

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

**DBN: (i.e. 01M001):**                   **75M138**

**School Name:**                         **P.S. 138**

**Principal:**                               **JACQUELINE KEANE**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: P138M School Number (DBN): 75M138  
Grades Served: K-12  
School Address: 144 East 128<sup>th</sup> Street, New York, NY 10035  
Phone Number: 212 369-2227 Fax: 212 427-6608  
School Contact Person: Gregg Soulette Email Address: Gsoulet@schools,nyc.gov  
Principal: Gregg Soulette  
UFT Chapter Leader: Michelle Arellano  
Parents' Association President: Victoria Henriquez  
SLT Chairperson: Jonathan Lonshein  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): N/A  
Student Representative(s): N/A

**District Information**

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

**Borough Field Support Center (BFSC)**

BFSC: District 75 Director: Yuet Chu  
Director's Office Address: 400 First Avenue NY 10010  
Director's Email Address: klefevr@schools.nyc.gov (Kathleen LeFevre, District 75 Liaison)  
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)
Gregg Soulette	*Principal or Designee	
Michelle Arellano	*UFT Chapter Leader or Designee	
Victoria Henriquez	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative (staff), if applicable	
N/A	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Andrea Weiner	Member/School Operations Liason	
Leslie Rivera Yuvania Espino	Member/P30 SpeechTeacher Parent	
Kelly Womack TBD	Member/P33 Teacher Parent	
continued	Member/P48	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Caitlin Sullivan TBD	Speech Teacher Parent	
Beatrice Pohl TBD	Member/I90 Teacher Parent	
Kerri Driscoll TBD	Member/SOF, M409 Teacher Parent	
Joshua Buerman TBD	Member/M114 Paraprofessional Parent	
Belinda Robinson TBD	Member/J47 Paraprofessional Parent	
Tricia Mims Mirandy Brown	Member/J117 Paraprofessional Parent	
Jonathan Lonshein Michelle Druitt	Member/PWHS Teacher Parent	
TBD TBD	Member/P380 Teacher Parent	
	Member/	

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

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

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

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

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

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



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

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

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

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

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

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

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

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

## The Quality Review and the Framework for Great Schools

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

### NYCDOE’s Quality Review (QR)

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

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

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

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

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

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

## Section 4: CEP Overview

Develop a narrative summary that includes:

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

P138M provides specialized educational and therapeutic services to students with autism, students with significant cognitive, physical or behavioral disabilities, and students with multiple disabilities. Instruction is delivered to students in self-contained classrooms, Inclusion settings, and in two Auditory/Oral classes for students with cochlear implants. Our students' ages range from five through twenty-one years. Approximately 90% of our students participate in alternate assessments. Our programs are currently located in eleven (11) community sites throughout Manhattan, and we anticipate the addition of a new elementary site.

We envision our school as a partnership committed to providing a quality education. Through strong home to school to community partnerships, the challenge to provide students with effective instruction aligned to the common core as well as the skills necessary to become life-long learners and participating citizens can be met. We are committed to creating programs to develop skills for independence, build self-esteem and instill a commitment to personal excellence. With the support of our home and community partners we will expand student options for participation in school, post school and the larger community. For students who have physical, cognitive, behavioral, and/or emotional disabilities, the ability to make choices and maintain control of one's environment is not only a valued skill, but is a priority. We believe every child, regardless of the severity of his or her disability can be taught efficient and effective ways of communicating and that development in all areas will be significantly enhanced when an appropriate system of communication is learned.

It is our mission to continue to develop highly specialized education services and instructional programs to better serve our students with severe cognitive, emotional, perceptual, social, auditory, speech and language disabilities. Rich communication programs focused on integrating experiential learning in naturally occurring, authentic and meaningful "real world" settings are key to expanding our students' capacity to achieve high standards of independence in school, at home, in the community and at work. Instructional planning will provide students with multiple, ongoing and appropriate learning experiences. In partnership with our general education colleagues and community organizations, we will expand our resources for appropriate and meaningful inclusive instructional experiences. For students participating in standardized assessment, Response to Intervention (RTI) supports are provided to those who require additional assistance to achieve high learning standards. Our broad strategy of person-centered planning and the educational implications of functional and alternate assessments drive the development of meaningful and appropriate individualized goals, objectives and instructional strategies for each student.

Students with fragile physiological conditions receive the required specialized medical services and personal care, as well as physical and assistive technology supports. Additionally, highly specialized social and psychological services are provided to students with challenging behaviors that seriously interfere with learning and socialization. Staff capacity to develop positive behavior support plans and to implement effective strategies and techniques will continue to increase through ongoing professional development in Positive Behavior Intervention and Support including Therapeutic Crisis Intervention (TCI), Verbal Behavior, TEACCH, and Sensory Integration.

Push-in/pull-out classroom instruction delivered by ESL teachers in collaboration with classroom teachers provides supports to assist our English Language Learners in achieving greater functional and content language arts skills through experiential, meaningful learning experiences and the integration of technology.

Our trans-disciplinary teams support the development and implementation of instruction using an integrated approach to provide related and support services, as well as positive behavior supports. The work of the team members underscores the importance of building committed partnerships with parents, families and community organizations. Underlying this comprehensive plan is the belief that our students with significant challenges need clearly defined high standards that are reasonable and achievable given appropriate opportunities to learn. Students have curriculum resources that are structured to support the achievement of these standards. Ongoing, focused, collaborative professional development will give educational teams the skills necessary for the alignment of learning standards, curriculum, assessment, instruction, and resources. Skilled instructional teams, with the participation and contributions

of family and community partners, maximize the potential for meaningful life outcomes for all students. High quality standards drive our instructional programs. Given a nurturing environment and the development of self-advocacy, communication, social, technological, civic, vocational and independent life skills, our students will increase their ability to be productive members of their community.

**School Goals:** The school's CEP goals and instructional focus have followed a strongly related, data-based progression from year to year. Inherent to all goals is the intent to increase functional skills that support the increased independence of each student.

**School Culture:** Central to our school's mission is the provision of a safe and nurturing environment. To this end, we are building the number of community partners to increase the number of student-advocated work placements and after-school programs, the number of TCI trained staff is increasing, and staff collaborate across sites and grades to improve instructional practice.

**School Strengths/Unique Features:**

- Two teachers are certified Verbal Behavior Trainers who, in collaboration with a District 75 coach, support the ongoing learning of their colleagues. The number of teachers implementing Verbal Behavior instructional practices and the related in-depth data collection systems has increased.
- The number of sites implementing UDL protocols has increased from one site to three.
- Two assistant principals are certified TCI trainers. In addition to staff training, they provide ongoing support to the TCI Crisis and PBIS teams at each site.
- As the only Manhattan-based D75 school providing services to students with significant and multiple disabilities, P138 provides a full continuum of integrated and exemplary supports beginning in kindergarten and following each student through graduation to their post-school life.
- One Park West High School student will be working as a custodian at P30.
- Three long term Inquiry Teams (Middle/HS Transition Team, Elementary/Middle School Curriculum Team, and the Equals Math Team) continue to cross-collaborate to support an integrated continuum of instruction from the Elementary to Middle to High School to Post School settings. The school's strongly related CEP goals and instructional focus, and their data-based progression from year to year are a direct result of their Inquiry work. Common to all goals is the intent to increase functional skills that support the increased independence of each student.
- A comprehensive data-based program has been created to document, track and coordinate the Transition process for each middle/high school student.
- P138M is beginning year one of the NYS PROMISE initiative. This is a five-year, federally funded research project aiming to increase employment services and opportunities to improve post-school outcomes for students.
- An ongoing partnership with Adaptive Designs channels additional funding to design and build adaptive equipment and furniture that enable our students to effectively access their learning environment.
- A school Skype account has been established to facilitate multi-site participation in Inquiry Team collaborations.

**The following Key Areas of Growth continue to be our Focus for the Coming Year:**

Verbal Behavior/ABLLS – The number of classes implementing Verbal Behavior/ABLLS instructional practices has increased significantly.

Equals Math – The number of classes implementing the Equals math program has increased significantly across sites and instructional programs.

Curriculum- The availability of consistent curriculum resources across all sites has increased significantly.

Park West HS - The instructional programs and school-based work settings provide a strong base for self-advocacy and vocational options. As students' skills for independence increase, so do their community-based partnerships and vocational opportunities. Park West serves as a model for our high school programs at J47, I90 and J117. This year we look forward to an increase in employment services as we begin our participation in the PROMISE initiative.

**Challenges:**

As a multi-site school (eleven sites as of September 2015), maintaining consistency across the sites is paramount and requires extensive planning, extensive communication and systemic oversight to ensure coherence. The cross-collaborations of three key Inquiry Teams described above play an important part in meeting this challenge. P. 138M plays a role in eleven different building councils and is committed to equity of access for all its students.

## 75M138 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05, 06,07, 08,09, 10,11, 12	Total Enrollment	555	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	25	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	N/A	% Attendance Rate		83.4%
% Free Lunch	71.5%	% Reduced Lunch		0.6%
% Limited English Proficient	31.7%	% Students with Disabilities		100.0 %
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.4%	% Black or African American		31.5%
% Hispanic or Latino	53.8%	% Asian or Native Hawaiian/Pacific Islander		3.7%
% White	9.1%	% Multi-Racial		0.2%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	12.18	# of Assistant Principals (2014-15)		4
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		N/A
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		6.2%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.6%	Average Teacher Absences (2013-14)		5.71
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward	N/A	Recognition		N/A
In Good Standing	N/A	Local Assistance Plan		N/A
Focus District	N/A	Focus School Identified by a Focus District		N/A
Priority School	N/A			
<b>Accountability Status – Elementary and Middle Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
<b>Accountability Status – High Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			



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

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

**Part 1 – Needs Assessment**

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

**RIGOROUS INSTRUCTION**

Scantron, our local assessment tool for students participating in standard assessment, provided formative data (Period 1/October 2014) that enabled teachers to establish a baseline of ELA performance for each student. The data identified students’ grade equivalent levels, as well as their strengths and deficit areas. Based on this information, our teachers will continue to develop rigorous ELA IEP goals and instructional plans that build on students’ strengths and target their skill deficits.

To date, Scantron Summative assessments (Period 2/May-June) have provided mean scores for Reading, Language Arts and Math. (Teachers also have access to individual student scores.)

SCANTRON 2014-15	# Students	Period 1 (Baseline)	Period 2 (Summative)	Gain
Reading	31	2251	2321	+70
Language Arts	17	2399	2477	+48
Math	33	2284	2417	+133

As anticipated, students have made gains. However, these gains were impacted by the more rigorous common core required skills reflected in this year’s Scantron assessment.

Data will be updated when the 2015 final scores are made available.

The NYS ELA exam’s emphasis on higher order thinking skills (e.g. inference and predictive skills) and text-based evidence, continues to be very challenging for our students. Additionally, the complexity of the Spring 2015 reading passages for grades three through five, as well as the multiple-choice and writing-response questions, increased significantly. The consensus of the teachers administering the exam to our students was that the materials were above instructional grade-level expectations. Many questions directed students to make multiple references to each text, requiring students to re-read an entire text and/or specific paragraphs repeatedly. This created an additional obstacle, i.e. insufficient time to complete the exam.

Teachers’ better understanding of the CCLS, and their rigorous and focused instruction targeting stamina and text-based reference skills, have enabled students to make better connections between texts read and their written responses. We have begun to close skill gaps, as evidenced by student performance on the NYS ELA exams since 2013, by targeting higher order thinking skills for referencing text-based evidence from one or more sources, thereby enabling students to respond more effectively to text-based questions. We have also observed increases in stamina for completing the increased number of passages and/or to perform more consistently across the three testing days. However, the significant increase in the complexity of both passages and questions, the expectation of responses invoking critical thinking skills, and higher expectations re: the quality of written responses presented in the Spring 2015 ELA exam, have increased the challenges facing our students.

PROMOTIONAL CRITERION ELA SUMMARY	# of Students Tested	# of Students Level 2 & Above (Met Promotional Criteria)	% of Students Level 2 & Above (Met Promotional Criteria)
2015	38	17	45%
2014	34	16	47%

There is a need to continue to support out students in developing skills that support meeting the CCLS standards so that they can meet promotion criteria. While it appears that there was a 2 percentage point decrease in the ELA results, there was actually only one fewer student who met promotional criteria.

Students in our Auditory/Oral classes, due to the nature of their disability, continue to experience the greatest difficulties with processing language. This, in addition to the extended duration of the test, the increased number of required tasks, and the increased complexity continues to significantly impact their performance. Twelve students in these classes participated in the NYS exams; the majority were unable to meet promotional criteria. Their teachers participate in professional development provided by the D75 Hearing Education Services department. These workshops address the unique instructional needs of students whose hearing is aided by cochlear implants.

