

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

75Q256

School Name:

P.S. Q256

Principal:

ROBERT LOPEZ

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: P256Q School Number (DBN): 75Q256
PreK through 12th grade/21 years old
Grades Served: _____
School Address: 525 Convent Road, Syosset, NY 11791
Phone Number: 516-921-0450 Fax: 516-921-4045
School Contact Person: Robert Lopez Email Address: RLopez13@schools.nyc.gov
Principal: Robert Lopez
Hans Marryshow
UFT Chapter Leader: _____
Ms. Anderson
Parents' Association President: _____
Lottrell Granger
SLT Chairperson: _____
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Not Applicable
Kyra Skipper
Student Representative(s): _____
Andre Breland

District Information

District: 75 Superintendent: Gary Hecht
400 1st Avenue, NY, NY 10010
Superintendent's Office Address: _____
GHecht@schools.nyc.gov
Superintendent's Email Address: _____
Phone Number: 212-802-1500 Fax: 212-802-1678

Borough Field Support Center (BFSC)

BFSC: _____ Director: _____
Director's Office Address: _____
Director's Email Address: _____

Phone Number: _____ Fax: _____

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)
Robert Lopez	*Principal or Designee	
Hans Marryshow	*UFT Chapter Leader or Designee	
Ms. Anderson	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Kyra Skipper	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Andre Breland	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Lottrell Granger	Member/ Assistant Principal	
Yvonne Pacheco	Member/ Teacher	
Erin McNally	Member/ Physical Therapist	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Mary Keane	Member/Teacher	
Elizabeth Kaufman	Member/Guidance Counselor	
Wendy Campbell	Member/ St. John's Home agency representative	
Theresa Ianelli	Member/Parent and PTA Vice President	
Erin Ferguson	Member/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.

Our school mantra continues to be "Kids First, High Expectation, No Excuses." The mission of P256Q is to provide our diverse student population with a meaningful educational experience in a clean, safe and challenging environment. It is our goal to move students along a path that will help them to realize their educational and social potential. Through a varied curriculum of structured activities, students are provided with opportunities for successful experiences that allow them to acquire the characteristics associated with good citizenship to grow into socially responsible adults. We strive to provide our community of varied learners with full access to being part of a global community through the use of differentiated learning approaches and current technology. We intend to bring together diverse media (text, sound, pictures and video), strive to draw upon children's natural impulses and expand the range of all learning experiences. We continue to develop collaborations and partnerships in a number of different forums in order to ultimately benefit the development of our students.

Being part of District 75 affords us the opportunity to work with a variety of student populations in both standardized and alternate assessments, across six physical locations. We have both residential and non-residential facility, as well as inclusion programs and self-contained classrooms. We service students with Individualized Education Plans in 6:1:1, 8:1:1, 8:1:2 (preschool), 12:1:1, 12:1:4, 8:1 (inclusion) and 9:3 (inclusion) for 12 months of programming. In addition, at the high school level, we house the START program for immigrant students and the Close to Home program for students placed through the court system.

P256Q has developed clear systems of gathering student data to inform our lesson planning and instruction. We effectively utilize the results of both summative and formative assessment tools to identify current levels of functioning as well as clear entry points for quality instruction. Also, these assessments assist our curricula teacher teams in developing and revising curricula to ensure it is relevant, engaging and challenging for our students. As per our Quality Review for 2014-15, our identified area of focus relates to 1.2 Pedagogy. Moving forward, we plan to streamline our best practices to ensure consistency between all classrooms, across our numbered sites.

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.

In using the Common Core Learning Standards (CCLS) for school year 2015-2016, our educational teams and students need continued experience in utilizing these standards in lesson planning to provide academic rigor, particularly in regard to promoting higher level questioning techniques. Our state assessment preliminary results for the 2014-2015 school year show that 56.2% of our 3-8th grade standardized students are performing a level 1 in ELA. In math, 55.5% perform at level 1 in grades 3-8.

Fifty percent (50%) of our students receive speech and language therapy services as per his/her Individualized Education Plan, with goals ranging from maintaining eye contact, to asking/answering questions to using language pragmatically within discussions. Therefore, it is evident that our students need instruction focused on improving both receptive and expressive communication within collaborative lesson planning.

Capacity Framework Alignment: Rigorous Instruction, Supportive Environment, Collaborative Teachers, Trust

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, teachers will plan targeted higher order thinking questions in ELA lesson planning to improve accurate student responses of K-12 students by 10% as evidenced by low inference data collection.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>-Professional Learning Communities (PLCs) will examine current curricula, lesson planning and performance tasks to target revisions for addition of specified higher order thinking questions.</p> <p>-Continued training on CCLS and Depth of Knowledge</p> <p>-Interdisciplinary approach to providing rigorous instruction through cross curricula lesson planning.</p>	<p>Teachers</p>	<p>September through June, ongoing</p>	<p>Teachers, unit coordinators, Administration</p>
<p>-Support will be provided to teachers through PD, inter-class visitations, in classroom support, professional dialogue/conversations, sharing of student work during common planning and professional development workshops.</p> <p>-Professional Development Opportunities will be provided as identified from teacher ratings, as recorded in Advance.</p>	<p>Teachers</p>	<p>September through June, ongoing</p>	<p>Administration</p>
<p>Creation of low inference data collection process to track teachers' questioning technique and student progress with higher order thinking questions.</p> <p>-PLCs analyze of low inference data.</p>	<p>Teachers, paraprofessionals and related service providers</p>	<p>September through June, ongoing</p>	<p>Teachers, unit coordinators, Administration</p>
<p>Utilize the speech department to improve lesson planning, provide PD on questioning technique, etc.</p>	<p>Teachers, paraprofessionals and related service providers</p>	<p>September through June, ongoing</p>	<p>Administration, speech supervisor</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.

Per session monies – teachers/supervisors (curriculum development).

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

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

Part 5 – Progress Monitoring

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

- Low inference data gathered monthly and reviewed by administration 3 times per year

-By February 2016, low inference data collection will document 5% progress in students’ accurate responses to higher order thinking questions.

-Curricula mapping, ongoing (every 4-6 weeks)

-Advance informal and formal observations, ongoing

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

Part 4 – Budget and Resource Alignment

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

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

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

Part 5 – Progress Monitoring

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

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

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

Section 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.

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.

Part 3 – Action Plan

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

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.

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

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

Part 5 – Progress Monitoring

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

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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.

Providing teachers with the opportunity to reflect on his or her practice builds ownership and aims at creating a culture of continuous improvement. In our End of the Year conference and IPC meetings, supervisors and teachers collaborated to examine feedback provided through the Advance program to determine next steps and areas of improvement. Through these conversations, our school’s vision is reinforced in our focus to provide rigorous instruction for all students. The need for rigor in our instruction continues to allow us to set high standards, reinforcing the school’s vision. This goal will aim at improving student achievement in areas that specifically target students’ needs with designated program self-contained ratios. For example, identified goals for standardized assessment classes may include improvement in student behavior and/or targeted academic growth while an alternate assessment teacher may focus on improvement in communication and improvement in a student’s ability to self-regulate him/herself.

In addition, feedback from our Quality Review 2014-15 notes that our Area of Focus is Quality Indicator 1.2 Pedagogy. Although we have established common beliefs that align with the Danielson Framework for Teaching, it states the need for consistent strategies vary across the school, from site to site. Although 100% of our teachers actively participate in professional development at the school level, only thirty seven percent (37%) attend professional development outside of the organization (i.e. District trainings offered through www.district75pd.org).

Capacity Framework Alignment: Rigorous Instruction, Supportive Environment, Collaborative Teachers, Effective School Leadership, Strong Family Community Ties

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, to improve targeted student outcomes as identified in a professional growth plan with two SMART goals for each teacher that are informed by their 2014-15 Advance Rating and MOTP as measured by low inference data and formal and/or information observations using the Advance Teacher Effectiveness Program as evidenced by the special education teacher and supervisor.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>1. End of the Year Conference and IPC meetings, with ongoing feedback through formal and informal observations.</p>	<p>All teachers rated with the Advance System</p>	<p>September; June</p>	<p>Teachers and site administrator</p>
<p>1. Professional development in the component(s) of the Advance Teacher Effectiveness program</p> <p>2. Ongoing opportunities for PD in each teacher’s professional growth plan.</p>	<p>All teachers rated with the Advance System</p>	<p>Ongoing, as identified</p>	<p>Teachers and site administrator</p>
<p>1. Provide Professional Growth Plan templates to guide self-assessment and identification of goals</p> <p>2. Collaborative discussions between supervisor and teacher to evaluate and edit identified goals accordingly</p>	<p>All teachers rated with the Advance System; sub-groups of students</p>	<p>Fall 2015</p>	<p>Teachers and site administrator</p>
<p>1. Review of low inference data for each goal</p>	<p>All teachers rated with the Advance System</p>	<p>Winter 2016 and spring 2016)</p>	<p>Teachers and site administrator</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> <p>-Common planning, collaborative inquiry teams, ‘Lunch and Learn’ meetings, PD agendas to provide opportunities for growth in designated topics related to professional growth plans.</p> <p>-The Advance Rating system will be regularly utilized to provide teachers with immediate and specific feedback to improve his/her instructional practice</p> <p>- www.district75pd.org and school based PD (common planning, half day PDs, Election Day/BQ day, etc.)</p>

-Charlotte Danielson Framework for Effective Teaching

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

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

Part 5 – Progress Monitoring

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

-Review the development of Professional Growth Plans (fall 2015)

-Discussions regarding identified goals during pre and post observations, as appropriate (ongoing)

-Collection of low inference data as identified within Professional Growth Plan (monthly or as determined in plan)

a. February benchmark is identified as a 5% improvement in all targeted objectives.

-Review evidence of progress toward each identified goal twice per year (winter 2016 and Summative End of the Year Conferences)

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

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

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

Part 1 – Needs Assessment

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

Beginning at 12 years of age, educational planning for students with disabilities includes transition planning. As a school, we value preparing students to become active members of the community and focus on providing them with the skills and opportunities to develop College and Career Readiness activities. We have developed positive relationships with local community businesses (CVS, Jewish Association of Seniors, Catholic Charities, McDonald’s, Belle Harbor Manor) for our students to gain work experience (Strong Family and Community Ties). Our educational team works closely with students to generalize skills from the classroom to the work place, given ongoing support that aims at generalization instructional outcomes (Supportive Environment). During the school year 2014-2015, fifty percent (50%) of our students in our Work Study Program at Gateway Academy made an improvement of 1 or more on a Likert scale rating in the soft skill of following directions while fifty six (56%) of those same students improved 1 or more rubric score in completing their assigned task accurately. These experiences provide our students with successful work experiences in a safe and supportive environment.

