA regents (HS only): 7
- I) Number of ELLs in years of service 5 or 6: 28
- J) Number of ELLs with 2 or more years of service but scores at first quartile on NYSESLAT: 67
- K) Number of ELLs that scored at first quartile on NYSESLAT for 2 or more years in a row: 34
- L) Number/% ELLs: 91 (34.3%)
- M) Number of Long-term ELLs: 63

Estimated AMAO Status for P79M based on the Spring 2015 NYSESLAT:

- 1) Number of NYSESLAT test takers: 70
 - 2) Student who made progress in English Language Acquisition: Not Available
 - 3) Students who attained proficiency on the NYSESLAT: 0
 - 4) Estimated AMAO 1 Status for P79M (Making Progress) : Not available at this time
 - 5) Estimated AMAO 2 Status for P79M (Achieving Proficiency):
 - 5-A) For 2015-2016 (The target for this year is 15.60% with a difference of -15.60% percentage points between the target and our current status)
 - 5-B) For 2016-2017 (The target for this year is 16.30% with a difference of -16.30% percentage points between the target and our current status)
- P79M uses the information about AMAO to focus on the progress towards achievement of the New Language Arts progressions (NLA) for ELLs across service categories and to design appropriate instructional programs and interventions based on a collaborative Inquiry approach to move students from Entering to Emerging.

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?

Patterns across performance levels and grades determine that in listening and speaking ELL students are making incremental gains across all grades as evidenced by teacher-made materials (aligned to the new language arts and home language arts progressions), NYSESLAT scores, teacher observation, and other formative assessment tools. In faring with the new language (English) as compared to the home language, it is determined that our ELL population are performing the same across all environments as informed by teacher-made materials, NYSAA scores, The Level One Interest and Preference Inventory survey results, work-study program reports. The Transitional Bilingual Education program at P79M focuses on providing ELLs with the linguistic support needed in content area instruction so that they may develop the cognitive academic language proficiency (CALP) needed in the content areas. This accelerates the English language development needed for communication, self advocacy, independence, self advocacy, and transition readiness. The English as a New Language Arts program follows a self-contained and collaborative organizational model which gives the opportunity to accelerate English language proficiency and literacy development across content areas and environments for transtion readiness including communication, self advocacy, and independence. The P79M school community uses the results gathered from teacher-made materials to refine instruction, adjust groupings and schedules, and allocate resources. The home language is used to develop literacy skills to strenghten content area knowledge in the home language and facilitate transfer to the new language using a vareity of instructional strategies, materials, and resources.

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](#).]

P79M does not have grades K-5 at this time.

6. How do you make sure that a student's new language development is considered in instructional decisions?
A student's second language development data gathered from IEPs, teacher-made materials (aligned to the new language arts and home language arts progressions), SANDI/FAST, NYSESLAT, NYSAA, Level One Interest and Preference Survey, School Survey, ADVANCE cycles of teacher observations and feedback, student preference sheets, and other formative assessments tools is analyzed for the purpose of uncovering trends and patterns to inform instructional next steps and the decision-making process involving the allocation of resources, class formation, program scheduling, teacher assignment, curriculum selection, moving students to least restrictive environments with services and supports.
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?

P79M does not have a Dual Language program at this time.

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
Success of the ELL program is evaluated in a variety of ways. The success of NLA and HLA programs for ELLs is evaluated by the progress data made by ELLs towards linguistic proficiency on State summative (NYSESLAT, NYSAA) and local formative assessments (teacher-made materials). ELLs' acquisition of functional literacy skills through NLA and HLA educational programs, is indicated by the IEP report of progress (measured 4 times a year). In addition ELL progress is based on the NYSITELL and NYSESLAT scores. Data yield from the 2014-15 school year has evidenced that speaking and listening skills are ELLs' strong modalities, whereas reading and writing remain areas of focus and require additional support.

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.
For students in District 75, options for special education English Language Learners (ELLs) are determined and discussed with parents/guardians at the Committee of Special Education (CSE). As part of the identification process for ELLs, parents/guardians need to complete a legally mandated document called the Home Language Identification Survey (HLIS) in their preferred language. The HLIS is presented and completed at the CSE for the purpose of counting the students whose families speak a language other than English at home and also to help identify the students who need to be assessed for English language proficiency. Once the HLIS is given, the team at CSE makes the appropriate ELL determination. Parents/guardians are given an array of program choices or options from which to choose and a designation of English as a New Language (ENL) and Bilingual services is typically determined at this time.
In the event that CSE has not followed procedural protocols for new ELLs, the following protocols have been established at P79M to ensure compliance:
Our state certified English to Speakers of Other Languages (ENL) teachers, Rebecca Sadrianna and Mirsa Rudic; the Special Education Compliance Coordinator, Cindy Valentin (bilingual state certified special education teacher); and our state certified bilingual special education teachers, Esther Moreno, Martha DeLeon, Danny Almonte, Eduardo Avila, Sonia Madison Kaslow, and Michelle Alvarez will administer the HLIS to the parent or guardian in one of the ten (10) languages including English available from the Department of Education. If needed, additional languages may be acquired from the NYC DOE Translation and Interpretation Department. If during the interview, it is noted that the student is a speaker of a language other than English, then the interview will be conducted in the student's home (native) language. Consequently, if the HLIS survey determines that the student is an English Language Learner, the aforementioned certified teachers will administer the New York State Identification Test for English Language Learners (NYSITELL) and if the student is Spanish language dominant, then the Spanish LAB will be administered by one of our certified bilingual teachers. All new entrants whose HLIS responses indicate a home language of Spanish and who are newly identified as ELLs based on NYSITELL results must be administered the Spanish LAB at the time of initial enrollment (or re-enrollment) during the same two (2)-day testing window. The Spanish LAB is used to support schools in their instructional planning for providing bilingual and English as a new language (ENL) services to these students. Spanish LAB results are not used to determine ELL status or service entitlement. Based on the assessment scores, and if the student falls below the passing cut-score of the NYSITELL, the ELL is then deemed eligible to receive