Therefore, it is our intent to further expand our efforts to build stamina for performing the extended tasks so students have the opportunity to demonstrate their increasing critical thinking and writing process skills, while we focus on skills for referencing literary/informational text-based evidence to compose (narrative, explanatory, opinion) responses. A school focus will also be on teaching student strategies for referencing text-based evidence in an efficient manner.

In response to recommendations following our Spring 2014 **Quality Review** , we will also continue to build capacity for implementing the following instructional strategies: > Extended teacher questioning and student discussions. > “Wait time” practiced by staff to allow for student “think time” to increase accuracy & independence. > Ongoing checks by teachers for understanding and student self-assessments, allowing for immediate adjustments to instruction.

With the following ELA goal in mind, Common Core Learning Standards work will focus on aligning instruction to, and create learning experiences that support:

- Reading Standard for Informational Text: Standard 1
- Reading Standard for Literature: Standard 1
- Speaking and Listening Standards 2: Comprehension, and Standard 4: Presentation of Knowledge/Ideas
- Writing Standard 1: Opinion Pieces
- Writing Standard 2: Informative/Explanatory Texts

## **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.

### **Rigorous Instruction:**

By June 2016, elementary and middle school students participating in standard assessment will improve skills for referencing text-based evidence to compose responses, as evidenced by a 10% increase in the number of students achieving Level 2 or above on the 2016 NYS ELA exams.

## **Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Provide school-based PD activities re: core curriculum, the effective use of assessment tools, and specialized instructional needs of students with cochlear implants; Support teacher participation in D75 and other appropriate professional development.</p> <p>Principal/APs conduct observations, review rubric of best practices aligned to Danielson framework, conduct pre/post observations, and facilitate faculty conferences to provide consistent and timely guidance and supports with regard to ELA</p>	<p>Standard Assessment</p> <p>Classes, Classroom Teachers, Cluster and Speech Teachers</p>	<p>9/15 - 6/16</p>	<p>Principal</p> <p>School Coach,</p> <p>AP,</p> <p>Staff Developer,</p> <p>HES Support Staff</p>
<p>Teachers use student data from a range of common assessments(EG. Scantron, Fountas-Pinnell Curriculum Units, and New York State exams), to plan instruction and identify students who need academics interventions services.</p> <p>Teachers share assessment data and instructional plans with parents.</p>	<p>Students in Standard Assessment</p> <p>Parents/ Families of students</p>	<p>11/15 - 6/16</p>	<p>Academic Cabinet</p> <p>Classroom Teachers (Standard Assessment), School Coach, SETTS and Gen Ed Partners</p>
<p>Provide teachers with professional development/coach support that helps them effectively teach students how to use text evidence to support their answers to class discussions, written assignments and assessments.</p>	<p>Standard Assessment Teachers/Paras</p>	<p>Monthly Common Prep/PD Period</p>	<p>Coach</p> <p>AP</p> <p>Staff Developer, Teachers and paraprofessionals of students in standardized assessment</p>

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> <li>• Tax Levy Allocations (including NYSTL funds): To purchase core curriculum materials.</li> <li>• Teacher Coverages: To enable teachers to attend D75 common core professional development workshops.</li> <li>• Scheduling: To provide common Prep/PD periods for collaboration among teachers with students participating in standard assessment.</li> </ul>											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<ul style="list-style-type: none"> <li>• There will be a 5% increase of students referencing test-based evidence based on a school-wide analysis of writing samples of students in standardized assessment from Fall 2015 to February 2016.</li> </ul>
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 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.

#### **SUPPORTIVE ENVIRONMENT**

Our mission for transitioning students along the continuum - from elementary to middle to high school to post-school settings - is to provide a consistent, results-oriented instructional process to move all students toward greater independence. Learning systems will be strengthened to increase students’ essential thinking skills and behaviors, as well as their functional application of academic knowledge, thereby facilitating their successful movement from school to post-school activities (e.g. voc ed, integrated and supported employment, adult services, community participation).

To this end, school wide instructional priorities must be set. The work of several ongoing school-based Inquiry Teams regularly points to a recurring list of essential skills that promote self-advocacy (e.g. choices, opinions, preferences) and independence. These include, but are not limited to: effective communication; use of environmental/informational text, self-regulation; community/workplace/recreational social skills; job-specific skills; effective work habits; self-advocating for needed supports; negotiating difficult situations; and mobility.

Our 2014-15 CEP Goal #2 focused on increasing comprehension as demonstrated by accurately asking/answering questions. Students were taught these skills using informational text and language in the context of task performance, problem solving, and situations requiring self-regulation. SCEP data indicated an increase in both the accuracy and number of questions asked/answered. In addition, Structured Classroom Workstation Skills data indicated that the independent completion of work increased as students used informational text more effectively, and initiated questions more frequently.

An analysis of ongoing anecdotal data indicates that students’ overall performance is positively impacted by improved skills for self-regulation through informed choice making and by their application of decision making/problem solving strategies to change conditions when needed/desired.

Inquiries conducted during recent years have revealed that asking/answering skills and self-initiated communication for socialization and academic participation increase with the use of structured, coherent curriculum materials; ongoing modifications/updates of communication systems to provide vocabulary aligned to the content; and ongoing team collaborations to assess progress and plan instruction. Previous inquiries have also confirmed that problem solving and self-regulation skills increase with the consistent use of student-appropriate communication systems, the consistent implementation of instructional and behavioral strategies, and in well-planned instructional settings.

There is an ongoing need to maximize learning opportunities and environments that prepare students for the transition from school to appropriate community/work settings. Environmental inventories and instructional modifications are ongoing, and many forms of informational text are in place to support students as they perform their structured vocational activities . Providing sufficient and authentic community and work experiences for our students is an ongoing challenge. The availability of community and work experiences well-matched to our students interests, abilities and support levels is often limited. If we are to increase opportunities for our students, we must be thoughtful and systematic in teaching the skills for independence as described above.

To strengthen connections to the ELA Common Core Learning Standards (CCLS), the Transition Inquiry Team focuses on making meaningful connections between functional academic knowledge/skills and priority vocational skills, community-based learning opportunities, and self-advocacy. Student progress is captured through the collection of data and photo/video documentation. In an effort to promote instructional consistency, lead teachers are creating a

master set of all materials (e.g. structured informational text, procedural charts, templates) to be used throughout the program going forward. Lead teachers representing Elementary and Middle School Inquiry Teams are connecting with the Transition Inquiry Team to strengthen the instructional continuum to better prepare students for successful transitions from elementary to middle to high school.

With the above in mind, Common Core Learning Standards work will focus, in particular, on instructional connections to, and learning experiences that support:

- Reading Standards for Informational Text: Standard 1
- Speaking Listening Standard 1: Collaborative Conversations
- Language Standard 6; Vocabulary Acquisition and Use
- Writing Standard 1: Opinion Pieces
- Writing Standard 2: Informative/Explanatory Texts

In response to recommendations following our Spring 2014 Quality Review, we will also continue to build capacity for implementing the following instructional strategies that support student self-advocacy and independence: > Extended teacher questioning and student discussions. > Errorless learning with a focus on accuracy and independence. > “Wait time” practiced by staff to allow for student “think time” to increase accuracy and independence. > Ongoing checks by teacher for understanding and student self-assessments, allowing for immediate adjustments to instruction.

During the June PD Day, the Staff Developer and School Coach meet with teachers, as a group, to review all NYSAA datafolios, scores, “No Scores”, and scoring comments/recommendations documented on the scorer worksheets. The professional development resulted in an increase of the school's understanding of the CCLS content and expectations, as well as strategies to support increased student independence, coupled with increased accuracy.

With self-advocacy and independence as our priorities, Professional Development and Inquiry Team work will focus on:

- Teaching essential thinking skills and behaviors that enable our students with significant intellectual disabilities to access the curriculum skills and knowledge, and to apply these in the context of ever expanding experiences and tasks related to different environments, social contexts and materials;
- Building student communication skills for the effective use of functional, environmental, and content-based informational text to: perform tasks; participate in academic activities; problem solve; make informed choices, self manage behaviors; self-advocate; and socialize.
- Building student behavioral skills/strategies that will increase their independence;
- Creating experiences and tasks that are designed not only to elicit performances of academic content/skills, but also to apply knowledge/skills/behaviors to functional school/community/work experiences.
- Planning sufficient and appropriate authentic opportunities for students to learn and practice skills;
- Expanding P138M’s Curriculum Frameworks to include more examples of functional connections to the ELA (and Math) Common Core Learning Standards; and building capacity for implementing structured, consistent strategies for academic, functional and behavioral improvement.

## **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.

### **SUPPORTIVE ENVIRONMENT**

By June 2016, students in elementary, middle and high school alternate assessment classes will increase skills for asking/answering questions relevant to a task, as measured by a 10% increase in independent and accurate completion of task.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>		
<p>Alignment with the Danielson rubric 3B "Asking and Answering question. Teacher professional development Teachers collaborate to plan and revise lessons to help support students asking/answering questions. the use of assisted technology to support students in asking and answering questions.</p> <p>Administrators provide feedback to teachers about their use of instructional strategies to promote students in asking/answering questions.</p> <p>Develop school handbook for students to assist students in asking questions during their IEP meetings.</p> <p>Provide parent workshops to assist parents in understanding the asking/answering question process.</p> <p>Speech teachers and classroom teacher plan and implement collaborative lessons that teach asking/answering questions inclusive of using the appropriate assistant technology device.</p> <p>Participate in inter visitations, hosted by teachers identified as Highly Effective, to observe classroom structures, systems and strategies in action; lead teachers will model/co-teach lessons; transition coordinator and high school teachers will visit school-based and community work programs</p>	<p>Classroom, Cluster and Speech</p> <p>Teachers, Paras (Alternate Assessment), Transition Coordinator</p>	<p>9/15-6/16</p>	<p>Staff Developer</p> <p>School Coach</p> <p>Highly Effective Teachers (per Advance)</p> <p>Transition Coordinator, D75 Coaches</p>

<p>Conduct environmental surveys of work sites to identify needed modifications and supports; task-analyze work assignments and create picture/symbol/text work systems (informational text) to support accurate and independent task performance</p> <p>Customize speech devices and communication systems to reflect instructional content and to support independent, interactive communication.</p> <p>Conduct Inquiries to identify needs and to produce materials/protocols, based on findings, that connect functional skills to the CCLS, and support skills for independence across the school continuum.</p> <p>devices/systems and informational/environmental text to ask/answer questions to interact, self-manage or perform tasks.</p> <p>Host Open House classroom visits and parent workshops to share strategies and materials to increase student communication, self-advocacy, positive behaviors and independence; maintain ongoing communication via school-to-home notebooks and directions for homework activities.</p> <p>Conduct Transition Planning meetings and workshops to increase involvement in the process, and to support transfer of skills to home/community settings.</p>	<p>Classroom, Speech Cluster Teachers, Paras,</p> <p>Inquiry</p> <p>Teams</p>	<p>9/15-6/16</p> <p>(Weekly)</p>	<p>School coach</p> <p>Assistant Principals</p> <p>Transition Coordinator</p>
<p>Establish CEP goal baseline and track progress using monthly data collection tool.</p>	<p>Students in alternate assessment ,</p> <p>ELL students</p>	<p>9/15-10/16</p>	<p>Staff Developer, School Coach, APs</p> <p>Teachers, Related Service Providers, Paras</p> <p>APs,</p> <p>School Coach,</p> <p>Staff Developer Teachers</p> <p>Inquiry Teams</p>

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

- Tax Levy Allocations (including NYSTL funds): To purchase core curriculum materials for structure and consistency across sites.
- Tax Levy Allocations (including NYSTL/NYSSL funds), STVP and RESO Funds : To purchase communication devices, iPads, classroom technology to support both functional and academic learning.
- Tax Levy Allocations: To purchase instructional support materials, worksite materials for school-based and community jobs, and community activity expenses.
- Tax Levy Allocations (including CIE funds): To provide per session payments to Inquiry Teams working before/after school hours to develop resources/materials in response to identified instructional needs.
- Teacher Coverages: To enable teachers to attend D75 professional development workshops.
- Scheduling: To provide common Prep/PD periods for teacher collaborations.
- Speech Teachers/OTs: To assess and make recommendations for individual communication systems.
- D75 IndTech: To create adaptations that enable students to access communication systems/technology.
- Transition and Elem/Middle Inquiry Teams: To identify instructional needs and create/update schoolwide materials for P138M Curriculum Frameworks.
- Title III Afterschool and Saturday Programs: To provide supplementary instructional supports for English Language Learners.

