

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):	75M226
School Name:	P.S. M226
Principal:	RACHELLE KLAINBERG

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: P226M School Number (DBN): 75M226
Grades Served: PreK-12
School Address: 345 East 15th Street, NY, NY 10003
Phone Number: 212-477-5017 Fax: 212-477-2256
School Contact Person: Rachelle Klainberg Email Address: rklainb@schools.nyc.gov
Principal: Rachelle Klainberg
UFT Chapter Leader: Magdalena Cruz
Parents' Association President: Kristine Guialdo
SLT Chairperson: Lauren Oellerich
Title I Parent Representative (or
Parent Advisory Council
Chairperson): N/A
Student Representative(s): Joshua Semple

District Information

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

Borough Field Support Center (BFSC)

BFSC: Manhattan Director: Kathleen LeFevre
Director's Office Address: 400 First Avenue, NY, NY 10010
Director's Email Address: klefevre@schools.nyc.gov
Phone Number: 212-802-1534 Fax: 212-802-1655

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)
Rachelle Klainberg	*Principal or Designee	
Magdalena Cruz	*UFT Chapter Leader or Designee	
Kristine Guialdo	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Joshua Semple	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable/	
Lauren Oellerich	Member/UFT - SLT Chairperson	
Jeanne Bradley	Member/CSA	
Sarah Wendel	Member/UFT	
Adalgisa Medina	Member/Parent	
Luandy Troncoso	Member/Parent	
Stephanie Evans	Member/Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Sharese Brown	Member/Parent	
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

The Six Elements of the Framework for Great Schools

Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

AT P226M, our mission is to ensure that every student achieves his or her potential through rigorous instruction that promotes high expectations for ongoing cognitive, social-emotional, and physical development, in order to become a life-long contributing member of society.

Across all P226M classrooms, teaching practices are closely aligned to the curricula, reflecting our coherent belief system, developed through discussions at the cabinet, site, and school level, that students learn best through:

--Rigorous, quality educational experiences in the least restrictive environment appropriate to meet his or her instructional goals

--High expectations and individually tailored instruction promoting student independence, social growth, and academic success across real-world contexts

--Utilization of best practices from diverse instructional methodologies to meet the differentiated needs of each learner

--Standards-based cycles of instructional planning, implementation, and revision to build student comprehension, engagement, and acquisition of knowledge

The P226M population consists of students grades Pre-Kindergarten-12 with autism and intellectual disabilities, instructed in 8:1:2, 6:1:1, 8:1:1, 12:1:1, and inclusive settings across eight sites in Manhattan. All students engage in rigorous, Common-Core based instruction following the grade level expectations with necessary adaptations via school-developed curriculum maps and instructional tasks across all core content areas, with an ongoing focus on long-term outcomes and students' transition to adulthood. We pride ourselves on providing abundant opportunities for teaming and collaboration within the school setting. Collaborative teacher teams, Common Core Learning Standard (CCLS) task force teams, inquiry teams, classroom teams, subject-specific cluster teams, related service teams, and Pupil Personnel Teams meet regularly across and between school sites. Our school-wide CHAMPs Positive Behavior Support Matrix teaches students to be Caring, Hardworking, Appropriate, Motivated, and Positive across school and community settings, supporting our safe, nurturing instructional community. We were named one of 55 New York City Department of Education "Respect for All" schools in 2015 due to our ongoing commitment to fostering an inclusive, respectful learning experience for our students, staff, and families. Family Involvement is encouraged and celebrated throughout the school year as parents and guardians join the school community for monthly Family Fun Days, workshops, celebrations, and special events.

Over the past year, we have made significant progress in the cohesion and implementation of our school-developed curriculum maps across core subject areas, the reinforcement of a supported culture for learning, our data-driven focus on assessment to build IEP goals and skill stream students in targeted subject areas as per their abilities and needs, and using data and school resources to facilitate scheduling, financial decision-making, and use of resources to support students' academic growth. These areas were all highlighted and rated as Well-Developed as per our 2014-15 School Quality Review. Our key area of focus within the Framework for Great Schools for 2015-16 is "Rigorous Instruction." While we have made significant progress in this area as per student assessment results across ELA and Math as well as our Quality Review Report, we continue to strive to assure that all students are challenged through ongoing questioning and discussion reflective of increasingly heightened levels within the Depths of Knowledge (DOK), as per our school-wide focus and "Let's Talk About It!" school-wide Universal Design for Learning (UDL) initiative. A key component to this

work will be a teacher-driven focus on setting school-wide protocols for classroom inter-visitations, so instructional teams can share and grow best practices.

We also plan to focus on continued support in positive behavior strategies and progress monitoring for our students with the highest level of need as per their IEPs and Functional Behavioral Assessments, enhanced Professional Development opportunities via the establishment of six instructional half days to support staff training in topics of interest and need related to instruction, and creating and supporting further opportunities for parent involvement related to understanding the Transition process across grade levels, from Pre-K through High School and beyond.

75M226 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05,06,07,08,09,10,11,12	Total Enrollment	330	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	32	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	N/A	% Attendance Rate		87.5%
% Free Lunch	68.9%	% Reduced Lunch		0.9%
% Limited English Proficient	21.8%	% Students with Disabilities		99.7%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.2%	% Black or African American		35.8%
% Hispanic or Latino	43.6%	% Asian or Native Hawaiian/Pacific Islander		4.7%
% White	10.6%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	3.15	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.5%	Average Teacher Absences (2013-14)		7.18
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward	N/A	Recognition		N/A
In Good Standing	N/A	Local Assistance Plan		N/A
Focus District	N/A	Focus School Identified by a Focus District		N/A
Priority School	N/A			
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

Part 1 – Needs Assessment

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

During the 2014-15 school year, P226M students made significant progress across academic goal areas outlined in the CEP. Students demonstrated overall gains of 18% in Math as per Early Childhood Assessment of Math (ECAM) and Everyday Math Pre-K assessments from baseline to endpoint, most notably in Counting and Numeration in the early grades, and Mathematic Computation in Middle and High School.

Through effective word study and vocabulary instruction, as well as the incorporation of complex texts in Science and Social Studies classes, students demonstrated increased proficiency in reading tasks. According to the Diagnostic Reading Assessment (DRA)-2, 92% of students demonstrated gains in reading level over the Fall 2014 baseline. Of those students, 53% of students gained one level, 26% of students gained two levels, 9% of students gained three levels, and 4% of students gained more than three levels. According to the Student Annual Needs Determination Inventory (SANDI), students demonstrated 15% growth in the skills related to text complexity.

According to our 2014-15 School Quality Review, “The school provides a curriculum that is aligned to the Common Core Learning Standards (CCLS) and content standards, strategically integrates the instructional shifts and consistently engages all students to demonstrate their thinking, ensuring coherence across grades and subjects,” making our Area of Celebration QR Indicator 1.1. However, although as per our Review “Teacher ratings demonstrate an increase in the areas of student engagement and questioning and discussion techniques leading to a supportive learning environment that pushes students to create meaningful work products””there are missed opportunities for some students to take ownership of their learning.” As a result, we have selected to continue our work on our 2014-15 school-wide focus of enhancing questioning and discussion techniques across classrooms and sites during the upcoming year through the development and tracking of a checklist pinpointing frequency and complexity of questions posed and answered as per the Depths of Knowledge. The language, “Let’s Talk About It,” coined and implemented school-wide through the efforts of our school’s Universal Design for Learning Team, will support the continuation of these efforts, which have thus far yielded a 45% increase in Teacher Effectiveness ratings at the Effective to Highly Effective range in Danielson Component 3b: Designing Coherent Instruction, from the 2013-14 to the 2014-15 school year.

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.