services. The Department of ELLs at the District passes this information on to our School Based Support Team (SBST) and the student is then recommended for ENL or bilingual education services according to his/her proficiency level, IEP classification, and staffing ratio. This procedure is done within twenty (20) days following the established test administration procedures. Moreover, the school is also made aware of a student's status as an English Language Learner (ELL) after a review of his/her Individualized Education Plan (IEP) during the admission process. As previously stated, prior to admission, the Educational Planning Conference (EPC) at the CSE level identifies each ELL through the completion of the HLIS. The school also utilizes various Automate The Schools (ATS) reports such as RLER and the RADP to identify students eligible for NYSITELL testing both in English and the Spanish LAB-R. Although decisions about placement are made at the CSE level in regards to Transitional Bilingual Education (TBE) and Freestanding ENL programs, parents/guardians are provided with information regarding their child's program and other pertinent information at the school level through parent-teacher meetings, IEP meetings, EPIC, and various resources and materials made available to parents through our parent coordinator.

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).

Determining SIFE status begins at the time of completion of the Home Language Identification Survey (HLIS) when parents/guardians are asked to indicate prior schooling. If there are indications within the ELL Identification Process that a student has had interrupted or inconsistent formal schooling, the oral interview questionnaire must be administered. For students who have a home language of Arabic, Bengali, Chinese, Haitian, Ceole or Spanish the Literacy Evaluation for Newcomer SIFE has to be administered. Initial SIFE status must then be indicated in the DOE data collection system no later than 30 days from initial enrollment (BNDC screen on ATS). As per NYS CR Part 154, schools have up to one year to make a final determination of SIFE status; therefore, initial SIFE identification within the 30 days may be modified for up-to one year.

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).

If the student is determined to be an ELL, NYSITELL eligibility for students entering the school with IEPs must be determined. This determination is made by the Language Proficiency Team (LPT). The LPT consists of Mildred Rodriguez Ortiz (Assistant Principal), Michelle Alvarez (Bilingual Teacher), Cindy Valentin (Bilingual Teacher/Compliance Coordinator), Esperanza Urena (Bilingual School Counselor) and the students parent/guardian. A qualified interpreter or translator of the language or mode of communication the parent/guardian best understands will be present at the meeting as well. The LPT team determines if the student should take the New York State Identification Test for English Language Learners (NYSITELL). The LPT team considers evidence of the students' English language development such as the IEP, HLIS, SIFE Assessments, history of language use and literacy in school, home, and community, and information provided by the Committee on Special Education (CSE). Based on the evidence, the LPT determines as to whether the student may have second language acquisition needs and must take the NYSITELL. If the LPT team determines that the student does not have English Language needs and should not take the NYSITELL, the recommendation is sent to the school principal for review and acceptance or rejection of the recommendation. If the school principal rejects the recommendation of the LPT the NYSITELL is immediately administered to the student. If the principal accepts the recommendation not to administer the NYSITELL the recommendation is sent to the superintendent for a final decision. In addition the parent/guardian must be notified within three (3) school days of the decision in the parents' or guardians' preferred language. The final decision is to be made by the superintendent or their designee within ten (10) school days.

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.

Entitlement and non-entitlement parent notifications letters are distributed by the Committee of Special Education (CSE) for students in District 75.

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).

At the time of the initial identification process, parents/guardians are informed both during the meeting and in-writing that a student who has undergone the ELL Identification process, as a result of entry or re-entry, may go through the ELL Re-Identification Process. The re-identification process allows schools, parents and/or guardians, who believe a student may have been misidentified as an ELL or non-ELL to request (within 45 days of enrollment only) that the ELL Identification process be administered a second time. The school initiates a review of the ELL status determination upon receipt of a written request from the student's parent or guardian, the student's teacher (which must include written parental or guardian consent), or a student of 18 years of age or older. The re-identification process must be completed within ten (10) school calendar days of receipt of written notice however, if the CSE must be consulted, the process must be completed within twenty (20) school calendar days.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
In District 75 this process is done at the CSE.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
As previously mentioned for students in District 75, options for special education are discussed with parents/guardians at the Committee of Special Education (CSE). It is at this level that entitlement letters, program selection forms, and surveys are provided.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
In District 75 this process is done at CSE.
9. Describe how your school ensures that placement parent notification letters are distributed.
As previously mentioned for students in District 75, options for special education are discussed with parents/guardians at the Committee of Special Education (CSE). It is at this level that parent notification letters are distributed.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
All documentation pertaining to ELL's such as the HLIS and other documentation are faxed into SESIS and hard copies are filed in the students cumulative file.
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.
Every Spring we administer the New York State English as a Second Language Achievement Test (NYSESLAT) to measure the overall English language proficiency of students who have been identified as English Language Learners (ELLs). Usually grade bands 7-8 and 9-12 are administered every year. Each band assesses four language modalities: Listening, Speaking, Reading and Writing. A student's performance on this test will be the basis for determining whether the student continues to be an English Language Learner. Based on the results of the test, the student's overall English language proficiency level is classified as Entering, Emerging, Transitioning, Expanding and Commanding. Such classification must be used in order to provide the required amount of English Language Arts instruction and English as a New Language services prescribed under the Regulations of the NYS CR Part 154. Our school takes the following steps to annually evaluate ELLs using the NYSESLAT:
 1. Ordering of test materials.
 2. Establishing the NYSESLAT administration schedule for TBE and ENL students considering the testing accommodations prescribed in the IEP.
 3. Orientation of students: Informing students (ELLs) about the NYSESLAT a few days before its administration. The NYSESLAT test has been designed for ELLs to demonstrate how well they can listen, read, write and speak in English.
 4. Notification of parents: Informing parents/guardians about the NYSESLAT testing calendar and schedule, and the purpose of the test.
 5. Identification and orientation of test administrators: The staff responsible for administering (examiners) the NYSESLAT must be teachers or administrators, able to follow and carry-out standard examination procedures. They must also receive special training on how to administer the NYSESLAT. To ensure accurate, fair and reliable results, the examiner should become thoroughly familiar with the NYSESLAT guidelines and procedures before attempting to administer the test.
 6. Preparing the answer sheets: Before the day(s) that the NYSESLAT is to be administered, examiners need to prepare the answer sheets for each of the students taking the test.
 7. Examiners are to administer and subsequently score the test.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Our school meets with parents/guardians of ELLs, in addition to parent-teacher conferences, during initial parent orientations, progress meetings, and other scheduled meetings in which their child's language development progress is discussed. Transitional support letters are mailed to the homes, backpacked with students and followed-up with a phone call home to confirm receipt and/or participation.
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).