**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 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

**Part 5 – Progress Monitoring**

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

- A 10% increase over baseline performance and instructional targets on the IEP that are aligned to SANDI and ABLLS assessments

**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.

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

During previous school years, Inquiry Teams have analyzed performance data in areas such as ELA/Communication and PBIS, and have determined that key factors contributing to positive outcomes for students included: the instructional focus provided by coherent curriculum materials; the consistent implementation of instructional strategies; the consistent use of communication systems; and well planned and structured instructional settings. Additionally, SANDI and ABLs assessment data, NYSAA performance datafolios, and anecdotal classroom workstation data all indicate the need for a clearer understanding of mathematical concepts and their functional applications for our students with significant intellectual disabilities.

During the 2011-2012 school year, a single middle school teacher piloted the Equals math program with her class of students with significant multiple disabilities (12:1:4 ratio). The emphasis on structured, sequential building of access and functional skills, as well as math content skills, made for a successful instructional year. During the following school year, our Equals “lead” teachers then collaborated with three interested teachers to bring the program to their elementary and middle school classes (also with 12:1:4 ratios) at other sites in our organization. The teachers established our Equals Math Inquiry Team, attended Equals workshops (in-person and webinars), met on Professional Development Days, and periodically met after school (in-person and skype meetings) to support the growing implementation of the program. By June 2014, all four were “lead” teachers, supporting the expansion of the Equals program to seven sites. The group now includes high school teachers and teachers of students with autism. The Math Inquiry Team collaborates re: the program protocols and materials, the differentiated activities, the assessment tools, the systems for data collection and analysis, proposed modifications and strategies, the learning outcomes, and “next steps.” By consensus, the teachers continue to recommend the program for its clear presentation of math concepts aligned to the CCLS, the appropriateness of the activities for our students, the online resources, and the integrated assessment and online data components .

In response to ongoing Equals data and the recommendations of the Inquiry Team, additional kits have been purchased and the Equals Program has expanded to a total of 20 elementary, middle and HS classes. Additionally, Pre-Algebra/Pre-Geometry Equals kits were purchased for 12:1:1 classes at three middle/high school sites, and representative teachers attended AbleNet’s introductory training. Based on student performance and teacher observation data, the Administration and Academic Cabinet will identify additional classes that will benefit from participation in the Equals programs.

Our Equals initiative has grown as a direct result of teacher collaborations. Initially, a small group of teachers moved forward at a slow but steady pace, resulting in a strong knowledge base. Now, as the number of teachers, the number of site locations, and the range of students grows exponentially, there is a need to provide expanded and ongoing opportunities for teacher collaborations if we are to maintain the momentum and strengthen instructional math skills.

In response to recommendations following our Spring 2014 Quality Review, we will also continue to build capacity for implementing the following instructional strategies: > Extended teacher questioning and student discussions. > Error less learning with a focus on accuracy and independence. > “Wait time” practiced by staff to allow for student “think time” to increase accuracy and independence.  
 > Ongoing checks by teacher for understanding and student self-assessments, allowing for immediate adjustments to instruction.

2014-2015 Equals data showed that at the middle school grades, 93.3% of students increased at least one level. Elementary grades, 52% of the students increased 1 or 2 levels and 48% of the students remained at the same level. There is a need to continue to explore strategies to increase the movement of students and to ensure that students do not remain at the same level, especially at the elementary grades. There is a need to continue to deepen teachers’ understanding of math concepts connected to the key elements and intent of the Math CCLS through the equals curriculum.

**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.

**COLLABORATIVE TEACHERS**

By June 2016, teachers of elementary, middle and high school alternate assessment classes will collaboratively analyze student performance data to improve modeling and use of math tools, as measured by a 10% increase in the number of students gaining at least one level increase in SANDI results.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Meet to share review successes/challenges of Equals program during 2014-15 school year; review Equals performance data and identify schoolwide needs and “next steps.”</p> <p>Conduct start-up meeting with participating teachers at each site.</p>	<p>Participating Classroom Teachers and Math Clusters</p>	<p>6/4/15 PD Day</p>	<p>Equals Inquiry Team, Participating Classroom/Cluster Teachers.</p> <p>Staff Developer,</p>

<p>Plan Strategically: Schedule common prep/PD periods to facilitate ongoing teacher collaborations.</p>			<p>School Coach</p> <p>Unit Coordinators,</p> <p>APs</p>
<p>Collect baseline and monthly performance data using Equals assessment tools.</p> <p>Evaluate Equals performance data to identify target skills and plan instructional supports.</p> <p>Develop and Progress monitor students IEP math goals and plans that align with Equals and SANDI instructional priorities.</p> <p>Evaluate school wide Equals performance data; reflect on student work/performance across continuum of grade bands; determine instructional and administrative implications moving forward.</p>	<p>Elem/Middle/HS Alt Assessment Equals Classes</p>	<p>10/15-6/16</p>	<p>Administration and Academic Cabinet</p> <p>Participating Classroom/Math Cluster Teachers, Paras</p> <p>Equals Inquiry Team, Staff Developer</p> <p>School Coach</p> <p>Classroom Teachers and Math Clusters</p>
<p>Meet during common preps/PD periods to collaborate with fellow Equals teachers; provide support, make modifications to materials, make instructional adjustments.; share successful intervention strategies and activities. Meet after school to continue collaborations.</p> <p>[Strategies: e.g. embed math skills in real-world experiences(e.g. shopping, cooking, at work, etc.) ; embed math skills in classroom routines; model skills; use hands-on/sensory materials; use environmental/informational text to answer questions/problem solve; use of technology (SmartBoard, iPads)]</p> <p>Participate in classroom inter visitations, hosted by teachers identified as Highly Effective, to observe effective strategies.</p> <p>Publish monthly Curriculum and Assessment Memos addressing assessment protocols and schedules, instructional connections (CCLS to D75 Modules to P138M Frameworks, etc.); to share alternate performance indicators appropriate for students with significant multiple disabilities; to provide resource information.</p>	<p>Participating Classroom Teachers and Math Clusters</p> <p>Equals Inquiry Team</p>	<p>10/15-6/16</p> <p>(weekly at sites, and on Nov/ June PD Days)</p>	<p>Lead Equals Teachers (at each site)</p> <p>APs, Teachers</p> <p>(per Advance)</p> <p>Equals Inquiry Team, Staff Developer</p>
<ul style="list-style-type: none"> <li>• Prepare/use response devices/communication systems and informational/environmental text to participate in Equals lessons and applied/functional math activities.</li> <li>• Participate in SANDI and Equals Assessments</li> </ul>	<p>Students in Participating Equals Classes</p> <p>(AltAssessment)</p>	<p>9/15-6/16</p> <p>(Daily)</p>	<p>Classroom/Cluster Teachers, Related Service Providers</p>

		9/15-10/15	Classroom Teachers, Paras
		5/16-6/16	

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> <li>• Tax Levy Allocations (including CIE funds): To provide per session payments to Equals Inquiry Team working before/after school hours to develop skills and supplementary materials for implementation of Equals program.</li> <li>• Teacher Coverages: To enable teachers to attend D75 professional development workshops.</li> <li>• Scheduling: To provide weekly common prep/PD periods for site-based teacher collaborations.</li> <li>• Scheduling: To provide monthly common prep/PD periods for multi-site teacher collaboration via skype.</li> <li>• Transition, Equals and Elem/Middle Inquiry Teams: To identify a continuum of instructional needs and create/update schoolwide math materials for P138M Curriculum Frameworks.</li> </ul>											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.										
<ul style="list-style-type: none"> <li>• February 2016: 80% of students demonstrating increase in skills as measured by Equals formative assessment data</li> </ul>										
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.										

## Section 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.

During 2012-2013, P.138M initiated verbal behavior as an instructional methodology in its 6:1:1 elementary classes. Staff were trained by District 75 personnel, as well as Carbone staff. Review of the ABLLS data in the classes using Verbal behavior showed that the students made significant gains in communication accompanied by significant decreases in challenging behaviors. School leaders have been committed to expanding the program to increase positive student outcomes. During 2014-2015, P.138M established a model class for intervisitations by staff from within the school community and from other District 75 schools. School leadership has a long term plan to expand the verbal behavior approach across sites so that elementary students in 6:!:1 settings are participants in the program. To maintain the program requires effective communication, coordination of resources, professional development and team meetings, as well as dissemination of promising practices related to this initiative.

### **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, the School leader will coordinate resources and provide ongoing support to expand existing Verbal Behavior classes to include at least six new additional classes, that positively impact on student communication and behavior. This includes at least three lab demonstration classes for the school community, as well as other District 75 schools.

### **Part 3 – Action Plan**

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
Identify and provide materials/resources and scheduling (extended blocks of time) for key staff to train and support teachers and paraprofessionals, inclusive of a school based verbal behavior coach and a lead paraprofessional.	Teachers  Paraprofessionals of verbal behavior classes	Sept 15 - June 16	Principal
Coordinate professional development with District 75 Office of Autism and the Carbonne Clinic to ensure that staff new to the program implement verbal behavior and that staff who have been involved deepen their practice related to verbal behavior	Teachers and paras of classrooms	Sept 15- June 2016	Principal  Instructional Cabinet
Coordinate oversight of ABLLS data analysis and review and adjust programs and schedules accordingly	Teacher teams	Sept 15- June 2016	Principal
Support model demonstration classes and disseminate/promote opportunities for intervisitations, following a structured intervisitation protocol	Staff of demo classes, Staff who visit the programs	Sept 15 - June 2016	Principal

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Tax Levy - School based coach in verbal behavior  Tax levy - Professional development funds  Flexible scheduling to accommodate intervisitations											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

**Part 5 – Progress Monitoring**

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

February 2016: Four (4) well developed (based on a checklist of room structures, instructional methodology and data collection) classrooms will have been established.

**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.

#### **STRONG FAMILY AND COMMUNITY TIES**

Vocational skills instruction and vocational experiences play a significant role in the daily curriculum at our middle and high school sites. CDOS skills are embedded across all environments, and work schedules, work systems, self-assessments and communication systems are used throughout the day. School-based work sites are increasing in response to the need for authentic work opportunities for students with significant and multiple disabilities. . The Transition coordinator continually works with the staff to increase community partnerships that will result in additional work opportunities that are appropriate for our students.

P.138M is beginning year one of its participation in the NYS PROMISE Initiative, the goal of which is to improve student post-school outcomes. This initiative targets students that are 14 to 16 years of age, are receiving SSI benefits, and are randomly selected for the intervention group. These students will receive additional transition services to improve their educational and employment outcomes. Interventions will be provided to increase skills for independent living, community living, assistive technology, and employment. Work skills will be assessed; employment coaching and experiences will be provided. In addition to expanding ties to community services and employers, strong ties will be forged with parents through shared information, educational opportunities, support activities, and accessibility to services. Parents as active partners is key to the success of this initiative. It is anticipated that these enhanced transition services will result in a much needed increase in post-school community and employment opportunities for our students.

### 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.

#### **STRONG FAMILY AND COMMUNITY TIES**

By June 2016, 80% of students (ages 14-16) randomly selected for the intervention group will be referred for intervention services through the PROMISE Initiative, as evidenced by service referral documentation.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<ul style="list-style-type: none"> <li>• Orientation sessions are scheduled and families are notified of the time/date/location via flyers, phone calls. Follow-up is conducted via phone calls to parents who attended the orientation. Ongoing outreach and special events will be provided to the families.</li> </ul>	<p>Students ages 14-16 and their Families</p>	<p>9/15-6/16</p>	<p>School-Based PROMISE Team, Resources for Children with Special Needs</p>
<ul style="list-style-type: none"> <li>• Schedule, coordinate and hold Case management meetings and refer intervention group students for services in alignment with their needs</li> </ul>	<p>Students ages 14-16 and their Families</p>	<p>Ongoing</p>	<p>School-Based PROMISE Team, RCSN, Cornell, D75 Trans Office</p>
<ul style="list-style-type: none"> <li>• Provide and support case management meetings to determine needs and needed referrals. Discuss transition services, post-secondary goals and other needs that may not have been surfaced.</li> </ul>	<p>Students and Families</p>	<p>Ongoing</p>	<p>Case Managers  Include NYC  Cornell  School-based PROMISE Team</p>
<p>On a quarterly basis review enrollment data and referral of services to determine progress towards meeting goal and PROMISE objectives</p>	<p>Students  Families</p>	<p>Quarterly beginning Dec 2015</p>	<p>School-based PROMISE Team</p>

**Part 4 – Budget and Resource Alignment**

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

A NY PROMISE Initiative grant will support our first year of participation in the program. The goal of this initiative is to provide employment services and increase post-school outcomes. Administrative equipment and supplies have been purchased (e.g. laptops, file cabinet), and a per session budget is available for staff providing services outside the regular school hours (e.g. afterschool and/or Saturday parent appointments, orientations meetings, follow-up activities, workshops, PD sessions, and special events. )

Tax Levy allocations will be budgeted to purchase materials for community and school-based jobs to support work experiences for our middle and high school students.

