

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

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|----------------------------|----------------------------|
| DBN: (i.e. 01M001): | 75Q993 |
| School Name: | P.S. Q993 |
| Principal: | JACQUELINE ZARETSKY |

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: PS993Q School Number (DBN): 75Q993
Grades Served: K-12
School Address: 85-15 258th Street, Floral Park, NY 11001
Phone Number: 718-831-4040 Fax: 718-831-4037
School Contact Person: Jacqueline Zaretsky Email Address: Jzarets@schools.nyc.gov
Principal: Jacqueline Zaretsky
UFT Chapter Leader: Lisa Viscovi
Parents' Association President: Scott Faver
SLT Chairperson: Jacqueline Zaretsky
Title I Parent Representative (or
Parent Advisory Council
Chairperson): N/A
Student Representative(s): N/A
N/A

District Information

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

Borough Field Support Center (BFSC)

BFSC: N751 Director: Roberto Tillman
Director's Office Address: 400 First Avenue New York, N.Y. 10010
Director's Email Address: RTillman@schools.nyc.gov
Phone Number: 212-802-1610 Fax: 718-391-6048

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) |
|---------------------|---|-------------------------|
| Jacqueline Zaretsky | *Principal or Designee | |
| Lisa Viscovi | *UFT Chapter Leader or Designee | |
| Scott Faver | *PA/PTA President or Designated Co-President | |
| Neville Waldron | DC 37 Representative (staff), if applicable | |
| N/A | Title I Parent Representative (or Parent Advisory Council Chairperson) | |
| | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> | |
| | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> | |
| | CBO Representative, if applicable | |
| Eileen Winslow | Member/ Paraprofessional | |
| Monica Ysaac | Member/ Teacher | |
| Liz Pinto | Member/ Parent | |
| Susan Goustas | Member/ Guidance Counselor | |
| Debbie Chan | Member/ Parent | |

| Name | Position and Constituent Group Represented | Signature (Blue Ink) |
|-----------------|--|----------------------|
| Hylinsook Chung | Member/ Parent | |
| | Member/ | |

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

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

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

P993Q is a multi- site school, K-12, in District 75 serving students with challenges that include autism, emotional disturbances and multiple and intellectual disabilities.

P993Q has a strong commitment to all learners and provides rigorous instruction that prepares our students to transition into the world of college and careers. High standards are set for all standardized and alternate assessment students throughout P993Q and our school is committed to providing an opportunity for all of our students to reach their individual potential and to become active members of their community. Instruction at P993Q is aligned to the Common Core Learning Standards (CCLS) and delivered in a manner that motivates and engages all students. Best practices within the classroom and the focus on **building capacity** are integral parts of the P993 school vision as evidenced in the Framework for Great Schools Report 2015. **P993Q Framework for Great School's report** indicates that teachers are **strong** in the areas of **Common Core Shifts** and the **quality of student discussion**. **Effective school leadership** is maintained by all administrators who ensure that instruction is based on meaningful assessments that accurately measure levels of student learning, e.g., *SANDI's Rubrics for All*. Teachers are trained in how to use and accurately measure student learning by using these assessments to identify student needs and design lessons that incorporate the CCLS and **Danielson Framework for Teaching**. Student achievement data is evaluated by the school community during post-observation feedback, Individualized Education Program (IEP) reviews, teacher team meetings, and parent conferences. It is the belief of the school community that students achieve best when appropriate adaptations, modifications and diverse learning modalities are incorporated into the curriculum. P993Q establishes a safe and **supportive** school culture with an environment of **trust** where staff, parents, students and administrators value each other and are committed to student success to support the Framework for Good Schools.

Emphasis will be placed and **focused** on the **proficiency** rating of 4.2 as evidenced in the **Framework for Great Schools**. Collaborative opportunities for teachers will be reviewed and expanded to meet the needs of all standardized and alternate assessment K-12 students. Professional development opportunities will continue to be expanded to all staff on extended days to **build capacity** and **collaboration** in meeting the academic, social-emotional, and related service needs of all students, thus integrating the six elements of the Framework for Great Schools.

Areas of strength and progress is noted below and aligned to **Framework for Great Schools Report**:

- Reconfigured day through **School Based Options (SBO)** vote provides support for **Professional Development (PDs)**, IEP development, behavior management techniques and parent engagement. Survey indicates that P993Q scored above the norm in the following areas: inclusive instructional practices, school commitment and professional community.
- Professional development is available to support staff in areas of compliance, IEPs, assessment, instruction, positive behavior supports and social skills development. Collaborative inquiry teams will continue to support rigorous instruction.
- Ongoing support and **Instructional leadership** ensure that core curriculum texts and materials are used to drive instruction and adhere to the CCLS.

- **Behavioral procedures and protocols** are integrated into the school culture to support a **cohesive set of beliefs**. P993Q will continue to instill trust between parent to staff, student to teacher and teacher to teacher as evidenced by the **school survey; 42% of P993Q teachers responded that administrators set high standards for student behavior**.
- FAST and Title III programs engage P993Q families to participate with their children in training opportunities to improve communication between the home, school and work community which clearly aligns to **strong family-community ties**.
- **School-wide Transition and Pre-Vocational programs** run throughout the school year and partner with community organizations and agencies, which supports **rigorous instruction, effective school leadership** and **strong family-community**.
- P993 continues to participate in many **new programs**, such as, **sustainability, internet safety** and participation in the District 75 Science, Technology, Engineering, Mathematics (**STEM**) fair that supports all aspects of the Framework for Great Schools.