Students will engage in diverse discussions across the curriculum using their preferred method of communication at increasingly complex levels within the Depths of Knowledge as demonstrated by an increase of 3% in the frequency and complexity of questioning during class discussions as measured by a school-developed checklist from baseline to endpoint.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Development of Questioning Checklist following the levels of the Depths of Knowledge</p> <p>Staff refresher training in Danielson Component 3b: Questioning and Discussion Techniques and the P226M "Let's Talk About It" school-wide focus</p>	<p>Administrators, Teachers Teachers, Paraprofessionals, Related Service Providers</p>	<p>July-September 2015 September-October 2015</p>	<p>Principal, Assistant Principals Principal, Assistant Principal, Coach</p>
<p>Lesson planning incorporating embedded questioning across DOK levels to support the needs of diverse learners</p>	<p>Teachers, Students Teachers, Parapro-</p>	<p>September 2015-June 2016 November 2015- June 2016</p>	<p>Teachers Principal, Assistant Principals</p>

Data collection via the Questioning Checklist during classroom observational walkthroughs	professionals, Students		
Endpoint data analysis of frequency and complexity of questioning within classroom instruction across P226M sites	Administrators, Teachers	May-June 2016	Principal, Assistant Principals, Coach, Teachers
Monthly Family Fridays to share classroom practices related to effective Questioning and Discussion strategies with families to bridge the home-school connection	Families	September 2015-June 2016	Teachers, Site Coordinators, Teachers, Parent Coordinator

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.											
<ul style="list-style-type: none"> • Administrative Cabinet Meetings • Professional Activities Periods - Assessment planning • Core Curriculum cross-content instructional resources • Per Diem substitute teacher funding to support attendance at workshops related to Questioning and Discussion, UDL, Depths of Knowledge, etc. • Per session funding for meetings of the P226M Task Force team to review and revise Questioning checklists • School-based Option (SBO) – Five instructional half days for collaborative professional learning • Teacher Inquiry Teams to explore differentiated questioning strategies 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	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 mid-point review of Questioning Checklist data will demonstrate a 1% increase in the frequency and complexity levels of questioning from the first to the second round of teacher observational walkthroughs across P226M sites.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

Over the course of the 2014-15 school year, P226M classrooms have reinforced Caring, Hard-working, Appropriate, Motivated, and Positive behaviors as per the school-developed CHAMPs Positive Behavior Support matrix during everyday instruction through customized lessons and ongoing descriptors of what pro-social behaviors look like and sound like across subjects and settings. By learning social norms and expectations in language they understand, students have demonstrated ongoing ability to follow these expectations. Additionally, students have celebrated school-wide positive behaviors across sites through Friday CHAMPs clubs, during which they socialize with peers while engaging in a range of high interest recreational activities such as art, cooking, sports, and dance. According to our 2014-15 Quality Review Report, “the well-established culture of mutual respect, trust and accountability ensures a calm and orderly environment dedicated to student success and family involvement which results in high levels of academic and social emotional growth of students,” earning us a Well Developed rating in Indicator 3.4, High Expectations.

As a result of this promotion of school-wide expectations through the use of the CHAMPs matrix, 92% of students have met time bound short term objectives in a timely manner towards meeting Social Skills annual goals, all demonstrating increases in pro-social behavior exceeding 10%. In addition, we have seen a 9.5% increase in pro-social behaviors as per the Social Emotional section of the SANDI assessment over baseline for students grades 3-12, and a 46% increase in pro-social behaviors as per the Assessment of Basic Language Learning (ABLLs) over baseline for students grades PreK-12. We plan to continue to support the establishment and sustainability of positive replacement behaviors for our students with the highest level of need as per their Functional Behavioral Assessment and IEP, through the ongoing progress monitoring of Behavior Intervention Plans in 10-week cycles throughout the school year, as well as trainings related to Therapeutic Crisis Intervention and de-escalation strategies.

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.

P226M students across grade levels with identified behavior support needs will demonstrate a 10% increase in pro-social replacement behaviors identified on Behavior Intervention Plans as per progress monitoring sheets during the 2015-16 school year from baseline to endpoint.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Identification and data review of all P226M students grades K-12 with Behavior Intervention Plans (BIPs) as per their IEP</p>	<p>Students</p>	<p>September 2015</p>	<p>Teachers, Site Coordinators, Pupil Personnel Team</p>
<p>Provide staff and parent training across sites in progress monitoring protocols to track students' behavioral success as per strategies outlined in their BIP, in collaboration with the P226M Guidance Department</p>	<p>Teachers, Paraprofessionals, Families</p>	<p>September-November 2015</p>	<p>Administrators, Guidance Counselors, Positive Behavior Support Coach</p>
<p>Implement direct instruction in social skill competencies as per the P226M CHAMPs expectations to support target behaviors identified in students' BIPs</p>	<p>Students</p>	<p>September 2015-June 2016</p>	<p>Teachers, Guidance Counselors, Pupil Personnel Team</p>
<p>Conduct progress monitoring and hold progress monitoring meetings with parents in 10-week intervals to track students' frequency in demonstration of pro-social replacement behaviors for targeted behaviors that impact learning as per their BIP</p> <p>Endpoint data analysis of progress monitoring data to confirm student progress from baseline to endpoint</p>	<p>Students, Families</p> <p>Students, Families</p>	<p>September 2015-June 2016</p> <p>June 2016</p>	<p>Teachers, Guidance Counselors</p> <p>Administrators</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ul style="list-style-type: none"> • Professional Activities Periods - Assessment planning • Per Diem substitute teacher funding to support attendance at workshops related to the FBA/BIP

process, Positive Behavior Supports, Therapeutic Crisis Intervention, etc.

- Social Skill curriculum resources
- District 75 PBIS Coach Support
- School-based Option (SBO) – Five instructional half days for collaborative professional learning

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

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	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 mid-point review will demonstrate a 5% increase in students’ targeted pro-social replacement behaviors after two rounds of progress monitoring data to confirm efficacy of strategies in place to support their pro-social skill development.

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

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

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

Part 1 – Needs Assessment

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

In their Personal Development Plan narratives, P226M teachers across sites have expressed the impact of participation in targeted professional development sessions and collaboration with colleagues as key contributors to their instructional lesson planning, strategy-building, and overall success in the implementation of effective practices to support student learning. We received a Well Developed rating in Quality Indicator 4.2, Teacher Teams and Leadership Development on our 2014-15 Quality Review, with feedback stating, “Professional collaborations continuously strengthen teacher practice ensuring a shared commitment to attaining school goals and resulting in increased student progress.” This was further reinforced in a school-wide needs assessment built around the Capacity Framework during P226M’s June 4, 2015 Professional Development day, as staff members pinpointed opportunities for inter-visitations between classrooms as a strategy that would continue to benefit their classroom practice within the upcoming school year.

During the 2014-15 school year, there was a 21% increase in Teacher Effectiveness Ratings in the Effective to Highly Effective range within Danielson Component 3c: Engaging Students in Learning over 2013-14 ratings. By targeting areas of observed and/or self-assessed need for teachers across the P226M organization as per Initial Planning Conferences, Personal Development Planning, and fall observations/walkthroughs, we plan to establish ongoing opportunities for inter-visitations for teachers within and between sites to learn best practices from others teaching similar populations of students. As a result, we expect to see continued progress in Teacher Effectiveness scores related to student engagement as teachers build expertise through low-inference, non-evaluative observation of exemplary strategies in the provision of meaningful, age-appropriate, well-paced instruction to learners functioning at diverse levels.

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.

