

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

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

**75Q075**

**School Name:**

**ROBERT E. PEARY SCHOOL**

**Principal:**

**JAMES THORBS**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: P75Q School Number (DBN): 75Q075  
Grades Served: PreK-8<sup>th</sup> grade  
School Address: 1666 Hancock Street, Ridgewood, NY 11385  
Phone Number: (718) 456-7588 Fax: (718) 628-0491  
School Contact Person: James Thorbs Email Address: jthorbs@schools.nyc.gov  
Principal: James Thorbs  
UFT Chapter Leader: Janet Turcios  
Parents' Association President: Deyanira Aguilera  
SLT Chairperson: Wayne Ambrose  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): \_\_\_\_\_  
Student Representative(s): \_\_\_\_\_  
\_\_\_\_\_

**District Information**

District: 75 Superintendent: Gary Hecht  
Superintendent's Office Address: 400 First Avenue, New York, NY 10010  
Superintendent's Email Address: GHecht@schools.nyc.gov  
Phone Number: (212) 802-1501 Fax: \_\_\_\_\_

**Borough Field Support Center (BFSC)**

BFSC: Queens Director: Adrienne Edelstein  
Director's Office Address: 400 First Avenue  
Director's Email Address: New York, NY 10010  
Phone Number: 212-802-1604 Fax: 718-706-4531

## 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)
James Thorbs	*Principal or Designee	
Janet Turcios	*UFT Chapter Leader or Designee	
Deyanira Aguilera	*PA/PTA President or Designated Co-President	
Rosa Ramos	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Wayne Ambrose	Member/Parent	
Janice Batista	Member/UFT Teacher	
Jennifer Graham	Member/UFT Teacher	
Luz Soria	Member/Parent	
Moreine Fontanelle	Member/Parent	
Diamaris Magarin	Member/Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Michael Turcios	Member/ UFT Teacher	
	Member/	

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

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

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

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

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

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



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

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

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

#### **The Six Elements of the Framework for Great Schools**

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

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

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

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

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

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

## The Quality Review and the Framework for Great Schools

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

### NYCDOE's Quality Review (QR)

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

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

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

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

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

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

## Section 4: CEP Overview

Develop a narrative summary that includes:

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

Public School 75 Queens, The Robert E. Peary School, is an educational community where all students are afforded rigorous instruction. The school is committed to identifying and meeting the needs of students who are emotionally and/or cognitively challenged. We strive to empower our students to meet their individual goals with the purpose of preparing them for college and career readiness and/or transitional life skills.

The entire school community supports the school mission statement.

“Our school is an academic environment that provides a safe, nurturing, instructional setting where all students can reach their full potential. The school is committed to identifying and meeting the needs of students who are emotionally and/or cognitively challenged. We strive to empower our students to live as productive members of a multicultural society where students can reach their intellectual and social potential”

The main site of P75Q, The Robert E. Peary School, is located in the Ridgewood section of Queens, New York, bordering the borough of Brooklyn. This pre-kindergarten through eighth grade program serves a population of 546 students. The organization includes a self-contained main building in Ridgewood, NY and seven off-sites. The off-sites include self-contained and inclusion programs at local elementary schools which include P.S.239Q, P.S. 88Q, I.S. 93Q, P.S. 254Q, and 276Q. The P.S. 48Q and P.S. 239Q Annex sites, are fully self-contained buildings. The organization serves students of varying degrees of cognitive abilities including students on the autism spectrum, emotional challenges, and cognitive delays. There is a focus on differentiated instruction and academic intervention based on students' needs assessments. Individualized related service periods include Occupational Therapy, Physical Therapy, Counseling, Hearing/Vision Services and Speech which are provided as per the students IEP mandates. ESL instruction is available for students identified as Limited English Proficient. Students either participate in the full range of standardized testing with or without modifications or in the New York State Alternate Assessment.

P75Q and its associate programs endeavor to provide an educational experience unique to the needs of the students attending this school. To accomplish this end, we provide social, emotional, and instructional programs, using a multiplicity of approaches. Small classes (6:1:1, 8:1:1, 8:1:2; 12:1:1) in self-contained and inclusive settings ensure that all students have available to them a plan that addresses their individual educational needs. It is the expectation that each child will engage in activities that will empower them to achieve cognitively, creatively, emotionally and socially. In order to build school capacity, in 2015-2016 we will build a support system where instructional leads will work with collaborative teams to further develop best practices and model highly effective practices which are reflective of the Danielson Rubric.

The Robert E. Peary School has developed rigorous instruction, as defined in the Framework for Great Schools, throughout classrooms by creating customized instructional groupings which are supported by a plethora of educational materials and assessments based on student needs. The 71 classes in the school have been reorganized into four distinct educational pathways. The pre-kindergarten classes utilize work sampling, alternately assessed students utilize Applied Behavior Analysis-Verbal Behavior (ABA-VB) or Attainment. Standardized students utilize Common Core materials. Assessments include SANDI/FAST, Web-ABLLS, Fountas and Pinnell, and Performance Series. Professional development activities for staff is specific so that teachers will have the tools and academic intervention materials that most closely match their students identified instructional needs. The school implements numerous English Language Arts instructional programs such as: the New York State Common Core in ELA; Reading A-Z; Attainment Core Curriculum Solutions; Unique Learning Systems; Thinking Maps; Words Their Way; Wordly Wise 3000; Handwriting Without Tears; Great Leaps ELA; and SRA kits. Additionally the following instructional programs are utilized in mathematics: the New York State Common Core in Mathematics; Attainment Core Curriculum Solutions; Touchmath; Unique Learning systems; Thinking Maps; Math Triumphs; Great Leaps Math; Math Dashboard – CMP3; Math Steps; and Think Central. In 2014-2015 the school received a “Resolution A Grant” which allowed for the purchase of cutting edge technology to support instruction to be utilized throughout all classrooms and sites. The school offers after-school programs such as CHAMPS

physical education program; Middle School Initiative utilizing the Feifer Assessment of Reading (FAR); and an after-school ESL Program. Our teachers and students participate in artist residencies through Hospital Audiences which include a drumming and arts residency and a program through Learning Through an Expanded Arts Program (LEAP), an arts-based approach to teaching which allows our students to have an impact on our local community. The school is in process of collaborating with The Trust for Public Land to establish an outdoor area at the main site for the purpose of academic enrichment and physical fitness for our students.

The school has reconfigured our school day to allow for collaborative planning consistently throughout the 2015-2016 school year and provide biweekly professional development workshops which target and support newly acquired customized instructional programs, methodologies, and assessments.

As a means of supporting our students in their instructional programs, a variety of pro-social and behavioral supports are implemented including the school-wide Positive Behavior Support Program entitled "The Choice Is Yours". This program allows for an open communication system between the school and the home and facilitates parents and teachers working together to achieve targeted behavioral outcomes for students.

In order to expand upon our Strong Family and Community ties, P75Q will parallel parent workshops to reflect instructional programs in the school. Building upon the positive response received in 2014-2015, P75Q will expand offerings to parents in "Get Ready to Learn", a movement-based program, which results in optimal physical, emotional and cognitive states for learning. A Parent Support Group and monthly training program provides the social and emotional support aspect of our program. New in 2015-2016 is the "Cookshop" Program for students and parents. Parent workshops in instructional programs (i.e. Thinking Maps, technology, etc.) utilized by their children will be offered throughout the school year. Families of English Language Learners have requested support from the school in learning English which will be available during the coming year. Additionally, the school offered academic workshops for parents to support the myriad of academic intervention services acquired by the school, and thus, better prepare parents to support their child's instructional program in the home. A focus of the school for the coming year will be to expand offerings to parents which will result in a fully engaged community to support students.

## 75Q075 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05,06,07,08	Total Enrollment	524	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	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population	N/A	% Attendance Rate		86.4%
% Free Lunch	66.1%	% Reduced Lunch		1.6%
% Limited English Proficient	30.1%	% Students with Disabilities		99.6%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.2%	% Black or African American		27.0%
% Hispanic or Latino	35.6%	% Asian or Native Hawaiian/Pacific Islander		13.9%
% White	13.7%	% Multi-Racial		0.2%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	1.34	# of Assistant Principals (2014-15)		4
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	1.6%	% Teaching Out of Certification (2013-14)		6.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.6%	Average Teacher Absences (2013-14)		11.61
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.

#### Area of Strength

- An analysis of teacher ratings in 2014-2015 indicates that 98% of teachers rated in the effective or highly effective range on their overall Measure of Teacher Practice (2.51-4.00 rating).