Challenge(s):

P993Q is a multi-sited school that supports alternate and standardized K-12 students. In order to successfully address the challenges of our diverse population, it is essential that consistency of practice and adherence to compliance is embedded into our school vision

75Q993 School Information Sheet

| School Configuration (2014-15) | | | | |
|---|--|---|-----|---|
| Grade Configuration | 0K,01, 02,03, 04,05, 06,07, 08,09, 10,11, 12 | Total Enrollment | 492 | SIG Recipient |
| | | | | N/A |
| Types and Number of English Language Learner Classes (2014-15) | | | | |
| # Transitional Bilingual | N/A | # Dual Language | N/A | # Self-Contained English as a Second Language |
| | | | | N/A |
| Types and Number of Special Education Classes (2014-15) | | | | |
| # Special Classes | N/A | # SETSS | N/A | # Integrated Collaborative Teaching |
| | | | | N/A |
| Types and Number of Special Classes (2014-15) | | | | |
| # Visual Arts | 23 | # Music | 23 | # Drama |
| # Foreign Language | N/A | # Dance | N/A | # CTE |
| | | | | N/A |
| | | | | N/A |
| School Composition (2013-14) | | | | |
| % Title I Population | N/A | % Attendance Rate | | 85.8% |
| % Free Lunch | 58.4% | % Reduced Lunch | | 1.3% |
| % Limited English Proficient | 30.6% | % Students with Disabilities | | 99.8% |
| Racial/Ethnic Origin (2013-14) | | | | |
| % American Indian or Alaska Native | 0.9% | % Black or African American | | 30.2% |
| % Hispanic or Latino | 33.6% | % Asian or Native Hawaiian/Pacific Islander | | 18.4% |
| % White | 16.3% | % Multi-Racial | | N/A |
| Personnel (2014-15) | | | | |
| Years Principal Assigned to School (2014-15) | 10.34 | # of Assistant Principals (2014-15) | | 3 |
| # of Deans (2014-15) | N/A | # of Counselors/Social Workers (2014-15) | | 3 |
| Personnel (2013-14) | | | | |
| % of Teachers with No Valid Teaching Certificate (2013-14) | N/A | % Teaching Out of Certification (2013-14) | | N/A |
| % Teaching with Fewer Than 3 Years of Experience (2013-14) | 0.3% | Average Teacher Absences (2013-14) | | 8.82 |
| Student Performance for Elementary and Middle Schools (2013-14) | | | | |
| ELA Performance at levels 3 & 4 | N/A | Mathematics Performance at levels 3 & 4 | | N/A |
| Science Performance at levels 3 & 4 (4th Grade) | N/A | Science Performance at levels 3 & 4 (8th Grade) | | N/A |
| Student Performance for High Schools (2012-13) | | | | |
| ELA Performance at levels 3 & 4 | N/A | Mathematics Performance at levels 3 & 4 | | N/A |
| Credit Accumulation High Schools Only (2013-14) | | | | |
| % of 1st year students who earned 10+ credits | N/A | % of 2nd year students who earned 10+ credits | | N/A |
| % of 3rd year students who earned 10+ credits | N/A | 4 Year Graduation Rate | | N/A |
| 6 Year Graduation Rate | N/A | | | |
| Overall NYSED Accountability Status (2014-15) | | | | |
| Reward | N/A | Recognition | | N/A |
| In Good Standing | N/A | Local Assistance Plan | | N/A |
| Focus District | N/A | Focus School Identified by a Focus District | | N/A |
| Priority School | N/A | | | |
| Accountability Status – Elementary and Middle Schools | | | | |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | N/A |
| Economically Disadvantaged | N/A | | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | N/A |
| Economically Disadvantaged | N/A | | | |
| Met Adequate Yearly Progress (AYP) in Science (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | N/A |
| Economically Disadvantaged | N/A | | | |
| Accountability Status – High Schools | | | | |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | N/A |
| Economically Disadvantaged | N/A | | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | N/A |
| Economically Disadvantaged | N/A | | | |
| Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | N/A |
| Economically Disadvantaged | N/A | | | |

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

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

Part 1 – Needs Assessment

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

Formative baseline data in ELA has shown that 505, K-12 students require improvement in reading skills, (e.g., phonemic awareness, phonics, fluency, vocabulary and comprehension.) Findings indicate that a majority of students assessed on SANDI/FAST were at Level 1 and the lower scale of DOK/UDL. After reviewing Scantron Performance Series and DRA2 , a high percentage of students have been identified at risk and need intervention. Teacher observations and class portfolios of student work support these findings and ELA interventions are needed.

P993Q strengths are:

- Administrators ensure that all staff is trained to use assessment data (formative and summative) effectively to develop individualized, rigorous and engaging instruction.
- NYSAA continues to be used for state assessment for alternate assessment students, grades 3-12.
- School opted into the Core Curriculum and assessment tools are used to support and align instruction more effectively by supporting IEP goals.
- The comprehensive data team continues to foster deeper understanding of assessments that set instructional outcomes that ensure the development of appropriate, rigorous, coherent instruction.
- Collaborative teacher teams are given opportunities to meet and/or attend PDs that will improve their ability to design more effective assessments, rubrics and lesson plans.
- The ESL team ensures that instruction and assessments are aligned to speaking and listening goals in the IEP

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, alternate and standardized students, grades K-12, will show a 5 point average growth over baseline in ELA as evidenced by common assessments that monitor progress (SANDI/FAST, DRA2, Scantron Performance Series) and are aligned to the Common Core Learning Standards.