As previously mentioned, for students in District 75, options for special education ELLs are determined and discussed with parents/guardians at the Committee of Special Education (CSE). Based on our student population, the trend that we have observed is that parents of incoming students (new admits), have consistently chosen Transitional Bilingual Education (TBE) programs. When a recommendation for bilingual services in a specific language could not be offered to a student, P79M provides an alternate placement option where such students receive ENL services and native language support by an Alternate Placement Educational Assistant (Paraprofessional). Programs offered at P79M are aligned with these parental requests. P79M is a specialized school with staffing ratios (cohorts) of 12:1:4, 12:1:1 Alternate, 8:1:1, and 6:1:1. Within this structure, P79M offers six (6) TBE classes with certified bilingual teachers. Three (3) ENL teachers are also on staff to meet the linguistic and academic needs of students recommended for ENL services.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.

In our freestanding English as a New Language (ENL) program, ELLs follow the block organizational model within the context of cohorts. In the 6:1:1, 8:1:1, 12:1:1 Alternate and 12:1:4 service categories (staffing ratios) or cohorts, English Language Learners recommended for ENL only and for those in alternate placement, mandated ENL services are being provided through Stand-Alone ENL and Integrated ENL models. Classes across all service categories/cohorts are heterogeneous (mixed proficiency levels). Our ENL teachers follow a Stand Alone ENL model, as well as an Integrated ENL (team teaching) model. In the Stand Alone ENL model, students receive rigorous instruction based on the New Language Arts (NLA) progressions (NYS Bilingual Common Core Initiative) to acquire the English language/CALP (across the modalities of listening, speaking, reading, writing, and communicating) needed to address the cognitive demands of the Common Core Learning Standards for ELA and Math, and the NYS Learning Standards for Science and Social Studies, with related services and supports. In the Integrated ENL model, students receive instruction in core content areas (ELA, Math, Science, Social Studies) and English language development instruction using a teacher collaboration model (team-teaching). In both models, the ENL provider and the classroom teacher collaborate to establish next steps for students, design coherent instruction, plan for rigor and access, develop quality Individualized Education Programs (IEPs). As a result, the ELLs are given the opportunity to accelerate English language development across content areas and environments/settings for communication, self-advocacy, independence, self-regulation, and post-secondary success. ENL units of study are determined by the proficiency levels for ELLs based on their outcomes on the NYITELL and NYSESLAT and what are the required units as per NYS CR Part 154-2 (9-12).
 - b. TBE program. *If applicable.*

Our Transitional Bilingual Education program follows an alternate assessment high school organizational model based on cohorts (12:1:4, 6:1:1, 8:1:1, and 12:1:1 Alternate). The TBE program is comprised of three (3) components: (1) Language Arts Instruction addressing units of study that includes Home Language Arts (HLA) based on the HLA progressions (Bilingual Common Core initiative), (2) English as a New Language (ENL) based on the NLA progressions (Bilingual Common Core Initiative), and (3) Bilingual Content Area instruction in two (2) or more content areas. English Language Learners are grouped in self-contained, ungraded, and heterogeneous classes, travelling together, for the most part, using the block model, to clusters, work-study programs, and community based instruction according to their program schedules. Classes across all service categories/cohorts are heterogeneous (mixed proficiency levels) to support peer-to-peer collaboration and feedback. Home Language Arts (HLA) and English as New Language (ENL) through ELA Math, Science, and Social Studies are listed in students' schedules as core subjects, with Getting Ready to Learn (GRTL), Physical Education/Adapted Physical Education (APE), Culinary Arts, Home Economics, and Computers listed as clusters. Students across cohorts, including ELLs, participate in community based instruction and work-study experiences at various job sites. Students in classes assigned to the work-study

program report to their respective job sites according to their class schedule. In our TBE program students develop literacy proficiency, conceptual understanding, and procedural skills in their home language as they develop the English language (CALP) needed for the content areas. All instruction is Common Core (CCLS) and State Learning Standards aligned and supported by related services, instructional strategies, materials, and age-appropriate resources. At the entering level, students receive 75% of instruction in their home language and 25% in English. Units of study are determined by proficiency levels based on what are the required units as per NYS CR Part 154-2 (9-12).

c. DL program. *If applicable.*

P79M does not have a Dual Language program at this time.

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)?