Although sixty-eight percent (68%) of our alternate assessment students assigned to the Work Based Learning Program made progress toward identified SANDI math and vocational items that correlate to his/her assigned task/job, thirty two percent (32%) did not make progress. Also, seventy four percent (74%) of the students had one or more identified items that were scored as a four (4) at the start of the 2014-15 school year, while eighty nine percent (89%) of the students had one or more related items that were not introduced during the school year (scored as a zero). These findings demonstrate the need for increased rigor within the tasks assigned within our work programs, as well as further task analysis for curricula development and task completion.

Capacity Framework Alignment: Strong Community Ties, Supportive Environment, Rigorous Instruction, Trust

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, alternate assessment students assigned to the Work Based Learning Program at Gateway Academy will improve the application of targeted math skills related to life skills and the world of work as measured and evidenced by improvement from baseline (pre) to final (post) scores using low inference data.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ol style="list-style-type: none"> 1. Review IEPs to identify qualifying students and review transition goals to guide instruction 2. Administer Level 1 Assessment 3. Administer Level 3 assessment 	<p>NYSAA and standardized high school students</p>	<p>September and October 2015</p>	<p>Classroom Teachers, Transition Linkage Coordinator, Assistant Principal</p>
<ol style="list-style-type: none"> 1. Communication with community business to prepare for implementation of program, including internship agreement and emergency plan 2. Coordinate transportation for each work site 	<p>Business, teachers, OPT</p>	<p>Fall 2015, ongoing</p>	<p>Transition Linkage Coordinator</p>
<ol style="list-style-type: none"> 1. Instruction within school environment to acquire and practice targeted math and vocational skills needed for assigned work place (i.e. Virtual Classroom, vocational centers, etc.) 2. Creation of low inference data collection to track progress 3. Review and assessment of targeted math and vocational items in the SANDI assessment as they relate to the Work Based Learning Program tasks. 	<p>Teachers, students, parents</p>	<p>ongoing</p>	<p>Classroom Teachers, Transition Linkage Coordinator, Assistant Principal</p>
<ol style="list-style-type: none"> 1. Parental Permission to Participate 2. Administrative meetings to develop schedule, staff assignments, etc. 	<p>Parents/ students, teachers/ paraprofessionals, Transition Linkage</p>	<p>Fall 2015, monthly</p>	<p>Classroom Teachers, Transition Linkage Coordinator, Assistant Principal</p>

3. Participate in the End of the Year Award Ceremony Luncheon (i.e. awards, plaques, etc.).	Coordinator; administration		
4. Attend monthly 'Adult Day Services' meeting through the Queens Council of Developmental Disabilities.			

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Registration and professional development for teachers in using the software, Virtual Classroom.</p> <p>Transition coordinator will utilize resources and communicate as appropriate with the District’s Transition Office. Incorporation of activities related to the Career Development for Occupational Standards (CDOS) within lesson planning and IEP development.</p> <p>VTEA – Non-contractual (stipends): object code 0400</p> <p>Supplies – General: object code 0100</p>

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

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<ol style="list-style-type: none"> 1. Use Level 1 assessment to guide student placement based on student interest (fall 2015) 2. Utilize Transition Coordinator to development positive relationships with local businesses (fall 2015) 3. Evaluation of student progress by analyzing Level 3 assessment (monthly) 4. Report of progress on IEP goals and within report cards (quarterly). 5. Review and revision on low inference data collection (monthly), with a February benchmark of a 10% improvement for all targeted math objectives.
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Students performing lower than 4 th grade reading and writing levels on assessments, grades K-12	Strategy includes developing reading skills of students who are reading below grade level Differentiated instruction to help build reading and writing ability skill by skill, individualized instruction & practice, test-taking strategies	Small group and one to one tutoring	Services provided during school day
Mathematics	Students performing lower than 4 th grade Math levels on assessments, grades K-12	The use of many examples and practice to help students understand and retain algebraic concepts. Differentiated practice of math skill by skill, practice and test-taking strategies.	Small group and one to one tutoring	Services provided during school day
Science	Students demonstrating below need of assistance in Science material through Science assessments, grades K-12	Strategy includes reading strategies in the content areas of Social Studies that enable student to strengthen their core knowledge of S. S. and assist in building greater ability to	Small group and one to one tutoring	Services provided during school day

		understand and retain information		
Social Studies	Students demonstrating below need of assistance in Social Studies material through Social Studies assessments, grades K-12	Strategy includes reading strategies of scientific concepts and ideas. Practice of interpreting readings in Science and applying that understanding and developing activities	Small group and one to one tutoring	Services provided during school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students demonstrating need for need for greater support as demonstrated through staff anecdotes and CIT intervention, grades K-12	Counseling and support staff meetings with students that incorporate various social and behavioral support Life Space Crisis Intervention (LSCI), PBIS	Small group and one to one tutoring	Services provided during school day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

2b. High Quality and Ongoing Professional Development

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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

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

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

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

School-Parent Compact (SPC) Template

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

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

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

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

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - 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.

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 September 30, 2014.

Part A: School Information		
Name of School: P256Q		DBN: 75Q256
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 <input type="checkbox"/> Other:	
Total # of ELLs to be served: <u>16</u>	
Grades to be served by this program (check all that apply):	
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" 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:	
Describe the direct instruction supplemental program here and include the <ul style="list-style-type: none"> • 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: P256Q is a special education school within the New York City Department of Education's District 75 program. P256Q consists of nine sites, located throughout the Rockaways in Queens with the main site located in Syosset, Long Island. Several inclusion programs operate within three of the nine sites. The school has a population of 504 students, 59 of whom are English Language Learners, indicating that 12% of the school's population is ELLs. P256Q has a diverse population of students ranging in grades Pre-K through grade 12, which include students with disabilities such as: emotional disturbance, intellectual disability, autism, multiple disabilities, learning disability, and speech impairment, as described on each student's Individualized Education Plan. The classroom ratios at P256Q vary throughout the nine sites that include: 12:1:1, 8:1:1, 6:1:1, and 12:1:4. All students participate in New York State Standardized or Alternate Assessments. 38% of our students participate in NYSAA and 62% of our students participate in Standardized Assessment. P256Q has 59 ELLs throughout nine sites at the Beginner, Intermediate, and Advanced English language proficiency levels according to the NYSESLAT and NYSITELL. The following languages are spoken in the homes of the students at P256Q: Arabic, Bengali, Chinese, English, Haitian Creole, Polish, Punjabi, and Spanish. All ELL students participate in New York State Standardized or Alternate Assessment. Of our ELLs, 41% participate in standardized while 59% participate in NYSAA.

Description of Supplemental Title III Language Instruction Program

P256Q will establish the Title III after school supplemental language instructional program for English Language Learners in the residential treatment program at the Mercy First site in Syosset that will begin during the 2014 - 2015 school year. The program will run for 16 sessions on Tuesdays commencing the second week of December and ending the third week of May. School hours are 8:10 - 3:00 PM; the program will run from 3:05 to 5:05 PM. Instruction will be delivered in English using ESL methodologies. This supplemental language instructional program, titled "Exploring Cultures in the ESL Classroom: Building English Language Skills Through the Arts" focuses on supporting students who are reading below their grade level while fostering the acquisition of listening, speaking, reading, and writing skills in English. P256Q serves students in grades K – 12, however; the supplemental language instructional program will serve 16 students in grades 9 – 11 in a 12:1:1 setting that will include students in general education and special education in order to maintain the appropriate grade range and IEP ratio for participating students who are at the Beginner, Intermediate, and Advanced English proficiency levels according to the NYSESLAT.

"Exploring Cultures in the ESL Classroom: Building English Language Skills Through the Arts" was selected as the topic of the after school supplemental instructional program because of the benefits of using authentic materials and meaningful cultural experiences to support the development of ELLs' reading, writing, listening, and speaking skills. Additionally, the ESL teacher submitted a needs assessment to the principal after reviewing IEP goals, standardized assessment scores, student work, and NYSESLAT scores. Data based on the needs assessment showed that additional supplemental instruction across the four modalities: listening, speaking, reading, and writing, indicated that more instruction was needed. The following New York State Learning Standards will be addressed: Career Development and Occupational Studies Standard 3a: Universal Foundation Skills, English Language Arts Standard 4: Language for Social Interaction, and the New Language Arts Progressions. The curriculum and lessons are developed to engage students in meaningful, authentic experiences where they can make connections to their native or adopted cultures using technology; both curriculum and lessons are aligned with Common Core Learning Standards.

Two certified ESL teachers will work together to provide direct instruction to all ELL students who attend the Title III program with the assistance of 2 paraprofessionals. The students will be separated into two groups based on their proficiency level. Each ESL teacher will work with one group of students with the assistance of one paraprofessional. The school principal will supervise the Title III program and act as a facilitator to instruction bringing his own culture into the program. There are a total of 16 sessions in the after school supplementary language instructional program.

The supplemental language instruction program will be divided into 3 parts where the ESL teachers will differentiate their instruction. Each student will be given an apron, a binder, a highlighter, and a pen to use throughout the program. The first part will start with students participating in an activity related to the cultural unit of study for the week designed to enhance their knowledge of subjective cultural elements for 20 minutes.

Subjective cultural elements are a society's characteristic way of perceiving a social environment. Students will increase their cultural awareness with the assistance of the teachers and paraprofessionals and practice using their reading, writing, listening and speaking skills through the New Language Arts Progressions (NLAP). For the second part of the program, the students will participate in communicative language learning centers using the Common Core Learning Standards with a small group of 2-3 students for 30 minutes that address the objective elements of culture (Art, Music, and Dance). Students will rotate to each center every 10 minutes with their group. The art center will address visual learners using images of famous works of art printed from the Internet. The music center will address auditory learners using the iPad. The dance center will address kinesthetic/tactile learners using the iPad to access videos of dances from around the world as well as respond to discussion questions. The third part of the program will address the cuisine of the selected culture. Students will focus on developing their vocational skills by participating in a cooking lesson (Career Development and Occupational Studies Standard 3a). All lessons in the program will include a hands-on cooking component. Students will learn how to read a recipe and increase their awareness of appropriate kitchen safety and food handling practices. The ESL teachers will deliver lessons that are meaningful, age appropriate and motivating for the students while using cooperative learning, the multi-sensory approach, and technology integration to support the development of the student's reading, writing, listening, and speaking skills. The ESL teachers will utilize an array of ESL methodologies such as Total Physical Response, the Language Experience Approach, and Communicative Language Teaching. The ESL teachers will use technology-based hardware such as the Lenovo Laptop and manipulate multimedia and Windows software applications to deliver instruction.