Part 3 – Action Plan

| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. | <p>Target Group(s) <i>Who will be targeted?</i></p> | <p>Timeline <i>What is the start and end date?</i></p> | <p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p> |
|--|--|---|---|
| <ul style="list-style-type: none"> • Formative assessments aligned to the CCLS will be given to provide baseline data in all areas of ELA to determine performance levels of all students and identify instructional gaps. <p>SANDI/FAST</p> <p>DRA2</p> <p>Scantron Performance Series</p> <p>NYSAA</p> <ul style="list-style-type: none"> • ESL instruction is aligned to speaking and listening goals on NYSESLAT. The effectiveness of instruction is evaluated by the ESL team. | <p>Alternate assessment students in grades K-12</p> <p>Standardized assessment students in grades K-2</p> <p>Standardized assessment students in grades K-12</p> <p>Alternate assessments students in grades 3-12</p> <p>Alternate and standardized assessment ELL students in grades K-12</p> | <p>September 2015- June 2016. Periodic assessment</p> <p>September 2015- June 2016. Periodic assessment</p> <p>September 2015- June 2016. Periodic assessment</p> <p>Assessment administration windows</p> <p>Assessment administration windows</p> | <p>Administrators oversee administration of exams</p> |
| <ul style="list-style-type: none"> • The Common Core Curriculum in ELA is available for use in all classrooms to ensure the delivery of coherent and engaging instruction (Ready Gen, Attainment, Unique) | <p>Alternate and Standardized assessment students</p> | <p>September 2015 – June 2016</p> | <p>Administration orders and arranges for distribution of materials</p> |
| <ul style="list-style-type: none"> • ELA lessons will include adapted materials and modifications of instruction to suit the diverse needs of the students, including ELLs | <p>Alternate and Standardized assessment students</p> | <p>September 2015 – June 2016</p> | <p>Teachers plan modifications needed for each student</p> |

| | | | |
|--|--|----------------------------|---|
| <ul style="list-style-type: none"> • Common planning will take place during extended day to provide opportunities for teachers to share ideas, concepts and develop teaching strategies to improve student learning | Alternate and Standardized assessment students | September 2015 – June 2016 | Collaborative teacher teams during extended day |
|--|--|----------------------------|---|

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.

The following resources will be used to implement this action plan:

- Core Curriculum will be purchased to deliver rigorous, coherent instruction - Core Curriculum and Tax Levy
- Per-session opportunities will be available for teacher teams to review and analyze data and determine next steps – Citywide Instructional Funds
- Professional development opportunities will be provided to build teacher capacity in instruction and assessment - Project Arts and Tax Levy
- Flexible scheduling will remain in place and subs will be hired as needed to allow teachers the ability to collaborate on issues that deal with the academic or social/emotional needs of their students – **Tax Levy**
- Technology and augmentative devices will continue to be purchased to enhance student learning and address diverse learning modalities – **RESO, NYSTL and Tax Levy**
- The Title III Saturday Institute for ELL will continue in order to provide parent training and support - **Title III LEP**

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

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

Part 5 – Progress Monitoring

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

Data will show a 2.5 increase in ELA baseline to midpoint scores

Data will be reviewed by administrators by February 2016

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

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

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

Part 1 – Needs Assessment

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

It was determined, after review of formative and summative baseline data in Math that the middle school students in our inclusion program require improvement in Math computation and concepts; particularly in the four basic math functions (addition, subtraction, multiplication and division.) Findings indicate that 50% of our middle school standardized inclusive students continue to perform at Level 1 in the NYS Common Core Mathematics exam; where the most basic math skills require improvement. **Rigorous Instruction** continues to be a main focus of P993Q to design, develop and introduce adaptations and strategies needed for each individual student to achieve success in a standard education classroom. Emphasis will be placed on supporting students socially, emotionally and academically in this integrated setting. As per **The Framework for Good Schools Report 2015** data shows that a **supportive environment** providing **peer support** for academic improvement will be a focus of **next level guidance**. **Effective School Leadership** will continue to track teacher strengths and areas that need improvement during Informal and formal teacher observations. Special attention will be given to assessments and the development of next steps needed to guide students into their next level of academic achievement. P993Q’s **priority** is to continue to **challenge and support learning** by offering **more peer collaboration** in order to improve our overall score in the **supportive environment indicator**. Administrators will continue to review class portfolios of student work to support **rigorous instruction** in math and identify when intervention or enhancement is needed. The **school survey results** indicate that teachers **agree** that the principal makes her expectations for meeting instructional goals **clear** to all staff. Formal walkthroughs and observations have indicated that the **P993Q staff requires additional training in the use of assessment data** (formative and summative) more effectively. Emphasis has been placed on **rigorous and engaging instruction** that is not only **aligned to the CCLS** and individualized; but also is designed to promote each students success in an inclusive setting. Professional development opportunities will be geared towards helping teachers **carefully track academic progress and adapt and develop Math strategies and interventions that are both supportive and challenging**.

P993Q’s strengths are as follows:

* General education setting supports inclusive model which includes special needs students within the school community with a mutual set of beliefs

- Administrators will continue to communicate **high expectations** for all students and staff in the middle school inclusion program
- Special and General Education teachers will continue to **foster a healthy collaborative environment** for all students
- **Student participation** in educational activities, such as, math fairs and contests, will continue to be encouraged
- Technology based math programs will continue be a regular part of the school day

Students who scored a **Level 2** and above on local and **state assessments** will continue to be academically challenged

Part 2 – Annual Goal

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

By June 2016, standardized students, grades 6-8, will show a 5 point average growth over baseline when students are engaged in an inclusive challenging and collaborative classroom culture with academic supports and strategies as measured by state and local assessments