English as a New Language (ENL), ELA and Home Language Arts (HLA) units of study are determined by CR Part 154-2 (9-12) requirements for English as a New Language (ENL) and Transitional Bilingual Education (TBE) programs. These levels are designated

based on the student scores on the NYSITELL and NYSESLAT exams. There are five (5) proficiency levels; Entering, Emerging, Transitioning, Expanding, and Commanding. For the English as a New Language (ENL) model, students receive the following (minimum) ENL instructional time (units of study) per week for the following proficiency levels, grades 9-12: (A) Entering - 3 units (540 minutes), (B) Emerging - 2 units (360 minutes), (C) Transitioning - 1 unit (180 minutes), (D) Expanding - 1 unit (180 minutes), and (E) Commanding - 0.5 unit (90 minutes) of integrated ENL in ELA/Core Content Area for an additional two (2) years. These units of study are also allocated into Stand-Alone ENL and Integrated ENL as per the NYS CR Part 154-2 (9-12) breakdown. Students in a Transitional Bilingual Education program receive the following units of study per week in Language Arts and Bilingual Instruction for the following proficiency levels, grades 9-12: (A) Entering - 3 units of ENL (540 minutes), 1 unit of HLA (180 minutes), and a minimum 2 units of Bilingual Content Area Subjects (360 minutes), (B) Emerging - 2 units of ENL (360 minutes), 1 units of HLA (180 minutes), and a minimum of 2 units of Bilingual Content Area Subjects (360 minutes), (C) Transitioning - 1 unit of ENL (180 minutes), 1 unit of HLA (180 minutes), and a minimum of 1 unit of Bilingual Content Area Subjects (180 minutes), (D) Expanding - 1 unit of ENL (180 minutes), 1 unit of HLA (180 minutes), and a minimum of 1 unit of Bilingual Content Area Subjects (180 minutes), and (E) Commanding level - 0.5 unit (90 minutes) of integrated ENL in ELA/Core Content Area for an additional two years.

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.

Content Area Instruction follows the P79M Blueprint for Teaching and Learning, the NYS Alternate Assessment (NYSAA) Frameworks (Common Core aligned extensions for ELA and Math and State Learning Standards/Alternate Grade Level Indicators for Science and Social Studies), the NYS Career Development and Occupational Studies Standards (NYSCDOS), other State Learning Standards. The following curriculum programs are implemented across classroom to support instruction, promote rigor, and provide access are: Unique Learning System (N2Y), Attainment's, SMILE, and Equals. The bilingual teachers assigned to these classes are NYS certified and provide instruction in all content areas using the home language and ENL methodology with age appropriate materials and resources. English as a New Language (ENL) instruction follows the New Language Arts Progressions (Bilingual Common Core Initiative) and incorporates language development strategies (e.g., Total Physical Response, Language Experience Approach, Whole Language, Cooperative Learning), scaffolding techniques, Universal Design for Learning (UDL) principles, realia and manipulatives, information technology resources, community-based instruction, work-study programs, and Title III activities. The use of technology (AAC devices, adapted switches, Smartboards) paired with Mayer Johnson symbols, software programs, and manipulatives are incorporated to give ELLs additional instructional support. Multisensory and multicultural materials are also infused throughout all aspects of instruction. Literacy and language development in English is also reinforced through the arts, social emotional programs and events (PBIS), and parent and community partnerships. Students whose IEP indicates TBE services, but who are placed in alternate placement (monolingual classes with ENL support) are provided with the services of an Alternate Placement Educational Assistant proficient in the student's home language and English. ELLs entitled to receive ENL-only services, receive ENL instruction according to the NYS CR Part 154-2 mandates for ENL Programs at the high school level. All ELLs placed in TBE classes are at the "Entering" level and receive a 25/75 ratio of Spanish to English instruction. By providing the recommended units of ENL instruction to ELLs in TBE classes performing at the Entering Level (High School), we ensure that they meet the Common Core Learning Standards (CCLS) and State Learning Standards, and attain Levels 3 and 4 in the State Alternate Assessment (NYSAA). The Transitional Bilingual Education (TBE) program at P79M is composed of six (6) bilingual-Spanish classes: Two (2) in the 12:1:4 cohort, two (2) in the 6:1:1 cohort, and two (2) in the 12:1:1 Alternate cohort. The main focus of the TBE program at P79M is to provide ELLs with the linguistic support needed in content area instruction to accelerate English language development (Cognitive Academic Language Proficiency) and literacy proficiency needed to address the expectations of the Common Core Learning Standards for transition readiness, including communication, self-advocacy, positive choice-making (social emotional), self-regulation, and independence.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
Formative assessments are conducted to ensure tht ELLs are appropriately evaluated in their home languages throughout the year. Formative assessment include teacher made materials aligned to the Home Language Arts (HLA) progressions (Bilingual Common Core Intiative), rubrics, teacher observation, and language inventories.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Formative and summative assessments are conducted to ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year. Formative assessment include teacher made materials aligned to the New Language Arts (NLA) progressions (Bilingual Common Core Intiative), rubrics, SANDI/FAST, Level One Interest and Preference Survey, IEP records, teacher observation, and report cards. Summative assessments include NYSITELL, NYSESLAT, and NYSAA testing programs
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
 The instructional design for all groups (SIFE, Newcomer, Developing, Long Term, and Former) include the use of flexible grouping, multi-sensory materials (e.g., manipulatives, realia, pictures), rigor (Depth of Knowledge) differentiation of instruction and access (Universal Design for Learning), and technology support (Smartboards, iPads, computers, software) to promote conceptual understanding and procedural knowledge of the Common Core Learning Standards (CCLS) and State Learning Standards, with the required adaptations and modifications. Also, included in the instructional design are the implementation of specially tailored curriculum for students in alternate setting (e.g., Blueprint for Teaching and Learning, Unique Learning Systems, SMILE, Equals, Attainment, etc.) with the use of visual strategies and graphic organizers (including charts, tables, and graphs) and language development methodology (Total Physical Response, Language Experience Approach, Cooperative Learning, etc.). The same services available to Newcomers (0-3 years) are also afforded to our SIFE population and our ELLs who are receiving an extension of services, (4 - 6 years) and Long-Term ELLs. For these students (4-6 and 6+ years) school and community-based work study programs facilitate the acquisition of knowledge and skills required for post-secondary success in all areas of transition (e.g., community integration, independent living, education/trainig, and employment). Former ELLs, students who have been identified as ELLs and subsequently exited from ELL status, for at least two years following the school year in which the student is exited from ELL status, receive at least 0.5 unit of study (90 minutes per week) of English as a New Language.
7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student’s academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.
Between 6 and 12 months , the principal will review the Re-Identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with a qualified staff member in the school (certified ELL pedagogue), the parent/guardian, and the student. If the principal, based on the recommendation of the qualified personnel and consultation with parent/guardian, believes that the student may have been adversely affected by the determination, the principal then must provide additional support services to the student, as defined in NYS CR Part 154-2.3 and may reverse the determination within this same 6 to 12 month period. Final decision notification must be in writing to the parent/guardian and/or student in the preferred language within ten (10) school calendar days.
8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
As mentioned before, our program models consist of ungraded, heterogeneous, and block schedule groupings. Because of this, teachers adapt and differentiate curriculum, resources, and materials according to students' chronological age, proficiency levels (IEPs, teacher made materials, rubrics, Level 1 Vocational Assessment, SANDI/FAST, NYSESLAT, NYSAA, etc.) As stated in the School Comprehensive Educational Plan (CEP), ENL instruction for ELLs must follow elements of the P79M Blueprint for Teaching and Learning (our current curriculum map), the NYS Alternate Assesment Frameworks (NYSAA), State learning standards (including CDOS), Home Language Arts and New Language Arts Progressions, and NYS Performance Plan Indicator 13.
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?