Description of How Supplemental Services Complement Mandated Services

The after school supplemental language instructional program will support the mandated ESL instruction services provided to ELLs during the school day by allowing students to have the opportunity to reinforce their reading, writing, listening, and speaking skills in English, and applying those skills in their content area classes. The students will also be able to use their acquired English skills in social situations with their peers and within in the school community as well as in their home environment with their families.

Description of Scientifically Based Research for Supplemental Instructional Program

The theme of the Tuesday after school program is "Exploring Cultures in the ESL Classroom: Building English Language Skills Through the Arts". Research supports the use of communicative, meaningful situations where the ELL student can use authentic language to make connections to learning (Oxford, et. al, 1989). Students will participate in activities where they will be able to communicate with their peers as well as make connections from their native and adopted cultures through the use of art, music, and dance. According to James Lee (2003), communication is not only oral expression but also the ability to express, interpret, and negotiate meaning in the classroom as well as in their communities. The students in this supplemental language instructional program are in treatment programs where the goal is to provide them with the appropriate communication skills necessary to return to their communities. Moreover, in order to build relationships with students and their families, it is essential for educators to possess knowledge of their own cultural beliefs and understand that their beliefs may conflict with the beliefs of other cultures. Research supports the need for professionals in the field of education to develop awareness of certain cultural elements and assumptions that underlie their decision-making practices. Beth Harry (1992) states, "it has been recommended that, for professionals working with culturally diverse populations, cultural self-awareness is a prerequisite to developing collaborative relationships with families" (p. 347).

Materials

This year, we will be purchasing a utility cart to transport materials and food throughout the school building. A laminating machine and laminating pouches, as well as a thermal binding machine with presentation covers will be used to preserve student work and artifacts. A computer case will be purchased to protect the laptop. Additional ink is needed to print materials and student work. A locked filing cabinet is needed to secure all program materials and supplies. Finally, a single burner range is needed for cooking.

Description of Assessments Used to Determine Success of Support

The following assessments will be used to monitor student progress in the supplemental language instructional program: Checklists; Rubrics; Summative Assessment - NYSESLAT; Formative Assessments – WRAT 4, teacher-made assessments (checklists and rubrics), and the Scantron Performance Series Test.

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 ESL teachers, Lisamarie Loor and Alexandra DePasquale, will provide professional development to two paraprofessionals and the principal. The principal will attend the last hour of the four PD sessions. The objective of the PD is to understand the plight of immigrant students, recognize the stages of uprooting, increase awareness of cultural/academic/psychological techniques and interventions, and how to practice cultural continuity in the classroom. It is important for students to retain their native cultural elements while incorporating those from the new culture. The participants of the PD will keep a journal throughout the four sessions. Participants will answer discussion questions from the book "Learning a New Land," by Carola Suárez-Orozco as well as reflect on their experiences throughout the supplemental language instructional program.

The PD will take place on four Tuesdays (PD Sessions will not fall on instructional Tuesdays) commencing the third week of November and ending the third week of April for two hours from 3:05 to 5:05.

The PD will be a book study pertaining to understanding the immigrant student and creating a learning environment that is sensitive to their cultures. The book "Learning a New Land," by Carola Suárez-Orozco will be used for the four PD sessions. The reading assignments will be given prior to the PD sessions. This remarkable study of immigrant students on both coasts challenges us to think about the consequences of not being proficient in the language of the new country and to help these children realize their potential. The topics to be covered are academic engagement and performance, networks of relationships, the challenges of learning English, immigration policy dilemmas, and portraits of student achievement levels. These topics are aligned with the chapters in the book.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: The supplemental language instructional program is taking place at Mercy First, a residential treatment program in Syosset. The students are admitted to Mercy First for a variety of reasons that include placement in the foster care program, Abuse/Prevention program, or the Non-Secure Detention Services program. The students in our program have very limited or no contact with their parents/guardians; therefore, while at Mercy First they are assigned a case manager or "surrogate parent." Throughout the program, the case managers will participate in the cultural activities alongside their clients. Participation in the cultural activities will strengthen the case manager/client relationship.

The case managers will be invited during the second week of November to attend the 16 sessions commencing the second week of December and ending the third week of May from 3:05 to 5:05.

The case managers will be able to enhance their knowledge of their client's native/adopted cultures.

Participation of the case managers in the supplemental language instructional program will also increase their cultural awareness and instill an understanding of why it is essential during the treatment of their clients while at Mercy First.

The case manager of each student will receive two Title III notification letters (NYCDOE Website) from the ESL teachers, Lisamarie Loor and Alexandra DePasquale. The letter will include information about the supplemental language instructional program in English and in the preferred language of the student's parent/guardian. The case manager will then forward the Title III notification letter to the parent/guardian where appropriate. The ESL teachers will distribute flyers each month inviting the case managers to participate in the cultural activities with their clients.

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: <u>\$11,200</u>		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	<u>\$7,732.00</u>	Support 1 secretary x 10 hours x 31.12 = \$311.20 Instructional Program 1 principal x 16 days x 1 hour x 52.84 = \$845.44 2 teachers x 16 days x 2 hours x 50.50 = \$3,232.00 2 paraprofessionals x 16 days x 2 hours x 29.05 = \$1859.20 Professional Development 2 teachers x 4 days x 2 hours x 50.50= \$808.00 2 paraprofessionals x 4 days x 2 hours x 29.05 = \$464.80 1 principal x 4 days x 1 hour x 52.84= \$211.36
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	<u>N/A</u>	<u>N/A</u>
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	<u>\$2,174.47</u>	Lexmark Color Printer (1x 677.24) = \$677.24 Lexmark Toner Cartridge Black (1 x 102.50) = \$102.50 Lexmark Toner Cartridge Cyan (1 x 144.51) = \$144.51

		<p>Lexmark Toner Cartridge Magenta (1 x 144.51) = \$144.51</p> <p>Lexmark Toner Cartridge Yellow (1 x 144.51) = \$144.51</p> <p>Fellowes Saturn Laminator (1 x 75.37) = \$75.37</p> <p>Staples Laminating Pouches (4 x 18.03) = \$72.12</p> <p>Fellowes Thermal Binding Machine (2 x 130.47) = \$260.94</p> <p>Fellowes Thermal Presentation Covers (4 x 8.93) = \$ 35.72</p> <p>Utility Cart (1 x 121.24) = \$121.24</p> <p>Metal Filing Cabinet (1 x 199.75) = \$199.75</p> <p>Look n' Cook Cookbook (1 x 45.57) = \$45.57</p> <p>"Learning a New Land" PD book (5 x 15.39) = \$76.95</p> <p>Speck Laptop Case (1 x 29.53) = 29.53</p> <p>Single Burner Range (1 x 44.01) =44.01</p>
Educational Software (Object Code 199)	<u>\$436.00</u>	Brain Pop ESL (1 x 436.00) = \$436.00
Travel	<u>N/A</u>	<u>N/A</u>
Other	<u>\$857.53</u>	<p>Instructional Program</p> <p>Food for all Cooking Lessons \$657.53</p> <p>Refreshments for parents/guardians \$200.00</p>
TOTAL	<u>\$11,200.00</u>	<u>\$11,200.00</u>

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2015-16 AND 2016-17 SCHOOL YEAR

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

A. School Information

District 75	Borough Queens	School Number 256
School Name P 256Q		

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 Robert Lopez	Assistant Principal Kelli Roche, Lottrell Granger, Ellen Plotkin, Kris Melbourne
Coach Jose Ferndandez	Coach
ENL (English as a New Language)/Bilingual Teacher Lisamarie Loor	School Counselor Elizabeth Kaufman
Teacher/Subject Area Sabrina Gehm/Earth Science	Parent Josephine Hiargrove
Teacher/Subject Area	Parent Coordinator Donna Tuffuor
Related-Service Provider Alanna Conlon/Speech	Borough Field Support Center Staff Member Adrienne Edlstein
Superintendent Gary Hecht	Other (Name and Title) Christina Merle (ENL Teacher)

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (excluding pre-K)	510	Total number of ELLs	69	ELLs as share of total student population (%)	13.53%
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This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input checked="" type="checkbox"/>	1 <input checked="" type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input checked="" type="checkbox"/>
	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input checked="" type="checkbox"/>	10 <input checked="" type="checkbox"/>	11 <input checked="" type="checkbox"/>

A. ELL Programs

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	69	Newcomers (ELLs receiving service 0-3 years)	48	ELL Students with Disabilities	69
SIFE	6	Developing ELLs (ELLs receiving service 4-6 years)	8	Long-Term (ELLs receiving service 7 or more years)	13

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										
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			Total
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	00
DL	0	0	0	0	0	0	0	0	0	00
ENL	48	6	48	8	0	8	13	0	13	69
Total	48	6	48	8	0	8	13	0	13	69

Number of ELLs who have an alternate placement paraprofessional: 15

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
														00
														00
														00
TOTAL	00													

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																		
																			00	00
																			00	00
																			00	00
TOTAL	00																			

* 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
									00	00
									00	00
									00	00
TOTAL	00	00	00	00	00	00	00	00	00	00

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages):

Number of students who speak three or more languages:

Freestanding English as a New Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	2	4	5	1	1	1	1	6	24	6	2	4	58
Chinese							1							01
Russian														00
Bengali					1			1					1	03
Urdu										1				01
Arabic														00
Haitian										1	1			02
French														00
Korean														00
Punjabi			1							1				02
Polish									1					01
Albanian														00
Other	1													01
TOTAL	02	02	05	05	02	01	02	02	07	27	07	02	05	69

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	2	1	4	4	2	1	2	2	4	25	4	1	5	57
Emerging (Low Intermediate)		1		1						1	2			05
Transitioning (High Intermediate)									2		1			03
Expanding (Advanced)			1							2		1		04
Commanding (Proficient)														00
Total	02	02	05	05	02	01	02	02	06	28	07	02	05	69