Part 3 – Action Plan

| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. | <p>Target Group(s) Who will be targeted?</p> | <p>Timeline What is the start and end date?</p> | |
|--|---|--|---|
| <ul style="list-style-type: none"> • Formative assessments aligned to the CCLS will be given to provide baseline data in all areas of Math to determine performance levels of all middle school students and identify instructional gaps <p>Scantron Performance Series</p> | <p>Standard Assessments students – grades 6-8</p> | <p>September 2015-June 2016. Periodic assessment</p> | <p>Administrators oversee administration of exams</p> |

| | | | |
|--|--------------------------------------|---------------------------|---|
| <ul style="list-style-type: none"> • Common collaborative planning will take place during extended day and provide opportunities for teachers(regular and special education), paraprofessional and related service staff to share ideas, concepts and develop teaching strategies to improve student learning in Math | Standard Assessments students 6-8 | September 2015-June 2016. | Teacher teams during extended day |
| <ul style="list-style-type: none"> • Weekly collaboration will continue to be ongoing between special education teachers, regular education teachers , paraprofessionals and related service staff to develop strategies and determine the effectiveness of adaptation and modification to the regular education curriculum. | Standard Assessments students 6-8 | September 2015-June 2016. | Data teams with input from classroom teachers |
| <ul style="list-style-type: none"> • Data team work with the collaborative inclusion team to analyze students Math data, identify student achievement gaps and determine next steps and AIS intervention in order to help ensure student academic success in an inclusive setting | Standard Assessments students 6-8 | September 2015-June 2016. | Administrators using data from walk-throughs |
| <ul style="list-style-type: none"> * Inclusion teachers in collaboration and comprehensive data team will continue to foster deeper understanding of assessments and instructional outcomes through academic intervention services and adaptive curriculum which will ensure academic supports for middle school inclusion students | Standard Assessments students 6-8 | September 2015-June 2016. | Administrators using data from walk-throughs |
| <ul style="list-style-type: none"> * P993Q will continue to align with the Common Core Curriculum and assessment tools used in the regular education classrooms to support student learning | Standard Assessments students 6-8 | September 2015-June 2016. | Administrators using data from walk-throughs |
| <ul style="list-style-type: none"> * Intra and Inter-visitations will continue to allow inclusion teachers to observe classroom behaviors to modify and adapt the standard education curriculum to lead students into the next skill levels. | Standard Assessments students 6-8 | September 2015-June 2016. | Administrators using data from walk-throughs |
| <ul style="list-style-type: none"> * Administrators will analyze data and teacher feedback in order to identify PD opportunities that support delivery of math instruction in a challenging and supportive manner. | Standard Assessments students 6-8 | September 2015-June 2016. | Administrators using data from walk-throughs |

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.

The following resources will be used to implement this action plan:

- Core Curriculum will be purchased to deliver rigorous, coherent instruction - **Core Curriculum and Tax Levy**
- Per-session opportunities will be available for teacher teams to review and analyze data and determine next steps – **Citywide Instructional Funds**

- Professional development opportunities will be provided to build teacher capacity in instruction and assessment - **Project Arts and Tax Levy**
- Flexible scheduling will remain in place and subs will be hired as needed to allow teachers the ability to collaborate on issues that deal with the academic or social/emotional needs of their students – **Tax Levy**
- Technology and augmentative devices will continue to be purchased to enhance student learning and address diverse learning modalities – **RESO, NYSTL and Tax Levy**
- Student activities that foster math enrichment will remain in place, e.g, math fairs, special events, trips and social activities—**Tax Levy**

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

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

Part 5 – Progress Monitoring

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

Data will show a 2.5 increase in Math formative baseline scores for middle school inclusive students

Data review by administrators will take place by February 201

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.

Although PBIS tracking data shows an increase in students receiving weekly rewards; school-wide behavioral data from OORS and SWIS showed an increase in reportable behaviors. It was determined that this must be addressed for an improvement in student’s appropriate behavioral skills to provide a safer school environment throughout all sites. In order for behavioral programs to succeed, all staff must be trained, consistent and aware of all school based programs to support teacher, student and family. Therefore, this goal is designed to increase staff participation in professional development opportunities geared towards improving student’s social-emotional behaviors. It is evident that additional protocols and staff training should be put in place to address these issues.

Some strengths are:

- F-Status Behavioral Specialist was hired to monitor behavior trends, incidents and accidents that impact safety for all students and staff.
- P993 Incident Reduction Plan was further revised to improve behavior skills and indicate areas of need.
- Student safety handbook was created and distributed to all students and parents and are continually made aware of behavioral expectations.
- Administrators assign key personnel to track teacher participation in professional development via agendas and attendance sheets for behavior management through PBIS, TCI and the 4Rs program.

Part 2 – Annual Goal

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

By June 2016, there will be a 5% increase in teacher participation in professional development in the area of positive behavior intervention supports (PBIS) as measure by agendas and attendance sheets

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> |
|---|--|---|--|
| <ul style="list-style-type: none"> • F-Status Behavior Specialist and guidance counselor will work with teachers/paraprofessionals to create and monitor behavior trends through ABC charts, FBA/BIP and Replacement Behavior tracking sheets | Standard and Alternate Assessments students K-12 | September 2015 – June 2016 | F Status Behavior Specialist, guidance counselor and class room paraprofessionals |
| <ul style="list-style-type: none"> • Safety handbooks for staff and students will be distributed and used to provide a school-wide protocol for positive behavior and school safety | Standard and Alternate Assessments students K-12 | September 2015 – June 2016 | Administrators will distribute handbooks in September 2015 |
| <ul style="list-style-type: none"> • PBIS data will be monitored to track upward trends in positive behavior and to identify areas of need | Standard and Alternate Assessments students K-12 | September 2015 – June 2016 | PBIS and Data teams with input from classroom teachers |
| <ul style="list-style-type: none"> • More teachers and staff will receive TCI training and learn how to de-escalate potentially dangerous situations | Standard and Alternate Assessments students K-12 | September 2015 – June 2016 | Administration will ensure compliance |

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.