Chart

The use of multi-sensory materials, realia, instructional strategies, and informational technology resources enhances and supports the acquisition of cognitive academic language proficiency (CALP) in English, and related literacy skills, including expressive and receptive communication for students with special needs across service categories/cohort. Rigorous activities (DOK) are refined (UDL) and extended throughout the curriculum and content areas by combining the interdisciplinary/thematic approach with language development strategies (e.g., Language Experience approach, Whole Language, Cooperative Learning, Emotional Literacy, etc.), multi-sensory materials (manipulatives, realia), infusion of the Arts, flexible grouping, and the use of technology (e.g., AAC devices, Smartboards, iPads, switches, etc.). School and classroom libraries are equipped with books in English and languages other than English (e.g., Spanish), including those adapted by teachers to address the academic needs of students with multiple, intellectual, and social-emotional challenges.

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 per week (360 min.)	2 units of study per week (360 min.)	1 unit of study per week (180 min.)	1 unit of study per week (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 <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services*
	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

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



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

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

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

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

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

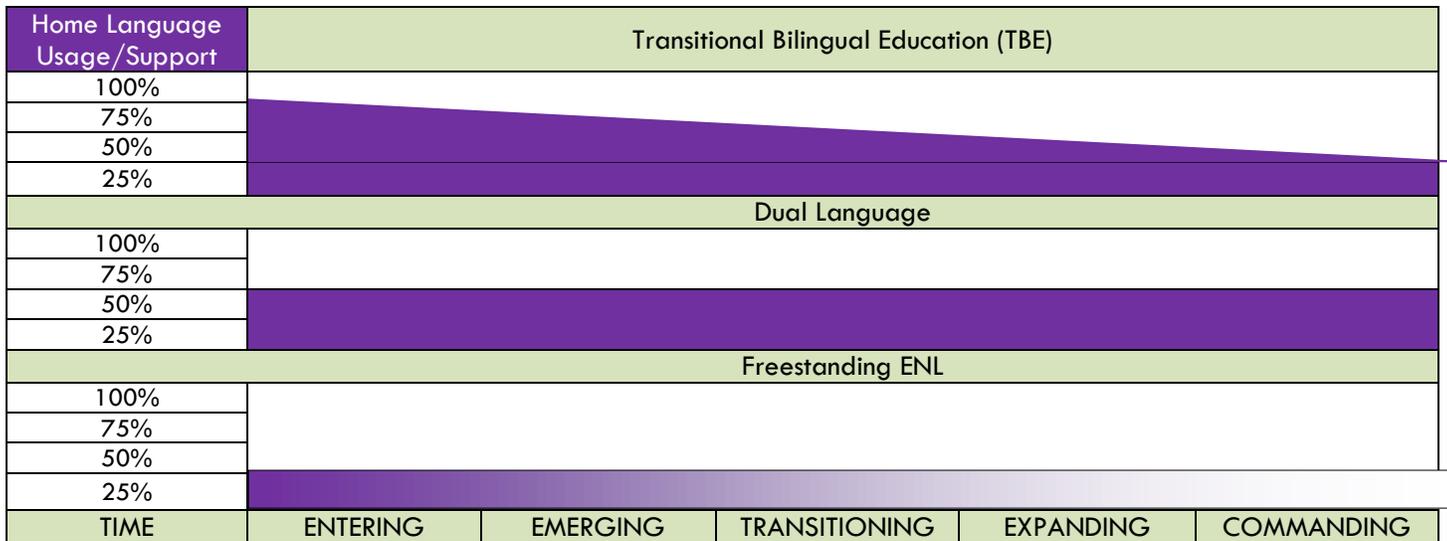


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
P79M has revised its Blueprint for Teaching and Learning for each of the cohorts (12:1:4, 8:1:1, 6:1:1, and 12:1:1 Alternate) in order to address the academic and social emotional needs of students with a focus on specific skills sets across content areas needed for post-secondary success, communication, independence, self-advocacy, work-readiness, ADL, and functional literacy through the use of rigorous age-respectful materials and activities, differentiation of instruction (UDL), and scaffolding techniques. All students, including ELLs, are assessed using the SANDI/FAST assessment. The baseline data gathered from the assessment is used as a guide for informing IEP goals and tailoring instruction for ELLs. ENL strategies, differentiation of instruction, scaffolding, community-based instruction, work-study programs, PBIS/Emotional Literacy, as well as using standards such as the NYSAA Frameworks (CCLS), State Learning Standards (including CDOS), and NLA and HLA progressions are all an integral part of the instruction provided to ELLs in the school.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
The effectiveness of the program is measured by evaluating the progress data made by ELLs towards linguistic proficiency on State summative assessments such as the NYSESLAT and NYSAA testing programs, formative assessments (teacher made materials, teacher observation, rubrics, SANDI/FAST, language inventories), IEP progress reports (4 times a year), and report cards. Patterns have indicated that speaking and listening skills are students' strongest modalities across content areas.
12. What new programs or improvements will be considered for the upcoming school year?
Our school community continues to explore options and find solutions for meeting the needs of our ELLs by addressing the wide range of cognitive and communication delays, engagement, social emotional needs, and behavioral challenges with the proper adaptations and modifications so that they can meet the expectations of Common Core Learning Standards and State Learning Standards. Our goal is to move students forward to their next level of linguistic proficiency and enhance their expressive and receptive communication skills needed for transition readiness and post-secondary success, as delineated in the 2014-2015 Citywide Instructional Expectations and the Quality Review Rubric. We plan on improving and enhancing our existing programs by providing them with community-based learning experiences and more options for work-study programs, as well as developing the four language modalities by providing technology, multisensory materials, access, rigor, age-appropriate resources, and a variety of curriculum choices.
13. What programs/services for ELLs will be discontinued and why?
At this time P79M has made no determination to discontinue any type of ELL service or program, but to enhance and build upon existing programs.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