#### Priority Needs

- Analysis of the various Advance System components, indicates that the following areas merit further development: Components 3B (Using Questioning and Discussion Techniques) , 3C (Engaging Students in Learning) and 1E (Designing Coherent Instruction). These areas will continue to be targeted in 2015-2016. The results indicate that teaching staff require additional supports in order to achieve a rating within the effective range on the Danielson Rubric (2.51-3.25) in Advance: Component 3C - 15%; Component 3B – 14%; Component 1E – 16%.
- While the school received an overall proficient rating on the Quality Review, areas identified for development were consistent with the school’s analysis of the Advance Systems Components (i.e. inconsistent questioning that does not always allow for multiple entry points for learning, and evidence of teacher centered versus child-centered classrooms)

### Part 2 – Annual Goal

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

By June 2016, standardized assessment teacher teams (K-8), will achieve an average minimum rating of 3.0 on the following Danielson components: 3B – Using Questioning and Discussion Techniques; 3C – Engaging Students in Learning; and 1E – Designing Coherent Instruction.

### Part 3 – Action Plan

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
The school will be organized into student grade bands of K-2, 3-5, and 6-8 in both standard and alternate assessment. Instructional leaders will be identified.	Standardized Students in grades K-8	September 2015 through June 2016	Administration, School Coaches, Data Specialist, Instructional Leads, Classroom Teachers
In September 2016, standardized teacher teams will collaboratively problem solve and design classrooms which reflect choice, inquiry, joint problem solving, and higher order thinking opportunities with scaffolded instruction and varied entry points.	Teachers of standardized students in grades K-8	September 2015 – October 2015	Administration, School Coaches, Data Specialist, Lead Teachers, Classroom Teachers
Scheduled inter-visitations facilitated by the school coach will be arranged in order to model best practices (Danielson, 3B, 3C, 1E) and effective teacher implementation of rigorous instruction	Teachers who are effective/highly effective paired with developing/ineffective teachers	October 2015 – May, 2016	Administration, School Coaches, Data Specialist, and Lead Teachers
In February 2016 and in June 2016 an analysis of data culled from the Advance System will be reviewed to measure teacher practice	Teachers of Standardized Students in grades K-8	June 2016	Administration, Data Team, Data Specialist

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Student Problem Solving Instructional Resources for hands-on projects Furniture for creating optimal classroom centers/seating											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant

	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other
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**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.

Following each cycle of Advance, Measure of Teacher Practice data will be analyzed for progress and needed supports by instructional leads. After the second observational cycle of Advance (by February, 2016), the average of the standardized teachers (grades K-8) will rate a minimum of 2.75 in the targeted Danielson components.

**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.

**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.

**Part 3 – Action Plan**

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

**Part 4 – Budget and Resource Alignment**

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

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

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

**Part 5 – Progress Monitoring**

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

**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.

#### Areas of Strength:

- The school successfully identifies areas of need via surveys, feedback, and teacher observations and provides corresponding Professional Development to designate and remediate areas for improvement
- The school successfully aligns instructional leads to Professional Development events where their expertise is most beneficial
- The school involves staff in the decision making process. This year, the school surveyed teachers and paraprofessionals on Professional Development options. Of the 244 staff members, 182 returned surveys expressing their Professional Development Preferences for the 2015-2016 school year (75%).

#### Areas of Need:

- Teachers require more opportunities for collaboration. Teacher feedback and Advance data substantiated an increase in the need for consistent common planning opportunities which would be available to all staff including paraprofessionals
- The school calendar plans for a maximum of 2 Chancellor’s Professional Development days annually where teachers can meet to share/divest information (Chancellor’s P/D November and June). In order to support the Chancellor’s Framework for Great Schools and to continue to support the school’s academic intervention support initiative from 2014-2015, further workshops are required.
- The need for additional professional development and common planning sessions was evidenced by the teacher majority vote (55% required minimum – School Based Option) to extend the school day on Mondays and Tuesdays.

### Part 2 – Annual Goal

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

By June of 2016, students in grades 3 through 8, in standardized and alternate assessment, will improve their performance in Reading/Communication Skills and Mathematics by demonstrating a minimum 5% increase in formative assessments on local Measures of Student Learning (Sandi/FAST, Web-Ablls, or Performance Series Assessment as a result of collegial planning and consistent in-house professional development).

### Part 3 – Action Plan

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
The administration and school staff will collaborate to create a professional development team for the purpose of designing meaningful instructional support for the upcoming school year. Student data will be monitored by the team to adjust school professional development needs throughout the year.	Instructional Staff	September 2015-June 2016	School Administration, Teaching Staff, School Coaches, Data Inquiry Teams.
The administration will develop an organizational tool to illustrate the building of capacity at all sites by designating instructional leads for teacher teams. The leads will work in conjunction with coaches to impact teaching practice and student growth. Instructional leads will be identified through highly effective ratings on their Measure of Teacher Practice in the Advance system.	Instructional Staff	September 2015- June 2016	School Administration
The administration, school coaches and professional development team will collaborate to develop weekly professional development opportunities for Monday sessions to improve overall school pedagogy based on the Chancellor's Framework for Great Schools and target the implementation of new instructional programs, teaching methodologies, Danielson Framework, etc.	Instructional Staff	September 2015-June 2016	School Administration, School Based Coaches, Professional Development Team
The administration will support teacher teams with the creation of classes that reflect student's functional ability and grade bands (K-2, 3-5, 6-8) for alternately and standard assessed populations. Collaborative opportunities and professional development will take place on the extended day Monday Sessions	Instructional Staff	September 2015	School Administration

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.									
Instructional Materials Per Session Funding for Professional Development Team									
<b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	<b>Tax Levy</b>		<b>Title I SWP</b>		<b>Title I TA</b>		<b>Title II, Part A</b>	<b>Title III, Part A</b>	<b>Title III, Immigrant</b>

	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other
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**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.

By February, 2016, students in grades 3 through 8 in standard and alternate assessment will demonstrate a minimum 2 1/2 % growth in Reading/Communication Skills and Mathematics as determined by school local measures (Sandi/FAST, WebABLLS, or Performance Series Assessment).

**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.

#### Strengths

According to the 2014-2015 NYC School Report the school receives an overall favorable response (average 90%) by the parents and students in the six elements of the Framework For Great Schools.

Under the Effective School Leadership poll in 2014-2015 in the NYC School Report, 95% of teachers report positively that the principal makes clear to the staff his or her expectations for meeting instructional goals; 94% report positively that the principal communicates a clear vision for this school; 94% report positively that the principal understands how children learn; and 95% indicate positively that he sets high standards for student learning.

Regarding staff professional development, 92% of staff report positively that the principal sets clear expectations for teachers about implementing what they have learned in professional development and that 93% of teachers indicate that their student academic progress is carefully tracked by the principal.

#### Priority Needs

Despite the overall positive responses under Effective School Leadership, when surveyed regarding the amount of influence teachers have over school policy, there is a significant disparity between the percentage of positive responses in the principal's leadership ability and the role of teachers in school policy and decision making. In this section of the survey, the five questions indicate an average positive response of 49%. This indicates that while the staff recognizes the principal's leadership and management, they need a better understanding of how their input translates into the school's planning.

The principal's focus in 2015-2016 will be to fully communicate to staff their role as stakeholders and provide them with an understanding of the school's decision making process through teacher survey, the role of the School Leadership Team, budget decisions, personnel hiring, and selection of instructional materials. A channel for communication needs to be developed to provide transparency and clarity concerning how teacher input is incorporated into planning.

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**Part 2 – Annual Goal**

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

By June 2016, a survey of teaching staff will indicate on overall 15% increase in positive responses on a questionnaire culled from the Effective School Leadership Component of the NYC School Survey Report on areas which pertain specifically to teacher influence on school policy.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Small group teacher professional development sessions will focus on teacher influence on hiring personnel, function of the School Leadership Team, and decision making in regard to curriculum and budget.</p>	<p>All staff</p>	<p>November 2015 through March 2015</p>	<p>Principal, Assistant Principals, School Leadership Team, School Coaches, Professional Development Committee</p>
<p>An in-house visual model of the school , "Knowing Your School Community", will be established for the purpose of communicating and delineating the key roles and defined responsibilities of personnel within the school .</p>	<p>All staff</p>	<p>November 2015 - December 2015</p>	<p>Principal, Assistant Principals, School Leadership Team, Professional Development Committee</p>
<p>A newsletter developed by the School Leadership Team will be disseminated to staff four times per year</p>	<p>All Staff</p>	<p>November  January  March  June</p>	<p>School Leadership Team</p>

A Communication Committee will be created and scheduled to meet with the principal four times per school year November through June to further integrate and communicate the pedagogical input into the school decision making	All Staff	November 2015 through June	Teacher Representative, Administrators, Paraprofessional Representative, Counselors, Related Service Providers
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**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Professional Development Sessions will be scheduled on the school Professional Development Calendar. Funding will be allocated for materials and supplies for creation of directories. Per Diem funds will be allocated for b											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.										
By February, 2016 a survey of teaching staff will indicate on overall 7 1/2% increase in positive responses on a questionnaire culled from the Effective School Leadership Component of the NYC School Survey Report on areas which pertain specifically to teacher influence on school policy.										
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.										