The following resources will be used to implement this action plan:

- Per-session opportunities will be available for teacher teams to review safety protocols, the implementation of the 4Rs and determine next steps – **Citywide Instructional Funds**
- Professional development opportunities will be provided to build teacher capacity in behavior modification programs and techniques - **Tax Levy**
- Flexible scheduling will remain in place and subs will be hired as needed to allow teachers the ability to collaborate on issues that deal with PBIS, CTI crisis intervention and other issues that deal with the social/emotional development of their students – **Tax Levy**
- The creation of an F Status Behavior Specialist to oversee the implementation of PBIS, analyze SWIS and OORS to develop the IRP for School-wide Safety – **Instructional and Tax Levy**
- The 4Rs program will be purchased to promote positive social behaviors through literacy - **Tax Levy**

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

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

Part 5 – Progress Monitoring

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

Data will show 2.5 percent increase over baseline of teacher/staff participation PDs and workshops

Data review by administrators will take place by February 2016

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

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

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

Part 1 – Needs Assessment

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

Upon review of behavioral data from OORS, SWIS and PBIS, it is evident that additional protocols and instructional programs should be put in place to address the noted increase in incidents and accidents reported school-wide. Although IEP tracking data demonstrated that certain targeted positive instructional and social/emotional goals were being met; data shows that students had difficulty generalizing skills throughout the school day and in diversified settings.

Therefore, this goal is designed to reverse these trends and provide improvement in social-emotional behaviors that will result in an increase in appropriate behavioral data within the various school community settings as evidenced throughout the school community , e.g., hallway, cafeteria, bus.

It was determined that a research based literacy curriculum with strong PBIS supports would be needed to provide instruction in social skills with the support of district and internal behavioral specialists.

Supports include:

- P993Q Safety and PBIS teams closely monitor PBIS rubrics and effectiveness across different areas of the school that impact safety for staff and students.
- Professional development is provided for families to improve skills and strategies that can be generalized between the home and community.

School developed and designed an IRP designed in collaboration with administration and district to improve social-emotional behaviors and provide a culture of rapport and respect

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, students introduced to a research based literacy program designed to teach social responsibility, will show a 5 point average increase over baseline of earned student participation in week/month PBIS activities

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> |
|---|---|--|---|
| <ul style="list-style-type: none"> • The 4Rs, a research based literacy program designed to promote positive social behaviors, will continue to be implemented and expanded in order to support the on-going PBIS program | Alternate and Standardized assessment students, grades K-12 | September 2015-June 2016 | Administration will purchase and distribute materials |
| <ul style="list-style-type: none"> • Lead teachers will mentor staff on how to use the 4Rs program to shape student behavior throughout all school settings | Alternate and Standardized assessment students, grades K-12 | September 2015-June 2016 | Lead teachers will turn key during extended day |
| <ul style="list-style-type: none"> • Teachers will continue to receive training on how to effectively incorporate the 4Rs program into their ELA curriculum which adheres to the CCLS and behavioral goals | Alternate and Standardized assessment students, grades K-12 | September 2015-June 2016 | Administration will provide the opportunity for staff to attend PDs |
| <ul style="list-style-type: none"> • Safety, PBIS and teacher teams will track data, identify areas of need and create timelines for implementation of social-emotional goals | Alternate and Standardized assessment students, grades K-12 | September 2015-June 2016 | Safety and PBIS teams with input from classroom teachers |

Part 4 – Budget and Resource Alignment

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| <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>The following resources will be used to implement this action plan:</p> <ul style="list-style-type: none"> • The 4Rs program will be purchased to promote positive social behaviors through literacy -- Tax Levy • Per-session opportunities will be available for collaborative teacher teams to review the implementation of the 4Rs program and determine next steps – Citywide Instructional Funds/Tax Levy • Professional development opportunities will be provided to build teacher capacity in instruction, assessment and social skills development -- Tax Levy |

- Subs will be hired to allow teachers to collaborate on all components of the 4Rs program – **Tax Levy**
- F-Status Behavior Specialist was hired to oversee the implementation of PBIS, analyze SWIS and OORS to develop the IRP for School-wide Safety – **Instructional and Tax Levy**
- Technology and augmentative devices will continue to be purchased to enhance student learning and address diverse learning modalities – **RESO, NYSTL and Tax Levy**

The Title III Saturday Institute for ELL will continue in order to provide parent training and support - **Title III LEP**

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

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

Part 5 – Progress Monitoring

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

Data will show 2.5 point average increase over baseline of earned student participation in week/month PBIS activities

Data review by administrators will take place by February 2016

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

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

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

Part 1 – Needs Assessment

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

P993Q’s middle and high school aged students need the opportunity to develop daily living and vocational skills that will allow for smooth transition into post-secondary educational or workforce settings. After reviewing data from our CTE, CDOS and Co-Op tech programs, it was determined that there was a need for additional Transition and Pre-vocational training opportunities. P993Q has strong ties with the community and it was determined that students would benefit from an expanded transition program to prepare them for work, career and adult life. Additional training, aligned to the Common Core Learning Standards, will expand a student’s experience, help build self-respect and independence.

Some strengths are:

- Pre-Vocational class was developed to teach daily living and vocational skills
- Three Transition coordinators are in place to guarantee adherence to IEP goals and DOE transition guidelines
- P993Q’s partnership with community organizations and agencies
- VTEA, Summer Youth and CTE programs are in place to support vocational/life skills training

Part 2 – Annual Goal

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

By June 2016, there will be a 5% increase of student participation in pre-vocational and vocational programs as measured by Transition Team 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> |
|---|---|---|---|
| <ul style="list-style-type: none"> • Transition team will collaborate with district-level coaches to provide resources that are appropriate for the needs of students with disabilities | Transition and Pre-Vocational students grades 6-12 | September 2015 – June 2016 | Transition team and district coaches |
| <ul style="list-style-type: none"> • Transition team will conduct Level 1 Vocational Interviews and Career Interest Inventories that determine a student’s interests and future goals and incorporate these into his/her transition plan within the IEP | Transition and Pre-Vocational students grades 6-12 | September 2015 – June 2016 and during annual review calendars | Transition team , classroom teacher and paraprofessionals |
| <ul style="list-style-type: none"> • Common planning time will be provided for transition team members to review student performance data, pre-vocational planning and transition interventions /services | Transition and Pre-Vocational students grades 6-12 | September 2015 – June 2016 | Transition team , classroom teacher and paraprofessionals |
| <ul style="list-style-type: none"> • Parents and/or guardians will participate in the transition process via Level 1 Parent Interview and worksite parental responsibility form | Transition and Pre-Vocational students grades 6-12 | September 2015 – June 2016 | Transition team in conjunction with parent coordinator and school staff |