As part of No Child Left Behind (NCLB), all ELLs are afforded equal access to all school programs including but not limited to CHAMPS, Girl Be Heard, and Title III supplementary after-school program. Notices to participate in these programs are sent home to parents/guardians in their preferred language and parents/guardians may select one or more programs that they would like for their child to participate in. Notices are also followed up by phone calls made to the home by school personnel who speak the home language confirming receipt of notices as well as participation in the program or to answer any questions that the parent/guardian may have. Periodic school assemblies, activities, and events are also available for our ELLs to participate in. Teachers are informed of such events through our staff weekly newsletter and share the information with students as well as posters and advertisements that are posted around our school community informing students of such events. Parents/guardians are kept informed of such events by their monthly parent newsletter and Parent Association meeting announcements.
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.
We continue to provide technology resources (e.g., Smartboards, AAC devices, i-pads, software, adapted switches, etc.) to accelerate English language development and literacy proficiency through content area and ENL and HLA instruction to develop communication, self-advocacy, self-regulation, independence, and transition readiness skills, to students across service categories, using the NLA and HLA progressions (Bilingual Common Core Initiative). Multisensory and multicultural age appropriate materials are also infused throughout all aspects of the instructional day to support acquisition of identified skill sets for post-secondary success.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Home Language Arts instruction is parallel to the literacy instruction imparted in monolingual classes, and is provided by the bilingual teacher using materials and resources aligned to the Home Language Arts (HLA) progressions. Home Language Arts

instruction in the four modalities (reading, writing, listening, and speaking) emphasizes the development of expressive and receptive communication skills and reading comprehension and writing skills across the content areas (through a balanced, integrated literacy model, age-respectful materials and activities, and transition readiness skills) for post-secondary success. Home language support is also evident throughout the organization of bilingual classrooms, Alternate Placement Educational Assistants, and in-classroom libraries. The main school libraries, as well as the classroom libraries, contain books in the home language as well as in English. There is a collection of fiction and non-fiction titles depicting the various cultures and backgrounds of the students. These books are available to the entire school population as well as videos and movies depicting aspects of different cultures that are made available to the teachers.

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

All ELLs in TBE and ENL programs, regardless of the subgroup, age or grade, benefit from targeted Academic Intervention Services (AIS) that the school has set in place to supplement instruction provided for the purpose of and assisting students in meeting the Common Core Learning Standards (NYSAA Frameworks) and State learning standards (Science, Social Studies, etc). This additional support is provided using a variety of programs (Unique Learning System, Attainment, Equals, Smile), age appropriate materials, language development strategies, informational technology, and Title III after-school programs. These services are made available to ELLs with severe disabilities on the same basis as non-disabled students, and shall be consistent with the ELL's Individualized Education Program (IEP) to address barriers to improved academic performance and move to least restrictive settings.

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).

For students enrolled in P79M we offer our Chapter 683 summer program, where students can participate in receiving mandated ELL services to support skill maintenance, such as TBE and ENL programs, as well as Summer Youth Employment, and Work Study options. Throughout the year these services are offered as well as our Title III, Hip-Hop for Life, Girl Be Heard and Champs programs.

19. What language electives are offered to ELLs?

P79M does not offer any language electives at this time.

20. For schools with dual language programs:

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

P79M does not offer a dual language program at this time.