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														00

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									1					01

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					00
4					00
5	1				01
6					00
7	1				01
8					00
NYSAA	2	1	8	4	15

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									00
4									00
5	1								01
6									00
7	1								01
8									00
NYSAA	2		2		7		4		15

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									00
8									00
NYSAA Bilingual (SWD)			3		4		1		08

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	1		1	
Integrated Algebra	2		0	
Geometry	0			
Algebra 2/Trigonometry	0			
Math	0			
Biology	0			
Chemistry	0			
Earth Science	0			
Living Environment	2		0	
Physics	0			
Global History and Geography	1		0	
US History and	0			

Foreign Language	0		
Government	0		
Common Core Algebra	2		0
Other			
NYSAA ELA	15		
NYSAA Mathematics	15		
NYSAA Social Studies	0		
NYSAA Science	8		

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

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

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

To assess the early literacy skills of our K – 2 ELLs that take standardized assessments, our school uses TCRWP (Teachers' College Reading and Writing Project), Individual Running Records, and classroom data collection. To assess the early literacy skills of our K -2 ELLs that take NYSAA, our school uses SANDI/FAST (Student Annual Needs Determination Inventory/Formative Assessment of Standards Task) and classroom data collection. To assess the early literacy skills of our 3-5 ELLs that take standardized assessments, our school uses TCRWP (Teachers' College Reading and Writing Project), Individual Running Records and classroom data collection. To assess the early literacy skills of our 3-5 ELLs that take NYSAA, our school uses SANDI/FAST (Student Annual Needs Determination Inventory/Formative Assessment of Standards Task) and classroom data collection. With the information we obtain based on the results of the aforementioned assessments, we can conclude that our ELL students should remain in the small, structured, special education class they are placed in so that they can continue to work on their early literacy skills. The data collected from these assessments help us to identify students that are "At Risk" and we adjust our school's instructional plan accordingly through team meetings and common planning meetings. The information from the assessments aid us in providing immediate support in the students' low performing areas. With this data, we can review the ELL's individual progress during common planning periods and intervention strategies can be implemented. Four of our 69 ELL students are in grades 3-8 and participate in Standardized Assessment. Twelve of our 69 ELL students participate in the New York State Alternate Assessment (NYSAA).

2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
Data patterns across performance levels have maintained consistency from the NYSITELL to the NYSESLAT. Of all the 51 students that were administered the 2015 NYSESLAT examination, 68.63% of our students demonstrated English proficiency at the Entering level, 7.84% scored at the Emerging level, 13.73% scored at the Transitioning level, 5.88% scored at the Expanding level, while 3.92% scored at the commanding level. This data reveals that our students require supports in English language acquisition as well as cognitive and academic functioning abilities.
3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
256Q uses information from the AMAO tool to create our daily instruction and to drive our instructional practices. Based on this data, we can determine that many of our ELLs struggle in acquiring knowledge and skills to the level expected of those of the same age. They have difficulties with attending, responding to basic WH questions, generalizing across different environments, and other basic skills. Our standardized students struggle with maintaining focus, coping and social skills which affects their performance in the classroom.
4. For each program, answer the following:
 - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

There are no clear patterns revealed in the performance level and grades of our students as a result of the severity of their cognitive delays. It can be concluded that their cognitive and academic delays in addition to their English language deficiencies play a major role in their inability to participate in NYSESLAT testing. We offer Integrated ENL and Stand-Alone ENL with or without a native language speaking paraprofessional in the classroom depending on the student's IEP and parent choice. There is no difference across proficiencies and grades; students are taught as per their IEP goals. Our school is a District 75 school for children with severe disabilities, our program is IEP driven. We do not use ELL Periodic Assessments. Our teachers and related service providers infuse the ELL students' culture into lessons and throughout school activities such as art, APE, music and movement, etc. For example, idiomatic expressions, songs, foods, and maps are used to detect cultural differences or similarities. Currently our school does not feature a bilingual program.

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](#).]
Our school uses RTI as a systematic process for examining how ELLs' backgrounds and educational contexts (i.e., first and second language proficiency, educational history including bilingual models, immigration pattern, socioeconomic status, and culture) have an impact on their academic achievement in a U.S. classroom. As a first step in the screening process, when a student enters a NYC public school for the first time, a Home Language Identification Survey (HLIS) is completed. With this information, our teachers will begin to uncover the factors that could influence the student's English language learning process, thereby allowing this knowledge to guide linguistically responsive instructional choices. In addition to screening and identification for ENL services to support language development, the ELL student also takes part in RTI screening to assess whether his/her literacy skills and competencies are meeting grade level benchmarks. All of our students also come into our community with a Psvcho-educational evaluation that reports

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.

P256Q follows several steps in order to identify all ELL students within 10 days (20 days for students entering with IEPs) of enrollment. We begin with the administration of the HLIS (Home Language Identification Survey) through an informal, oral interview with the parent of a new student, if this protocol has not been followed at the CSE. This informal, oral interview is conducted in English and in the Native Language if necessary. For parents and/or guardians who do not speak English, an in-person or over the phone interpreter may be provided to assist them in completing the HLIS, answer any questions they may have, and assist in overall communication needs. The HLIS is determined as follows; at least one (1) question on the HLIS Part I: questions 1-4 indicates that the student uses a language other than English, and at least two (2) questions on the HLIS Part I: questions 5-8 indicate that the student uses a language other than English, and the interview with the parent and student indicates a language other than English, as determined by the interviewer. If it is determined that the child’s home language is a language other than English, then NYSITELL eligibility will need to be determined. The Language Proficiency Team is formed and reviews evidence of the student’s English language development. The LPT will determine if the student is eligible to take the NYSITELL. The LPT will conduct a more in-depth interview with the student, review his/her school work (if applicable) and the IEP (if applicable). If it is determined that the student needs to receive the NYSITELL, the ENL teacher administers it. If students whose native language is Spanish, does not pass the NYSITELL, they are administered the Spanish LAB. The NYSITELL is only given in the event that the CSE has not followed procedural protocols for new ELL admits that receive ENL or Bilingual services and are District 75 special education students. Ms. Lisamarie Loor and Mrs. Christina Merle are licensed, certified, New York State, English as a Second Language Teachers and conduct all initial screenings, HLIS interviews, the formal initial assessment, the NYSITELL and the NYSESLAT.

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).

P256Q will use the following procedures to initially determine SIFE status within 30 days. The two ENL teachers, Lisamarie Loor and Christina Merle will administer the SIFE Oral Interview Questionnaire to all newly identified ELLs in grades 3-9. If a gap of 2 or more years is determined, the LENS (Literacy Evaluation for Newcomer SIFE) is administered to students whose home language is Arabic, Bengali, Chinese, Haitian-Creole, or Spanish in order to determine SIFE status. Student work samples will also be evaluated to determine if they are functioning at least 2 years below grade level in reading and writing.

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).

When a newly enrolled student with an IEP enters the school, the ELL identification process must be completed within 20 school days. The ELL identification process is as follows: The school must administer the Home Language Identification Survey (HLIS) to determine the student’s home language. If the student has both an IEP and home language other than English, the Language Proficiency Team (LPT) comes together to review evidence of the student’s English language development. The LPT team is composed of the Assistant Principal, the ENL Teacher, the parent, and a related service provider from that specific site. Our school has six sites; the LPT team will be specific to the site of the newly enrolled student. The LPT can recommend that the student either takes the NYSITELL or does not take the NYSITELL. If it is decided that the student take the NYSITELL to determine ELL status, the ELL Identification Process would continue as it would with all other students. If the LPT recommends that the student does not take the NYSITELL, the team’s recommendation must be sent to the Principal for review. If the Principal concludes that the student should take the NYSITELL, the ELL identification process would continue as it would with all other students. If not, then the Principal’s determination is then sent to the Superintendent for review. The parent/guardian must be notified within 3 days of the decision. If the Superintendent determines that the student should not take the NYSITELL, then the identification process terminates.

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.

As stated above, since options are discussed with parents at the CSE level, entitlement letters, parent surveys, and program selection are not typically used at the school level. At the CSE planning meeting, the parent is provided with interpretation services in their native language, as needed. The members of the CSE are the teacher, psychologist, related service providers, social worker, parents, district representative, parent advocate (if requested), translator, and the student. As stated, program discussions are made at the CSE level in conjunction with the parents. Therefore, the trend is meeting the physical and cognitive needs of the students, because this is typically the principal concern of the both the CSE and the parents. However, all necessary documents (entitlement letters, Parent Survey and Program Selection forms) are placed in the students' CSE file and stored in the CSE record room and a copy of all documents is sent to the student's receiving school. Additionally, the new SESIS (Special Education Student Information System) system for IEPs requires a copy of the students' HLIS and all other evaluations and documents be scanned into SESIS.

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 will receive a letter from P256Q or CSE in their native language with their child's NYSITELL scores and ELL eligibility status. In the letter, parents will be informed that they have the right to appeal their child's ELL status within 45 days of enrollment. If the parent believes that their child may have been misidentified as an ELL, they may request their child go through the ELL Re-Identification Process. A copy of the letter is filed in the student's cumulative file.

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 children placed in District 75 Special Education that are English Language Learners are discussed with parents at the Educational Planning Conference at the CSE (Committee on Special Education), where the initial IEP is written. Parent choice letters are not applicable in District 75. If necessary, Mrs. Donna Tuffour, our Parent Coordinator, explains the procedure to parents with the assistance of a staff member that speaks their native language or with a Representative from the Language Translation and Interpretation Unit via telephone or in-person, if necessary. The program choices in NYC for ELLs are explained to parents by the CSE. It is explained to them that the New York City Department of Education offers English Language Learners; TBE, Dual Language, and Freestanding ENL, however based on current CSE recommendations, our school is only able to provide Freestanding ENL. Parent outreach is done by our parent coordinator, Ms. Donna Tuffour. All correspondence is disseminated to parents in their Native Language.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

As stated above, since options are discussed with parents at the CSE level, entitlement letters, parent surveys, and program selection are not typically used at the school level. At the CSE planning meeting the parent is provided with interpretation services in their native language, as needed. As stated, program discussions are made at the CSE level in conjunction with the parents.

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

As stated above, since options are discussed with parents at the CSE level, entitlement letters, parent surveys, and program selection are not typically used at the school level. At the CSE planning meeting the parent is provided with interpretation services in their native language, as needed. As stated, program discussions are made at the CSE level in conjunction with the parents.