Through participation in targeted peer inter-visitation protocols over the course of the 2015-16 school year, P226M teachers will demonstrate acquisition and implementation of customized classroom strategies supporting differentiated instruction, as measured by an 3% increase in teacher ratings from the 2014-15 school year to the 2015-16 school year relating to Danielson Component 3c: Engaging Students in Learning.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Confirm protocols and expectations for classroom inter-visitations within two pilot P226M sites	Teachers, Paraprofessionals, Related Service Providers	September 2015	Teacher Leadership Team members, Coach, Administration
Discuss potential area(s) of support for inter-visitations for each P226M teacher during Initial Planning Conferences and Personal Development Plan reflections	Teachers	September-October 2015, updated as needed	Administrators, Teachers
Implement schedule of inter-visitations within and between P226M sites	Teachers	October 2015-June 2016	Administrators, Coach, Site Coordinators
Document progress in implementation of targeted strategies influencing student engagement during post-observations and walkthrough conferences	Teachers, Students	October 2015-June 2016	Administrators
Endpoint data analysis of Teacher Effectiveness ratings in Danielson Component 3c: Engaging Students in Learning	Teachers, Students	May-June 2016	Administrators
Monthly Family Fridays to share classroom practices and strategies related to effective student engagement with families to bridge the home-school connection	Students, Families	September 2015-June 2016	Teachers, Site Coordinators, Parent Coordinator

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.

- Administrative Cabinet Meetings
- Preparatory Periods for site-based inter-visitations
- Common Planning time for inter-visitation debriefing sessions
- Professional Activities Periods - Assessment planning
- Core Curriculum cross-content instructional resources to support lesson planning
- Per Diem substitute teacher funding to support inter-visitations between sites
- Per session funding for meetings of the Teacher Leadership Team to confirm and review inter-visitation protocols and norms
- SBO – Six instructional half days for collaborative professional learning related to student engagement strategies

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

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	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 mid-point review of Teacher Effectiveness Data will demonstrate a 1% increase in ratings in Danielson Component 3c: Engaging Students in Learning, as per classroom observations and walkthroughs, from the 2014-15 to the 2015-16 school year.

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

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

Section 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 the 2014-15 school year, 100% of the P226M instructional staff, including teachers, paraprofessionals, and related service providers, have received school-wide training during Professional Development days in September, November, and June in topics related to Behavior Support Planning/Progress Monitoring, Universal Design for Learning strategies to support students’ access to instruction across their learning environments, and best practices for instructional design, implementation, and student support as per Charlotte Danielson’s Framework for Teaching, as evidenced through training agendas and sign in sheets.

We have also successfully to date trained 20% of the P226M instructional staff in Therapeutic Crisis Intervention (TCI), documented through District training rosters.

Strategies learned from these opportunities have been documented and highlighted in Personal Development Plans and narrative observational feedback. Through a series of site-based paraprofessional meetings held with the Principal during the month of May 2015, as well as through June 2015 school-wide needs assessment data, staff members across the organization have a desire for additional professional development experiences; especially for paraprofessionals, who have limited options for professional learning outside of the school building. As a result, P226M passed a June School-based Option vote for the 2015-16 allowing for five instructional half days to be used to host in-house training sessions on topics related to promoting positive student outcomes. A Professional Development Committee will be established to work with the P226M Administrative Team to assure that the needs of all staff members are met as learning opportunities are planned and implemented. We anticipate that as a result of these professional development opportunities, classroom strategies will be in place to support students in IEP goal attainment across all core subject, social emotional, and related service areas.

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.

P226M school leaders will support student achievement through the needs-based planning and facilitation of five half day professional development trainings during the 2015-16 school year centered around implementation and assessment of IEP-driven cross content Common Core-connected instruction, as measured by at least 80% attainment of time-bound IEP objectives across all content area and related service domains.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Establish Professional Development Committee	Teachers, Paraprofessionals, Related Service Providers	September 2015	Administrators, UFT Chapter Leader
Plan and implement 5 half-day school wide professional learning sessions centered around strategies to meet students’ instructional and social emotional needs	Teachers, Paraprofessionals, Related Service Providers	October 2015- June 2016	Administrators, Coach
Track students’ attainment of IEP objectives resulting from staff implementation of strategies learned during half-day trainings	Students	October 2015- June 2016	Teachers, Related Service Providers
Review half-day professional development agendas and data-driven student outcomes with parents during School Leadership Team meetings	Parents	October 2015- June 2016	Principal

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.
<ul style="list-style-type: none"> • SBO – Six instructional half days for collaborative professional learning • Monthly Faculty/Grade Level conferences • Professional Activities Periods - Assessment planning for review of students’ IEP goal attainment • Core Curriculum cross-content instructional resources • Per session funding for meetings of the Professional Development Committee
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

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

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>February midpoint data analysis of students' IEP progress towards goal attainment across all content area, social emotional, and related service domains will demonstrate at least 80% of students meeting time-bound objectives across all content and related service domains towards attainment of their IEP goals.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

Section 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.

This year, targeted trainings for parents took place across all grade levels via site-based information sessions, workshops hosted by our Related Service Providers, agency tours, Front Door training sessions, and a Transition meeting specific to the needs of our upcoming graduates. Additionally, to provide families with customized support in areas such as applying for guardianship and understanding how to navigate agency resources, our Parent Coordinator and Transition Coach hosted over twenty 1-to-1 Transition Consultation meetings. According to 2014-15 Quality Review data, P226M “effectively communicates and plays a significant role in enhancing teacher communication and partnerships with parents.”

As a result, we have seen a 12% increase in parent involvement in trainings and workshops directly related to the Transition needs of their child. In reviewing our next steps, we recognize the need to get the parents of our younger students more heavily invested in understanding the Transition process and active steps they should take to support their children at every grade level, both in school and at home. At every stage of development, we strive to help parents gain a full understanding of necessary independence-building skills and strategies for their child, such as dressing, toileting, community awareness, travel training, identifying recreational and job-related areas of interest, etc. Thus, we plan to host age-specific Transition Meetings across all P226M sites during the upcoming year, to help parents to better understand what “Transition” means and should look like at each stage in their child’s development.

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.

Through school-based family engagement program development and recruitment in collaboration with the P226M Transition Support Coach, Parent Coordinator, and Family Worker, parents will play an increasingly active role in supporting students’ long-term school to work transition, as demonstrated through a 5% increase in parent involvement in transition-related activities across all grade levels Pre-K-12.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Conduct parent survey to confirm preferred topics and times of day for workshops and trainings</p>	<p>Parents</p>	<p>September-October 2015</p>	<p>Administrators, Parent Coordinator, Family Worker, Coach</p>
<p>Set and implement parent training calendar including Transition-related topics across age levels and sites</p>	<p>Parents</p>	<p>October 2015-June 2016</p>	<p>Administrators, Parent Coordinator, Family Worker, Coach</p>
<p>Outreach to SSI, Medicaid, and other service agencies to participate in school-based trainings to educate families and share information/available supports</p>	<p>Agency Representatives</p>	<p>September 2015-June 2016</p>	<p>Administrators, Parent Coordinator, Family Worker, Coach</p>
<p>Endpoint data analysis of parent involvement in Transition-related trainings and events as per sign-in sheets across all sites, Pre-K-12</p>	<p>Parent Coordinator</p>	<p>June 2016</p>	<p>Principal, Parent Coordinator, Coach</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<ul style="list-style-type: none"> • Per Diem substitute teacher funding to support coverage for staff facilitators at parent training events • Per session funding for parent workshop planning/facilitation outside of school hours • Permit funding for trainings and events taking place outside of school hours • Tax levy funding for parent Metrocards/refreshments for trainings and events 											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

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

February midpoint data analysis of parent participation in Transition-related trainings and events as per sign-in sheets will demonstrate a 3% increase in from the 2014-15 to the 2015-16 school year, across all P226M sites.