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

**Section 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.

#### Areas of Strength:

- Parent Participation has increased dramatically in the past two years. In 2013-2014, the school experienced a 51.3% increase in parent attendance at school functions.
- During 2014-2015, additional parent workshops including a parent support group, academic supports, and “Get Ready to Learn” were created and resulted in an additional 29.4% increase in parent participation at school functions/workshops.

#### Areas of Need:

- Based upon parent response at school based workshops during the 2014-2015 school year, the school will increase opportunities for parental involvement in 2015-2016 in order to build a community where parents become more involved in the academic development of their children.

### Part 2 – Annual Goal

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

By June 2016, there will be a minimum 10% increase in parent participation at school functions and workshops.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>In October, 2015 the school will establish a calendar of parent activities/workshops/events that will be ongoing throughout the school year. School Session times will be adjusted in order to have classroom teachers, coverage teachers, and related services providers available to support parent trainings.</p>	<p>Parents of all student populations</p>	<p>October 2015 – May 2016</p>	<p>Administration, Parent Coordinator, Coaches, Data Specialist, Instructional Leads, Guidance Staff, Related Service Providers)</p>
<p>A parent survey will be created in order to customize meaningful activities that address the needs of our parent population. The parent survey will be designed to suggest and solicit desired parent workshop offerings as per the needs of the various school sites.</p>	<p>Parents of all student populations</p>	<p>October 2015</p>	<p>Administration, Parent Coordinator, Coaches, Data Specialist, School Coaches</p>
<p>Parent notifications of workshop offerings will include direct contacts for targeted audiences (i.e. English Language Learners, alternate/standard, grade bands, and individualized academic intervention programs utilized in specific classrooms),</p>	<p>Parents of specific student groupings based on workshop offering</p>	<p>October 2015-May 2016</p>	<p>Parent Coordinator, School Coaches, Instructional Lead Facilitators</p>
<p>The school will develop a “Family Fun Day” where parents will participate along with their children in workshops and activities for parents/students to build upon our sense of community</p>	<p>Parents of all student populations</p>	<p>By June 2016</p>	<p>Administration, Parent Coordinator, School Coaches, Instructional Lead Facilitators</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Per session/per diem funding will be allocated to support the development of workshops/activities</p>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

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

By February, 2016 there will be a 5% increase in parent participation as compared to 2014-2015 school year (minimum parent attendance at school events - 515)

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

**Section 6: Academic Intervention Services (AIS)**

**(Required for All Schools)**

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Functioning below level 3 on standardized exam in ELA Teacher observation of student overall class performance	SRA Kits DRA Great Leaps ELA Handwriting Without Tears Smile Wordly Wise 3000 Words Their Way Thinking Maps Unique Learning Systems Foundations Reading A-Z	Small group/one to one	daily during the school day
<b>Mathematics</b>	Functioning below level 3 on standardized exam	Think Central Math Steps Math Dashboard CMP3 Great Leaps Math Math Triumphs Thinking Maps Unique Learning Systems Touchmath	Small group/one to one One to one/Individual	daily during the school day
<b>Science</b>	Functioning below level 3 on standardized exam in Science (grades 4 and 8) Teacher observation of student overall class performance	BrainPop Unique Learning Systems	Small group/one to one	daily during the school day
<b>Social Studies</b>	Teacher observation of student overall class performance  Curriculum driven assessments.	BrainPop Unique Learning Systems	Small group/one to one	daily during the school day

<p><b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Inability of students due to problematic behaviors to give full focus to task Absences exceeding 10%</p>	<p>Counseling: Strategies for students to improve on-task duration Attendance Procedures: Strategy to minimize student absences through classroom and attendance teachers tracking of weekly student attendance Crisis Intervention provided as needed to at risk students IEP mandated counseling</p>	<p>Counseling Sessions individual/small group Attendance Teacher and Classroom Teacher initiate home contacts through telephone or home visits One to one with crisis intervention staff One to one/small group</p>	<p>During the school day Daily during the school day During the school day, as needed Services provided as per counseling schedule</p>
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## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

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

### Part 2: All Title I Schools

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

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

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

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

### Part 3: TA Schools Only

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

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

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

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

**Part 4: SWP Schools Only**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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**Parent Involvement Policy (PIP) Template**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. Public School 75 Queens, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. Public School 75 Queens will support parents and families of Title I students by:

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

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

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

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

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

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

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

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

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

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

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

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

## **III. Student Responsibilities:**

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>Robert E. Peary</u>	DBN: <u>75Q075</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>56</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
# of certified ESL/Bilingual teachers: <u>2</u>
# of content area teachers: <u>0</u>

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Out of the 506 students in P. 75Q, 162 are English Language Learners (ELLs) (32%). Of those ELLs, 81% receive alternate assessments and 19% receive standardized assessments. Our ELL population includes students from grades K-8 who are between the ages of 5 and 12 years old. The school services students with autism, intellectual disability, and emotional disturbance (ED). The languages spoken in our students' households include Spanish, Bengali, Urdu, Cantonese, Mandarin, Romanian, Punjabi, Arabic, Hebrew, Albanian, Portuguese, Japanese, Fukiense and Haitian Creole. Instructional methodologies that are used with our ELLs include The Cognitive Academic Language Learning Approach (CALLA), Total Physical Response (TPR) and the Language Experience Approach (LEA). We also use graphic organizers and QTEL (Quality Teaching for English Learners) strategies which focus on scaffolding techniques, and Applied Behavioral Analysis (ABA) to support our ELLs' learning. ABA strategies as well as TEACCH (Treatment and Education of Autistic and Related Communication Handicapped Children) include discrete trials and data collection to address the Individualized Educational Plans (IEPs) of the ELL students with autism. Technology is incorporated to provide additional support. Instructional materials that promote high interest, while relevant to students' backgrounds, academic needs and strengths are used to support ELLs. The ESL teachers together with the classroom teachers plan collaboratively for the levels of language proficiency and the skills of listening, speaking, reading, and writing in English.

The Supplemental Program utilizing Title III monies will be comprised of an after-school instructional program servicing 56 students from P.75Q -Main and P.75Q@ P.S. 239Q, and P.S. 75Q @239 Annex sites. The program will physically take place at the main site. The students selected to participate in the program scored Beginner on the 2014 NYSESLAT and therefore will benefit from supplemental literacy instruction in English.

The Supplemental Program will consist of 56 ELLs in 6:1:1, 8:1:1 and 12:1:1 class ratios in grades K-8. The focus of the supplemental program is to help students build skills in English in the four modalities of listening, speaking, reading, and writing. It will be a continuation of the school's curriculum, providing intensive support to enhance literacy skills. New Language Arts Progressions will be addressed, as well as English Language Arts Common Core Standards and ELA extensions in grades K-8. The supplemental instructional program will benefit our students as they will have ample opportunities to engage in receptive and expressive language through the use of differentiated hands-on activities, short stories read aloud by the teacher, and literacy through the use of computers. In order to achieve our goal of improving student performance, teachers will employ visual supports, Total Physical Response (TPR), small group instruction and whole group instruction.

Many of our students participate in other after-school programs. In order to allow more students opportunities to participate in the Title III Program, it will be divided into four 5-week sessions (two days per week with a total of ten meetings per session). It will be held twice a week on Wednesdays and Thursdays for two hours each day (from 3:30 p.m. to 5:30 p.m.) for twenty (20) weeks beginning in January 2015. Each session will have a different group of students in attendance. The first, second and third sessions will consist of two groups of students with 6:1:1 student-to-staff ratios. The first session will serve students in third and fourth grades; the second will serve students in fifth and sixth grades; the third session will serve students in seventh and eighth grades. The fourth session will consist of one group of 8:1:1 students (seventh and eighth grades) and one group of 12:1:1 (kindergarten through second grade) students. Each group will be taught by one ESL certified teacher and one paraprofessional. By the end of the program, 56 students (12 in the first session, 12 in the second, 12 in the third, and 20 in the fourth) will have attended ten 2-hour meetings of the Title III Program. A

## Part B: Direct Instruction Supplemental Program Information

member of the P. 75Q/Robert E. Peary administration will be present at each session for the duration of the program; however, the administrator's salary will be paid by another after-school program. Instruction will be delivered in English using ESL methodologies. Paraprofessionals will be assigned to each class with preference given to the students' languages within each group so as to provide native language support as needed.

The purpose of the supplemental instructional program will be to strengthen English as the primary language of communication in school for severely cognitively delayed students who receive alternate assessment. The Title III Program will be a continuation of the school's curriculum, but will provide intensive literacy development through the use of four different literacy programs. Utilizing programs for early language acquisition, the supplemental language after school program will increase the students' usage of receptive and expressive language in English. Instruction will be designed to target students' IEP communication and literacy goals each week. Homogeneous classes will provide for learning to occur at the student's functional level during whole class, small group and individual activities. This is in alignment with instruction provided to ELLs during the school day (e.g., ELLs receive direct instruction from their ESL teachers and they also receive direct instruction from special education teachers throughout the school day).