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

As stated above, since options are discussed with parents at the CSE level, entitlement letters, parent surveys, and program selection are not typically used at the school level. At the CSE planning meeting the parent is provided with interpretation services in their native language, as needed. As stated, program discussions are made at the CSE level in conjunction with the parents.

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

All necessary documents (entitlement letters, Parent Survey and Program Selection forms) are placed in the students' CSE file and stored in the CSE record room and a copy of all documents is sent to the student's receiving school. Additionally, SESIS (Special Education Student Information System) system for IEPs requires a copy of the students' HLIS and all other evaluations and documents be scanned into SESIS.

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.

To administer the NYSESLAT (New York State English as a Second Language Achievement Test) to all ELLs each year, P256Q takes several steps to ensure all students are tested according to New York State's mandated directions. First, the ENL teachers, Lisamarie Loor and Christina Merle, work with the ELL students all year on their English Language skills. Next, we verify each ELL student's grade and eligibility by using the RLER function in ATS and each child's SESIS IEP. We also use the HISE exam history report in ATS as

well as the RLAT ATS report to view previous NYSESLAT and NYSITELL reports. Then, with the assistance of the classroom teachers, testing times are scheduled so the ENL teachers can administer the exam accordingly.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
On the first day of school, the two ENL teachers, Lisamarie Loor and Christina Merle will review the NYSESLAT scores. We do not send entitlement or transitional support letters. Continued entitlement is discussed during IEP conferences in the parents' home language/language they understand.
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).
Over the past few years, the trend in program choice that parents have requested is English as a New Language (ENL) or Bilingual Services. Over the past few years, 16 parents have chosen Bilingual Services and 47 parents have chosen ENL. The program model offered at our school is Freestanding ENL. Our school does not currently offer bilingual classes. To build alignment between parent choice and program offering our Bilingual students are placed in a class with an Alternate Placement Paraprofessional who can speak the native language of the student and English and the students receives ENL Services from a licensed teacher. Also, it is important to note that program discussions are made at the CSE level in conjunction with the parents. Therefore, at the meeting the physical and cognitive needs of the students is typically the principal concern of the both the CSE and the parents.

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: **Forty one percent of our students participate in Standardized Assessment and 59% of our students participate in New York State Alternate Assessment. Instruction is delivered using the Freestanding ENL model. Our school does not offer any bilingual classes at this time; therefore, the students mandated for bilingual classes (the result of parent and CSE initial IEP meeting) receive ENL services and are placed in a classroom with an Alternate Placement Paraprofessional that is fluent in both English and the student's native language. The teacher utilizes the Stand-Alone ENL and Integrated ENL models of instruction when providing services. The groups are made up heterogeneously, in terms of their ENL requirements, but are homogeneous in terms of the students' cognitive needs and depending on the student's mandate and classification as per the IEP.**
- b. TBE program. **N/A**
- c. DL program. **N/A**
- Paste response to questions here:
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)?
In our model, the ENL teacher is required to provide a detailed schedule to the principal and Assistant Principals in order to ensure that the mandated number of instructional minutes are being provided in agreement with grade and

proficiency levels. This is in accordance with explicit CR Part 154-2 regulations. The classroom teacher works in conjunction with the ENL teacher to ensure that the mandated number of Stand-Alone ENL and Integrated ENL instructional minutes are being met. The classroom teachers are also given a copy of the ENL teacher's schedule. Entering level ELLs in Grades K-8 are mandated to receive 360 minutes per week. Of these 360 minutes, 1 unit of study is Stand-Alone ENL (180 minutes), while the other unit is Integrated ENL/ELA (180 minutes). Emerging level ELLs in grades K-12 are mandated to receive 360 minutes a week. One unit must be Integrated ENL/ELA (180 minutes), one half of a unit of instruction must be Stand-Alone ENL(90 minutes), and the other half a unit can be Stand-Alone ENL or Integrated ENL/Content Area (90 minutes). Transitioning level ELLs in Grades K-12 receive 180 minutes per week. One half a unit of study must be Integrated ENL/ELA (90 minutes), while the other half a unit can be Stand-Alone ENL or Integrated ENL/Content Area (90 minutes). Expanding level ELLs in Grades K-8 receive 180 minutes a week; one unit of study is Integrated ENL/ELA or other content area (180 minutes). Commanding level ELLs, or former ELLs, in Grades K-8 must continue to receive services for an additional two years; they receive half a unit per week of Integrated ENL in ELA, or Content Area, or other approved services. Entering level ELLs in Grades 9-12 are mandated to receive 540 minutes of ENL instruction per week. One unit of study is Stand-Alone ENL (180 minutes), one unit of Integrated ENL/ELA (180 minutes) and another unit of study in either Stand-Alone ENL or Integrated ENL in Content Area (180 minutes). Emerging ELLs in Grades 9-12 receive 360 minutes per week. One unit of study is Integrated ENL/ELA (180 minutes), one half a unit is Stand-Alone ENL (90 minutes), and the other half a unit of study can be Stand-Alone ENL or Integrated ENL/Content Area (90 minutes). Transitioning level ELLs in Grades 9-12 are mandated to receive 180 minutes per week in ENL Instruction. One half a unit of study must be Integrated ENL/Content Area (90 minutes). The other half a unit can be Stand-Alone ENL or Integrated ENL/Content Area (90 minutes). Expanding Level ELLs receive 180 minutes of Integrated ENL/Content Area instruction per week. Commanding, or former ELLs in Grades 9-12 must continue to receive services for an additional two years. They are mandated to receive half a unit of study per week of Integrated ENL in ELA/Content Area or other approved services. For all grades and instructional levels, the Stand-Alone and Integrated models are alternated daily.

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. In each model (Stand-Alone ENL and Integrated ENL), content areas are delivered by engaging the ENL Teacher and Content Area Teachers in curriculum planning, implementation, and rigorous professional development. Content is made comprehensible to foster language development and meet the demands of common core learning standards by effectively grouping students, maximizing use of instructional time, and by integrating language development and literacy in all content areas in English and the students' native language. All teachers of ELLs use instructional approaches and methods like cooperative learning/group work, expository learning, brainstorming, role play, differentiation, T.P.R (Total Physical Response), Think-Pair-Share, Language Experience Approach, and small group instruction to enrich language instruction. We use grade level appropriate materials that are aligned to our students' specific, special needs in terms of their disability and instructional level. Our Standardized Assessment ELLs in grades K-3 use instructional strategies and grade-level materials such as Foundations (Orton-Gillingham multi-sensory program that provides skill development in phonics, fluency, phonemic awareness, vocabulary and spelling and decoding), Words Your Way, Fountas and Pinnell Leveled Readers, Scholastic Magazine, and Reading Street. The Instruction is differentiated for all ELLs. Our Alternate Assessment ELLs in grades K-2 (non-graded) use a variety of instructional strategies and grade level materials based on TEACCH methodology. TEACCH is a therapeutic technique to help autistic individuals understand their surroundings. Such strategies and materials are Foundations, Words Your Way, Fountas and Pinnell Leveled Readers, Scholastic Magazine, SMILE (a highly structured, multi-sensory program that engages complex learners in a sequential program beginning with attention and imitation tasks through phoneme and syllable learning, noun vocabulary and later, simple sentences and short stories), Headsprout (an ELA computer program), and AbleNet Focus on Science. They also participate in JARS (Joint Action Routine) which is a functional curriculum used with students with disabilities collaboratively with Speech and Language teachers. Our Standardized Assessment ELLs in grades 3-5 use instructional strategies and grade level materials such as Wilson Foundations, Reading Street, Fountas and Pinnell Leveled Readers, and Scholastic Magazine. Our Alternate Assessment ELLs in grades 3-5 (non-graded) use a variety of instructional strategies and grade level materials based on TEACCH methodology. Such strategies and materials include Wilson Foundations and Foundations, SMILE, Headsprout, Fountas and Pinnell Leveled Readers, Words Your Way, Scholastic Magazine, and AbleNet Focus on Science. They also participate in JARS. Our Standardized Assessment ELLs in Middle School use

instructional strategies and grade level materials such as Wilson Foundations, Reading Street, Fountas and Pinnell Leveled Readers, Scholastic Magazine, Read 180, and the McGraw Hill Literacy Program. They also receive two periods per week of AIS (Academic Intervention Services) and use Coach practice books. Our Alternate Assessment ELLs in Middle School (non-graded) use a variety of instructional strategies and grade level materials based on TEACCH methodology. Such strategies and materials as; Wilson Foundations and Foundations, SMILE, Words Your Way, Headsprout, Fountas and Pinnell Leveled Readers, Scholastic Magazine, and AbleNet Focus on Science. They also participate in JARS (Joint Action Routine). Our Standardized Assessment ELLs in High School use Wilson Foundations, Leveled Vocabulary Books, Reading Street, Fountas and Pinnell Leveled Readers, Scholastic Magazine, Read 180, and the McGraw Hill Literacy Program. Our Alternate Assessment ELLs in High School grade 9 to age 21 (non-graded) use a variety of instructional strategies and grade level materials based on the TEACCH methodology. Such strategies and materials include Wilson Foundations, Leveled Vocabulary Books, Fountas and Pinnell Leveled Readers, and Scholastic Magazine. They also participate in JARS (Joint Action Routine). Our Standardized Assessment ELLs in High School grade 9 to age 21 are provided with bilingual dictionaries specific to content areas. The ENL students may use these documents as supplements to their texts, as study or as references when taking the Regents examinations. Additionally, content area teachers may use the glossaries as reference in preparing lessons. They are of special value in classrooms since our teachers do not speak the targeted languages. Students may use these glossaries during subject area Regents tests.

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

The native language evaluations of our ELL students is conducted at the CSE level by the Committee on Special Education before they arrive at our school. If the CSE neglects to do this, the ENL teacher administers the Spanish LAB to students who are Spanish speaking. If the students' native language is something other than Spanish we call the office of ELL at our district and/or the NYC DOE Office of Language Translation and Interpretation so they they may arrange for the child to receive an evaluation of their native language.