Speech Teachers assist in the development of communication systems for school and community-based work sites.

D75 IndTech creates adaptive materials for job sites.

VESID provides stipends for our working students.

Our school-based Transition Coordinator and a part-time (F-Status) Transition Teacher network with community businesses to develop job placements for students, and with social services to link students to the support services needed during and post school.

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

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

**Part 5 – Progress Monitoring**

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

PROMISE Initiative February Benchmarks re: 50% of students (ages 14-16 years) randomly selected for the intervention group will be referred for intervention services, as evidenced by service referral forms

**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.)
<b>English Language Arts (ELA)</b>	All Students who are not meeting grade level standards are eligible.	<ul style="list-style-type: none"> <li>&gt;Increased opportunities to practice the writing process.</li> <li>&gt;Repeated readings to build listening skills.</li> <li>&gt;Model strategies/ tools for effective note-taking.</li> <li>&gt;Increase number/length or readings to increase stamina.</li> <li>&gt;Model though process/strategies for making inferences/predictions.</li> <li>&gt;Prepare for tests using supplementary materials; practice strategies.</li> </ul>	Classroom and Speech Teachers will provide: <ul style="list-style-type: none"> <li>&gt;small group instruction</li> <li>&gt;one-to-one tutoring</li> </ul>	During the school day
<b>Mathematics</b>	All Students who are not meeting grade level standards are eligible.	<ul style="list-style-type: none"> <li>&gt;Model strategies for identifying/using key words to understand/problem solve.</li> <li>&gt;Apply writing strategies to improve constructed responses.</li> <li>&gt;Prepare for tests using supplementary materials; practice strategies.</li> </ul>	Classroom and Math Cluster Techers will provide: <ul style="list-style-type: none"> <li>&gt;small group instruction</li> <li>&gt;one-to-one tutoring</li> </ul>	During the school day
<b>Science</b>	All Students who are not meeting grade level standards are eligible	<ul style="list-style-type: none"> <li>&gt;Provide opportunities to interact with scientific materials/ tools.</li> <li>&gt;Conduct investigations to increase observational skills.</li> </ul>	Classroom and Science Cluster Teachers will provide: <ul style="list-style-type: none"> <li>&gt;small group instruction.</li> </ul>	During the school day

<b>Social Studies</b>	All Students who are not meeting grade level standards are eligible	Use News2You online adapted newspaper and internet browser to supplement social studies instruction.	Classroom and Social Studies Cluster Teachers will provide: >small group instruction.	During the school day
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	All Students who are not meeting grade level standards are eligible	Create Social Stories to help students better understand social-emotional situations and issues.	Guidance Counselor and School Psychologist will provide: Small group and one-to-one support activities.	During the school day.

## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

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

### Part 2: All Title I Schools

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

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"><li>•</li></ul>

#### 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).
<ul style="list-style-type: none"><li>•</li></ul>

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

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

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

**Part 4: SWP Schools Only**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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**Parent Involvement Policy (PIP) Template**

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

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

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

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

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

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

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

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

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

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

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

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

## **II. Parent/Guardian Responsibilities:**

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

## **III. Student Responsibilities:**

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

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

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

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

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

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

Part A: School Information	
Name of School: _	DBN: <u>75M138</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 checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>21</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>4</u>
# of certified ESL/Bilingual teachers: <u>4</u>
# of content area teachers: <u>0</u>

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: \_

Title III Afterschool and Saturday Program:

"Communication Opens Doors":

Using Communication to Expand Opportunitites for our English Language Learners

-  
The Title III Afterschool and Saturday program, "Communication Opens Doors" will be conducted from 3:00pm to 5:00pm on Wednesday and Thursday afternoons at our I90 site, and from 9:00am to 12noon on Saturdays at the Main Site, respectively. The afterschool program will run for eighteen weeks, excluding holidays, beginning the second week of January and ending the first week of June. One certified ESL teacher will provide supplementary instruction in English during the afterschool sessions, to students in grades 6 through 8 (service categories 12:1:1 and 6:1:1). The Saturday sessions will run for 10 weeks beginning the second week of January and ending the second week of May. Two certified ESL teachers and one certified Bilingual (Spanish) teacher will provide supplementary instruction in English and Spanish, respectively, to students in grades K-2 and grades 3-5 (service categories 12:1:4, 6:1:1, and 8:1:1).

-  
We do not have full classes of each ratio attending either Saturday or Afterschool Title III sessions and, due to the impact of our students' wide range of disabilities, their health issues and their travel arrangements, the number of students able to attend varies from day to day and often results in low attendance on any given day. Additionally, students' disabilities often impact the length of time they are able to participate on a given day. As a result, instructional groups are typically small. The number of teachers is aligned the students' IEP mandated student-to-staff ratios and the number of instructional groups, and adheres to the three-contiguous-grade rule. Required staffing ratios will be maintained for all instructional groups as we have one ESL teacher and one paraprofessional who will provide services during the Afterschool sessions. Staffing ratios will be maintained during the Saturday sessions as we have three ESL/BIL teachers and one rotating para who will provide services. Supervision of afterschool sessions is provided by an assistant principal who is paid from a separate budget; supervision of Saturday sessions is provided by an assistant principal who is paid through the Title III budget.

-  
During the Saturday program, we are inviting eleven elementary students in Grades K-5, and we are inviting ten middle school students in Grades 6-8 during the afterschool program. Students were identified based on the 2014 NYSESLAT scores and the NYSITELL scores for Kindergarten students who have not yet been administered the NYSESLAT. The participating students scored at the Beginner level of language development. They have been diagnosed with autism, learning disabilities, or significant multiple developmental disabilities, and our focus is on improving their communication skills, as well as expanding their English language proficiency. We expect that student progress will positively impact their NYSESLAT scores.

-  
Due to the nature and severity of our students' disabilities, expanded opportunities for meaningful instruction and social experiences are always desirable and beneficial. The afterschool and Saturday programs provide time, focus and intense supports that positively impact student progress towards meeting ESL and Common Core Learning Standards, successfully achieving alternate grade level indicators, and demonstrating alternate performance tasks/skills.

## Part B: Direct Instruction Supplemental Program Information

A priority instructional objective of our Title III program, "Communication Opens Doors," is to increase student independence through the development of improved communication and self-advocacy skills. To this end, it is necessary to expand the English language proficiency and communication skills of our ELL students. Students use picture symbol communication systems; voice output devices, and picture symbol schedules developed specifically to meet the individual communication needs of each student. These individual systems support spontaneous, interactive and independent student participation in our Title III after-school and Saturday instructional activities. Additional supports include computer technology and software. Teachers and students use Mayer Johnson Boardmaker and Writing with Symbols software to create communication materials. Students also have access to classroom libraries, adapted books, object cues, manipulatives and modified materials. A wide variety of differentiated materials and communication systems are developed by teachers to enhance hands-on experiential learning activities for students participating in the afterschool program. Commercial materials ( e.g. Mayer-Johnson Social Story Skills, ABLLS picture/word cards, Attainment Explore and Teaching to the Standards materials, SRA Reading materials) are also used for instruction. Additional commercially published/ produced materials will be purchased to further support best instructional practices. Instruction preparing students for participation in the Spring NYSESLAT assessment will also be implemented.

- The instructional program includes, but is not limited to: language development embedded across the content areas, hands-on experiential learning, structured and sequential work tasks, differentiated work sheets, and the creation of student portfolios.

## 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: \_\_\_\_\_ Saturday Staff Professional Development Workshops  
One Title III bilingual teacher, three Title III ESL teachers, and two paraprofessionals will participate in two Saturday professional development activities. The Lead ESL Teacher will facilitate the workshops. On these days, supervision is provided by an assistant principal who is paid from a separate budget.

- These professional development activities will be conducted on the fourth Saturday of the months of January and February from 8am to 1pm at the Main site (P30). These dates will not conflict with the Saturday instructional program.

- The objective is to collaborate in the modeling of Best Practices for Communication and Language Development, the sharing of current ESL strategies and methodologies, and in learning how to implement effective curriculum materials and activities incorporating those practices and strategies.

- During the first workshop, participating teachers and paras will be introduced to the components of the new Attainment Common Core materials. Modules for both younger and older students will be reviewed, DVDs will be viewed, and strategies for implementing the use of the materials will be discussed. The effective use of SRA Reading materials, ABLLS picture card sets, and materials for teaching phonics to emergent readers will also be addressed.

### Part C: Professional Development

During the second workshop, participating staff will discuss and share strategies for building vocabulary and increasing collaborative student conversations. Participants will present and discuss modified/adapted supplementary instructional materials that will be used to support the Afterschool instructional activities. This will include brainstorming ways to modify/adapt tabletop games that reinforce language/communication skills, as well as additional learning tasks such as those in the Tasks Galore and Mayer Johnson series of books (purchased previously). Each participant will demonstrate adapted materials and model strategies that he/she has found to be successful in supporting the differentiated needs of the ELL students. Participants will also collaborate in the review of student work and/or performance data, provide collegial feedback, and discuss strategies for moving each student forward on the communication continuum.

- As a result of these professional development workshops, participating staff will be able to use and produce more effective supplementary differentiated materials, and to better implement curriculum materials and best practices to support our Title III Afterschool/Saturday instructional program.

### 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: Parental Engagement

- The Title III letter, in English and the preferred languages of communication of the families, will be disseminated during the month of January via US Postal Service and in students' backpacks. A special segment of our January parent meeting will be designated to address Title III supplemental program services. This orientation meeting will be conducted on the third Tuesday in January at P138M's Main Site at P30. It will be facilitated by the lead ESL teacher and one bilingual teacher, and will inform our ELL parents of programs available for their children, as well as scheduled workshop(s).

- School generated written materials for families (including notices of orientation meeting, workshop(s) and Title III letter) are translated into students' home language by bilingual school staff members for timely dissemination. These materials are sent home in student backpacks and/or school-to-home notebooks. Follow-up phone calls are made by bilingual staff members who are also available to interpret information and discussions during the meeting(s) and workshop(s). A separate budget is in place to employ staff members to provide translation and interpretation services outside regular school hours, when needed.

- Saturday Parent/Student Workshop(s)

The Saturday parent workshop will be conducted on the fourth Saturday in March from 8am to 1pm at the Main site (P30). This date will not conflict with the Saturday instructional program.

- One Spanish speaking bilingual teacher and two ESL teachers will conduct this "hands-on" and

**Part D: Parental Engagement Activities**

interactive workshop for the ELL parents and their children who are designated as ELLs. Two Spanish speaking bilingual paraprofessionals, who work with the students during their regular school day, will assist to facilitate hands-on and interactive participation by students with their parents. An assistant principal, paid from a separate budget, will also be in attendance.

The focus of the workshop will be Individualized Communication/Language Systems and School-to-Home Learning Activities. The objective is to demonstrate effective strategies/activities for parents to implement at home and in the community, and to assist parents in creating communication/ language materials for home. The students will be active participants, and parents will produce differentiated instructional materials to use at home with their children.

A Share-and-Review of workshop highlights will be conducted among the Title III staff and parents.