ELLs with severe cognitive and developmental disabilities have a difficult time generalizing skills and applying them in novel situations, in a variety of settings, and with a variety of people. P. 75Q plans to provide a means for ELL students to build and generalize their listening, speaking, reading, and writing skills in English for social interaction (ESL Standard 4) utilizing whole group, small group, and individual instruction during the after-school supplemental Title III program.

As mentioned, the Title III after-school program will utilize four different programs to improve literacy development. One of the programs of the Supplemental Instructional Program is the Unique Learning System. This program has been developed based on current research-based information that promotes access to standards-based learning and literacy instruction. "The Unique Learning System" suggests that reading instruction for students with significant disabilities follow a unit approach, which integrates many subjects into a theme. (Browder 2006) Research for students with mild disabilities has shown improved performance with a unit approach (Englert, Raphael & marriage, 1994; Mastropierie and Scruggs, 1994). Elements of an inclusive unit design include: 1. A central unit issue, 2. an opening motivator, 3. lessons that are linked to the theme, 4. source varied modes of student expression (Onosko & Jorgensen 1998). This format is also conducive to the varied needs of students with significant disabilities.

Another program we will be using is Voyager Passport Reading Program. Voyager Passport provides "direct, systematic instruction in each of the essential reading components (phonemic awareness, phonics, fluency, vocabulary, and comprehension) and is designed as an intervention program for students for whom the core reading program is not sufficient. The lessons are based on the latest scientific knowledge about effective reading instruction and are carefully designed to effectively and efficiently address each of the strategies and skills necessary for struggling readers." The instruction and activities in the voyager Passport Reading Program are predominantly delivered through small group instruction. Students will participate in activities ranging from pre-reading skills to reading comprehension.

Santillana Intensive Reading Program will also be an integral part of the Supplemental Instructional Program. "The Santillana Intensive English is a standards-based ESL/ELD intervention program designed to accelerate the development of social and academic language skills through content-based instruction." It can be used as a core program or supplemental to any basal reading language arts program. The activities in the Santillana Intensive English Program will vary from individual to small group instruction. The level of difficulty can range from naming pictures to retelling stories to predicting events.

Additionally, we will be incorporating The Edmark Reading Program into our instruction. The Edmark Reading Program "has been teaching struggling reading students to successfully read for over thirty years. The multimedia (Win/Mac) version received the Codie Award as the Best Special Educational Software Solution of 2002. Available in Win/Mac version or Print version, The Edmark Reading Program

### Part B: Direct Instruction Supplemental Program Information

is the 'one that works'." The activities in the Edmark Reading Program also will vary from individual to small group instruction. Students will participate in expressive language exercises which vary from internalization of vocabulary words to composing a story involving specific vocabulary. All four programs have been previously purchased by the school. Title III money will be utilized to purchase supplies to enhance learning activities. These include, but are not limited to, laminating machines for the two teachers to preserve materials, glue, markers, paper, Velcro and notebooks. Some examples of student tasks to be used in the after-school program are: Students participate in retelling a story on the plant cycle (such as Pumpkin, Pumpkin or The Carrot Seed) using picture cards with words to put the steps in the plant cycle in order and/or making a flip book of 4 pages with pictures and labels to show the four stages of growth of a pumpkin seed (e.g. seed, plant, flower, pumpkin) (aligned with New York State Alternate Assessment ELA extensions 11308 Grade 5 Reading). After listening to a story such as The Three Little Ducks or Have You Seen My Duckling? Students respond to the events they have heard in the story verbally and through other methods of communication (aligned with New York State Alternate Assessment ELA extensions 12108 Grade 3 Reading) such as pictures, picture symbols, and/or voice output devices.

### 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: \_\_\_\_\_ The PD portion of the Title III after school program will consist of three sessions for the Title III instructional staff. They will cover methodologies found in the above reading programs. Professional Development will take place on three separate occasions during the program. The PD will take place after school, on the Monday of the first week, the tenth week and the twentieth week of the program. They will be held at the main site. Each session will be one hour from 3:05 to 4:05 pm. Two certified ESL teachers, Luis Ortiz and Laura Di Gangi, will conduct the PD. The paraprofessionals and administrator will receive the training. The topic of the first training is assessment. It will consist of demonstration and utilization of the assessment tools to be used to determine the ELL student's present level of performance with regard to receptive and expressive language. The topic of the second training will be how to incorporate ESL methodologies and strategies into the existing curriculum. The topic of the third training is to discuss the results and analysis of assessments and how to use those results to further drive instruction. It will encompass the Response to Intervention (RtI) and the next steps to be taken after reviewing ELL student progress and/or lack of progress.

### 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: \_\_\_\_\_ Parent Involvement is paramount to the success of our endeavor. "To promote a healthy self-esteem of each and every child, early childhood education programs must be thoughtfully designed to serve both parents and children-or the more so for those who speak a language

## Part D: Parental Engagement Activities

other than English at home (Helen Nissany, 1961).”

“Research has indicated that parental involvement is correlated with increased academic performance, especially in schools with a high percentage of culturally and linguistically diverse populations (Henderson and Marburger, 1987).”

In alignment with instructional staff training, parent workshops will convene to demonstrate the programs for the purpose of familiarizing the parents with them and increasing home participation with the learning methodologies.

The parent component of the Title III supplemental program will consist of four separate parent engagement workshops. The workshops will take place on Tuesdays from 3:05 p.m. to 4:05 p.m. during the first week of each 5-week institute. Luis Ortiz and Laura Di Gangi, certified ESL teachers, will conduct the workshops. The workshops will serve as an informational meeting where the ESL teachers explain the program and its components and benefits to the parents of students participating in each institute. Parents will be given strategies and tips on how to support and increase their students’ learning at home. Parents will also be invited to attend the ten meetings that their child will be participating in.

Information regarding the Title III Program will be provided via letters sent home, telephone contact and parent meetings. All letters will be translated into the parents’ native languages and interpreters will be available for telephone conversations and parent meetings. The school addresses the needs of parents to communicate in their native language through the use of the Department of Education’s Translation Unit. Ample opportunity and time will be provided to convey concerns in order to promote communication and participation by parents from different cultural backgrounds. Training will be provided to encourage effective parental participation in school activities, home activities, and to support the acquisition of literacy skills, learning assessments, standards and achievements of goals.

## Part E: Budget

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

Allocation Amount: \$17232

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>Per session</li> <li>Per diem</li> </ul>	<u>\$13508.30</u>	2 ESL teachers X 2 days per week X 2 hrs per day X 20 weeks X \$50.50 = <u>\$8080</u> 2 paraprofessionals X 2 days per week X 2 hrs per day X 20 weeks X 29.05= <u>\$4648</u> Professional Development Component: 2 ESL teachers 3 sessions X 1 hr @ \$50.50 = <u>\$303</u> 2 paraprofessionals x 3 sessions X 1 hr x \$29.05 = <u>\$174.3</u> Parent Involvement Component: 2 teacher trainer X 3 sessions X 1 hr X \$50.50 = <u>\$303</u>
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	_____	_____

**Part E: Budget**

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

Allocation Amount: \$17232

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	<u>3821.70</u>	Classroom supplies: <u>notebook paper 10 @ 24.19 = 241.90</u> <u>copy paper 2 @ 24.99 = 49.98</u> <u>pencils 50 @ 6.39 = 319.50</u> <u>crayons 20 @ 4.99 = 99.80</u> <u>colored markers 20 @ 20.99 = 419.80</u> <u>glue sticks 15 @ 10.99 = 164.85</u> <u>velcro 15 @ 24.83 = 372.45</u> <u>notebooks 60 @ 2.49 = 149.40</u> <u>chart paper 10 @ 8.99 = 89.90</u> <u>construction paper 10 @ 7.33 = 73.30</u> <u>folders 6 @ \$4.99 (10 pack) = 29.94</u> <u>printer ink 10 @ 86.99 = 869.90</u> <u>laminating machine 2 @ 159.99 = 319.98</u> <u>laminating sheets 25@15.79 = 394.75</u> <u>cleaning wipes 5 @ 6.99 = 34.95</u> <u>scissors 10 @ 6.09 = 60.90</u> <u>books = 130.40</u>
Educational Software (Object Code 199)	-	_____
Travel	_____	_____
Other	<u>\$250.00</u>	Refreshment for parents
<b>TOTAL</b>	<b><u>\$17580</u></b>	_____

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

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

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

## Part I: School ELL Profile

**A. School Information**

District <b>75</b>	Borough <b>Queens</b>	School Number <b>075</b>
School Name <b>Robert E. Peary</b>		