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

P 256Q ensures that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year by using effective programs to measure their progress. Diagnostic assessments (e.g. formal assessments with necessary accommodations as per their IEP, portfolio assessments, formative classroom assessments and informal periodic assessments) are used to track language acquisition in all four modality areas (Listening, Speaking, Reading, and Writing). Additionally, New York State mandates that all English Language Learners take the NYSESLAT (The New York State English as a Second Language Achievement Test) exam annually. In order to annually evaluate ELL students, we use the results of the NYSESLAT. Students are administered a benchmark assessment every three months to monitor progress. These results describe the students' English language performance level based on scores from four modalities; Listening, Reading, Speaking, and Writing. Students' scores on this exam assist us in determining each student's progress toward English proficiency. Based on the raw scores from the NYSESLAT, all ELLs, are categorized as either: Entering, Emerging, Transitioning, Expanding, or are deemed proficient (commanding) in the target language. ENL teachers keep a schedule of NYSESLAT testing, and when each modality is administered to each student.

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

Instruction is differentiated for all ELL subgroups through several methods which include, adapting and modifying materials for students in 12:1:4, 6:1:1, 12:1:1 and 8:1:1 populations (these are defined later in this document), and flexible scheduling.

SIFE students are taught by using a multi-sensory and multicultural approach along with intensive literacy/language instruction in cooperative groups in a print rich environment with differentiated instruction. ENL materials are infused throughout all aspects of the instruction which SIFE students receive. They have access to libraries that are aligned to the Common Core Learning Standards and contain supplemental materials in their native language. The libraries include a variety of books on all levels that support the backgrounds, strengths, and English

language needs of our SIFE students. SIFE students work with the ENL teacher who alternates the Stand-Alone ENL and Integrated ENL models in collaboration with the classroom teacher . The use of technology is also incorporated into the curriculum for all SIFE students. Goals are met by using instructional approaches and methods such as cooperative learning/group work, expository learning, Think-Share-Pair, Graphic Organizers, brainstorming, Realia, modeling, role play, differentiation, and small group instruction in English and in their home language.

Newcomer ELLs are subject to the same Common Core Learning Standards as non-ELLs. In addition to meeting the Common Core Learning Standards, ELL students will demonstrate cross-cultural knowledge and understanding by using culturally appropriate behaviors. They are expected to have knowledge of local and United States cultures and practices in their interactions with others while in their present environment. All ELLs with less than three years in the US equally participate in all New York State Common Core Learning Standards. Our ENL teachers and instructional staff adapt the curriculum to meet the needs of these students; they modify the course work and their methods of instruction as needed. IEP goals are met by using instructional approaches and methods like cooperative learning/group work, intensive literacy/language instruction, flexible scheduling, print rich environment, modeling, expository learning, brainstorming, Think-Pair-Share, Realia, Graphic organizers, demonstration method, role play, differentiation, and small group instruction in English and in their home language. All ELL students in grades 3-12, with less than three years of ENL services receive additional ELA Academic Intervention Services (AIS) instruction two times per week in order to prepare for the New York State ELA, Math, Science and Regents exams. The AIS instruction is given in English and in the home language when necessary.

Developing ELL students that have been receiving ESL services for four to six years receive instruction aligned to the CCLS. ELL students demonstrate cross-cultural knowledge and understanding by using culturally appropriate behaviors. They are expected to have knowledge of local and United States cultures and practices in their interactions with others while in their present environment and equally participate in CCLS coursework. In an effort to meet the special needs of these students our ENL teachers and instructional staff adapt the curriculum and modify the course work and methods of instruction as needed. IEP and ELL goals are met by using instructional approaches and methods like cooperative learning/group work, intensive literacy/language instruction, flexible scheduling, print rich environment, expository learning, brainstorming, modeling, role play, Realia, Think-Pair-Share, graphic organizers, differentiation, and small group instruction in English and in their home language. These students receive additional ELA Academic Intervention Services (AIS) instruction two times per week in order to prepare for the New York State exams and the New York State Regents Exams. The AIS instruction is given in English and in the home language when necessary.

ELL students that have been receiving ENL services Long-Term (seven years or more) receive CCLS aligned instruction. They are expected to have knowledge of local and United States cultures and practices in their interactions with others while in their present environment and are expected to equally participate in all New York State Common Core Learning Standards for all subject areas. Our ENL teachers and instructional staff adapt the curriculum to meet the needs of these students. They modify the course work and their methods of instruction as needed. IEP and ELL goals are met by using instructional approaches and methods like cooperative learning/group work, intensive literacy/language instruction, flexible scheduling, graphic organizers, print rich environment, discovery, expository learning, brainstorming, demonstration method, role play, differentiation, and small group instruction in English and in their home language. All ELL students in grades 3-12, that have been receiving ENL services Long-Term (seven years or more) receive additional ELA Academic Intervention Services (AIS) instruction two times per week in order to prepare for the New York State exams and the Regents exams. Students receive AIS instruction. AIS instruction is given in English and in the home language when necessary.

Former, or Commanding level ELLs receive AIS (Academic Intervention Services) for up to two years after scoring Commanding on the NYSESLAT for extra support. These services are provided by a special education teacher.

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.

In order to ensure that a student's academic progress has not been adversely affected by the re-identification process, the principal will review the decision and consult with a qualified staff member (ENL and/or classroom teacher) in the school, the parent/guardian, and the student. If it has been found that the student may have been adversely affected by the determination, he/she will be provided with additional support services. The principal may reverse this determination within this 6-12 month period. If the Principal's decision is to reverse the student's ELL status, a final decision notification will be sent to the parent/guardian within 10 schools days in their preferred language.

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

As stated above, In each model (Stand-Alone ENL and Integrated ENL with an Alternate Placement Native Language Speaking Paraprofessional), content areas are delivered by engaging the ENL Teacher and Content Area Teachers in curriculum planning, implementation, and rigorous professional development. Content is made comprehensible to foster language development and meet the demands of common core learning standards by effectively grouping students, maximizing use of instructional time, and by integrating language development and literacy in all content areas in English and the students' home language. All teachers of ELLs use instructional approaches and methods like cooperative learning/group work, expository learning, brainstorming, role play, differentiation, T.P.R (Total Physical Response), Think-Pair-Share, Language Experience Approach, and small group instruction to enrich language instruction. We use grade level appropriate materials that are aligned to our students' specific, special needs in terms of their disability and instructional level. Our Standardized Assessment ELLs in grades K-3 use instructional strategies and grade-level materials such as Foundations (Orton-Gillingham multi-sensory program that provides skill development in phonics, fluency, phonemic awareness, vocabulary and spelling and decoding), Words Your Way, Fountas and Pinnell Leveled Readers, Scholastic Magazine, and Reading Street. The Instruction is differentiated for all ELLs. Our Alternate Assessment ELLs in grades K-2 (non-graded) use a variety of instructional strategies and grade level materials based on TEACCH methodology. TEACCH is a therapeutic technique to help autistic individuals understand their surroundings. Such strategies and materials are Foundations, Words Your Way, Fountas and Pinnell Leveled Readers, Scholastic Magazine, SMILE (a highly structured, multi-sensory program that engages complex learners in a sequential program beginning with attention and imitation tasks through phoneme and syllable learning, noun vocabulary and later, simple sentences and short stories), Headsprout (an ELA computer program), and AbleNet Focus on Science. They also participate in JARS (Joint Action Routine) which is a functional curriculum used with students with disabilities collaboratively with Speech and Language teachers. Our Standardized Assessment ELLs in grades 3-5 use instructional strategies and grade level materials such as Wilson Foundations, Reading Street, Fountas and Pinnell Leveled Readers, and Scholastic Magazine. Our Alternate Assessment ELLs in grades 3-5 (non-graded) use a variety of instructional strategies and grade level materials based on TEACCH methodology. Such strategies and materials include Wilson Foundations and Foundations, SMILE, Headsprout, Fountas and Pinnell Leveled Readers, Words Your Way, Scholastic Magazine, and AbleNet Focus on Science. They also participate in JARS. Our Standardized Assessment ELLs in Middle School use instructional strategies and grade level materials such as Wilson Foundations, Reading Street, Fountas and Pinnell Leveled Readers, Scholastic Magazine, Read 180, and the McGraw Hill Literacy Program. They also receive two periods per week of AIS (Academic Intervention Services) and use Coach practice books. Our Alternate Assessment ELLs in Middle School (non-graded) use a variety of instructional strategies and grade level materials based on TEACCH methodology. Such strategies and materials as; Wilson Foundations and Foundations, SMILE, Words Your Way, Headsprout, Fountas and Pinnell Leveled Readers, Scholastic Magazine, and AbleNet Focus on Science. They also participate in JARS (Joint Action Routine). Our Standardized Assessment ELLs in High School use Wilson Foundations, Leveled Vocabulary Books, Reading Street, Fountas and Pinnell Leveled Readers, Scholastic Magazine, Read 180, and the McGraw Hill Literacy Program. Our Alternate Assessment ELLs in High School grade 9 to age 21 (non-graded) use a variety of instructional strategies and grade level materials based on the TEACCH methodology. Such strategies and materials include Wilson Foundations, Leveled Vocabulary Books, Fountas and Pinnell Leveled Readers, and Scholastic Magazine. They also participate in JARS (Joint Action Routine).

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?

Our school uses curricular, instructional, and scheduling flexibility to enable diverse ELLs with disabilities to achieve their IEP goals and attain English proficiency within the least restrictive environment. This is attained by using Special Education strategies and methodologies that are aligned to the Common Core Learning Standards and are cross curricular. Instruction is provided in a District 75, Special Education setting in accordance with the child's IEP. The teacher uses a Stand-Alone ENL and/or Integrated ENL model. Small student to teacher ratio affords us scheduling

flexibility and the capability to provide instruction using appropriate scaffolding techniques while placing a high value on culture and student diversity . Special techniques and individual plans aid us in providing quality instruction to our ELL students with disabilities; such as TEACCH (a therapeutic technique to help autistic individuals understand their surroundings), Power of Choice Behavioral Modification System, FBAs (Functional Behavior Assessments), BIPs (Behavioral Intervention Plan), SWISS (School Wide Information System), and PBIS, (Positive Intervention Behavior Support), along with Vocabulary and Language Development, Guided Interaction, Meta-Cognition and Authentic Assessment, Explicit Instruction, Meaning-Based Context and Universal Themes, Modeling, Graphic Organizers, and Visuals. To place ELL-SWDs in ICT classes, the Pupil Personnel Team (Principal, Assistant Principal, Related Service Providers, ENL teacher, inclusion teacher, and classroom teacher) meet to discuss the student's progress and determine if the ICT class is the proper setting for the student. If it is agreed upon, a meeting is scheduled with the parent, a translator who speaks the home language, the student, and the PPT. In this meeting, proper support for the student is discussed.

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Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements
All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		

The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.