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	All P226M students participating in Standardized Assessment receive Academic Intervention Services	Literacy remediation based upon DRA results, Scranton Performance Series, and DOE Predictive exams. Remediation includes shared reading, guided reading, Wilson word study programs (Just Words and Foundations) test taking strategies and practice for both ELA and Regents exams	Classroom-based support one period each in the general education classroom (for students in inclusive settings) as well as small group tutorials twice weekly	All services are provided during the school day
Mathematics	All P226M students participating in Standardized Assessment receive Academic Intervention Services	Mathematics remediation based on Scranton Performance Series and DOE Predictive exams. Remediation includes Everyday Math curriculum, Go Math, High School Regents-level Math curricula, as well as teacher made materials in Computation, Geometry, Algebra, and Measurement. Remediation also targets test taking strategies and practice for both NY State Grade 3-8 Mathematics exams and Regents exams	Classroom-based support once weekly in the general education classroom (for students in inclusive settings) as well as small group tutorials twice weekly	All services are provided during the school day

Science	All P226M students participating in Standardized Assessment receive Academic Intervention Services ☒	Small group instructional support focusing on content area vocabulary and skill-building in Grade 3-8 Science Core and High School curriculum as well as test-taking strategies for NY State Grade 3-8 Science and Regents exams	Classroom based support once weekly in the general education classroom (for students in inclusive settings) as well as small group tutorials twice weekly	All services are provided during the school day
Social Studies	All P226M students participating in Standardized Assessment receive Academic Intervention Services	Small group instructional support focusing on content area vocabulary and skill-building in Grades 3-8 Social Studies Core and High School curriculum as well as test-taking strategies for Regents exams	Classroom based support once weekly in the general education classroom (for students in inclusive settings) as well as small group tutorials twice weekly	All services are provided during the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	All P226M students participating in Standardized Assessment receive Academic Intervention Services	General support related to key areas of school success including social skill development, study habits, time management, GED preparation, and understanding post-secondary options	Small group and individual delivery as needed	All services are provided during the school day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

2b. High Quality and Ongoing Professional Development

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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

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

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

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

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

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

xx

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

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

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

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

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

Part A: School Information	
Name of School: <u>P226M</u>	DBN: <u>75M226</u>
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>6</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>1</u>
of certified ESL/Bilingual teachers: <u>1</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: _

P226M has 271 students. 49 are ELLS. Most the students at P226M are classified as having autism and they are placed in a student-to-staff ratio of 6:1:1 or 8:1:1. 6 classrooms have students classified with Intellectual Disability and Emotional Disturbances and are in classes with a student-to-staff ratio of 12:1:1. Our grades range from Kindergarten to 12th grade.

The ELL population at P226M is not eligible to take standardized assessments. Instead they participate in the NYS Alternate Assessment.

The P226M Title III Plan for English Language Learners (ELL) is a comprehensive plan that adheres to the NYCDOE guidelines for Title III. The majority of the students receiving ELL services at P226M are students with severe disabilities who require specific strategies and individualization techniques to address their specific needs, including the use of a communication systems and direct social skill instruction, while building their levels of independence.

The supplemental instructional services provided through the Title III will serve 6 ELL students whose ages range from 7 to 10, and their grades range from third to fifth grade in English. The group will have a ratio of 6:1:1. The students selected for our Title III program are from three of our elementary sites in the upper Manhattan. This specific site (P226M@P208), where the Title III will be implemented, is the most accessible site for all parents as it is the closest to public transportation. In addition, most of our families live in upper Manhattan. The proposed after-school program will run for two hours. The rationale for choosing this population is to reach these students with communication disorders by utilizing a number of creative approaches in embedding ESL strategies in Music, the Arts, Culinary Arts, Dance/movement, and Technology, in order to extend the ELL students' literacy skills. This multi-faceted approach will be the basis of the P226M Title III Plan in order to facilitate students acquisition language/communication skills.

During the first hour, the students will be provided with services by an artist from Arts Horizon, in collaboration with the ESL teacher. Two Spanish speaking paraprofessionals, one of whom is a one-to-one paraprofessional, will assist in providing instruction. The focus of the Title III program will be on language development in English through Fine Arts. The ESL teacher will instruct students, in collaboration with the Arts Horizon artist, by building language skills using ESL strategies. Students will make a different piece of abstract art each session and discover various styles of contemporary art. Students will make sculptures, paintings, installations, costumes and will also use poetry to create art. Students' work will be displayed in the school, creating their very own Abstract Art Museum. ESL methodologies (i.e., TPR, The Language Experience Approach) and strategies (i.e., Graphic Organizers; Think-Pair-Share; Modeling) will be utilized throughout the lessons. Many of our students are non-verbal or have severe language delays, and require specialized systems to support their communication. ELL students succeed when instruction is focused on communication (Krashen. 2006). The representative from Arts Horizon will use both English and Spanish language support to develop students' vocabulary and expressive language skills as the art project is planned and executed. Arts Horizons states that "The Arts are important in themselves and they help students learn other subjects."

In the second hour of the Title III program, the ESL teacher will work with the group to build students' language skills through writing activities. Art books from Knowledge Industry will be used as a resource to support instruction. We will run the 2-hour after-school Title III program on Wednesdays over the course of 17 weeks, at one of our elementary sites. The sessions will run from 3:00PM to 5:00PM comencing the end of January through April. The administrator will be on hand for all title III sessions and will be remunerated from 3:50 to 5:05 PM.

Part B: Direct Instruction Supplemental Program Information

All of the instructional activities will complement ESL services required under CR Part 154, which our students are receiving during the regular school day.
P226M will use a number of assessment tools in order to determine the success/impact of the support provided as a result of the Title III program. Pre-post tests, and teacher-created rubrics will be used. Bulletin boards will display the art and writing activities the students completed during this after school program.

Part C: Professional Development

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

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

Begin description here: _

We plan to provide high quality professional development on ways to enhance literacy skills and art for ELL students. The ESL Teacher, paraprofessionals, and the administrator in the Title III program will participate in two sessions, on Thursdays, two hours each of professional development activities facilitated by Arts Horizon. These sessions will occur after school hours from 3:30 to 5:30 and they are linked to the art projects that the students are doing during the classroom sessions. This PD entails scheduled visits to various Museums of Art, such as the Metropolitan and the Moma, to study the paintings and the artists reviewed during the sessions with the students.

Additionally, Title III staff will take part in two 'Learning Study' sessions, analyzing the visits to the Museums and adapting them to our students with disabilities: The question analyzed will be " How could we use the content learned at he museum taught by the art professional and enrich the curriculum content for the title III." This study and analysis will inform instruction preparation and execution of the Title III program. They will meet two times on Thursdays. Administrator will be remunerate from 3:50 to 5:05 PM.

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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: _

Title III-related information distributed to parents of ELLs is translated by bilingual staff members. Once translated, information is both mailed and sent home in students' backpacks. In addition, our parent coordinator makes follow up phone calls to all parents whose children are eligible for these services.

Two Workshop sessions are provided to parents during the Title III program, on Wednesdays 3 to 5 PM by our Parent Coordinator, at no cost to the Title III program.