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

Principal <b>James Thorbs</b>	Assistant Principal <b>type here</b>
Coach <b>Joy Mulvey</b>	Coach <b>Theresa Falivene</b>
ENL (English as a New Language)/Bilingual Teacher <b>Luis Ortiz</b>	School Counselor <b>type here</b>
Teacher/Subject Area <b>Laura Amari (ENL)</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Rossie Ramosl</b>
Related-Service Provider <b>type here</b>	Borough Field Support Center Staff Member <b>type here</b>
Superintendent <b>type here</b>	Other (Name and Title) <b>type here</b>

**C. Teacher Qualifications**

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

Number of certified ENL teachers currently teaching in the ENL program	<b>5</b>	Number of certified bilingual teachers <b>not</b> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>1</b>
Number of certified ENL teachers <b>not</b> currently teaching in the ENL program	<b>0</b>	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	<b>0</b>	Number of special education teachers with bilingual extensions	<b>1</b>

**D. Student Demographics**

Total number of students in school (excluding pre-K)	<b>542</b>	Total number of ELLs	<b>173</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

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

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

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	173	<b>Newcomers</b> (ELLs receiving service 0-3 years)	46	<b>ELL Students with Disabilities</b>	173
<b>SIFE</b>	1	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	112	<b>Long-Term</b> (ELLs receiving service 7 or more years)	15

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	46		46	112	1	112	15		15	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 7

## 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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

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

\* EP=English proficient student

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

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

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

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

Number of students (students fluent in both languages): _____	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	9	9	7	11	35	11	18	6	13					0
Chinese	0	2	0	1	1	1	0	0	0					0
Russian	0	0	0	0	0	0	0	0	0					0
Bengali	2	4	4	5	3	1	1	3	2					0
Urdu	0	0	2	0	1	2	0	0	0					0
Arabic	0	2	1	0	0	1	0	0	0					0
Haitian					2									0
French	0	0	0	0	0	0	0	0	0					0
Korean	0	0	0	0	0	0	0	1	0					0
Punjabi	0	0	0	1	0	0	0	0	0					0
Polish	0	0	0	0	0	0	0	0	0					0
Albanian	0	0	0	0	0	0	1							0
Other	1	2	1	2	0	0	1	3	0					0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)	9	12	13	18	37	16	17	12	13					0
<b>Emerging</b> (Low Intermediate)		2	1	1	4		3		1					0
<b>Transitioning</b> (High Intermediate)		3			2		1		1					0
<b>Expanding</b> (Advanced)	2	2	1	1	1									0
<b>Commanding</b> (Proficient)	1													0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT 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	3				0
4					0
5	3				0
6	4				0
7					0
8					0
NYSAA	2	4	43	5	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	1								0
4									0
5									0
6	1								0
7									0
8									0
NYSAA	1		5		29		5		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)	1				9		2		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 Exams				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
 The assesment tools our school uses to assess the early literacy skills of our ELLs are ECLAS-2, FAST, SANDI and Scantron. These assessments are designed to help students reach educational standards. The results help teachers clearly define meaurable goals, pinpoint objectives that need to be reviewed and assess their needs to modify instruction. Other forms of assessment, such as checklists, are also used. These checklists include the following: data that appraises the student's knowledge of numbers, letters, colors, basic commands, etc., i.e. FAST, reading comprehension, writing skills as well as an inventory of English structures used by the teacher to develop contextualized activities. Datafolios that contain samples of student work will be used to monitor students' progress over a period of time.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 The results of NYSESLAT show that the focus for most of our students needs to be reading and writing. Data application and analysis of class profiles indicate that the majority of our ELLs are at the entering level of English proficiency.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
 Our school uses information from the Annual Measurable Achievement Objectives (AMAO) to prepare an action plan in order to help students who are not meeting these objectives. The data reveals that most of our students need help in reading and writing. Students who are not meeting these objectives will participate in the Title III supplemental program. The purpose of Title III will be to strengthen English as the primary language of communication in school for severely cognitively delayed students.
- 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?

The majority of our students are performing at the entering level of proficiency needing the most support in reading and writing. As we do not have a TBE or DL program, students are not formally assessed in their native language. At this time we do not participate in ELL periodic assessments.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.]  
The ENL teachers work closely with classroom teachers who use SANDI in order to guide the instruction in their classrooms. The ENL teachers work with their students with their SANDI goals in mind. Within the RtI framework, data is analyzed and instruction is designed to target areas in need.
6. How do you make sure that a student's new language development is considered in instructional decisions?  
Most teachers in our organization have been trained in Jose P. They are versed in strategies that help students develop the necessary skills in order to become fluent in the target language. Classrooms are also equipped with home language books. Teachers attend different PDs offered by the District 75 Office of English Language Learners. Some of the strategies ELL teachers are using include:
  - Be observant and notice what ELLs are interested in, what they might want to talk about, and what they know.
  - Select a conversation topic that is meaningful to children. Their choice of a toy or a play area signals their interest.
  - Learn how to read the meaning of gestures and facial expressions.
  - Using actual names of people and objects rather than pronouns during instruction.
  - Talk about topics in the present.
  - Utilizing visual supports to facilitate language development.
  - Incorporating TPR and the Language Experience Approach into instruction.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the target language?
  - b. What is the level of language proficiency in the target language for EPs?
  - c. How are EPs performing on State and other assessments?

Our school does not offer a dual language program at this time.
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).  
At the end of the school year, ELL staff review the materials used with ELLs to see what is showing progress. Then LAP team meets with administrators to discuss what materials are working and to plan for future materials, if necessary. Additionally, we analyze data taken from SANDI, NYSAA and NYSESLAT to monitor student progress. At the present time, materials and programs used for our ELLs are meeting their needs and parent request of programs.

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.  
Upon student entry (within 20 days,) Luis Ortiz (Spanish and English), Laura Amari(Italian and English), Concita Britto, (Portuguese, Spanish and English), and Patricia Nelson (English) certified ENL Teachers, discuss the home language identification survey (HLIS) with the parents and the following steps to determine their child's eligibility. Also, ENL teachers conduct an informal interview with the parents and student in English and the home language, if necessary. If the parents prefer a language other than one represented by an ENL teacher, other in-house bilingual staff members and/or the DOE Interpretation and Translation Unit, are utilized during the informal interview. Then the Language Proficiency Team (LPT) determines if the student should take the NYSITELL by reviewing the results of the HLIS and the student history of language used at home and in the school or community. The Spanish LAB is only administered if the Spanish speaking ELL does not test out of the NYSITELL.
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).  
Schools have 30 days from initial enrollment to make an initial SIFE determination. Determining students' SIFE status begins at the time of the completion of HLIS when the parent is asked to indicate prior schooling. If it is known that the student has had interruption in their formal schooling, our school proceeds with the SIFE identification process. This includes an oral interview questionnaire
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).  
NYSITELL eligibility for students entering school with an IEP must be based on the determination of the Language Proficiency Team. This team consists of the following people: a school administrator, ENL teacher, related service provider (preferably a bilingual school

psychologist, if available) and the student's parent. A qualified interpreter of the language or mode of communication the parent best understands must be present at each meeting of the LPT. This process takes place within 20 days of admission. If it is determined that the student should take the NYSITELL and the student is identified as an ELL, he or she is immediately placed in an appropriate ELL program.

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

Entitlement letters are done during IEP meetings and at CSE.

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

Parents are informed that if they wanted to appeal ELL status, they are to fill out a written request form within 45 school days of enrollment. The school will then initiate a review of ELL status determination upon receipt of written notice.

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 ELLs are discussed with parents during the Educational Planning Conference at the CSE level. Then the ENL teacher and the parent coordinator discuss the ELL program with the parents. They also discuss The Supplemental Program (Title III) that is offered in our organization and all the services that the school offers to parents and students including language and interpretation services. Parents are notified in English and in the language they understand of their child's placement in bilingual or free-standing English as New Language Program (ENL) and their options. The purpose of this notification is to discuss and explain further the nature, purposes and the education value of the program. Options are also discussed during orientation, placement and during Parents/Teachers' conferences. Parents also receive a full and clear explanation of the different programs available for their children: Transitional Bilingual Education (TBE) Programs, Dual Language Program and Freestanding English as a New Language (ENL). It will help parents to come to an understanding of each program and, therefore, decide which program will benefit their children best.

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.

Parents are notified during CSE, IEP meetings and orientation.

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

Parents are notified during CSE, IEP meetings and orientation

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

Parents are notified during CSE, IEP meetings and orientation

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

All ELLs related documents are kept in each student cumulative record. In addition, school and ENL teachers keep a binder with all their documents. These documents include, Home Language Identification Survey, NYSITELL and NYSESLAT results, the LPT NYSITELL determination forms, and parents' annual individual meetings log sheets.