**Part E: Budget**

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

Allocation Amount: \$19784

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)	<u>\$16,689.50</u>	-
	Subtotal = <u>\$5727.60</u>	<u>AFTERSCHOOL PROGRAM</u>
	Subtotal =	<u>Teacher Per Session</u>
• Per session	<u>\$7001.70</u>	<u>1 ESL</u>
• Per diem	Subtotal = <u>\$2601.00</u>	<u>Teacher @ 2</u>
	Subtotal = <u>\$1048.00</u>	<u>days/wk x 2hrs/day x 18 wks =</u>
	Subtotal = <u>\$311.20</u>	<u>72hrs @ 50.50= \$3636.00</u>
		<u>1 Para</u>
		<u>@ 2days/wk x 2hrs/day x 18wks</u>
		<u>= 72hrs @ 29.05 = \$2091.60</u>
		<hr/>
		<u>SATURDAY PROGRAM</u>
		<u>3 Teachers (2 ESL and 1</u>
		<u>BIL) @ 1</u>
		<u>day/wk x 3hrs/day x 10wks</u>
		<u>= 90h @ 50.50 = \$4545.00</u>
		<u>1 Para @ 1 day/wk x 3hrs x 10wks</u>
		<u>= 30hrs @ 29.05 = \$871.50</u>
		<u>1 Supervisor (AP)</u>
		<u>@ 1 day/wk x 3hrs/day x 10wks</u>
		<u>= 30hrs @ 52.84 = \$1585.20</u>
		<hr/>
		<u>cont'd.</u>
		<u>PROFESSIONAL DEVELOPMENT</u>
		<u>Teacher Per Session to Conduct</u>
		<u>Workshops</u>
		<u>4 Teachers (3 ESL and 1</u>
		<u>BIL) @ 5hrs/day x 2</u>
		<u>workshops</u>
		<u>= 40hrs @ 50.50 = \$2020.00</u>
		<u>Para Per Session for PD Workshops</u>

**Part E: Budget**

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

Allocation Amount: \$19784

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<p><u>2 Paras @ 5hrs/day x 2 workshops</u>  <u>= 20hrs @ 29.05 = \$581.00</u></p> <hr/> <p><u>PARENT INVOLVEMENT</u> Teacher and Para Per Session to Conduct Workshops <u>3</u> Teachers (2 ESL and 1 BIS) @ 5hrs/day x 1 workshop = 15hrs @ 50.50 = <u>\$757.50.</u></p> <hr/> <p><u>2 Paras @ 5hrs/day x 1 workshop = 10hrs @ 29.05 = \$290.50</u></p> <hr/> <p><u>PAYROLL ENTRY Per Session 1 sec'y @ 10hrs @ 31.12 = \$311.20</u></p>
<p>Purchased services</p> <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	<p><u>\$0</u></p>	<p>N/A</p>
<p>Supplies and materials</p> <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	<p><u>\$2299.50</u></p> <hr/> <p>Subtotal = <u>\$1454.50</u></p> <hr/> <p>Subtotal = <u>\$750.00</u></p> <hr/> <p>Subtotal = <u>\$95.00</u></p>	<p><u>AFTERSCHOOL/SATURDAY PROGRAM</u></p> <p>&gt; 1 set non-fiction Easy Readers (middle school level) = <u>\$150</u></p> <p>&gt;1 set ABLLS picture cards = <u>\$120.</u></p> <p>&gt;28 pkgs printer ink (black/color) @ \$25 = <u>\$700</u></p> <p>&gt;10 rolls laminating plastic @ \$25 = <u>\$250</u></p> <p>&gt;16 rolls Velcro @ \$10 = <u>\$160</u></p> <p>&gt;zip lock bags/small containers (for individual task materials) = <u>\$74.50</u></p> <hr/> <p><u>PROFESSIONAL DEVELOPMENT</u></p> <p>&gt; 1 Attainment Series: Explore (for older students) @250 = <u>\$250</u></p> <p>&gt; 1 Attainment Series: Teaching to the Standards (for older students) @250 = <u>\$250</u></p> <p>&gt; 1 Attainment Series: Explore (for younger students) @250 = <u>\$250</u></p>

<b>Part E: Budget</b>		
<b>FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.</b> Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: <u>\$19784</u>		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<u>PARENT INVOLVEMENT</u> 2 pkgs printer ink (black/color) @25.00 = \$50.00 2 boxes of laminating sheets @ \$12.50 = \$25.00 2 rolls Velcro @ \$10 = <u>\$20.00</u>
Educational Software (Object Code 199)	<u>\$0</u>	<u>N/A</u>
Travel	<u>\$735.00</u> Subtotal = \$405.00 Subtotal = \$300.00 Subtotal = \$30.00	<u>AFTERSCHOOL PROGRAM</u> <u>Metro Cards</u> 3 parents/1 day per week/18 weeks = 54 Metrocards @ <u>\$5 (parent/roundtrip) = \$270.00</u> 3 students/1day per week/18 weeks = 54 Metrocards <u>@ \$2.50 (student/one way) = \$135.00</u> <hr/> <u>SATURDAY PROGRAM</u> <u>Metro Cards</u> 3 parents/1 day per week/10 weeks = 30 Metrocards @ <u>\$5 (parent/roundtrip) = \$150.00</u> 3 students/1day per week/10 weeks = 30 Metrocards <u>@ \$5 (student/roundtrip) = \$150.00</u> <hr/> cont'd. <u>PARENT INVOLVEMENT</u> 6 Metro Cards @ \$5 (adult/roundtrip) = \$30 <hr/> Note: Metro cards will purchased for <u>only those parents/students who will</u> <u>not be walking or driving to and/or</u> <u>from the school sites where the Title</u> <u>III activities are being</u> <u>conducted.</u>
Other	<u>\$60.00</u>	<u>PARENT INVOLVEMENT</u> Refreshments for Saturday Parent Workshop = \$60.00
<b>TOTAL</b>	<b><u>\$19,784.00</u></b>	<b><u>\$19,784.00</u></b>



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

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

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

## Part I: School ELL Profile

### A. School Information

District <b>75</b>	Borough <b>Manhattan</b>	School Number <b>138</b>
School Name <b>P138M</b>		

### B. Language Allocation Policy Team Composition

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

Principal <b>Gregg Soulette</b>	Assistant Principal <b>Michael Gaffney</b>
Coach <b>James Bhagwandin</b>	Coach <b>Susana Castro</b>
ENL (English as a New Language)/Bilingual Teacher	School Counselor <b>Shelly Wilner</b>
Teacher/Subject Area	Parent <b>Mirandy Rodriguez-Brown</b>
Teacher/Subject Area	Parent Coordinator <b>Revenya Murray</b>
Related-Service Provider	Borough Field Support Center Staff Member
Superintendent	Other (Name and Title) <b>Patrice O'Donnell, Staff Devel</b>

### C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	<b>4</b>	Number of certified bilingual teachers <b>not</b> currently teaching in a bilingual program	<b>4</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>
Number of certified ENL teachers <b>not</b> currently teaching in the ENL program	<b>0</b>	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	<b>0</b>	Number of special education teachers with bilingual extensions	<b>4</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>590</b>	Total number of ELLs	<b>175</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

### This school offers (check all that apply):

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

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	175	<b>Newcomers</b> (ELLs receiving service 0-3 years)	42	<b>ELL Students with Disabilities</b>	175
<b>SIFE</b>	3	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	61	<b>Long-Term</b> (ELLs receiving service 7 or more years)	72

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>	0	0	0	0	0	0	0	0	0	0
<b>DL</b>	0	0	0	0	0	0	0	0	0	0
<b>ENL</b>	42	0	42	61	0	61	72	3	72	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 23

## 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 N/A	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE 0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE N/A	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>													

**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																		
SELECT ONE N/A	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE 0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE 0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>																			

\* 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								
SELECT ONE N/A	0	0	0	0	0	0	0	0	0	0
SELECT ONE N/A	0	0	0	0	0	0	0	0	0	0
SELECT ONE N/A	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>									

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

Number of students (students fluent in both languages): <u>0</u>	Number of students who speak three or more languages: <u>0</u>
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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	9	16	19	13	14	15	11	10	14	6	4	14	13	0
Chinese	0	0	1	0	1	0	0	1	0	0	0	1	1	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	1	0	1	0	0	1	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	1	1	0	0	0	1	0	0	1	0
Haitian	0	0	0	0	0	0	0	0	0	0	1	1	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other FU/JA/G K	0	0	0	0	1	0	1	0	0	0	0	0	1	0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)	9	14	18	13	14	13	12	12	13	7	5	16	16	0
<b>Emerging</b> (Low Intermediate)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Transitioning</b> (High Intermediate)	0	2	3	0	4	3	0	0	1	0	0	0	0	0
<b>Expanding</b> (Advanced)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Commanding</b> (Proficient)	0	0	0	0	0	0	0	0	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	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	0	0	0	0	0	0	0	0

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	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 _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

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

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

**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.

P138M supports a data driven program that connects instructional priorities to best practices that Bilingual and ESL teachers implement to maximize student progress. This includes the examination of assessment data, both formative and summative, that informs instructional decisions. To this end, teacher cohorts collaborate during common planning periods to analyze data, teacher cohorts meet with the coach and staff developer on an ongoing basis, and teachers participate in D75 and school-based professional development activities. The administrative cabinet meets quarterly to analyze data and determine next instructional steps.

One hundred twenty-four ELL students participate in the SANDI/FAST alternate assessment, and forty-five ELL students participate in the ABLLS alternate assessment. Additionally, the NYSAA is also administered to those ELL students in Grades 3-8 and Grade 11 to gather additional data that is used to target priority skills, to develop measurable goals and objectives for improving student performance, to modify instruction as needed, and to measure progress.

Six elementary ELLs are designated as standard assessment students and participate each Spring in the NYS standard assessments. Additionally, their teachers use Fountas and Pinnel and predictive Scantron assessments to identify instructional targets, as well as teacher designed tools and common core curriculum unit assessments to collect formative data reflecting student progress. Data gathered is used to develop specific, measurable goals, as well as the short-term objectives for improving student performance towards those goals.

Data indicates that performance and progress of our ELL students is comparable to that of their non-ELL counterparts.

2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

According to the most recent NYSESLAT report, 92.5% percent of students tested scored at the Entering level and 7.5% scored at the Transitioning level. No students scored at the Emerging, Expanding and Commanding Levels. Due to the severity of their disabilities, the majority of our ELL students are unable to participate successfully in the standardized NYSESLAT test. They are unable to demonstrate the language skills required to fully participate in the assessment, and are unable to complete the entire test for a valid score. However, during instructional and experiential community based opportunities to learn, all students are demonstrating progress in targeted communication/speaking and listening skills. Students continue to require intensive remediation for their reading and writing skills.

No single assessment provides a complete and accurate learning profile of our students with severe disabilities. Therefore it is especially important that we use a variety of tools, in addition to the NYSESLAT and NYSITELL, to gather the many types of information needed for a more comprehensive understanding of their abilities and their learning challenges.

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

Assessment data, both formative and summative, is analyzed and used to inform the instructional objectives for our ELL students. ENL teachers analyze the data to identify patterns and trends and to set learning goals and objectives. ENL and classroom teachers collaborate to plan next instructional steps and to share effective strategies for meeting these objectives. The school-based coach and staff developer provide supports for making connections with the common Core Learning Standards. Additionally, teachers participate in D75 and school-based professional development activities that focus on communication/language skills. The Title III program provides supplementary English language supports for students not meeting these objectives. The administrative cabinet meets quarterly to analyze the data, review successful interventions, and determine the supports and resources needed to maximize the progress of our ELL students.

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?

Nearly ninety-three percent of our ELL students are performing at the Entering level of proficiency, requiring the most support in reading and writing. At this time, we do not have a TBE or DL program, and students are not formally assessed in their native language and do not participate in ELL periodic assessments.

P138M integrates each student's native language as a tool to support strong ENL acquisition. Instruction is differentiated throughout the day in the classroom setting and within the framework of ENL instruction.

Our students' language and communication skills are significantly compromised by their disabilities, and all instruction incorporates assisted language strategies and alternative communication systems. Virtually all of our students' receptive language skills are stronger than their expressive skills. The majority of our ELL students use adaptive augmentative devices and/or low tech communication systems. Expressive language is demonstrated through the use of picture symbol systems or adapted augmentative communication devices programmed by staff members. With the exception of thirteen Transitioning level students, all ELL students demonstrate Entering level English language skills. Students' progress in the use of their preferred mode of communication is evaluated by their teachers on an ongoing basis, and modifications to their communication systems are made as needed.

The administrative cabinet meets quarterly to analyze school and classroom data, review successful interventions, and determine the supports and resources needed to maximize the progress of our ELL students.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

The Response to Intervention process is a team-based strategy that requires the collaboration of all stakeholders who work with and support our ELL students. This includes the ENL teachers, classroom teachers and alternate placement paraprofessionals, speech teachers, the coach, the staff developer, and a parent. The team works with administration to share, examine and interpret

data. The specific needs of the ELL students are determined, the quality of instruction is discussed, and interventions are adapted and implemented, as needed. Student progress is monitored, as described in above sections, and data-based decisions are made to move students forward.

IEP goals, as well as SANDI/FAST, ABLLS, NYSAA and SCANTRON assessment data, are reviewed periodically and target skills and instructional priorities are identified. The implication for the P138 Language Allocation Policy is that ELL students receive the number of units of ENL as required by CR Part 154. To insure that students meet the learning standards and alternate performance indicators, and pass the required state and local assessments, ENL instruction follows the New Language Arts Progressions and incorporates ENL strategies. These strategies include cognitive academic language learning approach, total physical response, language experience, whole language, graphic organizers, assisted/augmentative language and cooperative learning to provide the instruction required to meet our students' individual and varied needs. In response to both formal and informal assessment data, modifications to learning experiences/tasks and instructional strategies are ongoing in an effort to provide optimal differentiated instruction for all ELL students.