Parents are invited to attend the remaining 15 Title III instructional sessions with their child. Our ESL teacher, in collaboration with the Arts Horizon artist, will provide direct training to parents by modeling in the classroom with the students during the sessions of the Title III after school program, in order to help parents create a consistent approach to language practice by using ESL strategies at home and

Part D: Parental Engagement Activities

school. In this way, parents can practice with their children in English and their native language. During the two Title III parent workshop sessions, our parent coordinator, will inform parents of the different agencies and resources outside of the DOE which will enable them to continue to expose their children to the fine arts, about which they have began learning during the Title III program. Agency Representatives will be invited to the afterschool Title III program from "Community Resources and Services for Children". This agency is a non profit organization, and they will inform parents of the different programs they have available to support the ESL students such as after school recreation programs and Summer Art Camps. Upon request the parent coordinator will provide information on other topics. The workshop sessions with our parent coordinator, Ms. Francis, will run during the 2-hour Title III sessions on Wednesdays over the course of two weeks, separate from the children.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	- <u>Total Professional Salaries:</u> <u>\$6382.65</u>	- <u>1 Teacher x 17 sessions x 2 hours per session x \$53.28= \$1,811.52</u> <u>1 administrator x 17 sessions x 1.25 hour per session x \$54.69 = \$1,162.16</u> <u>2 Paraprofessionals x 17 sessions x 2 hours per session x \$30.69 = \$2,086.92</u> <u>1 secretary x 4 hours x \$32.83 = \$131.32</u> <u>1 Teacher x 4 sessions x 2 hours x \$53.28 = \$426.24</u> <u>1 Administrator x 4 sessions x 1.25 hours x \$54.69 = \$273.45</u> <u>2 Paraprofessionals x 4 sessions x 2 hours x \$30.69 = \$491.04</u>
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	<u>1,950.00</u> <u>\$1,100.00</u>	<u>Art Horizon-contracted services for direct student instruction, 7 sessions</u> <u>Professional Development for Title III staff, 2 sessions</u>
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	- <u>\$258.69 (ink)</u> <u>\$39.03(White paper),</u> <u>\$105.96 (colored paper)</u> <u>\$10.69 (construction paper)</u> <u>\$21.32 (paint brushes)</u> <u>\$28.12 (scissors)</u> <u>\$116.00 (Classroom pack paint)</u> <u>\$37.44 (2 glue)</u> <u>\$78.24 (crayons)</u> <u>\$51.45 (imprinting mats)</u> <u>Total= \$746.94</u>	<u>Art materials (from school specialty):</u>

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Educational Software (Object Code 199)	_____	_____
Travel	<u>\$550</u> <u>\$275</u>	<u>100 Metro-cards for parent (two ways) \$ 5.50, and student (one way) \$2.75</u>
Other	<u>\$195.41</u>	<u>Refreshments</u>
TOTAL	<u>\$11200</u>	_____

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District 75	Borough Manhattan	School Number 226
School Name P226M		

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 Rachelle Klainberg	Assistant Principal Inmaculada Jardi
Coach Warren Dugdale	Coach
ENL (English as a New Language)/Bilingual Teacher Joan Craffey	School Counselor Adriana Garcia
Teacher/Subject Area Eduardo Tario	Parent Kristine Guialdo
Teacher/Subject Area type here	Parent Coordinator Dahyana Francis
Related-Service Provider type here	Borough Field Support Center Staff Member
Superintendent	Other (Name and Title)

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (excluding pre-K)	271	Total number of ELLs	49	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input 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 #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	49	Newcomers (ELLs receiving service 0-3 years)	8	ELL Students with Disabilities	49
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	6	Long-Term (ELLs receiving service 7 or more years)	19

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

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

Number of ELLs who have an alternate placement paraprofessional: 14

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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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	2	2	3	3	3	2	6	3	6	1	3	5	7	0
Chinese													1	0
Russian														0
Bengali		1												0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other Wolof							1							0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

FORMER ELLS BASED ON REVISED EXITING CRITERIA

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

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

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

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

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA	22			
NYSAA Mathematics	22			
NYSAA Social Studies	2			
NYSAA Science	9			

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.

To assess early literacy skills and to demonstrate literacy growth, our data is based on the SANDI, DRA, student work, rubrics and updates to student goals in the IEP.

All of our English Language Learners in grades 3-12 participate in the New York State Alternate Assessment (NYSAA) and in the ongoing P226M portfolio assessment. As a result, new assessment-based tasks are always being developed. These tasks are designed collaboratively by the special education teachers, related service providers, and the ENL teachers.

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

The ELL population at P226M is not eligible to take standardized assessments. Instead they participate in the NYS Alternate Assessment. In the 2014-15 school year, we had a total of 22 ELL students, who receive ENL services, that participated in the NYSAA.

Students in alternate assessment do not take standardized tests due to the severity of their language and/or cognitive impairments, as the data collected would not be meaningful. Nonetheless, these students are required to take the NYSITELL and the NYSESLAT, including those who are served as per their IEPs. Consequently, the results of the NYSITELL and the NYSESLAT do not reflect the true abilities or progress of our students. The NYSAA scores from these ELLs students range from 3 and 4. This means the these students meet the Alternate Grade Level Achievement.

For those students whose results on the HLIS suggest that the NYSITELL should have been administered and was not, arrangements are made for a NYSITELL to be administered by the ENL teacher within twenty days of admission. For those Spanish speaking students, the Spanish LAB is also administered by our Spanish Speaking ENL teacher. The answer documents are scanned at the P226M Main Office. This year we only had two students tested in the NYSITELL. They were not able to answer. They were also tested in the Spanish LAB. They also were not able to answer.

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

The NYSESLAT results from year 2014-15 reveal that 40 of the 49 ELLs scored at the entering level, 4 scored at the intermediate level and 5 students scored at the expanding level. This data shows that the scores of most of our ELLs are low due to language and processing deficits related to students' diagnosis of autism or intellectual disabilities. The results of the NYSESLAT suggest that we continue to proceed with the same academic focus. This year the P226M school focus is to promote discussion of meaningful topics. In addition, Teachers will participate in cohort meetings to discuss curriculum, share experiences, and learn new strategies to enhance their reading and writing instruction.

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

At this moment we have no ELL students in Standardized Assessment.

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](#).]

We currently do not have ELLs taking Standardized Assessments. Our entire instructional program incorporates AIS strategies, as we differentiate across the curriculum for each individual learner.

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

As teachers plan for the implementation of each P226M curricular Unit of Study, second language goals for each student are consistently reviewed, addressed, monitored, and revised. ENL strategies learned through sessions with the ENL teacher are replicated throughout the instructional program to ensure each student's ongoing success in meeting their IEP-driven goals. Progress monitoring across content areas takes place regularly throughout the instructional week, with successive student work products demonstrating progress and goal attainment added to their Portfolios every six weeks.

7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?
 - How are EPs performing on State and other assessments?

We currently do not have a dual language program

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

We evaluate the success of our programs by analyzing the data collected on a variety of assessment: ABLLs, SANDI, DRA the P226M Writing Continuum, and attainment of IEP goals.

In addition, classroom teachers in collaboration with ENL teachers are engaged in inquiry-based structured professional collaborations to review IEP-driven student work samples linked to the Common Core Learning Standards and determine next steps towards the attainment of ELA and ENL IEP goals.

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.

ELL students are being identified using the Home Language Identification Survey (HLIS) resulting from English not being the language spoken at home. If students' HLIS is not completed by the CSE, it is completed by the school. The Site Coordinator, a licensed Special Educator who has been trained in the administration of the HLIS, invites the parents of newcomers to the unit, then interviews them using the HLIS. If translation is needed, the Parent Coordinator or a staff member that speaks the parent's native language will be present during the interview to translate. For those students whose results on the HLIS suggest that NYSITELL should have been administered and the Language Proficiency Team determines that the student is eligible for NYSITELL and arrangements are made for the NYSITELL to be administered by the ENL teacher within twenty days of admission. For those Spanish speaking students, the

Spanish LAB is also administered by our Spanish Speaking ENL teacher. The answer documents are sent to the District to ensure official scanning.