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.

-First, we review the RLER, BESIS, and other ATS reports to check students who are eligible to take the NYSESLAT and we keep on checking the reports every single day to make sure all students are tested including new ones. One of the ESL teachers attend all mandatory workshops and training available prior to the beginning of the test and then all other pedagogues involved in administering portion of the NYSESLAT are trained. Then:

-We make up grouping and scheduling for each modality, Speaking first

-We make sure each student is tested on correct grade level based on the NYSAA birth chart

-The ESL teacher's will meet to assign which teacher's will pair up to test students on Speaking section

-Teacher's will then test the three sessions of NYSESLAT to their students according to the grouping and scheduling

-Teachers use a tracking sheet to ensure that all students are administered the NYSESLAT

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

Parents are notified during CSE, IEP meetings and orientation.

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).

Our school makes every effort to stay in contact with ELL parents from administering the Home Language Survey to informing them of their child's eligibility for ELL services to collecting the forms to indicate the parent program choice for their children. Based on the

parent survey, parents have all requested Freestanding ENL program for their children. At this time, P75Q has a Stand alone and Integrated ENL program. Parent options are done at CSE and it reflects on the parent options screen.

## 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.

The school follows the Integrated and Stand Alone ENL methods of instruction. Students are instructed in homogenous groups according to their continuum classification, age range and proficiency level. All students receiving ENL services are either at the Entering, Emerging, Transitional, Commanding, and Expanding Level of Proficiency. Students are grouped in self contained classes with 6:1:1, 8:1:1, 12:1:1 student to staff ratios according to their IEP. Additionally we have ELLs in inclusion programs who sit in general education classrooms.
  - b. TBE program. *If applicable.*

Our school does not offer a TBE program at this time
  - c. DL program. *If applicable.*

Our school does not offer a DL program at this time
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Our ELLs are scattered across the classroom settings of 6:1:1, 8:1:1 and 12:1:1 and inclusion throughout different sites. ELLs receive the number of units of ENL required by CR Part 154 based on their grade and proficiency levels. Students receive both integrated and stand alone ENL service by one of our NYS certified ENL teachers. ELA is provided by NYS special education certified classroom teachers. We do not have a TBE program, therefore do not provide HLA.
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.

The ENL teachers together with the classroom teachers plan collaboratively in the development of lesson plans for the levels of language proficiency and the skills of listening, speaking, reading and writing. Activities are differentiated based on students' proficiency level. The use of technology, music and visual cues are all incorporated to help students succeed. Content area instruction uses ENL methodologies. Classroom teachers adapt curriculum in order to meet the needs of students with severe disabilities. All attempts in planning will be made to formulate a Bilingual class whenever possible and appropriate. The certified ENL teachers utilize an Integrated ENL and Stand Alone model of instruction and work together with the classroom teachers to plan collaboratively in the development of lesson plans for the level of language proficiency and the skills of listening, speaking, reading and writing. Students are supported throughout the day via an Academic Intervention Services (AIS) program, Instructional Technology, Visual Arts Enrichment, and with differentiated instruction and tutoring with emphasis on specific skills in reading and writing. Language support may include explicit vocabulary instruction (i.e. pre-teaching and contextualizing vocabulary) and scaffolding writing activities. The use of technology is included to give students additional instructional support. Multi-sensory and multi-cultural materials are infused throughout all aspects of instruction
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

The first step we make is to determine the ELLs literacy backgrounds in their home language. Teachers use predictability logs to make these assessments. They can also use nontraditional assessments, such as checklists and observations, to determine ELLs' literacy strengths and needs. Knowledge of ways to assess ELLs literacy development accurately can help classroom teachers determine instructional lessons and interventions so that all students make real progress towards literacy. At this time P75Q does not have a bilingual classroom; however, bilingual related service providers and alternate placement paraprofessionals assist student and, informally, do assessment to measure students' academic skills in their home language. Alternate placement paraprofessionals work close with the teachers to measure academic and behavior progress of ELLs.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

We constantly expose our students to activities and lessons where all four modalities are evaluated. Students are grouped according to their English proficiency level and are encouraged to fully participate on all activities prepared by classroom and ESL teachers. ELLs are given ample opportunities to practice all 4 modalities by engaging them in discussions about familiar topics, answering factual and inference questions after a read aloud story and writing a sentence or paragraph (based on their abilities and writing skills) about a story read in class or about a topic of their interest. During a lesson, students are given ample opportunities to express their thoughts. Their ideas are listened and respected. For students who are non-verbal, visual and auditory impaired we use assistive technology to accommodate their needs.

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

SIFE: P75Q's plan will encourage and guide students both academically and socially, supporting their linguistic and cultural appreciation. In addition, it will integrate students' native language as a tool to support strong ELA acquisition. Services available for any newcomer or SIFE students include tutoring, community awareness activities, support of home language, and nurturing environment to facilitate language production, and technology. Students will be placed into our program based on IEP mandates and will receive all services specified with IEP. Students will be integrated into classroom settings based continuum mandates for class size and age as per NYS regulations. Instruction will be differentiated both inside of the class setting and within the framework of ENL instruction. For newcomer ELLs, we utilize strategies such as TotalPhysical Response and small-group instruction. With developing ELLs, we use a great deal of technology to support literacy development. Long term ELLs will continue to be supported through the communication and technology components of their educational programs. Long term ELLs are entitled to all AIS services. We currently do not have any former ELLs, but in the event that we do, they will receive 90 minutes of integrated ENL service for 2 years.

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

Between 6 and 12 months after the re-identification has been established, the principal reviews the Re-identification Process decision to ensure the student's academic progress has not been adversely affected by the determination. This is done as he consults with qualified staff members, parents, and the student. If after this is done, the principal believes that the student has been adversely affected by the determination, then he provides additional support services to the students as defined in CR Part 1554-2.3 and may reverse the determination within the 6 to 12 month period.

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

The ENL teachers use many instructional strategies and grade level materials to provide our students with access to academic content area and to accelerate English language development. Some of the strategies include, modeling, differentiation of instruction, thematic teaching, visual tools, repetition, and the use of high thinking techniques such as comparing and contrast. In order to better support our English Language Learners to achieve their highest potential and get the most out of their learning experience, the ENL teachers combine their materials with the classroom teachers materials when planning rigorous instruction that includes the common core standards. We use all different strategies to help students achieve their maximum in all 4 modalities. Materials used to help our ELLs include, the Unique Learning learning System Program for reading and writing, Santillana, and grade level books which we modified to our students level of reading proficiency.

Our school uses the Unique Learning System program to work with our ELLs. It is a web based program with a full curriculum that is aligned with common core standards. There is a curriculum across 3 grade band, early childhood, elementary, middle school, and intermediate that each ENL teacher in our school uses according to the grades of their students. This program is used specifically for our alternate assessment population.

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?

All students in P75Q are categorized as special need students. Our students are placed in the least restrictive environment based on IEP mandates. Because of this, our students have special instructional concerns for both ELL and a diagnosed disability. The schools utilizes itinerant ENL teachers servicing students throughout 8 sites locations in the school organization. Students are given ENL services as a part of their special placement due to their disabilities. Curriculum is enhanced with ENL programs designed to improve students second language skills. Students are grouped by functional abilities (proficiency levels) to maximize instructional focuses. Teachers schedules are adapted to maximize instructional time while servicing 182 students over 8 sites. Due to the nature of the handicapping conditions, our students are required to be in a self-contained classroom in

Chart the least restrictive environment possible. The only time our non-inclusion, ELL students from PS 239, 254, and 276 would be spending time with their non-disabled peers would be during mealtimes (breakfast and lunch) and dismissal. Alternate placement para's work with our bilingual ELL's and stay with them throughout the day. In addition, they will receive ENL instruction by Stand Alone and Integrated ENL method. Our inclusion students from PS. 239, PS 88, and IS 93 spend the day in the classroom with their non-disabled peers. The ENL teacher will use Stand Alone ENL model and work in groups or with individual students.