Part 4 – Budget and Resource Alignment

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|---|
| <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>The following resources will be used to implement this action plan:</p> <ul style="list-style-type: none"> • Core Curriculum will be purchased to deliver rigorous, coherent instruction - Core Curriculum and Tax Levy • Per-session opportunities will be available for the transition team to review and analyze data and determine next steps – Citywide Instructional Funds • Professional development opportunities will be provided to build teacher capacity in instruction, assessment and development of Vocational curriculum- Tax Levy |

- Flexible scheduling will remain in place and subs will be hired as needed to allow teachers the ability to collaborate on issues that deal with the vocational and transitional needs of their students – **Tax Levy**
- Technology and augmentative devices will continue to be purchased to enhance student learning and address diverse learning modalities – **RESO A, NYSTL and Tax Levy**
- Student stipends will be paid to students participating in CTE and community based vocational programs - **VTEA**

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

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

Part 5 – Progress Monitoring

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

Data will show 2.5 percent average increase over baseline of student participation in Transitional and Pre-Vocational programs

Data review by administrators will take place by February 2016

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

| Type of Academic Intervention Service (AIS) | Criteria for determining AIS services | Type of Program or strategy (e.g. repeated readings, interactive writings, etc.) | Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.) | When the service is provided (e.g. during the school day, before or after school, etc.) |
|--|---|---|--|--|
| English Language Arts (ELA) | AIS services determined by scores on formative assessments (SANDI/FAST, DRA 2, Scantron Performance Series, and Running Records) provided by classroom and/or AIS teacher | Instruction in the following areas of literacy: phonemic awareness, phonics, fluency, vocabulary and comprehension.) Additional support is given to students through Core Curriculum (Attainment, Unique, Ready Gen) | Small group, one-to-one, tutoring by AIS teacher | During the school day |
| Mathematics | AIS services determined by scores on formative assessments (SANDI/FAST, Scantron Performance Series) and provided by classroom and/or AIS teacher | Common Core Learning Standards are used to drive instruction in numeration and operations for preparation of state exams. Scantron Performance Series worksheets are created for student specific area(s) of need. Additional support is given to students through Core Curriculum (Attainment, Unique and Go Math) | Small group and/or one-to-one instruction | During the school day |
| Science | AIS services determined by scores on formative assessments (SANDI/FAST, Scantron Performance Series) and provided by classroom and/or AIS teacher | CCLS aligned Scope and Sequence in Science is used to drive instruction in preparation for state exams. Additional support is given to students through Scholastic magazine/website | Small group and/or one-to-one instruction | During the school day |

| | | | | |
|---|---|---|---|-----------------------|
| Social Studies | AIS services determined by scores on formative assessments (SANDI/FAST, Attainment and provided by classroom and/or AIS teacher | CCLS aligned Scope and Sequence in Social Studies is used to drive instruction in preparation for state exams. Additional support is given to students through Core Curriculum (Attainment) and Scholastic magazine/website | Small group and/or one-to-one instruction | During the school day |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | AIS services are determined by incident reports, e.g., SWIS, OORS, FBAs, and PBIS data | Instruction in 4Rs program, behavior modification and PBIS Danielson style lessons aligned to the CCLS | Small group and/or one-to-one instruction | During the school day |

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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|--|---------------------------------|--|---|----------|--------------------|
| 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)

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|--|
| 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

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|--|
| 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

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|---|
| 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.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

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

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

| Part A: School Information | |
|--|--------------------|
| Name of School: <u>993Q</u> | DBN: <u>75Q993</u> |
| This school is (check one): | |
| <input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below) | |

| Part B: Direct Instruction Supplemental Program Information |
|--|
| The direct instruction component of the program will consist of (check all that apply): |
| <input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy |
| Total # of ELLs to be served: <u>24</u> |
| Grades to be served by this program (check all that apply): |
| <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 |
| Total # of teachers in this program: <u>3</u> |
| # of certified ESL/Bilingual teachers: <u>2</u> |
| # of content area teachers: <u>1</u> |