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

As is true for all P138M students, the acquisition of communication/language is the instructional priority for our ELL students. Communication/language is the key to independence and, as such, is always at the center of our instructional practices. Our students' language and communication skills are significantly compromised by their disabilities and all instruction incorporates assisted language strategies and alternative communication systems. Virtually all of our students' receptive language skills are stronger than their expressive skills. Students' progress in the use of their preferred mode of communication is evaluated on an ongoing basis, and drives key instructional decisions.

Instruction provided by ENL teachers, as well as all classroom and content area cluster teachers, is designed to support our students in the acquisition and improvement of English language skills. Teachers participate in D75 and school-based professional development activities to improve strategies for strengthening students' language skills.

The administrative cabinet meets quarterly to analyze school and classroom data, review successful interventions, and determine the supports and resources needed to maximize the progress of our ELL students.

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?

At this time, P138M does not have a Dual Language Program.

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

Program effectiveness will be evaluated by IEP Goal achievement, Spring 2016 NYSAA and NYS Test performance, SCEP Goals achievement, and demonstrated progress on the Spring 2016 SANDI and ABLLS assessments. Teacher designed skills checklists/data will be reviewed monthly. Additionally, ELL teachers will review the instructional materials used to determine their effectiveness, and to plan future selections. The effectiveness of the Title III Program, both format and content, will be evaluated by the ELL teachers and the administrative cabinet.

Also, students' ability to perform the skills required to obtain a valid score on the Spring 2016 NYSESLAT will be evaluated, as well as the resulting scores.

## Part IV: ELL Identification Process

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

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

The process of identifying our English Language Learner (ELL) students is multi-level.

As part of general intake procedures, the school administers the Home Language Identification Survey (HLIS) to determine the student’s home language. (The HLIS is available in each native language.) This includes an initial interview with the parent and student, conducted in English and the home language, if necessary.

The HLIS is administered by one of our four licensed ENL teachers (named in Part 1 of this document), along with a qualified interpreter/translator if needed. The Pupil Accounting secretary, ensures the timely entry of this information into the ATS system. The HLIS forms are then placed in the student’s permanent, cumulative file.

If it is determined that the student’s home language is not English, a more in-depth interview is conducted. The CSE IEP is reviewed, as well as any other available performance data or student work samples, to determine whether the student should take the NYSITELL. The school’s Language Proficiency Team determines the student’s NYSITELL eligibility, and a qualified interpreter or translator is included in the process.

If it is determined that a student is NYSITELL eligible, the exam is administered and the answer document is scanned into the ATS system within twenty school days of enrollment. Within five school days of ELL determination, parents will be informed using the appropriate parent notification letter in the parents’ preferred language. It is expected that the CSE will handle this process, but if this is not the case, the school will.

New entrants with a HLIS indicating Spanish as the home language, and identified as ELLs based on NYSITELL results, are administered the Spanish LAB during the same ten-day window. The LAB results are then used to support instructional planning.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Within thirty days of initial enrollment, the school will make an initial SIFE determination. During the completion of the HLIS, parents are asked to indicate any prior schooling. During the ELL identification process, any indications that a student has had an interruption or inconsistency in formal schooling is noted. The oral interview questionnaire is administered, and the SIFE status is entered in the DOE data system. This SIFE identification, made within the thirty days of enrollment, can 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 new to the NYC Department of Education and enters with an IEP, NYSITELL eligibility is determined by the Language Proficiency Team. The team consists of: the parent, a school administrator, an ENL teacher, a related service provider, and the classroom teacher. A qualified interpreter/translator, as needed, must also be present at LPT meetings. The process takes place within twenty days of enrollment, and if it is determined that the student is NYSITELL eligible and the student is identified as an ELL, the student is immediately placed in the appropriate ELL program.

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.

Within five days of ELL determination, the appropriate notification letter (i.e. Entitlement, Non-Entitlement or Continued Entitlement) is prepared, at the CSE level, in the parents' preferred language.

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

Upon completion of the enrollment process, parents are notified of their child's eligibility for ELL services. Additional information and the three program selection options are shared through orientations in the parents' preferred languages. (Interpreter/Translator services are provided, as required.) The information shared includes the right to appeal their child's placement within forty-five school days of enrollment. If a parent believes his/her child has been mis-identified as ELL or non-ELL, they are asked to put this in writing. The Identification Process is then administered a second time.

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.

The Parents' Bill of Rights and Options for our ELL special education students are discussed with their parents at the CSE level initial IEP and Educational Planning Conference. During an orientation meeting, the three ELL program options (TBE, DLP and ENL) are discussed in detail with parents.

Title III supplemental program services are also described during the orientation meeting, as well as scheduled parent meeting(s) and workshop(s). The ENL teachers conduct the orientation meeting.

Throughout the process, P138M's parent coordinator and ENL teachers offer parents of ELLs ongoing information in their home languages, and interpreter/translator services are provided as required.

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.

This process is handled by the CSE.

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

This is handled by the CSE.

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

This is handled by the CSE.

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

ELL documentation is placed with the student's cumulative records and secured in the unit office at each of our school sites, and ENL teachers maintain compliance binders. ELL documents may include: HLIS, NYSITELL and NYSESLAT reports, orientation attendance logs, and annual meeting attendance logs.

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.

Current ATS reports are referenced on an on-going basis to ensure that all eligible ELL students participate in NYSESLAT annually. P138M's assessment pacing calendar is created, and adhered to, to ensure that all NYSESLAT is administered as scheduled. A tracking form is maintained by the ENL teachers to ensure that all four components are administered to all students.

One or more ENL teachers attend professional development workshops addressing current testing procedures and protocols. This information is then shared with the other ENL teachers.

The ENL teachers, with the additional support of the school based coach, administer the NYSESLAT annually to assess the language skills of all entitled ELL students. The NYS certified ENL teachers provide ongoing instructional intervention supports throughout the year to all ELL students in preparation for the NYSESLAT.

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

The ENL teachers, along with the Pupil Accounting Secretary, continually review student enrollments and ELL eligibility. Typically, continued entitlement is discussed during the Annual IEP conference.

The distribution and return of parent notification letters is handled at the CSE level.

Additional outreach to parents will take place during Annual ELL meetings and Parent-Teacher conferences.

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).

The trend in recent years is the selection of monolingual classroom instruction with freestanding ENL support services. This trend is evidenced in the significant increase in the number of students designated as ESL Only as reflected in CSE IEP initial, EPC, and triennial conference data as compared with parental requests of prior years. In response to this trend, the number of ENL teachers assigned to P138M has increased.

## Part V: ELL Programming

## A. Programming and Scheduling Information

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

One hundred seventy-five students (29.6% of total register) are identified as ELL students. Twenty-three bilingual students (13% of all ELLs) participate in special education monolingual classes and receive support from paraprofessionals who speak their native languages, as well as required ENL services, per their IEPs. One hundred fifty-two students (77% of all ELLs) are identified for ESL Only and receive required ENL services, per their IEPs.

Four certified teachers provide Integrated and Stand Alone ENL instruction and work collaboratively with classroom teachers and alternate placement paraprofessionals across content areas to ensure that ELLs are receiving appropriate language instruction with an emphasis on ENL and ELA learning standards, NYS alternate grade level indicators and alternate performance indicators. They plan aligned instruction during common preparation periods. ENL services are provided to students identified as ESL Only, to bilingual students in alternate placement classes, and to former ELL students as recommended on their IEPs. As noted above, our four ESL teachers utilize the push-in model, but do implement the pull-out model when more appropriate. Our ELL students range in age from five to twenty-one, and are currently performing at the Entering or Transitional Levels of proficiency. Students are in self-contained classes with student-to-staff ratios as recommended per their IEPs: 6:1:1, 8:1:1, 12:1:1 and 12:1:4. Additionally, some ELL students participate in Inclusion programs in general education classes. Instruction is provided, with required supports and accommodations, during regularly scheduled academic periods.

- b. TBE program. *If applicable.*

At this time, P138M does not have a TBE program.

- c. DL program. *If applicable.*

At this time, P138M does not have a DL program.

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Our ELLs participate in self-contained, ungraded 6:1:1, 8:1:1, 12:1:1, 12:1:4 classes and Inclusion classes across our eleven sites. ELLs receive the number of ENL instructional units as required by CR Part 154, based on students' grade and proficiency levels. Students receive both Integrated and Stand Alone ENL instruction, as provided by our NYS certified ENL teachers. ELA instruction is provided by NYS certified special education classroom teachers. At this time, we do not have a TBE program and, therefore, do not provide HLA instruction.

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.

Due to the nature of our students' disabilities, and in alignment with the Common Core Standards (CCS), math, science and social studies content is imbedded within ENL/ELA instruction throughout the day. Functional and experiential learning experiences are provided so students have opportunities to attain skills and knowledge needed to access and connect to the Common Core Learning Standards. Alternate performance tasks and indicators of success provide access to the CCLS for our students with disabilities.

ENL teachers plan collaboratively with classroom teachers to develop instructional activities that are differentiated for students' varying levels of language proficiency, as well as their significant disabilities. Communication systems and technology are incorporated to maximize student access to instruction, and to enhance instructional activities. Planning multi-sensory and experiential learning activities also provide very meaningful learning opportunities. This preparation supports the Integrated and Stand Alone instruction provided by our ENL teachers.

ENL teachers reference IEP goals, as well as SANDI/FAST, ABLLS or SCANTRON assessment data to identify priority target skills. In response to this data, ENL teachers align instruction with the following Common Core Learning Standards being addressed by classroom teachers:

Reading Standard 1 for Informational Texts: Key Ideas and Details

Reading Standard 1 for Literature

Writing Standard 1: Writing to Support Preferences, Arguments, Claims

Writing Standard 2: Writing to Inform, Explain

Speaking and Listening Standard 1: Comprehension and Collaboration

Language Standard 6: Vocabulary Acquisition and Use

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

Teachers implement both formal (e.g. SANDI/FAST, ABLLS) and ongoing informal assessments (e.g. classroom checklists, performance observations) to determine students' home language literacy backgrounds and their language strengths and needs. Ongoing professional development of teachers' best instructional practices to target identified priority skills will ensure student progress toward English language literacy. While P138M does not have a bilingual classroom program at this time, alternate placement paraprofessionals who speak the students' home languages and bilingual related service providers offer daily support to bilingual students. They work closely with classroom teachers to evaluate students' skills in their home languages, and to assist students during ongoing instructional interventions.

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

Throughout the year, all four modalities of English acquisition are evaluated formally (e.g. SANDI/FAST, ABLLS, NYSESLAT) and informally (classroom checklists, performance observations). IEP goals are reviewed annually, and student progress toward these goals is reported quarterly. Targeted skills in all four modalities are then embedded in instructional activities. ENL teachers group ELL students according to their English proficiency levels and plan appropriately to move students forward. Instructional activities are planned to provide sufficient opportunities for students to learn, practice and demonstrate the skills required to improve listening, reading, writing and speaking performance. Engaging, multi-sensory, experiential activities are implemented to motivate active student participation; and carefully aligned technology and communication systems maximize their access to content, as well as their ability to demonstrate skills.

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

Presently three students are identified as SIFE (Students with Interrupted Formal Education). ENL teachers provide differentiated language instruction supports to these students. In addition to remedial ENL instruction and academic intervention services, social supports necessary to maximize continued achievement are provided. Identified SIFE students are mandated to receive the appropriate number of ENL instructional units per CR Part 154. Units of study are developed in partnership with the ENL and classroom teachers. Alternate assessments and teacher observations are used to identify target skills and plan appropriate instruction.

Newcomer ELLs receive services per their IEP mandates. ENL teachers provide differentiated language instruction supports. In addition to remedial ENL instruction and academic intervention services, social supports necessary to maximize continued achievement are provided. Identified Newcomer students are mandated to receive the appropriate number of ENL instructional units per CR Part 154. Units of study are developed in partnership with the ENL and classroom teachers. Strategies such as Total Physical Response and small group instruction are implemented. Alternate assessments and teacher observations are used to identify target skills and plan appropriate instruction.

Developing ELLs receive services per their IEP mandates. They are mandated to receive the appropriate number of ENL instructional units per CR Part 154. In addition to the services described above, a significant amount of technology is incorporated into the instructional activities of Developing ELLs.

The provision of ELL services is extended for students who, due to their significant disabilities, require additional instructional time in order to access communication and language skills in the target language of English. Special education students identified for these extended services demonstrate language and communication skills, both academic and social, which are severely compromised by their disabilities. ELL students receiving extended services are supported by academic intervention services provided through individual and/or small group instruction, by adapted technology, and by assisted communication materials. They continue to require specialized instruction and academic intervention services to achieve their academic language goals. They receive extensive instructional accommodations and supports, including ENL Integrated and Stand Alone instructional strategies, to continue to build the communication and cognitive language skills needed to meet learning standards and alternate performance indicators. To this end, numerous materials and a wide variety of strategies are employed. (These are described, in detail, in Part IVB of this document.)