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).
This process is taken care at the CSE level
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).
The staff of the LPT are: Administrator, ENL teacher, Unit Coordinator, classroom teacher and parent.
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.
This process is taken care at the CSE level
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).
This process is taken care at the CSE level. Parents are informed at the CSE during the Educational Planning Conference of all their options. Placement is decided during the conference, and school offers are made
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.
Options for special education English Language Learners are discussed with parents during the Educational Planning Conference at the CSE level and at triennial conferences with the SBST. Placement decisions are made at this level during the conferences with the parents. At P226M, parents again receive this information from the school's Parent Coordinator, School Leadership Team meetings, semi-annual site parent meetings, school newsletters, and parent-teacher conferences. In addition, this information is available in the P226M Parent Handbook. Our school also offers parents ongoing information in their home language and trainings on different aspects of their children's education such as effective parent participation in school activities, home activities to support learning, assessments, etc.
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 taken care at the CSE level. Parents are informed at the CSE during the Educational Planning Conference of all their options. Placement is decided during the conference, and school offers are made.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
This process is taken care at the CSE level. Parents are informed at the CSE during the Educational Planning Conference of all their options. Placement is decided during the conference, and school offers are being made. Student placement is decided at the CSE in conjunction with the parents and then written in the IEP. During the 2013-14 school year, we did not have bilingual classes. During this 2014-15 school year, we continue to have no bilingual classes. Bilingual students are placed in a monolingual class with an alternate placement paraprofessional. Parents are informed from the school's Parent Coordinator, School Leadership Team meetings, semi-annual site parent meetings, school newsletters, and parent-teacher conferences in their native language, using the alternate placement paraprofessionals and the translation services and materials provided by the Department of Education.
9. Describe how your school ensures that placement parent notification letters are distributed.
This process is taken care at the CSE level. Parents are informed at the CSE during the Educational Planning Conference of all their options. Placement is decided during the conference, and school offers are made.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
Again, This process is taken care at the CSE level. All documentation is faxed in SESIS for school access and included in students' cumulative folder.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
Once students have been identified as ELLs, they are eligible to take the NYSESLAT. We utilize the ATS report RLBA- to identify student eligible for NYSITELL testing and printing of answer documents and the ATS report RLER-LAT to identify students eligible for the NYSESLAT. During NYSESLAT administration, a schedule is prepared in collaboration with the ESL teachers to ensure that all four modalities are administered to all ELLs.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Decisions to continue the services are made during the IEP annual Reviews and Triennials. Parents will be provided with information regarding due process rights, school events, and school and DOE policies in their native language in the event that English is not their preferred language. School staff will provide translation services as needed for school documents, notices, and information. In

addition, this information is available in the P226M Parent Handbook. Our school also offers parents ongoing information in their home language and trainings on different aspects of their children's education such as effective parent participation in school activities, home activities to support learning, assessments, etc.

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).

All of our students have IEPs. Placement decisions are made at the CSE level. The programs offered at P226M are monolingual classrooms with an alternate placement paraprofessional for bilingual students, and ENL services.

Part V: ELL Programming

A. Programming and Scheduling Information

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

- a. Freestanding ENL program.

For ENL instruction, we use both the integrated (push-in) and standalone (pull-out) model. Using the integrated model, the ENL teacher and the classroom teacher collaborate on adaptations for the student during whole class instruction. In this model, the ENL teacher spends blocks of time in the classroom with the mandated student(s) and his/her classmates. As the classroom teacher is instructing the full class, the ENL teacher is specifically targeting the goals of the ENL students. Both teachers plan collaboratively to provide the appropriate instruction for ENL students.

In the standalone model, the student is removed from class and works individually or in a small group with the ENL teacher. Groups are created by looking at similar student performance and similar student scores on assessments. Students with no more than a three year age difference are grouped together, and we follow student's IEP staff ratio when grouping. The work done during these sessions typically targets the specific needs of the students in a certain subject area. It is always connected to the work they are doing in their regular classroom and it is used as a time of intensive practice or skill development. This standalone model is used for students to be able to generalize and apply the information they are learning in one-on-one sessions back in the classroom.

- b. TBE program. *If applicable.*

We currently do not have a TBE program

- c. DL program. *If applicable.*

We currently do 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)?

Generally, our K-8 students receive the CR Part 154 mandated minutes for ENL services at the beginner level (360 minutes) using both standalone and integrated model, as well as a minimum of one 45-minute period daily of interventions, imparted by special education classroom teachers who have received Jose P. Training. Our high school students receive up to 540 minutes of ENL, using both models, as well as instructional interventions for a minimum of one 50-minute period daily by special education classroom teachers who have received Jose P. Training.

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.

We differentiate instruction in all content areas following the Common Core Learning Standards to address the individualized needs of every learner. We utilize a variety of curricula to address the different needs of our students, including the District 75 ELA Units of Study, EveryDay Math, Go Math, the Core Curriculum for Social Studies and Science, Foundations, and Writing Without Tears. We have also created a Transition Curriculum for our students ages 18-21. We address the social skills of our students by implementing the Social Skills In Our Schools Curriculum by Dr. Michelle Dunn, the P226M Universal Positive Behavior

Support Protocols (CHAMPs), and Emotional Literacy. Teacher dialogues with parents and guardians include a discussion of students' native language literacy levels. This information strongly influences English Language Arts curriculum design and individualized language development strategies.

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

At this time we do not have bilingual classrooms. Our bilingual students are placed in monolingual classrooms with alternate placement paraprofessionals that speak the students native language. The alternate placement paraprofessionals through informal assessments evaluate students in their native language and with the collaboration of the ESL and special education classroom teacher design the instructional lessons to accelerate English language development.

In addition, our bilingual special education students are again evaluated at triennial conferences with the SBST and a bilingual psychologist to ensure the appropriate placement.

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

All of our ELLs are evaluated with the NYSESLAT . They are also are evaluated using the SANDI and DRA assessment and the Writing Continuum to demonstrate literacy growth. In addition, we analyze student work through rubrics and update of student goals in the IEP.

All of our ELL students from 3rd grade and older take the NYSAA and all of our ELLs participate in the ongoing P226M Portfolio assessment.

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

Our students receive instruction in English through ENL methodologies by special education teachers. Instruction is differentiated for each one of the students depending on their performance skills and their disability.

Presently we have 8 ELL newcomers. The school plan for new ELL students entering the English Language School System includes

providing a nurturing environment to facilitate language production via an experienced special education teacher and alternate

placement paraprofessional that are familiar with bilingual and ENL techniques. If it is possible, we also group students that share

the same first language. This facilitates communication among students and facilitates adaptation to the school system. Strategies

and instruction are focused around providing students with access to classroom instruction related to grade level standards, with

adaptations as needed. Instructional materials include Core Curriculum resources in ELA, Math, Science, and Social Studies, Mayor-

Johnson visual supports, technology devices for mandated students, and leveled libraries. Most materials are presented in English,

translated with the support of the alternate placement paraprofessional who speaks their assigned students' native language.

There are 6 students who have been receiving services for more than three years, but less than 6 years of service. We continue providing ENL services as per their IEP and in accordance with their proficiency levels indicated on the NYSESLAT.

Students who have received ENL instruction for 6 years or more, 19 students, receive additional support in various areas including job sites, ADL, and community based instruction. For these students, the emphasis of instruction has shifted from classroom to

community-based learning, to prepare students for their post-secondary transitions.

We have no former ELLs, as no students test at the proficiency level.

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.

The school plan for students re-identified as ELLs, or non ELLs, based on an approved re-identification appeal include providing a nurturing environment to facilitate language production via an experienced special education teacher and

alternate

placement paraprofessional that are familiar with bilingual and ENL techniques. Strategies and instruction are focused around providing students with access to classroom instruction related to grade level standards, with adaptations as needed. Instructional materials include Core Curriculum resources in ELA, Math, Science, and Social Studies, Mayor-Johnson visual supports, technology devices for mandated students, and leveled libraries. Most materials are presented in English, translated with the support of the alternate placement paraprofessional who speaks their assigned students' native language.