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: P993Q proposes to continue the Title III Saturday Instructional Institute for the 2015-16 school year. The program will run for 5 Saturdays as follows: 1 in December, 1 in January, 1 in February, and 2 in April. The program will run from 9:00 AM to 1:00 PM. Instruction will be delivered in English, using ENL methodologies. The model of the instructional program for ELLs this year will be based on "Bridging the Gap Between Home and School Language Acquisition". Instruction will be aligned to the Bilingual Progressions and the NYS Common Core Standards Reading 1, Speaking and Listening 1. 24 ELLs from all proficiency levels of performance, will be invited to attend the program in one 12:1:4 class (grades K-2) and one 12:1:1 configuration (grades 7-9). The program includes students in grades K-2 and 7-9, inviting former Title III attendees to once again act as mentors for the younger grades. Two certified TESOL teachers will provide direct instruction to all of the ELL students who attend the Saturday program, with the assistance of 7 bilingual paraprofessionals (1 Bengali/Urdu, 1 Mandarin/Cantonese, 1 Haitian-Creole, 1 Hindi, and 1 Spanish-speaking. 2 additional bilingual paraprofessionals will be provided to two of our ELLs whom are mandated 1:1 paraprofessionals). The TESOL teachers will be using laptops, magnetic letters, dry erase boards, and the Look, Listen, Speak Family Starter Kit (and related materials) to support instruction. An art/technology teacher will also work collaboratively with the two TESOL teachers to facilitate instruction and to provide assistance with helping students, parents, and teachers design, program, and utilize augmentative and alternative communication systems (AAC), high and low tech communication devices and materials. Parents will work along side their youngsters and engage in hands-on activities. For that reason, 7 bilingual paraprofessionals will be employed in the instructional program to provide native language support for students and to serve as interpreters for parents who speak the various languages. The two licensed and permanently certified TESOL teachers are qualified in the following: Teaching English to Speakers of other Languages (TESOL), Special Education Grades K-12, and have a combined nineteen years of experience in ESL, combined seventeen years Special Education experience, and Master's degrees in both Special Education and TESOL. The Principal oversees the program and acts as facilitator to instruction. The art/technology teacher will provide collaborative support in the use of materials and technology during instruction. She will be utilizing colored pencils, construction paper, crayons, markers, scissors, and other art materials. A secretary will handle purchases and time-keeping for the Title III instructional and parent Saturday program and the after school professional development program. Formal Title III Invitation letters and flyers are sent home from school in each invitees communication notebook or folder notifying each family of their respective Title III program eligibility. The day will start off with students and parents participating in a structured family/staff networking activity. Students, with the assistance of teachers and paraprofessionals, will practice using listening and speaking skills by engaging in music, socialization and play activities. While students are engaged in these music and play activities, parents are networking with one another, the principal and parent coordinator. Bilingual paraprofessionals will be available to facilitate communication between staff and parents. TESOL teachers will deliver collaborative lessons to ELL students and parents simultaneously after the networking activity. Lessons will be cohesive, age appropriate, and motivating. Lessons will be delivered using various methods of presentation, such as whole language, movement, and the use of multimedia and rhythm based musical instruments. AAC devices will be used to support development of receptive and expressive communication skills. TESOL and technology teachers will utilize multimedia, instructional software, and related hardware to support the supplemental Saturday instructional program. Technology-based hardware such as Smart Boards, ELMO visual presenters, multimedia projectors, Kid's Edition Kindle Tablets, digital cameras, lap tops, color printers, microphones, amplifiers

Part B: Direct Instruction Supplemental Program Information

answer hand buzzers, pocket blocks, pocket charts, and internet access will be utilized to support instruction. Ipad minis will be used to record and scrutinize student dialogue in verbal and language emergent students. I Talk apps and other English Learning tool services will be downloaded onto these devices as part of our instruction to aid students in learning English. “Bridging the Gap Between Home and School Language Acquisition” was selected as the model for our Saturday supplemental instructional program. Research shows that involved parents enhance the skills of ELLs as they are connected to the home-school community. In addition, after reviewing IEP goals, student work, and NYSESLAT scores, TESOL teachers submitted a needs assessment to the principal. Data based on this needs assessment showed that additional instruction was needed across all language acquisition areas: listening, speaking, reading, and writing. Curriculum and lessons were developed to engage students, parents, and family members in the process of generalizing ENL skills in school, at home, and in the community. Appropriate translation/interpretation paraprofessionals will be available. P993Q site is accessible for students/families with disabilities. Communication devices will be available to facilitate communication for students. The Saturday supplemental instructional institute will enhance language instruction based on the use of informational text and real world applications. ELLs perform better when parents are involved in their education (B. Harry, 2004; J. Cummins, 1984). In addition, instruction that includes strategies (e.g., Cognitive Academic Language Learning Approach) that address cognitive and academic language needs for ELLs and is communication-focused is also supported by research (Chamot & O’Mally, 1994); Dulay, H., Burt, M. & Krashen, S. (1982), Krashen, S. (2006); Baca, L. (1991). Technology will be integrated into instruction during the Saturday instructional program at 993Q. Research has also shown that technology can be used to enhance teaching and learning in schools (Fisher, Dwyer, and Yocam, 1996; Cummins and Sayers, 1997). Researchers report that technology motivates students, encourages them to take ownership of their own work, builds metacognitive skills, provides students with access to other cultures, and enhances classrooms as centers of inquiry, exploration and literacy (Toppings, K., 1998). The following assessments will be used to monitor student success and achievement in the supplemental instructional program: Summative Assessment – Formative Assessments; DRA 2, program based and teacher-designed assessments such as checklists and rubrics which we plan to use to help assess our students' performance.

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: _

Part C Professional Development

Mr. Leigh Eisenberg and Ms. Patricia Hulewicz (two of the ESOL teachers from 993Q) will provide professional development to all Title III staff; seven bilingual paraprofessionals and one art/technology teacher after school for the Title III Saturday instructional institute. The school principal will be present but will be paid for one hour only. Topics will include: Alignment of instruction to the CCLS--Reading 1, Speaking and Listening 1 and Bilingual Progressions, using informational text as it applies to real life situations; the role of the bilingual paraprofessional as part of the instructional team, the use of technology to stimulate and support communication and socialization in ELLs, making picture symbols, making dual language symbols, how to build digital photo libraries, and putting theory into practice to elicit language from our ELLs. Data based on our needs assessment showed that additional instruction was needed across all language acquisition areas: listening, speaking, reading, and writing. The

Part C: Professional Development

objectives of the PDs are geared toward training staff about the Bilingual Progressions and Reading 1, Speaking and Listening 1 of the CCLS. Staff will be trained on how to provide translation and interpretation services to a large ELL population. Staff need to be familiar with and adept in the use of AAC technology in order to facilitate communication. PD will take place once a week on Fridays for 5 weeks from 2:35PM to 4:35PM.