Once an ELL student tests at the Proficient level on the NYSESLAT assessment and transitions to a monolingual class, 90 minutes of Integrated ENL academic intervention services are provided for a period of two years to support that transition. The ENL teachers continue to monitor student progress, and to communicate with the ELL students, their parents, and their classroom teachers. Additionally, participation in the Title III Afterschool Program is encouraged for all recently transitioned students.

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 six and twelve months after a re-identification, the principal must review the Re-Identification process to ensure that the student's academic progress has not been adversely affected by the determination. The principal consults with a qualified staff members, the parent, and the student. If the principal, based on the recommendation of qualified staff members and the consultation with the parent, believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student as defined in CR Part 154 -2.3(i) and may reverse the determination within the same six to twelve month period.

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 is true for all P138M students, learning effective communication skills is key. Through meaningful and enjoyable learning experiences, students are developing everyday communication skills that facilitate learning. Teachers use strategies such as Total Physical Response to help students in the early stages of language development. Total Physical Response activities elicit whole-body responses to words; students learn by demonstrating behaviors related to everyday situations. Teachers may also use Picture-Walks which incorporate interactive, sensory, hands-on experiences with books. Students learn to use pictures, illustrations and other text features to assist and enhance their listening and reading experiences. As student skills increase, strategies such as Story Mapping are also employed. The use of graphic organizers assist our English language learners with comprehending, organizing, and remembering what they listen to and read. In turn, this also provides needed supports for speaking, re-telling, and writing about their reading and learning experiences. Cooperative Learning Experiences effectively promote learning, respect, and friendship among student peer groups. Increased peer interaction promotes English language development and the learning of concepts and content. Sheltered Instruction provides English language development, access to the core curriculum, and opportunities for social interactions and integration. Instruction is carefully planned to be more meaningful and understandable for our ELL learners. This includes speaking carefully and clearly, repeating key learning points, defining essential vocabulary in context, and pairing talk with nonverbal communication cues such as pictures, objects, gestures, and graphic illustrations. These strategies, along with increased opportunities for social interactions, promotes deeper understanding and retention of learned skills/behaviors.

All classroom libraries include a variety of multi-leveled books and reflect the background, needs and strengths of the ELL student.

All classrooms also offer print rich environments that include personal communication/ word systems and, when appropriate, word walls. Students use picture symbol communication systems; voice output devices, and picture symbol schedules that are developed specifically to meet the individual communication needs of each student. These individual systems support greater independence and increase participation in instructional activities. Additional supports include computer software, books on tape and music CDs. Teachers and students use Mayer Johnson Boardmaker and Writing with Symbols software to create individualized communication materials. Students also have access to adapted books, big books, science resource kits, Unique Learning System social studies materials, and a wide variety of web-based instructional materials. Object cues, manipulatives and modified materials further support interactive, hands-on instruction.

Essential thinking skills and behaviors, as well as instructional content, are taught using a wide scope of materials, programs, curriculum and strategies including, but not limited to: Picture Exchange Communication Systems (PECS), Social Stories, ABA/Verbal Behaviors, Get Ready to Learn, SMILE, Handwriting Without Tears, Meville to Weville, UNIQUE Learning System, Words their Way, Reading Street, Write Source, Math Steps, and Touch Math materials. Incorporating technology – eg. SmartBoards and iPads - further enhance instruction and provides highly motivating, interactive learning experiences.

Due to the nature of our students' significant disabilities, and in alignment with the Common Core Standards, language instruction is imbedded across all content areas. The use of early emergent text is necessary for all of our students with significant intellectual disabilities. However, the content, topics and type of text must be appropriate to their age. The process of acquiring, developing and improving instructional activities and materials that are not only age and grade appropriate, but also functional and meaningful for our students with severe disabilities, is an ongoing effort.

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?

Effective instruction for English language acquisition is the result of focused collaboration between all members of the instructional team - classroom teachers, alternate placement paraprofessionals, content area cluster teachers, ESL teachers and related service providers. The thoughtful development of daily schedules, units of study, curriculum maps and scaffolding strategies aid the development of a strong functional and academic language curriculum. These supports enable student to achieve their IEP goals, and increase their English language proficiency.

All students are placed in the least restrictive environment based on their IEP recommendations, and ELL students receive ENL services as part of their IEP mandates.

Bilingual students participate in monolingual classes, supported throughout the day by paras who speak their home languages.

Chart

Four ENL teachers provide services to ELL students throughout our 11 sites. To accomplish this, ENL teachers are assigned to multiple sites. Their schedules are carefully managed to maximize instructional time for delivering ENL services to 175 students.

ELL students are group by proficiency levels, allowing ENL teachers to provide focused instruction.

To the extent possible, flexible programming is used to maximize the time our students spend with their non-disabled peers. Students in inclusion spend the day in general education classes with their nondisabled peers.

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

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

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

Chart

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

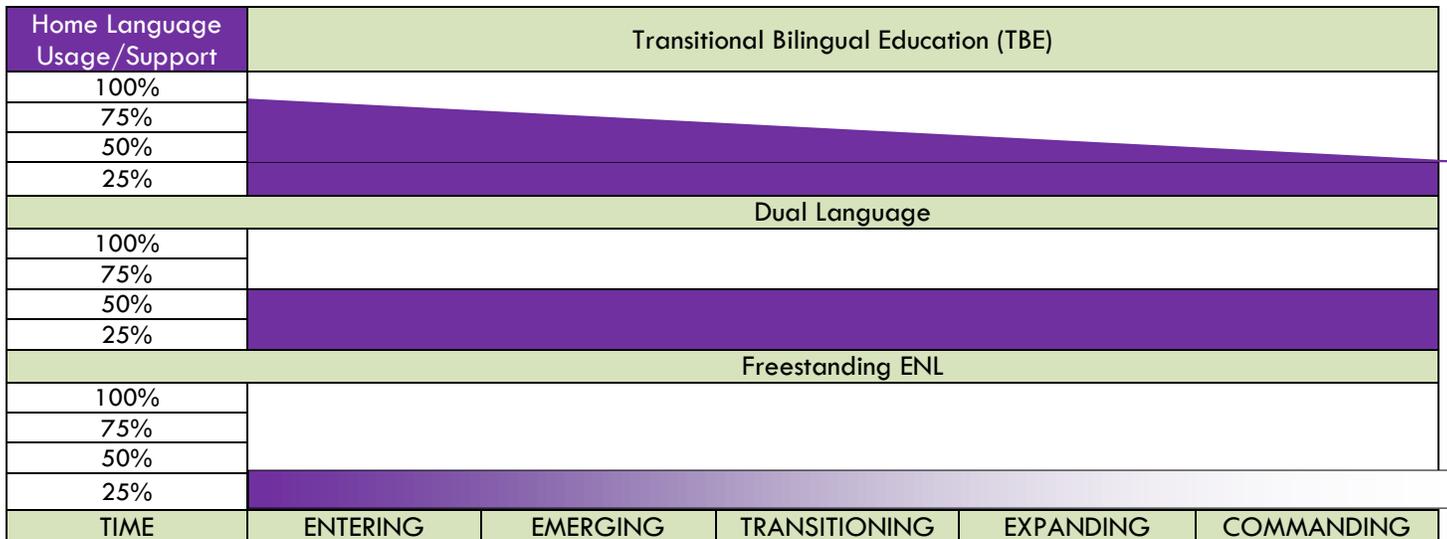


\*Note: “other approved services” does not apply to New York City at this time.

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.

Our Title III afterschool program provides supplemental language development supports in ELA and math to address those deficits indicated by performance assessments. Attending students have the opportunity to receive direct instruction individually and in small groups of two or three. Bilingual students receive instruction in Spanish. Recommended instructional ratios are maintained for each small instructional group. This specific and targeted instruction effectively addresses each student's individual communication and language needs. Due to the nature and severity of our students' disabilities, expanded opportunities for meaningful instructional and social experiences are always desirable and beneficial. The supplementary instructional time reinforces instruction and provides additional opportunities for students to actively participate in learning during both individual and small group activities. The afterschool program provides additional time, instructional focus and intense supports that positively impact student progress towards meeting ELL and Common Core learning standards, successfully achieving alternate grade level indicators, and demonstrating alternate performance tasks/skills.

Targeted intervention in ELA, math, science and social studies is also provided by cluster teachers to our students designated for ESL Only.

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

Due to our students' significant disabilities, they continue to struggle with the NYSESLAT assessment. However, IEP progress reports, SANDI/FAST, ABLLS, NYSAA and SCANTRON data indicates that the progress that our ELL students are making is comparable with that of their non-ELL peers.

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

At this time, no new programs are planned.

School day instructional ENL programs and the supplemental Title III Afterschool program will continue. There will be a concerted effort to increase the number of students participating in the Title III Afterschool program, as well as the number of parents attending the Saturday workshop.

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

No programs/services for ELL students are being discontinued.

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

ELL students are provided equal access to all P138M programs. The primary objective for all P138M students, across all instructional models, is to increase students' independence and prepare them to be involved participants in their post school lives. To this end, it is necessary to expand the English language proficiency and communication skills of our ELL students. Students will use individualized communication systems (e.g. picture symbols, voice output devices) developed specifically to meet their individual communication needs. These individual systems support spontaneous, interactive and independent student participation at school, and beyond. Access through communication is also supported through the use of computer technology and software. Students also have access to classroom libraries, adapted books, object cues, manipulatives and modified materials that support learning. A wide variety of differentiated materials are developed by teachers to enhance hands-on experiential learning activities. Instruction preparing students for participation in the Spring NYSESLAT assessment is provided to improve their assessment outcomes.

A Title III afterschool program provides supplemental language development supports. Attending students have the opportunity to receive direct instruction individually and in small groups. Recommended instructional ratios are maintained for each small instructional group. This specific and targeted instruction effectively addresses each student's individual communication and language needs. Due to the nature and severity of our students' disabilities, expanded opportunities for meaningful instructional and social experiences are always desirable and beneficial. The supplementary instructional time reinforces instruction and provides additional opportunities for students to actively participate in learning during both individual and small group activities. The afterschool program provides additional time, instructional focus and intense supports that positively impact student progress towards meeting ELL and Common Core learning standards, successfully achieving alternate grade level indicators, and

demonstrating alternate performance tasks/skills.

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.

Classroom libraries include a variety of multi-leveled books and reflect the background, needs and strengths of the ELL students.

Classrooms offer print rich environments that include personal communication/word systems and, when appropriate, word walls. Students use picture symbol communication systems; voice output devices, and picture symbol schedules that are developed specifically to meet the individual communication needs of each student. These individual systems support greater independence and increase participation in instructional activities. Additional supports include SmartBoards, iPads, computers and computer software, video DVDs and music CDs. SmartBoards and iPads enable student to participate in highly motivating, interactive learning experiences.

Teachers and students use Mayer Johnson Boardmaker software to create individualized communication materials. Students also have access to adapted books, big books, science resource kits, Unique Learning System social studies materials, and a wide variety of web based instructional materials. Object cues, manipulatives and modified materials further support interactive, hands-on instruction.

Essential thinking skills and behaviors, as well as instructional content, are taught using a wide scope of materials, programs, curriculum and strategies including, but not limited to: Picture Exchange Communication Systems (PECS), Social Stories, ABA/Verbal Behaviors, Get Ready to Learn, SMILE, Equals Math, Handwriting Without Tears, Meville to Weville, UNIQUE Learning System, Attainment Common COre Solutions, and Math Steps materials.

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

At this time, P138M does not have TBE or DL programs. However, each bilingual student is placed in a monolingual class with the support of an alternate placement paraprofessional who speaks the student's home language, as well as ENL services. P138M respects each ELL student's home language and culture, and supports school and community-based multicultural experiences. Home language literacy prepares students with skills and strategies that will transfer to English language learning.

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

English Language Learners receive recommended services and resources as per their IEP.

ELLs are continuously evaluated to ensure that the level of support services they are receiving is appropriate for their needs.

Due to the nature of our students' significant disabilities, and in alignment with the Common Core Standards, language instruction is imbedded across all content areas. The use of early emergent text is necessary for all of our students with significant intellectual disabilities. However, the content, topics and type of text must be appropriate to their age. Instructional activities, materials and settings should provide students with opportunities to experience content and activities similar to those experienced by their non-disabled peers. The process of acquiring, developing and improving instructional activities and materials that are not only age and grade appropriate, but also functional and meaningful for our students with significant disabilities, is an ongoing effort.

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).