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

NYSED.gov

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

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CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements
All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		

The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.

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

NYSED.gov

*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.

Home Language Usage/Support	Transitional Bilingual Education (TBE)					
	100%					
	75%					
	50%					
	25%					
	Dual Language					
	100%					
	75%					
	50%					
	25%					
	Freestanding ENL					
	100%					
	75%					
	50%					
	25%					
TIME	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING	

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.
Intervention programs that are offered at P 256 Q for ELLs in all subgroups (SIFE, Newcomers, Developing, Long Term and former ELLs) in ELA are Foundations, Wilson Reading System, Read 180, JARS, Scholastic Magazine, Words your Way, Headsprout, Reading Street, McGraw Hill Reading Programs, AIS, SMILE and Weekly Reader. Interventions used in Math are Brain Pop, NY Coach, STEMS, and Math Steps. Interventions used in Science are AbleNet Focus on Science, and Fountas and Pinnell Leveled Readers. These interventions are offered in English with the assistance of the ESL teacher and an Alternate Placement Paraprofessional when necessary and are all aligned to the CCLS.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
The program(s) we currently use are effective in increasing our ELL students' math and literacy skills as evidenced in our students meeting their IEP goals (teacher observations, portfolio assessments, standardized tests, etc.). The ENL teachers use the Stand-Alone ENL and Integrated ENL models in collaboration with the classroom teacher and related service providers (OT, PT, RN, SP). All of our ELL students have a modified curriculum, modified promotion criteria, and/or take New York State Alternate Assessments in accordance with their IEPs. In the beginning of each school year, ENL teachers print the RLER report from ATS which lists all eligible students for the NYSESLAT. The ENL teacher then contacts each classroom teacher informing them whether or not the ELL student will be receiving services. Any student who has tested at the Commanding level may receive up to 2 years of additional support services.
12. What new programs or improvements will be considered for the upcoming school year?
For the upcoming school year, 256Q will be using BrainPop ESL with ELLs.
13. What programs/services for ELLs will be discontinued and why?
We are not discontinuing any programs or services 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.
ELLs are afforded equal access to all school programs (during school and after school) in accordance with their IEPs and the Chancellor's Regulations. Some of our ELLs participate in our Title III program, CHAMPS, and BEACON. ELL parents are invited to all parent and school meetings in their home language. Fliers are provided via the Parent Coordinator in the student's home language so that that parents are aware.
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.
To support ELLs, our school uses a variety of instructional materials, including technology. Many classrooms have a Smart Board, some ELLs use AACs (Augmentative Communication Devices) as per their IEP, and all ELL students have access to Apple MacBook Pro laptops and iPads with Touch Screens. Teachers of ELLs with autism use the Boardmaker computer program to create Mayer-Johnson picture cues, color printers and laminators to effectively communicate with their ELL students. Instructionally, we utilize Wilson Foundations, NYSAA Pacing calendar, teacher made materials, I-Pads (specific language programs), collaborative materials made with the classroom teacher, and any specific manipulatives used by our related services support staff such as Occupational Therapy, Physical Therapy, and Speech and Language Therapy. In addition, depending on the age/grade of the ELL students and his/her IEP, the following instructional materials (in alignment to the CCLS) may be used: Wilson Foundations/Foundations, Words Your Way, Fountas & Pinnell Leveled Readers, Scholastic Magazine, Reading Street, SMILE, Headsprout, AbleNet Focus on Science, JARS, McGraw Hill Literacy Program. In the content area, students can use bilingual dictionaries, adapted and abridged texts, and teacher-made adapted materials. Picture word walls in both English and the student's home language are available in the classrooms.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
ELL students that have special needs make up all of our ELL's. We use the Stand-Alone ENL and Integrated ENL models only. Home language support is delivered by using modified instructional, functional curriculum that is tailored to meet their ENL needs in all content areas, grade levels, and disability in accordance with their IEPs and the Common Core Learning Standards. Children who, as per their IEP, should receive Bilingual services, but do not because our school does not offer it, have a home language speaking paraprofessional in the classroom throughout the day and when receiving ENL services. As previously stated, students may use bilingual dictionaries, adapted and abridged texts, and teacher-made adapted materials. Picture word walls in both English and the student's home language are available in the classrooms.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

As previously stated, ELL students that have special needs make up all of our ELLs. We use the Stand-Alone ENL and Integrated ENL models only. Home language support is delivered by using a modified instructional, functional curriculum that is tailored to meet their ENL needs in all content areas, grade levels, and disability in accordance with their IEPs and the Common Core Learning Standards. Children who, as per their IEP, should receive Bilingual services, but do not because our school does not offer it, have a native language speaking paraprofessional in the classroom throughout the day and when receiving ENL services. All required services are ensured by IEP mandates, annual reviews, data collection, teacher collaboration, team meetings, and LPT meetings.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

Before the beginning of the school year, newly enrolled ELL students and their parents are invited to come to school and meet with their ENL teacher, the parent coordinator, and the classroom teacher. They receive a letter in their home language inviting them. Throughout the school year ELLs and their parents are invited to all PA meetings, workshops organized by the parent coordinator, parent/teacher Conferences, and IEP meetings. The parents receive letters in their home language and interpreters are provided when needed.

19. What language electives are offered to ELLs?

P256Q offers (first year) Spanish as a language elective to our Standardized Assessment High School students.

20. For schools with dual language programs:

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

P256Q does not currently have a dual language program.

B. Professional Development and Support for School Staff

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

All ELL personnel at our school attend professional development four to five times during the school year. These personnel include: Assistant Principals, Bilingual/ESL Coordinators, Paraprofessionals, Classroom Teachers (Special Education and General Education), Common branch teachers, ENL Teachers, Guidance Counselors, Speech Therapists, Occupational Therapists, Physical Therapists, and the Parent Coordinator. These workshops are offered through District 75 and at the school level. They cover NYSESLAT testing, NYSITELL testing, ENL methodologies, and compliance information. The ENL teacher and the ENL Liaison attend these workshops. On the school level, all staff members attend three workshops per school year on the Common Core Learning Standards, balanced literacy, content area instruction, and formative and summative assessments) that incorporate using ENL methodologies. Many of our teachers require the mandate of 10 hours of Jose P. training. If the training is taken within, the District 75 teachers are provided with two, five hour sessions and given a certificate as proof of participation. Certificates are kept on file at the main site. As per the new UFT contract, professional development half days are provided throughout the school year. The dates for the 2015/16 school year are as follows: October 21, December 9, January 13, February 24, April 1, and May 11.

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?

To support ELLs as they engage in the Common Core Learning Standards, the District offers several ENL and Bilingual teacher Professional Development sessions. One is a New ELL Teacher Professional Development Series: The ELL 'How To...' Institute that offers four- six hour sessions that cover creating lesson plans and thematic units, intensive modeling and practice in adapting books and materials to meet the needs of ELL students with disabilities, with an emphasis on adapting content-area texts in order to retain the essence of the material, while providing comprehensible input. Also, the four session institute provides participants with the tools to manage the behavioral and emotional needs of ELL students with disabilities through the lens of the cultural aspects of behavior focusing on the tenets of Social Emotional Learning (SEL). Additionally, this specific professional development series focus on working with the varied

learning styles of ELL students with disabilities, celebrating multiple intelligences and maximizing students' performance through the use of their varied learning styles that are aligned to CCLS and addresses language and culture issues via ESL methodologies, enhancement of the native language, and assessment in both native and target languages. Participants are expected to attend all four sessions of this Professional Development Institute. All Domains from the Danielson FFT are addressed: A certificate will be issued upon completion of the workshop.

Another professional development session is based on the newest version of the NYSESLAT administered in Spring 2015. This session will demonstrate how to administer the NYSESLAT to students with severe disabilities, in keeping with NYSED mandates for test administration. Included in the session will be the most up-to-date information received from NYSED and DELLSS. The imperative of keeping an accurate testing schedule demonstrating the date on which each modality (listening, speaking, reading, writing) was administered to each student will be discussed, and a sample 2016 NYSESLAT test schedule and tracking sheet will be provided to all participants in both hard copy and electronically (www.district75pd.org).

Additionally, a four part ELL Teacher Professional Development Institute Series with the theme: Empowering ELLs with Disabilities is offered. Here, teachers and support staff receive an introduction to basic human rights (water, shelter, food, clothing, safety, clothing, and education) and will learn to use unique tools to enable the understanding of this topic for ELLs with disabilities. Integrated curriculum, aligned with and connected to CCLS will be modeled, and participation will be interactive. Technology will be integrated into the presentation, including the use of iPad applications to support participants' growth as educators. Also, this series will provide participants with tools to teach ELL students with disabilities in all grade levels about rights and responsibilities in the home, at school, and in the work place. Participants will focus on what the term Human Rights means for ELL students with disabilities, and how they may become empowered via the IEP process as well as provide the basis for comparing and contrasting current U.S. child labor laws with those of other countries in summarizing the theme of the series. Many of our teachers require the mandate of 10 hours of Jose P. training. If the training is taken within the District 75 teachers are provided with two, five hour sessions and given a certificate as proof of participation.

As per the new CR Part 154 mandates for schools' Professional Development, **15% of the PD given in schools for all teachers must be on specific ELL issues.** To better assist teachers in their classrooms this year, the ENL teachers put together a PD where they assisted teachers in creating class specific tools to address the various needs that they may encounter in alignment with the CCLS.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
When ELLs transition from elementary to middle school or middle school to high school, we provide our teachers with support so they can best assist the student with transition. In P256Q, many of our ELLs remain in our program through high school. Teachers are encouraged to meet with the child's new classroom teacher, guidance counselor, and ENL teacher to provide background knowledge, share successful strategies, and discuss ways in which to guide the student toward English fluency and enable them to transition from elementary school to middle school and middle school to high school. During this process, the student's IEP, BIP, FBA (if applicable) and other important documents are reviewed and discussed. Staff also provides community based options to parents of ELLs to support them in gaining independence via agency placement and integration. Staff and parents are supported in this process by the administration, the transition linkage coordinator, and the MSC (Medicaid Service Coordinator).
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.
At P256Q, the two ENL teachers Lisamarie Loor and Christina Merle will provide the mandated 15% of total hours for all teachers and administrators. The ENL teachers will provide professional development that specifically addresses the needs of ELLs including language acquisition, best practices for co-teaching strategies, and integrating language and content instruction. The two ENL teachers will receive the required minimum of 50% at workshops provided by the District 75 Office of English Language Learners, and the Department of English Language Learners and Student Support that are dedicated to language acquisition in alignment with core

content instruction, best practices for co-teaching strategies, and integrating language and content instruction for ELLs. To better assist teachers in their classrooms this year, the ENL teachers put together a PD where they assisted teachers in creating class specific tools to address the various needs that they may encounter in alignment with the CCLS. Other topics that are planned for presentations include but are not limited to Incorporating ELLs into Danielson 3b and 1e, Reciprocal Teaching, Bloom's Taxonomy, and curriculum support. Administrators keep records of all professional development activities through the use of attendance sheets, workshop agendas, and presenter evaluation forms.