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?
 All of our students have IEP and they labeled with a disability. We differentiate instruction in all content areas following the Common Core Learning Standards to address the individualized needs of every learner. We differentiate instruction in all content areas to address the individualized needs of every learner. We utilize a variety of curricula to address the different needs of our students, including the District 75 ELA Units of Study, EveryDay Math, Go Math, the Core Curriculum for Social Studies and Science, Foundations, and Writing Without Tears. We have also created a Transition Curriculum for our students ages 18-21. We address the social skills of our students by implementing the Social Skills In Our Schools Curriculum by Dr. Michelle Dunn, the P226M Universal Positive Behavior Support Protocols (CHAMPS), and Emotional Literacy. Teacher dialogues with parents and guardians include a discussion of students' native language literacy levels. This information strongly influences English Language Arts curriculum design and individualized language development strategies.
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?
 Most the students at P226M are classified as having autism and are placed in classrooms with a student to staff ratio of 6:1:1 or 8:1:1. Six classrooms include students classified with Intellectual Disabilities and Emotional Disturbances, with a student to staff ratio of a 12:1:1. Students spend time with non disabled peers during the lunch period and during specific designated instructional times to promote appropriate social skills.

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

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

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

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



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

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

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

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

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

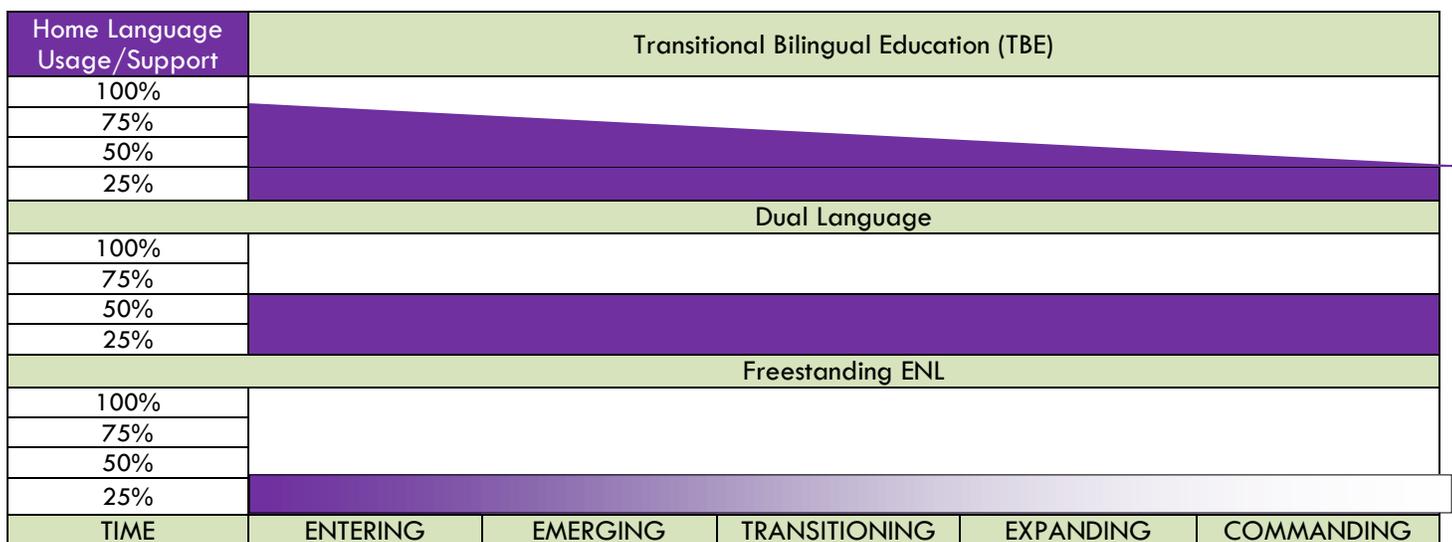


*Note: “other approved services” does not apply to New York City at this time.

CI Chart

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. Common planning times are scheduled to optimize instruction in all Core areas (Reading, Writing, Math, Science, and Social Studies) in order to foster language acquisition. During instruction, the collaboration between the special education teacher and the ENL provider is very important. They work as a team and they provide the appropriate instruction for ENL students. During team meetings, the teacher, paraprofessionals, related service providers and ENL teacher discuss strategies to optimize instruction for the ELL student; they develop cross curricular IEP goals utilized throughout environments and periods within the instructional day. For high school students, Transition is considered a primary focus. The team collaborates in the creation of ENL techniques to apply to all core content areas, such as ELA, Math, Social Studies and Science, that will be incorporated during instructional periods to maximize English language acquisition for ELLs.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

We demonstrate the effectiveness of our programs by analyzing the data collected on a variety of assessment: SANDI, DRA, ABLLs, the P226M adapted Writing Continuum, and attainment of IEP goals.

In addition, classroom teachers in collaboration with ENL teachers are engaged in inquiry- based structured professional collaborations to review IEP- driven student work samples linked to the Common Core Learning Standards and determine next steps towards the attainment of the ELA and ENL IEP goals.
12. What new programs or improvements will be considered for the upcoming school year?

We will continue with the programs that we had in place for the year 2014-15
13. What programs/services for ELLs will be discontinued and why?

We will not discontinue any programs or services.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

ELLs are afforded equal access to all P226M school program as they participate in monolingual classrooms with embedded supports alongside their peers who qualify for programming with the same instructional ratio.

The supplemental instructional services provided through the Title III will serve six ELL students whose ages range from 7 to 10, and grades ranging from second to fourth grade. The group will have a ratio of 6:1:1. The proposed after-school program will run for two hours. The rationale for choosing this population is to reach these students with communication disorders by utilizing a number of creative approaches in embedding ENL strategies in music, the arts, culinary arts, dance/movement, and technology, to extend the ELL students' literacy 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.

Technology supports, such as Boardmaker and digital cameras, are integrated into ESL and the content areas. Multi-sensory and multicultural materials are infused throughout all aspects of instruction. The classroom library includes a variety of books at all levels reflecting the backgrounds, needs and strengths of ELLs. A Balanced Literacy approach, Foundations, and Go Math for elementary and the Everyday Math and Math Equals curriculum for middle school and high school are followed. In the high school, for those students ages 18 to 21, we utilize the Transition Curriculum developed by a group of P226M teachers. Components of the Syracuse Curriculum and other resources specifically designed to address the very special needs of our transitioning ELL students are also utilized. Content area instruction follows the Common Core Learning Standards. Functionally based instruction is provided across the curriculum in order to foster generalization of skills and increase independence levels. Additional ENL support is provided in areas including job sites, ADL, and community-based instruction. Materials from FOSS and Harcourt are used in our hands-on science program. Community-based experiences, field trips, and Adaptive Physical Education complete the program for our ELL students.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Our bilingual students are placed in monolingual classrooms with bilingual paraprofessionals that speak the students' native language. Classroom libraries include a variety of books at all levels reflecting the background and language of our ELL students.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

Our students are placed in our school by the CSE; the services provided are those mandated by their IEP. Curricular materials are adapted to the skill and age level of the student.
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).

Our students are placed in our school by the CSE. We provide tours for the parents and with interpretation services available by our Parent Coordinator for Spanish-speaking parents. For other languages we utilize other staff P226M staff members that speak

the language of the parents or we utilize the interpretation services from the DOE

The school plan for new ELL students entering the English Language School System includes providing a nurturing environment to facilitate language production via an experienced special education teacher and alternate placement paraprofessional that are familiar with bilingual and ENL techniques. If it is possible, we also group students that share the same first language. This facilitates communication among students and facilitates adaptation to the school system. Strategies are focused around providing students with access to classroom instruction related to grade level standards, with adaptations as needed. Instructional materials include Core Curriculum resources in ELA, Math, Science, and Social Studies, Mayor-Johnson visual supports, technology devices for mandated students, and leveled libraries. Most materials are presented in English, translated with the support of the alternate placement paraprofessionals who speak their assigned students' native language.

19. What language electives are offered to ELLs?

All of our students are second language exempt as per their IEP

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)?