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
P79M's professional development plan includes training on topics pertaining to the education of ELLs, such as: SESIS; Writing Quality IEPs; NYS PP #13; Common Core Learning Standards (NYSAA Frameworks) and the Instructional Shifts; ADVANCE Teacher Evaluation and Development System; Danielson Framework for Teaching; Emotional Literacy/PBIS programs; Attainment; Balanced Literacy; Unique Learning System (n2y); Smile curriculum program; Equals curriculum program; SANDI/FAST assessments; CFI Inquiry Cycle and Data Analysis protocols; Student Centered Planning; Technology Integration; NYS CR Part 154; Bilingual Arts Progressions; Language Development Methodology; Differentiation of Instruction; Universal Design for Learning; Depth of Knowledge; TEACCH/Structured Teaching; Quality Review Compliance; etc. In addition, the Office of English Language Learners at District 75 Office hosts a series of professional development courses for teachers of ELLs and school staff is encouraged to register for these courses using the online D75 Professional Development catalog. After teachers attend these trainings, the information is disseminated to all staff through faculty, team, and professional assignment meetings. The purpose is for all school staff who are involved with ELLs, to be aware of curriculum programs, assessment tools, resources, materials, and teaching strategies that will support ELLs meet their IEP goals and achieve transition readiness, i.e. literacy and language skills, self-advocacy, independence, self-regulation, positive choice-making, and increased communication to achieve post-secondary success. In addition, all new teachers are required to complete ten (10) hours of mandated Jose P. training. Teachers and educational assistants serving ELLs will also be supported through professional development provided by coaches from the District 75 Office of Ells. In addition, given the opportunity and availability of funds, P79M will promote and encourage attendance of staff to National, State, and City conferences (NABE, SABE, TESOL) focusing on the education of ELLs. Classroom teachers, ENL providers, and other related services (Speech, OT, and PT) provide support and gather quantitative and qualitative data as students transition from middle school to high school (e.g., IEP; SANDI/FAST; NYSESLAT; NYSAA; rubrics, teacher made materials, etc.). Additional support will be provided by professional development opportunities based on the Title III after-school program.
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?
P79M's professional development for teachers of ELLs includes training on topics pertaining to the education of ELLs, such as: SESIS; Writing Quality IEPs; NYS PP #13; Common Core Learning Standards (NYSAA Frameworks) and the Instructional Shifts; ADVANCE Teacher Evaluation and Development System; Danielson Framework for Teaching; Emotional Literacy/PBIS programs; Attainment; Balanced Literacy; Unique Learning System (n2y); Smile curriculum program; Equals curriculum program; SANDI/FAST assessments; CFI Inquiry Cycle and Data Analysis protocols; Student Centered Planning; Technology Integration; NYS CR Part 154; Bilingual Arts Progressions; Language Development Methodology; Differentiation of Instruction; Universal Design for Learning; Depth of Knowledge; TEACCH/Structured Teaching; Quality Review Compliance; etc
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Supports include but are not limited to providing professional development and trainings on a wide range of instructional topics, opportunities for teacher collaboration and inquiry, a supportive environment and a school culture based on high expectations and respect, opportunities for establishing strong family and community partnerships, opportunities for leadership and participation in the decision-making process to affect change.
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.

Our school district sponsors Professional Development trainings to all teachers and administrators that specifically addresses the needs of or ELLs. A minimum of 1% of the required professional development hours for all teachers prescribed by NYS CR Part 80 is dedicated to language acquisition. For all bilingual and ENL teachers a minimum of 5% of the required professional development hours is dedicated to language acquisition in alignment with core content area instruction. Professional development includes but is not limited to; Jose P. Training, Promoting English Language Acquisition for ELLs with Disabilities, Fostering Independent Living Skills for ELLs with Disabilities, Nuts and Bolts for ENL and Bilingual teachers with 2 years of service or less, Using Teaching Collaboration to support the Needs of ELLs with Disabilities, and Nuts and Bolts of Home Language Arts. Professional assignments are formatted to support implementation and refinement of Common Core Learning Standards (CCLS) initiative for transition readiness and language and literacy development. Records are kept by the archiving of agendas, sign-in sheets, and any handouts that may have been provided at the training.

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?

We offer parents/guardians training through the NYSABE Parent Institute and District 75 Parent Conferences with the support of a translator, if needed. Parents also participate in the School's Leadership Team where issues are brought forth concerning the academic well-being of all students at P79M. Parents and students meet with teachers during scheduled IEP conferences, parent workshops, school events, and Title III after-school programs. Parents/guardians also learn how to use data reports to monitor students' progress. Parents/guardians attend a Title III orientation meeting prior to the initiation of the program to receive information about the goals of the program and the curriculum materials being used. The School Messenger system and parent newsletter allow for continuing communication between the school and parents/guardians. School staff is encouraged to maintain ongoing communication with parents/guardians to provide them with up-to-date information about students and to get them involved in school activities and events. In order to evaluate the needs of parents/guardians, the following tools are currently being implemented: School Survey, IEP conferences, parent-teacher conferences, informal surveys, professional development, School Leadership Team (SLT) meetings; school events, etc. The qualitative and quantitative data resulting from these assessment tools is analyzed to inform next steps for increasing parental involvement. The school community is constantly problem-solving solutions for increasing parental involvement through activities that will develop a strong sense of community and partnership, and will provide parents/guardians with needed information, resources, technical assistance, and emotional support and guidance.

Records of individual meetings are recorded as follows; parent call logs are kept for calls made home to parents in the main office, sign in sheets are kept for in-person meetings and copies of parent/guardian outreach letters are kept on file by our Parent Coordinator, Carmen Reyes Quiniones and our Compliance Coordinator Cindy Valentin.

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. ELL parents/guardians of the P79M community are invited to attend town hall meetings, participate in school leadership team meetings, school safety meetings, and parent association meetings. During the course of the school year parents/guardians are invited to participate in various classroom activities, school PBIS events, as well as participate throughout our Title III after-school program and culminating event. We have a Parent Coordinator, Carmen Reyes Quiniones, that works to support parents with any assistance they need regarding day-to-day needs that may arise, agency support as well as transitional services (along side our Transition Coordinator Michelle LeFavre).

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? P79M partners with community-based organizations such as AHRC, Lifespire, Esperanza Center, FEGS, CHDFF, Include NYC (formally Resources for Children with Special Needs), and OPWDD, to provide workshops and services to our students.

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

The needs of our parents/guardians are evaluated through orientation sessions, surveys, formal and informal conferences and meetings (1-on-1 and in-teams). Needs are also determined based on formal and informal meetings with our Parent Coordinator, Carmen Reyes Quiniones as well as with the classroom teacher or supporting staff such as the Transition Coordinator and Job Developer.

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

At P79M the Parent Coordinator, and Guidance Counselors assist parents and guardians in understanding the culture of the school, with possible recommendations that will help students' academic, English language development, and literacy proficiency, and with extending courtesies such as finding services, answering questions, explaining community resources, and making themselves available for translations. Our parental involvement activities allows us to foster a collaborative environment where together we work to impact student achievement and assist our students in making gains to close the achievement gap for transition readiness and post-secondary success. Our activities also allow parents to transfer methodologies learned within the learning community to that of the home environment. It helps the parents with reinforcing the learning that is taking place in school and creating structures

at home for consistency of support.