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

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

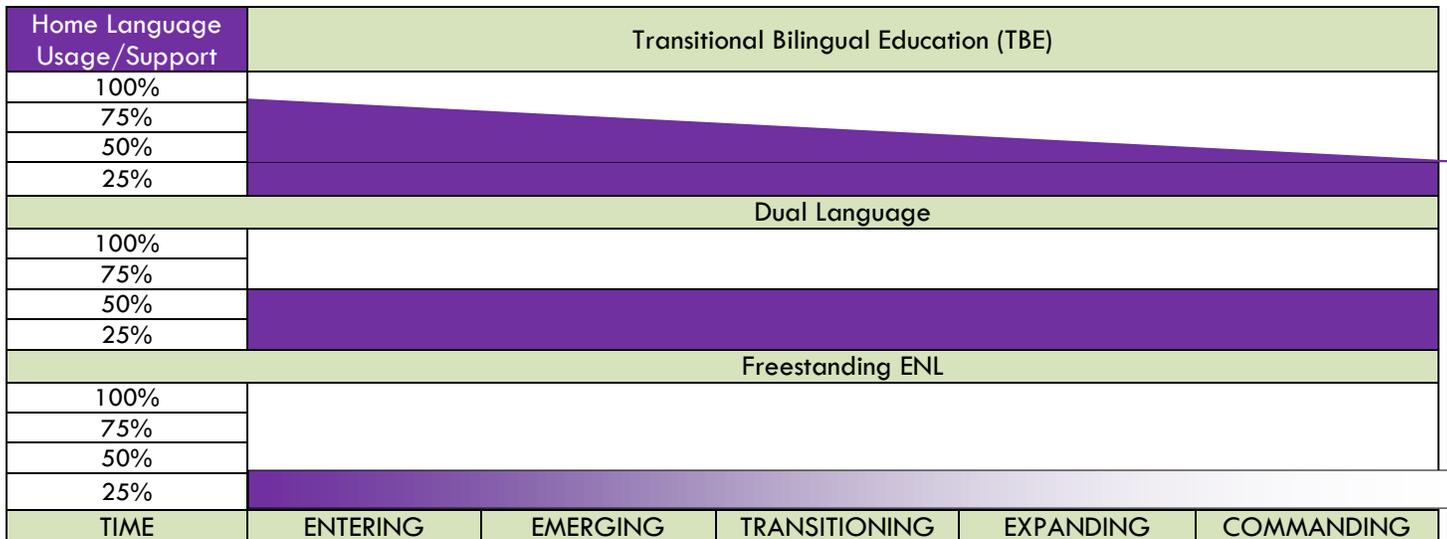


\*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

**Home Language Usage and Supports**

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



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Content Area Instruction: Math, Social Studies and Science are taught by special education classroom teachers in English. Supplemental materials are utilized in the child's home language to promote learning and understanding of difficult concepts. Language development and subject area teaching/learning are critical to the success of ELLs. P75Q practices to support our ELLs Cognitive Academic Proficiency include: an emphasis on data-driven instruction, a well-trained staff to address the unique needs of ELL students, and consistent language support services across all grade levels as well as a meaningful curriculum aligned with state standards and assessment. Staff are supported by sustained job embedded professional development. ELLs are grouped by level of English language acquisition, (entering, emerging, transitioning, expanding, and commanding levels), to facilitate instruction. Content Area Instruction follows NYS Common Core Standards. Through the Integrated ENL model, the ENL teachers team with the classroom staff to focus on oral and written language development in English. Positive reinforcement, as well as behavior management techniques is applied through a functional communication approach to learning, via Applied Behavior Analysis (ABA). All subject areas are taught in English, through ENL methodologies by special education teachers who have completed the mandated 10 hours of Jose P. ENL training. Scaffolding techniques are used in Content Area Instruction to elaborate and expand on students' language. Mayer-Johnson symbols are also used on picture boards. Students in Alternate Placement are provided with home language support from a paraprofessional who speaks the student's home language, as well as English. P. 75Q has been using an ENL Program, which provides students with the opportunity to learn Cognitive Academic Language Proficiency (CALP) that focuses on language necessary for academic success in the content areas. Example: The classroom environment, in which ENL is taught through mathematics content, has been carefully structured so that second language acquisition can occur. Instructional activities promote second language development through a natural process that focuses not on language, but on communicating the concepts and applications of mathematics. Lessons teaching new concepts in mathematics focus on the use of manipulatives, graphics and concrete materials to clarify and reinforce language meanings through mathematics. Instructional activities build on students' real-life experiences as well as prior knowledge. The use of technology is incorporated into ENL and content area instruction to provide students with additional support. Students who score Commanding on the NYSESLAT are placed in a monolingual classroom and are supported with Integrated ENL instruction by the ENL teacher for the first two years for 90 min. per week. Test accommodations for former ELLs include: time extensions, separate locations and/or small group administration and read aloud
- English Language Arts: Literacy instruction follows the NYS Common Core Standards, NYC Balanced Literacy Program, and Teachers College workshop model which is supported by classroom libraries including an assortment of multicultural books and the use of technology.
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 are currently using the Unique Learning System curriculum which is standards-based for students with significant disabilities. Unique Learning System has been developed based on current research-based information that promotes access to literacy instruction. It meets the needs of our children through the intensive individualized instruction it provides through explicit lesson plans. The students work toward alternative achievement standards for grade level content. Our students love the beautiful pictures in the stories and current events they learn in fun ways through New-2-You. Unique Learning System is the only online, dynamic, standards-based curriculum specifically designed for special learners. Monthly instructional thematic units of study are downloaded directly from the website. Each unit contains 30 lesson plans and downloadable materials that teachers can readily implement into classroom learning activities. All materials are created using SymbolStix graphics. The unit lesson plans define three levels of differentiated tasks to accommodate the diversity of learners with significant disabilities. This program keeps up with Common Core and state standards. All assessment data is stored on the n2y secured website which allows for students' learning outcomes to be monitored and tracked over time. The GPS includes the following individual assessment: Profile: include a student's current abilities in their grade-level academic profile. Benchmarks: collect data and monitor progress in selected areas of reading, writing, and math. Checkpoints: provide pre-assessment and post-assessment measurements of monthly unit content and skill learning. Core Rubrics: Address transition readiness skills in the areas of employability, communication, self-advocacy, daily living, and social strategies. Transition Planning: Facilitate future planning for High school and Transition-aged students. Data is reviewed twice a month and it helps us (ENL Teachers) to determine the progress of our ELLs. Based on the data and our daily observation of our students, this program is helping our ELLs succeed in all 4 modalities (Speaking, reading, Listening and Writing.) Our ELLs are able to identify and use new vocabulary words, communicate their needs during lessons and interact with their classmates.
12. What new programs or improvements will be considered for the upcoming school year?
- We are considering using Highlights magazine to assist us in instruction. We expect that this publication will be beneficial for our students as there is a bilingual component, the stories are at an appropriate level for our struggling readers and are also of high-interest.
13. What programs/services for ELLs will be discontinued and why?
- No programs will be discontinued at this time.

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

Our school makes every effort to provide the best possible experience for our students. School offers an orientation for prospective and incoming students. Parents are presented with the spectrum of services we offer. This includes all instructional and related services and other support services that compliment students' well being and success at school. Students are supported by all staff and are integrated to all the programs available in the school including after-school programs. All ELLs are invited to participate in our Title III program. This supplemental instructional program provides much needed additional services to our students as they have ample opportunity to engage in activities including hands-on, short stories read aloud, and literacy through the use of computers. 75Q plans to provide a means for all ELLs students to build and generalize their listening, speaking, reading and writing skills in English for social interaction. ELLs are also invited to participate in CHAMPS after-school program, as well as an after-school culinary program.

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

The "Write" Way to Read

- Santillana – K-5 (ESL) Intensive English Kit – Level "K"
- Big Books – an assortment of in both Spanish and English
- Simple Addition Instant Learning Center
- Foam Dice (for practicing math operations, probability and place value)
- Linking Cubes (to build skills in basic math operations, measurement and graphing.)
- Hardwood Pattern Blocks
- PECS
- Sight-Word Readers – Level 1-3
- Mayer-Johnson Symbols
- Edmark Reading Program
- "Avenues" Vocabulary Builders set – Hampton Brown
- "Smart Talk" Interactive language Acquisition Station
- 10 Minutes to Better Reading – CD plus book set
- .LinguiSystem: Picture Stories and Language Activities

Things I can Say and Do – Autism/PDD

Functional Vocabulary Kit

Unique Learning System

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

Use of Home Language: An array of culturally relevant materials, on a variety of levels, is used to encourage students to maintain and value their home language and culture. Thus, helping students to develop a sense of pride, as well as helping students build skills and strategies that will transfer into English. Although we do not have a TBE or DL program, home language support is provided by alternate placement paraprofessionals, where applicable.

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

English Language Learners receive required services and resources a per their IEP. Required related services include PT, OT, Speech, counseling, Alternate Placement paraprofessional as well as crisis and health paraprofessionals.

ELLs are continuously evaluated to ensure that the level of support service they are receiving is appropriate for their needs. As ELLs advance and acquire more skills in whatever area they are getting support in, the services decrease. For instance, there are ELLs who required speech therapy 2X30X1, but as they develop their language skills, mandates are reduced to 2X30X3 and the same thing happen in other areas.

Additionally, materials (both purchased and teacher-made) are differentiated and adapted to be age-appropriate, despite instances when students' cognitive abilities do not closely correspond with their age level.

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).