The ENL teachers, alternate placement class teachers, and speech teachers collaborate to evaluate each newly enrolled ELL student, to develop appropriate instructional goals, and to formulate an instructional plan to meet the instructional needs of each newly enrolled ELL student.

An ELL orientation meeting provides an opportunity for parents and staff to share important information that will contribute to the development of effective and comprehensive instructional programs for new ELL students.

Newly enrolled students and their parents are encouraged to participate in our Title III Afterschool/Saturday instructional program

and Saturday parent workshops described previously in this document.

19. What language electives are offered to ELLs?

**At this time, P138M does not offer language electives.**

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)?

**At this time, P138M does not have a dual language program.**

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

The academic professional development plan for P138M addresses a variety of issues and topics pertaining to the education of our ELL students. School based professional development provided on November, June and July professional development days, and during Title III Saturday workshops, provides opportunities for instructional teams to expand their knowledge and skills related to the new Common Core Learning Standards and the connection of the standards to embedded learning across all content areas, NYS ELL Learning Standards, Functional Learning Tasks/Experiences and Alternate Performance Indicators; ENL Instructional Strategies; and Modifying Instructional Methods and Materials for ELLs. Prior to the Spring assessment period, the lead ENL teacher turnkeys NYSESLAT training for her cohorts.

Additionally, the ENL teachers, with the support of the school based coach and staff developer, meet quarterly during common professional development periods to collaborate on strategies for implementing the P138M curriculum frameworks through balanced literacy, ESL through content areas, and technology in ESL education. The school based coach is available to provide ongoing instructional supports and to recommend core curriculum content materials, as needed.

P138M's teachers and paraprofessionals who serve ELL students also benefit from the ongoing services provided by the District 75 ELL coaches. In addition, P138M ensures the ongoing attendance of ENL monolingual teachers and alternate placement paraprofessionals at district and city level workshops and conferences that strengthen the language instruction of their ELL students. These workshops include, but are not limited to: The ELL Institute; Jose P Training; Picture Exchange Communication Systems (PECS); Social Stories; Powerpoint Adapted Books; SMILE Reading Program; ABA/Verbal Behavior; Assisted Communication, and Integrating the SmartBoard and iPad for interactive learning. A full day workshop is provided at our main site on Professional Development Days (November/June/July) for alternate placement paraprofessionals providing native language supports to our ELL students. Conducted by our ESL teachers, these workshops address ELL strategies and best practices, and provide an opportunity for participants to develop differentiated instructional materials. A log is maintained reflecting staff attendance at all professional development workshops/trainings.

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?

School-based and D75 professional development activities provide opportunities for instructional teams to expand their knowledge and skills related to the new Common Core Learning Standards, Common Core Connections to Cross-Content Embedded Learning, NYS ELL Learning Standards, Functional Learning Tasks/Experiences, and Common Core Alternate Performance Indicators.

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

Our ENL teacher works closely with the middle and high school unit and classroom teachers, as well as the transition coordinator and guidance counselor to support students and their parents students during the transition from elementary to middle school, middle school to high school, and high school to work settings. On an ongoing basis our Transition Inquiry Team collaborates to create a framework that identifies priority skills, knowledge and behaviors that will support students through these transitions, and to better prepare students for the expectations of their new instructional settings. Site visits provide parents and students with an opportunity to become more familiar with new settings and staff. When appropriate, teachers may use social stories and discussions to help students prepare for transitions.

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.

P138M facilitates participation in school and district-based workshops to ensure that staff meet the PD requirements of CR Part 154: All teachers (15% of total PD hours); ENL teachers (50% of all PD hours). To accomplish this, teachers are encouraged to attend D75 and DOE professional development activities (e.g. Jose P Compliance, ELL Strategies). They also consult with the District 75 ELL coaches and director regarding issues of compliance and instruction. School-based professional development activities include workshops that address the instruction of ELLs (e.g. language acquisition, co-teaching strategies, common core connections). The school-based coach and staff developer provide additional supports to teachers and paraprofessionals.

All documents regarding Jose P Compliance are maintained in a P138M ELL Compliance Binder.  
All records of staff participation in professional development activities are maintained in the P138M staff development office.

## C. Parental Involvement

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

In addition to Parent/Teacher conference, IEP meetings and orientations, P138M ensures that ENL teachers meet with ELL parents at least once a year to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas. Parents are provided with interpreters in their home language.

Communication and parent involvement are encouraged and supported by the Family Coordinator and the ENL teachers. Parents who may require written translation and oral interpretation services are initially identified by a review of: ATS Home Language, POB/Lang/Geo (RPB) and ELL reports; and a review of IEPs indicating parents' preferred language. Specific details of individual translation and interpretation needs are ascertained by review of information provided in the Annual Parents Interests/Needs Survey. Written translation and/or oral interpretation services for parents ensure a full understanding of the educational process for their children and a timely awareness of other pertinent information relating to the school community.

Documents and forms in parents home languages are distributed and used when appropriate (ex. DOE publications, IEP forms), and school generated written materials for families are translated in a timely manner by school staff members and sent to all households simultaneously. School staff members translate parents' written communications to the school. Bilingual school staff members are available to interpret information and discussions during all meetings, phone calls, events and IEP conferences conducted during school hours and a budget is in place to employ staff to provide these services during afterschool hours when needed. The NYCDOE Translation/Interpretation Unit is contacted for assistance in the event that we are unable to provide esoteric language services.

Parents are notified, in writing, of the availability of translation and interpretation services and information on how to obtain these services is included. The Notice for Parents Regarding Language Assistance Services is posted at all school sites. Additionally, the Parents' Bill of Rights and Options for our ELL special education students are discussed with their parents during IEP and Educational Planning Conferences. Through the school's Parent Coordinator, ENL teachers and bilingual teachers, P138M offers ongoing information and translation services in the identified home languages.

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

All records pertaining to the annual individual meetings with ELL parents are kept in a binder in the main office. Also, each ENL teacher maintains a binder with documentation of meetings, phone calls, letters, etc. relating to ELL students and their parents. Information is also maintained in ATS (iLog).

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

The Parent Coordinator and ENL teachers maintain ongoing communication with parents of ELLs. Information is shared in their home languages, and opportunities are provided for parents to share concerns, communicate needs, and participate in orientations, IEP meetings, Parent Teacher Conferences, Parent Association Meetings, Annual ELL Meetings and workshops. Workshops will be provided to encourage effective parental participation in school and home activities, to support the acquisition of literacy skills assessment performance, and to promote achievement of goals.

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

Our school partners with community based organizations and social agencies to plan and facilitate these workshops and activities. Additionally, partnering agencies are contacted, as needed, to provide supports to individual students and their families. Partners include: Union Settlement, Resources for Children with Special Needs, Mercy Drive, Synergia, Young Adult Institute (YAI), Association for the Help of retarded Childred (AHRC), and United Cerebral Palsy (UCP).

During a special ELL orientation meeting conducted by our ESL teachers, parents of our ELL students receive information about programs available for their children, as well as scheduled parent meeting(s) and workshop(s). The Title III supplemental Afterschool Program is also discussed at this time.

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

On The Annual Parent Survey of Interests/Needs, parents indicate the informational topics that they are most interested in, as well as their priority needs. Preferred meeting times and locations are also indicated. In response, a variety of workshops and activities addressing varying aspects of their children's educational, social and emotional growth are conducted throughout the year for our student's families. Workshops and activities include, but are not limited to, the following: effective parent/family participation in school activities; home activities to support learning; assessment; learning standards and achievement of goals.

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

The Parent Coordinator and SLT survey parents' interests and needs to plan activities that are aligned with the findings. In direct response to parents' expressed interests and priority needs, workshops that are informative and important to them are conducted. During these workshops and meetings, parents are given ample opportunities to express concerns and to discuss additional topics they would like to learn more about.

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

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

Paste response here:

School Name: _		School DBN: #INGEST ERROR!	
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)
Gregg Soulette	Principal		10/30/15
MichaelGaffney	Assistant Principal		10/30/15
Revenya Murray	Parent Coordinator		10/30/15
Susan Guzman/ENL	ENL/Bilingual Teacher		10/30/15
Mirandy Rodriguez Brown	Parent		10/30/15
Melida Almeida/ENL	Teacher/Subject Area		10/30/15
Allison Wiggin/ENL	Teacher/Subject Area		10/30/15
James Bhagwandin	Coach		10/30/15
Susana Castro	Coach		10/30/15
Shelly Wilner	School Counselor		10/30/15
	Superintendent		10/30/15
	Borough Field Support Center Staff Member _____		
Patrice O'Donnell	Other <u>Staff Developer</u>		10/30/15
Lorraine Rodriguez	Other <u>SpeechTchr</u>		10/30/15
	Other _____		10/30/15

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

**DBN: 75M138**      **School Name: P138M**  
**Superintendent: Gary He**

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

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

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

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

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

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

Parents who may require home language interpretation services, including written translation and oral interpretation services, are initially identified by a review of:  
ATS Home Language Interpretation Survey/Part 3; ATS POB/Lang/Geo (RPB) and ELL reports;  
Emergency Contact cards, and a review of IEPs indicating parents' preferred language.

P138M's Annual Parent Interests/Needs Survey, developed by the School Leadership Team and the Parent Coordinator, is translated to meet the anticipated home language needs of the parents of our ELL students.

Specific details of parents' individual translation and interpretation needs are ascertained during a review of the information provided in the Surveys completed and returned by the parents.

As needed, P138M hires bilingual staff members to provide interpreter/translator services for parent meetings, parent outreach, and written documents.

Appropriate signage is prominently displayed, informing visiting parents of translation services that are available.

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

The parents' preferred languages for both written and oral communication include: Spanish, Chinese, Arabic, Russian, Bengali, Haitian, French, Japanese, and Greek.

## **Part B: Creating a Communications Calendar**

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

P138M utilizes staff to translate written correspondence to parents in the home languages of Spanish and Chinese. However, the services of the Translation and Interpretation Unit are required for the translation of documents in esoteric home languages.

Documents to be translated include: calendars, parent-teacher conference announcements (Fall/Spring), after-school program information (Fall), New York State testing dates (Spring), holidays and school closing announcements (as needed), letters from school administrators/classroom teachers/school nurses, PTA announcements, and notices of special events (workshops, student performances, etc.) Most translated documents are distributed to parents one or two weeks prior to the meeting/event.

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

Formal face-to-face meetings include: Annual IEP meetings, Fall/Spring Parent-Teacher conferences, and ELL Orientation and Annual meetings.

Informal interactions include: administrator, classroom teacher, attendance teacher, school nurse and guidance counselor outreach phone calls to parents, These take place as needed.

## **Part C: Providing Language Assistance Services**

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

Home language documents and forms are distributed and used, as needed (ex. DOE publications, IEP forms).

Home language documents are downloaded from the DOE website, as needed.

Bilingual school staff members are available to translate written materials during school hours. School-generated written materials for families are translated in a timely manner by the staff members and sent to all households simultaneously.

The NYCDOE Translation/Interpretation Unit is contacted by the Language Access Coordinator in the event that esoteric language services are needed to translate written communications, and we are unable to provide them.

Our Language Access Coordinator (LAC) contacts the Translation/Interpretation Unit to ensure that all esoteric language documents are properly translated.

A budget is in place to employ staff to provide these services after school hours, 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.

The majority of identified interpretation needs can be provided in-house by school staff.

Bilingual school staff members are available to interpret information and discussions during all meetings, phone calls, events and IEP conferences conducted during school hours.

A budget is in place to employ staff to provide these services during after school hours, when needed.

The NYCDOE Translation/Interpretation Unit will be contacted for assistance in the event that esoteric language services are needed, and we are unable to provide them.

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

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

To ensure that staff members are aware of the available translation services and how to use them, this information is shared during staff meetings.

The "Notice for Parents Regarding Language Assistance Services" is posted at all school sites to inform staff of these parental rights.

Information for contacting The NYCDOE Translation and Interpretation Unit is posted to inform staff of

the availability of these translation and over-the phone services.

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

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

### Checklist of Notification Requirements

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

Chancellor's Regulations A-663 are fulfilled as follows:

Parents are notified in writing, in home languages, of the availability of translation and interpretation services. Information on how to obtain these services is included.

The "Notice for Parents Regarding Language Assistance Services" is posted at all school sites.

The NYCDOE Translation and Interpretation Unit is contacted for assistance in the event that there is a need for esoteric language services that we are unable to provide using in-house staff members.

The "Parents' Bill of Rights" and "Safety Plan Procedures" are sent to all parents in their home languages.

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

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

Feedback from parents will be gathered using Annual SLT Parent Surveys (in home languages) that address parent preferences, interests, and needs, as well as the quality of services offered. Checklist evaluations (in home languages) will be completed following parent meetings and/or workshops to provide planning information going forward.