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: **P79- Dr. Horan School**

School DBN: **75M079**

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)
Greer Phillips	Principal		10/23/15
Mildred Rodriguez Ortiz	Assistant Principal		10/23/15
Carmen Reyes Quinones	Parent Coordinator		10/23/15
Rebecca Sadrianna/ENL Teacher	ENL/Bilingual Teacher		10/23/15
Adrina Ramirez	Parent		10/23/15
Cindy Valentin/Bil Teacher	Teacher/Subject Area		10/23/15
	Teacher/Subject Area		
Jose Gonzalez	Coach		10/23/15
	Coach		
Esperanza Urena	School Counselor		10/23/15
Gary Hecht	Superintendent		
Kathleen Lefavre	Borough Field Support Center Staff Member _____		
	Other _____		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **75M079** School Name: **Dr. Horan**
Superintendent: **G. Hec**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learn DOE.org/tiu/lac) 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.

The language needs of the parents at P79M are identified using a variety of methods. ATS and CAP are utilized for the initial identification of home languages other than English spoken by parents. In addition, information of parent language needs is collected from other sources such as:

- Evaluations and Surveys completed by parents during parent meetings, parent conferences and other parent activities.
- Language needs identified by parents to the Parent Coordinator during individual and group meetings.
- Language needs identified by parents to the teachers during conferences.
- Language needs as determined by language of written communication to teachers and other staff received from parents.
- Review of translated written correspondence sent home to parents.
- Language needs identified by parents on the Blue emergency cards sent home to be filled out.

During the initial student admission/intake, the parent is asked to complete Home Language Survey (HLIS) in their native language, if this is the child's first time entering a New York City Department of Education School. On the HLIS document, a parent is requested to indicate their preferred language in receiving oral communication and written information from the school.

Consequently, the Parent Coordinator makes certain that there is communication with the families and guardians of ELLs by providing translated school documents and any other information that needs to be sent home. In addition, interpretation services will be provided, as it is needed in the foreign languages that the Department of Education offers. Translators will be available to come to the school, or be accessible by phone, with any of the translation or interpretation needs of the ELL parent.

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

Data sources and methods identified 115 Spanish, 2 Haitian, 1 Italian, 3 French, 1 Polish, 2 Arabic, 1 Chinese, 2 French, 1 Oriya and 1 Cantonese, parent preferred languages of students who attend P79M.

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.)

Documents disseminated every school year that require translation consist of but are not limited to; welcome letters (generated primarily in September or when a student first enters our school community), monthly newsletters (generated monthly), parent-teacher conference announcements (generated once in the fall and once in the spring), afterschool program information (generated starting November and ongoing till May), NYSESLAT testing dates notifications (generated in March/April, Notice of IEP Meetings (ongoing), Prior written Notice after IEP meetings (ongoing), permission to contact agencies (ongoing), evaluation appointment letters (ongoing), requests for documents needed for transition (ongoing), notification of half days, school events and school closings (ongoing).

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Formal face to face meetings our school will typically have with parents throughout the school year consist of but are not limited to; IEP Meetings (ongoing), Parent Orientation Meeting (September/October), Parent Teacher Conferences (once in the fall and once in the spring), Pupil Personnel Team Meetings (PPT)(ongoing), School Leadership Team Meetings (once a month), and Parent Association Meetings (once a month).

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.

To ensure that all parents at P79M are provided with appropriate and timely information in their native language, all written communication to parents will be translated into Spanish, Arabic, Haitian Creole, Chinese etc. by bilingual staff (i.e., bilingual teacher, bilingual paraprofessional, bilingual Parent Coordinator, bilingual administration, bilingual counselor or bilingual related service providers) and/or by the New York City Department of Education Translation and Interpretation Unit. In addition, some community based organizations (CBO's) (i.e., Sinergia, Esperanza) supply parents materials in the native language. The Parent Coordinator will maintain a supply of written resources and materials in the native languages for parents to be available for distribution to parents at all times. These materials will include needs assessments and evaluation forms in the native languages. Agendas, handouts and other written materials will be sent to the Translation and Interpretation Unit or given to staff members to translate well in advance of scheduled parent meetings, conferences and workshops to ensure that materials are available in the parent's native languages when needed.

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.

During parent activities such as individual meetings with parents, Parent Association meetings, conferences, workshops, school leadership team meetings and Individualized Educational Plan (IEP) meetings, language interpreters will be available to interpret for parents who need to participate in their native language. Interpreters may be staff members, members of the NYCDOE Translation and Interpretation unit, and/or interpreters provided by Community Based Organizations.

Part D: Training Staff on Policies and Procedures

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

Our school community is made aware of our language interpretation and translation needs through the Language Allocation Policy (LAP) Staff Orientation Meetings and our weekly Staff Newsletter. We ensure that all staff members are aware of how to use the translation services and over the phone interpretation service during staff orientation/training at the commencement of the school year as well as through the distribution of Translation & Interpretation Brochures, language ID Guides and Language Palm Cards that are distributed within our community via our inter-office mail system.

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

The Bill of Rights and Responsibilities is available at P79M-Dr. Horan School. Notification of parents' rights regarding translation and interpretation services in the appropriate covered languages and how they may obtain these services will be posted in various places in the school (I.e., at the security desk at the primary entrance of the school, in the general office, in the Parent Coordinator's/parent room. In addition, notification is sent home to parents with other initial materials and provided in written form during Title III parent orientation meetings and IEP meetings. The P79M School Safety Plan contains procedures for ensuring that parents in need of language assistance services have access to administration and are not impeded from reaching administrative offices solely due to a language barrier.

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)

Our school will utilize feed back forms, surveys and informal questioning to gather feedback from parents on the quality and availability of translation and interpretation services. This feedback forms will be provided and informal questioning will be conducted as parents attend regularly scheduled face to face meetings. Surveys will be sent home twice within the given school year.