We currently do 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.)
P. 226M will provide a variety of opportunities for teachers to master the teaching strategies, curriculum practices and behavioral approaches which address the particular needs of our ELL students. P226M provides ongoing professional development to all staff including those teachers and paraprofessionals with ELL students in their classrooms. Due to the needs of our students with autism, English Language Acquisition methodologies are used throughout the curriculum. Professional Development is provided to staff in differentiated instruction and goal setting to promote student learning according to the needs of all students, including ELLs. In addition, all of our students receive Speech and Language Services. The therapists work closely with and train pedagogical staff. The primary purpose of this instruction is to promote English language communication skills for all students including those who are ELLs.

The P226M Administrative Team also provides Professional Development addressing the needs and specialized topics specific to ELL students. For example, strategies that support English Language Learners have included professional development on methodologies for language acquisition and language instruction, standards-based instruction and assessment, emergent literacy, reading readiness and writing procedures, and IEP writing techniques. In addition, ENL staff provides specific training to classroom teachers about pertinent topics, strategies, and materials for ESL instruction. They also provide support to paraprofessionals on ENL techniques through their classroom “push in” model.

The Language Allocation Policy (LAP) is collaboratively developed with the Administration and ENL staff. It is then explained and distributed to teachers who have ELL students in their classrooms.

Portfolios completed by classroom teachers, Speech and Language providers, and ENL teachers demonstrate English Language acquisition and development of communication skills. Each portfolio compiled by ENL teachers is organized to specifically address the needs of ELLs and related progress on their IEP goals.

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?
P226M provides ongoing Professional Development on the Common Core Learning Standards and how to adapt the curriculum to students with severe cognitive delays. Collaboration between the school and the district-based ELL support coach has been established. Teachers and paraprofessionals serving ELLs are supported through the coaching services provided by the District’s instructional coach. The coach visits the school several times each year and trains staff in ENL techniques.

Team cohorts were created for teachers, including ENL teachers, to collaborate in the development of tasks and rubrics related to the CCLS and appropriate to the skill level of our students with autism
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
We continue with the support and professional development provided so teachers can master the teaching strategies, curriculum practices and behavioral approaches which address the particular needs of our ELL students.
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.

We provide staff support by encouraging attendance at District, City, and Statewide seminars focusing on the education of ELLs with severe disabilities. We also provide ENL trainings during our full days of Professional Development to all our staff members. Most members of our teaching staff have participated in the mandated 10 hours of Jose P. ESL staff development. Records are kept in the Main office with agendas and attendance records from their professional developments.

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?

Parental involvement is a key component of our school, including parents of ELLs. A variety of events are held throughout the school year to promote parental involvement. We hold parent teacher conferences twice a year. During this time the parents have the opportunity to visit their child's classroom and meet with the teachers, including their ENL teacher. In addition we hold parent meetings each Fall. These meetings are geared towards the specific issues and needs of the parents, including the needs of our ELL parents, across each school site. Aside from these individual meetings there are many other opportunities for parental involvement. We host monthly "Family Friday" visitations to the classroom, Parent Association events, School Leadership Team meetings, Art Shows, a Science Fair, and our annual Spring Fling. DOE translation services and funding are utilized to translate school-specific written material into the home language of our families, to provide them with full access to all school publications and information sources.

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

Paste response here:

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

Our school offers parents ongoing information in their home language and trainings on different aspects of their child's education, such as effective parent participation in school activities, home activities to support learning, assessments, standards, and achievement of goals. In addition to Educational Planning Conferences and Triennial Conferences at P226M, parents, again, receive the options for Special Education English Language Learners from the school's Parent Coordinator, School Leadership Team meetings, semi-annual site parent meetings, school newsletters and parent-teacher conferences. This information is also available in the P226M Parent Handbook.

In addition, parents are involved during the Title III program. Two Workshop sessions are provided.

Parents are invited to attend the instructional sessions with their child. Our ENL teacher, in collaboration with the Arts Horizon artist, will provide direct training to parents by modeling in the classroom with the students during the sessions of the Title III after school program, in order to help parents create a consistent approach to language practice by using ENL strategies at home and school. In this way, parents can practice with their children in English and their native language.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
Our Parent Coordinator works to partner families with agencies and organizations to support the specific needs of their children. Our parent coordinator, informs parents of the different agencies and resources outside of the DOE. Agency Representatives are invited to various meetings, These agencies are non profit organizations, and they inform parents of the different programs they have available to support the ELLs students such as after school recreation programs and Summer Art Camps. Upon request the parent coordinator will provide information on other topics.

We also encourage parents of ELLs to attend conferences sponsored by agencies such as YAI, AHRC, Community Resources and Services for Children, etc.

5. How do you evaluate the needs of the parents?
Parents are provided with surveys through P226M and the Department of Education in their home language to express interests and needs related to their child's education.
6. How do your parental involvement activities address the needs of the parents?

P226M makes a strong effort to stay in close contact with all ELL parents. We inform parents of their child's eligibility for ELL services. We provide them with school notices and informational materials translated in their native language. Our Parent Coordinator works closely with ELL supervisors, staff, and families to provide additional support and information.

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: _	
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)
Rachelle Klainberg	Principal		
Inmaculada Jardi	Assistant Principal		
Dahyana Francis	Parent Coordinator		
Eduardo Tario	ENL/Bilingual Teacher		
Kristine Guialdo	Parent		
Joan Craffey	Teacher/Subject Area		
	Teacher/Subject Area		
Warren Dugdale	Coach		
	Coach		
Adriana Garcia	School Counselor		
	Superintendent		
	Borough Field Support Center Staff Member _____		
	Other _____		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **75M226** School Name: **P**
Superintendent: **Gary Hech**

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.learnedoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

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

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

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

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

In order to assess our school's written translation and oral interpretation needs we will:

- a. Survey all parents regarding language needs as per the Home Language Survey completed within the first 10 days of students' admission to the Department of Education
- b. Document the different languages spoken by parents as per ATS as each student is admitted to P226M
- c. Require teacher consultation of Student Profile and Summary Page in SESIS prior to each IEP review.

Our Parent Coordinator engages in outreach to families regarding their need for language assistance to communicate effectively regarding all Department of Education matters. In addition, the Alternate Placement paraprofessionals assigned to support mandated students assist with needed translation of materials, notices, information, etc. to families. The Department of Education translation services are utilized as needed to further support parents' language interpretation needs.

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 summary of findings of our school's written translation and oral interpretation needs show that of our 70 English Language Learner parents, 64 speak Spanish. We also have two parents who speak Chinese, a parent who speaks Hebrew, one parent who speaks Bengali and one parent who speaks

French. The findings are reported to the school community through School Leadership Team Meetings and in our Parent Handbook. Additionally, the Parent Coordinator has organized events for parents where information about the school and other related issues are relayed. We plan to include such information on the P226M web site, as well.

Part B: Creating a Communications Calendar

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

Parent Handbook, School Notices, Calendars, IEPs, Parent Teacher Communication, Event Flyers

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.

Enrollment Intake (September), Parent Teacher Conferences (November, March), Site-based Curriculum Meetings (September, October), Transition Information Sessions (throughout the year), School Leadership Team Meetings (monthly), Attendance Meetings (as needed throughout the school year), Family Fun Day Classroom Visits (monthly)

Part C: Providing Language Assistance Services

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

Based upon the type and complexity of the document, translations are obtained in a timely manner by the Translation and Interpretation Unit (IEPs) and by in-house school staff (all other documents)

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.

Translation will be obtained over the phone via the Translation and Interpretation Unit as needed for Parent Teacher Conferences and other one-to-one meetings, by outside vendors for large scale events, and by in-house staff for all other meetings and school events

Part D: Training Staff on Policies and Procedures

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

Staff Orientation, posted phone numbers and links, email communication from the Principal

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

All information is posted at each P226M site

Part F: Monitoring and Quality Control

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

We will obtain feedback from parents via end-of-year surveys and qualitative comments and recommendations