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?
P256Q provides annual individual meetings with all parents of ELLs. The meetings will take place throughout the year on selected half-days that are dedicated to Parent Engagement activities. The two ENL teachers will schedule parent meetings by site in the presence of a qualified interpreter/translator in the language or mode of communication the parent of guardian best understands. The ENL teacher will discuss with the parent the goals of the ENL program at P256Q, their child's English language proficiency assessment results, and language development needs in all content areas. For parents and/or guardians who do not speak English, an in-person or over the phone interpreter may be provided to assist them in answering any questions they may have, and assist in overall communication needs. NYCDOE provides free translation services for critical documents that contain information for parents about their child's education. Documents can be translated into Arabic, Bengali, Chinese, French, Haitian-Creole, Korean, Russian, Spanish, and Urdu.
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. Each ENL teacher will keep a communication log in his/her office that includes notes of individual meetings with parents, phone logs, follow-up, letters, and any other communication between teacher and parent. As stated above, For parents and/or guardians who do not speak English, an in-person or over the phone interpreter may be provided to assist them in answering any questions they may have, and assist in overall communication needs. NYC DOE provides free translation services for critical documents that contain information for parents about their child's education. Documents can be translated into Arabic, Bengali, Chinese, French, Haitian-Creole, Korean, Russian, Spanish, and Urdu.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parents are a valuable resource for our ENL teacher and classroom teachers because they have essential information about their children that is vital for planning meaningful educational experiences. District 75 occasionally offers ELL specific workshops to ELL parents. When such a workshop is available, we send home a note to the parents in English and in their Native Language, District 75 posts it on their website and we post the information on our school web-site as well. Also, translators, comprised of bilingual staff, are available during conferences and other non-ELL related workshops. Our non-ELL related workshops for parents usually pertain to children with disabilities or standard based instruction. A monthly calendar is distributed that contains all the workshops that are being offered that month. Workshops include Cookshop, SSI Benefits, Anti-Violence and Gang Awareness, and a Health Fair. As stated above, for parents and/or guardians who do not speak English, an in-person or over the phone interpreter may be provided to assist them in answering any questions they may have, and assist in overall communication needs. NYC DOE provides free translation services for critical documents that contain information for parents about their child's education. Documents can be translated into Arabic, Bengali, Chinese, French, Haitian-Creole, Korean, Russian, Spanish, and Urdu.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? We are involved with several community businesses through the Transition Linkage Coordinator as we move the high school age students towards the work world. Students at the high school level participate in on-site job training at the following agencies: JASA Senior Center, McDonald's, Belle Harbor Senior Center, CVS, and Catholic Charities. Our school sites provide Front Door Training through the Office for People with Developmental Disabilities. As stated on their website, "The training will offer participants an understanding of OPWDD's mission and purpose; the process to become eligible for OPWDD supports and services; types of supports and services available; and where individuals and families can go to get assistance." As stated above, for parents and/or guardians who do not speak English, an in-person or over the phone interpreter may be provided to assist them in answering any questions they may have, and assist in

overall communication needs. NYC DOE provides free translation services for critical documents that contain information for parents about their child's education. Documents can be translated into Arabic, Bengali, Chinese, French, Haitian-Creole, Korean, Russian, Spanish, and Urdu.

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

Parents at 256Q are encouraged to become a part of the school's School Leadership Team (SLT). As a member of the team, parents are given the opportunity to voice their opinions and concerns. As a team, the SLT is responsible for developing the school's Comprehensive Educational Plan (CEP). Feedback from the Parent Association meetings is taken into consideration. In addition, our Parent Coordinator meets with our school counselors to discuss parent feedback on our daily Point Sheets for parents who cannot attend the meetings.

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

Our school's parent coordinator ensures adequate communication with parents and families of ELL students and plans accordingly. In addition, parents can express their feelings via our School Survey which is completed yearly. The results are analyzed at our School Leadership Team meetings. As stated above, for parents and/or guardians who do not speak English, an in-person or over the phone interpreter may be provided to assist them in answering any questions they may have, and assist in overall communication needs. NYCDOE provides free translation services for critical documents that contain information for parents about their child's education. Documents can be translated into Arabic, Bengali, Chinese, French, Haitian-Creole, Korean, Russian, Spanish, and Urdu.

D. Additional Information

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

School Name: Q256_____

School DBN: 75Q256

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)
Robert Lopez	Principal		
Kris Melbourne	Assistant Principal		

Donna Tuffour	Parent Coordinator		
Christina Merle	ENL/Bilingual Teacher		
	Parent		
Sabrina Gehm	Teacher/Subject Area		
Lisamarie Loor	ENL Teacher		
	Coach		
	Coach		
Elizabeth Kaufman	School Counselor		
Gary Hecht	Superintendent		
	Borough Field Support Center Staff Member		
Lottrell Granger	Assistant Principal		
Kelli Roche	Assistant Principal		
Ellen Plotkin	Assistant Principal		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **75Q256** School Name: **PS 256Q**
Superintendent: **Gary Hecht**

Before you begin, please check the following:

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

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

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

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

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

P256Q uses the Translation and Interpretation Unit at the Department of Education. This unit aims to improve the way of Education communicates and engages with limited-English proficient parents. The Unit provides our school with accessing written translation, on-site interpretation, and over-the-phone interpretation services. The Unit is also responsible for spearheading all efforts related to language access, including, training and awareness of language access requirements, resources, monitoring compliance, and oversight of earmarked, school-based translation funds. In addition to the Translation and Interpretation Unit, we utilize the Home Language Identification Survey, Informal Oral Interview in English/Native Language, ATS reports, specifically the RDGS and RHLA to identify the different languages that are spoken in our students' homes. The Language Access Coordinator is essential in the process of identifying the parent population that has Limited English Proficiency. The Unit ensures that parents have the opportunity to receive the necessary information for supporting their children academically in their home language.

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.

Our findings indicate that at present we have 69 students whom have been identified as LEP students. It is imperative that translation and interpretation services are not limited to parents of students identified as English Language Learners. Forty-two students need written and oral communication services. Of the total population of 510, the breakdown of the primary languages spoken in our students' homes is as follows:

- English: 441
- Spanish: 58
- Polish: 1
- Haitian Creole: 2
- Bengali: 3

- Punjabi: 2
- Chinese: 1
- Urdu:1
- Other:1

Part B: Creating a Communications Calendar

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

P256Q typically disseminates several documents each school year that require translation. These documents are a

- Bill of Parents Rights and Responsibilities
- NYSESLAT testing dates (one week prior to start of testing)
- Title III Program Letter
- IEP meeting notification letter
- Chapter 683 Accept/Decline letters

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.

P256Q has numerous formal face-to-face meetings during the school year.

- Parent Teacher Conferences (Fall and Spring)
- Title III After School Program: Tuesdays after school (November through May)
- IEP meetings
- Parent Engagement Activities (6 half-days)
- FBA/BIP Meetings
- Annual ESL Parent Meetings
- Parent Counseling/Training (5 times per year)

Part C: Providing Language Assistance Services

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

Bilingual staff members frequently provide language translation services at P256Q. We can offer per-session moni they may provide written translation services to parents who have limited English proficiency. If staff members at ou translations, we request it from the Translation and Interpretation Unit at the NYC DOE. To request a translated do Translation Request Form and submit it to translations@schools.nyc.gov, along with the file to be translated. The T Interpretation Unit review the project and email an estimated completion date to the principal. They offer translation Bengali, Chinese, French, Haitian Creole, Korean, Russian, Spanish and Urdu. For additional languages, the unit c vendors. For instance, the unit can provide translation of critical documents such as Discipline Codes, Parent Hand Rights, Standard Letters from the school nurse, registration, application, and selection. They can also provide trans performance (e.g., standard text on report cards); conduct, safety, and discipline; special education and related ser discharges. In addition to the later, they can translate personal notes regarding, but not limited to; health, safety, leg matters; entitlement to public education or placement in any Special Education, English Language Learner or non-s program. Our staff can translate and interpret in Spanish, Punjabi, and Haitian-Creole.

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.

At 256Q, parents are informed of the availability of and access to language assistance services. Each school site is Language Access Kit from the Translation and Interpretation Unit. A multilingual welcome poster is displayed in the school site. With the assistance the Language Identification Guide, parents/guardians can determine the language staff members at our school may assist with interpretation if possible. If staff members at our school cannot provide member at the school may call the Translation and Interpretation Unit at (718) 752-7373 to access over-the-phone languages.

Part D: Training Staff on Policies and Procedures

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

As mentioned above, each school site is equipped with a Language Access Kit from the Translation and Interpretat welcome poster is displayed in the main office at each school site. With the assistance the Language Identification parents/guardians can determine the language they speak. Once their language is identified, each parent is given a During teacher conferences, ENL Teachers send out a memo to all administration to be distributed to all teachers th about all translation and interpretation services provided to limited English proficiency parents.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

To fulfill Section VII of the Chancellor's Regulations A-663, our Parent Coordinator is essential regarding parental needs for translation and interpretation services. The Parent Coordinator as well as the ENL Teacher(s) are required to coordinate with the Translation and Interpretation Unit via email or phone in the event that a non-English speaking parent and/or guardian needs to communicate with the school staff regarding their child and there is no one in the building who speaks their home language. All important school documents must be translated in order to be accessible to all parents.

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)

P256Q will use the NYC School Survey for Parents to gather feedback on the quality and availability of services. The survey will be conducted in 10 languages offered by the NYCDOE: English, Arabic, Bengali, Chinese, French, Haitian-Creole, Korean, Spanish, Tagalog, and Urdu. The survey will assess whether or not P256Q is communicating with parents in their native language. Information gathered from the survey, parent association meetings, and collaboration with counselors/teachers on the daily point sheets will aid in collecting feedback.