P75Q ensures that all ELLs feel welcome and comfortable in their new environment. We believe that it is very important to have an orientation with the ELLs and their parents. Parents of ELLs can provide vital information that ENL teachers as well as classroom teachers, and content areas teachers can use to better serve them. During the orientation, ELLs get to meet some of the staff members that will be working with them and get familiar with the school building. Throughout the year, ELLs continue being involved in different activities to help them succeed and thus achieve their goals. Some of the activities include, games, group meetings, trips, and after school program. Some of the staff members involved include counselors, parent coordinator, classroom and ENL teachers and related service providers.

19. What language electives are offered to ELLs?

At this time, P75Q is not offering any language electives to our ELLs.

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)?

**P75Q does not offer dual language program at this time.**

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
On-going professional development is necessary to consistently instruct staff on using ENL strategies and methodologies as well as the implication of the Language Allocation Policy. Every Monday we have an extended day. This extra time is used for the ELL department to meet, collaborate, discuss best practices and learn from each other. As teachers attend professional development workshops, they will turnkey what they have learned to the other ENL teachers during this time. Over the course of the school year, topics that we plan to cover are: collaborative team-teaching, supporting language development through content instruction, preparing students for the NYSESLAT, incorporating technology into instruction.  
All staff members are encouraged to attend professional development workshops provided by the District 75 Office of English Language Learners as well as DELLSS. ENL teachers subscribe to the DELLSS weekly and are made aware of PD offerings.
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?  
All staff assigned to ELL students receive their mandated professional development through web-casting and by attending professional development given the District 75 Office of English Language Learners and DELLSS. Workshops provided by these two entities incorporate CCLS-aligned instruction, such as teaching core vocabulary and questioning techniques. Resources and skills that are gained from participation in these workshops will be turnkeyed during the ELL department's weekly meetings.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
One of our ENL teachers (Luis Ortiz) works closely with Mr. Gamal who is the Guidance Counselor responsible for helping students and parents during the transition from elementary, middle and high school. Mr. Gamal has trained Mr. Ortiz in strategies to help students transition smoothly between elementary and middle school. Some of the strategies that are used include using social stories and frequently discussing and validating students' anxieties before the transition so that they are emotionally prepared. We have orientation for parents and students as well as one-on-one conversations with them.
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.  
School ensures that all staff working with our ELLs receive 15% of the required professional development hours for all teachers working with ELLs and 50% for our English as New language teachers. Teachers attend District 75 City-wide ELL workshops and meetings. They also maintain contact with the District 75 ELL coaches and director regarding issues of compliance and instruction. During the 2015-2016 and 2016-2017 school year P. 75Q's Professional development plan includes issues pertaining to the instruction of ELLs, such as language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. P. 75Q teachers and paraprofessionals who serve ELLs are supported through coaching services and are encouraged to attend district, city and state wide professional development focusing on the education of ELLs such as: Jose P. All teachers participate in mandated Jose P. ESL training. All documents regarding Jose P Compliance are maintained with the school (office files and ELL Compliance Binder). The PD's help teachers understand how ELLs learn and what different strategies they can use to support their academic growth in different subject areas. During the PD's, we talk to teachers about the benefits of using graphic organizers to help ELLs fully participate in reading and writing discussion and activities during lessons.

### C. Parental Involvement

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

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

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

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.  
(2) All records pertaining to the annual individual meetings with ELL parents are kept in a binder in the main office. Also, each ENL teacher keeps a binder for their students. Information is also kept in ATS (iLog).

(3) Through the school's Parent Coordinator and the ESL teacher, P.75Q will offer parents of ELLs ongoing information in their home languages. Ample opportunity and time will be provided to convey concerns in order to promote communication with and participation by parents from different cultural backgrounds through orientations, IEP meetings, Parent Teacher conferences, Parent Association Meetings, and workshops. Workshops will be provided to encourage effective parental participation in school activities, home activities, and to support the acquisition of literacy skills, learning assessments, standards and achievement of goals.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? The Parent Coordinator and the ELL teachers work closely to offer parents of ELLs ongoing information in their home languages. Parents continuously receive phone calls and letters in order to keep them informed about upcoming events. ESL parents workshops are conducted to monitor and enhance parent involvement. Parents of ELLs have been actively involved in various workshops organized by the parent coordinator. This school year we are continuing offering parents workshops to give them support and we will be working with different agencies and inviting guests speakers to talk to the parents about different topics of concern. Through the parent's Coordinator, the school is presently working with several agencies and organizations to offer informative workshops on important topics and issues of interest to all parents. Translation in the parents home language is always offered at the workshops. The school will be contacting agencies to offer information specifically to our ELLs parents. Some of the agencies and organizations that our school partner with include, New Horizon Counseling Center, Cornell university Health/Nutrition programs, Mercy Drive, PT/OT Services Agency, Resources for Children with Special Needs, Inc. among others.

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

Through the school's Parent Coordinator and the ESL teacher, P.75Q offers parents of ELLs ongoing information in their home languages. Ample opportunity and time will be provided to convey concerns in order to learn about the needs of the parents and to promote communication with and participation by parents from different cultural backgrounds through orientations, IEP meetings, Parent Teacher conferences, Parent Association Meetings, and workshops. The Parent Coordinator is in charge of surveying parents to determine their needs and to see that they are being met through various workshops and meetings at the school. Parents are provided with interpreters in their home language to ensure they are fully involved in all school events.

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

P75Q ensures that ELL parents are provided with workshops that are informative and important to them. Parents are given ample opportunities to express their concern and to talk about topics they would like to learn more about. As mentioned above, the Parent Coordinator surveys the parents' needs and sees that the activities planned are aligned with the findings.

### 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: **Robert E. Peary**

School DBN: **75Q75**

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)
James Thorbs	Principal		
Christine Breyer	Assistant Principal		
Rosie Ramos	Parent Coordinator		
Luis D. Ortiz	ENL/Bilingual Teacher		
Deyanira Aguilera	Parent		
Laura Amari (ENL)	Teacher/Subject Area		
	Teacher/Subject Area		
Joy Mulvey	Coach		
Theresa Falivene	Coach		
Joanna Beckles	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: **7** School Name: **P. 75Q/**  
Superintendent:

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

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

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

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

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

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

The school determines the primary language spoken by each parent by reviewing Part 3 of the student home language survey forms, emergency cards and ATS reports. Language needs are compiled and maintained by the parent coordinator and the ESL teacher who work closely together to ensure that translation/interpretation needs of parents are met. P75Q hires staff members who are bilingual specifically in the area of parent outreach and who are utilized as parent translations and assist in interpretation at all parent meetings.

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

The parents' preferred languages for both written and oral communication include: Spanish, Arabic, Russian, Bengali, Chinese, Urdu, Korean, Albanian, Dari/Farsi, Punjabi, Mandarin, Nepali, Polish, Japanese, and Amharic

## Part B: Creating a Communications Calendar

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

P75Q routinely translates and sends out written correspondences to parents in all preferred languages provided by the Translation and Interpretation Unit. Staff are utilized to provide interpretation and translation in other languages. The documents include: calendars, parent-teacher conference announcements (fall and spring), after-school program information (fall), New York State testing dates (spring), holidays and school closing announcements (as needed), letters from the school leadership and other school events such as PTA announcements, parents' workshops, school carnival, movie night, etc. Translated documents are distributed to parents a week or two prior to the events.

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

Formal face to face meetings our school has during the year include: IEP meetings (once a year per student) and parent-teacher conferences (fall and spring). Informal interactions include: attendance teacher phone calls to parents, guidance counselors to discuss students' progress and behavior. These take place at various times throughout the year, as needed.

## Part C: Providing Language Assistance Services

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

Our school meets identified translation needs for all documents issued to parents by our in-house school staff and the translation and interpretation unit. Our Language Access Coordinator (LAC) on staff contacts the translation/interpretation Unit to ensure that all documents are properly translated.

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.

P75Q meets identified interpretation needs for IEP meetings, Parents' orientation, parent-teacher conference and any other event in our school by our in-house staff and the over-the phone translation and interpretation unit.

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

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

P75Q ensures that all staff member are aware how to use translation services and the over the phone interpretation service by putting poster around the school, send e-mail to teachers, and staff meetings.

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

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

##### Checklist of Notification Requirements

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

P75Q will comply with Chancellor's Regulations A683 by ensuring that parent home language needs are ascertained through the pupil accounting secretary and shared with the parent coordinator, ESL teacher, and school staff. Parents are notified in their home language of the "Bill of Parental Rights and Responsibilities." Postings are prominently displayed at the entrance to the school notifying parents of language assistance available in the school. Written correspondence is in the parent home language. Interpretation services via staff member or over the telephone is available for parent conferences.

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

---

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

The school obtains feedback from parents using Parents' Survey and by talking to them in person after the event.  
The Parent Coordinator will disseminate survey to parents in their home language following workshops. In addition, surveys will be sent home to parents annually to obtain feedback regarding previous and future workshops.