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Part D: Parental Engagement Activities

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

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

Begin description here: Part D: Parental Engagement Activities

There is a high level of communication with ELL parents throughout the school community. Supporting the ENL program is strong collaboration between the Parent Association and Parent Coordinator resulting in ongoing family activities, cultural events, and workshops that provide opportunities for social interaction, exposure to information on the Saturday Institute, and supports outside the school community. At the start of each workshop, parents engage in family networking activities. Parents then work along side their youngsters and engage in hands-on activities. Parents will be given PDF based teacher created instructional materials to be used at home with their children which will be downloaded on external thumb drives which they will be receiving. Parents will learn how to choose from and utilize various forms of scaffolds needed to help their children succeed. Parents will learn how to use Kid's Edition Kindle Fire tablets and child friendly apps for the device to generalize targeted communication skills. ELL parents are also made aware of CBO's and work program opportunities as part of transition planning for middle and high school students.

Members of the ENL team attend parent activities and workshops to share ideas and evaluate parent concerns. Members also attend School Leadership Team meetings where school-wide issues are discussed and implications for instruction of ELLs is specified. The ENL Team evaluates parent responses on the Learning Environment Survey for issues pertaining to ELLs. Parents of ELLs attending the Title III Saturday Institute provide feedback after each session. Responses are evaluated for concerns and suggestions in generalizing listening, speaking, reading, and writing skills at home and in the community. Translation services are provided if needed at all activities, events, workshops, conferences and meetings. Printed materials are distributed in native languages as well to inform all parents of school issues, agendas, and concerns. Attention is paid to scheduling meetings and activities that accommodate most parents and caregivers of ELLs with sensitivity to cultural and religious needs and concerns.

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Part E: Budget

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

Allocation Amount: \$ _____

| 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>?</u> Salary: <u>\$8,915.50</u> Professional Development: <u>\$4020.15</u> <u>?</u> Salary Sub Total: <u>\$12,935.65</u> | - <u>1 Secretary: 10 hrs x \$32.83 = \$328.30</u> <u>1 Principal: 5 days x 4 hrs x \$54.69 = \$1093.80</u> <u>3 Teachers: 5 days x 4hrs x \$53.28 = \$1065.6 x 3 = \$3196.80</u> <u>7 Paraprofessionals: 5 days x 4 hrs x \$30.69 = \$ x 7 = \$4296.60</u> <u>1 Principal: 5 days x 1 hr (\$54.69) = \$273.45</u> <u>3 Teachers: 5 days x 2 hrs(\$53.28) x 3 = \$1598.40</u> <u>7 paraprofessionals: 5 days x 2 hours (\$30.69) x 7 = \$2148.30</u> |
| Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. | NA | NA |
| Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. | <u>"100" Supplies</u> <u>Sub Total: \$ 3,722.35</u> | <u>Assorted Supplies: construction paper, xerox paper, drawing paper, crayons, markers, dry markers, scissors, tape, glue, glitter paint, brushes, srt smocks, paper punch, rulers, clips, staplers, pencil sharpener, hand buzzer, pocket blocks, laminating pouches, sheet protectors, ink, Look, Listen Speak books and courseware - "AT HOME"</u> |
| Educational Software (Object Code 199) | NA | _____ |
| Travel | Parent Involvement: <u>\$275.00</u> | Parent Involvement - Metro Cards |
| Other | Parent Involvement: <u>\$250- Refreshments for Parents</u> <u>\$1325 - Kindle Tablets for Kids</u> <u>Sub Total \$1850</u> | _____ |
| TOTAL | <u>\$18,508.00</u> | <u>\$18,508.00</u> |

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

| | | |
|--------------------------|-----------------------|--------------------------|
| District 75 | Borough Queens | School Number 993 |
| School Name P993Q | | |

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 Ms. Jacqueline Zaretsky | Assistant Principal Alexis Tandit |
| Coach | Coach type here |
| ENL (English as a New Language)/Bilingual Teacher L. Eisenberg | School Counselor type here |
| Teacher/Subject Area ELA, E. Castrillon | Parent type here |
| Teacher/Subject Area | Parent Coordinator Neville Waldron |
| Related-Service Provider type here | Borough Field Support Center Staff Member type here |
| Superintendent | Other (Name and Title) type here |

C. Teacher Qualifications

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

| | | | | | |
|---|----------|---|----------|---|----------|
| Number of certified ENL teachers currently teaching in the ENL program | 4 | Number of certified bilingual teachers not currently teaching in a bilingual program | 1 | Number of teachers who hold both content area/common branch and TESOL certification | 0 |
| Number of certified bilingual teachers currently teaching in a bilingual program | 0 | Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12] | 0 | Number of teachers who hold both a bilingual extension and TESOL certification | 0 |
| Number of certified ENL teachers not 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) | 506 | Total number of ELLs | 154 | ELLs as share of total student population (%) | 0.00% |
|--|------------|----------------------|------------|---|--------------|

Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|-----|---|----|---|-----|
| All ELLs | 154 | Newcomers (ELLs receiving service 0-3 years) | 92 | ELL Students with Disabilities | 154 |
| SIFE | 0 | Developing ELLs (ELLs receiving service 4-6 years) | 22 | Long-Term (ELLs receiving service 7 or more years) | 40 |

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

| | ELLs by Subgroups | | | | | | | | | Total |
|--------------|---|------|-----|---|------|-----|--|------|-----|-------|
| | Newcomer ELLs (0-3 years of service) | | | Developing ELLs (4-6 years of service) | | | Long-Term ELLs (receiving 7 or more years of service) | | | |
| | All | SIFE | SWD | All | SIFE | SWD | All | SIFE | SWD | |
| TBE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| DL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| ENL | 92 | 0 | 92 | 22 | 0 | 22 | 40 | 0 | 40 | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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 |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| SELECT ONE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| SELECT ONE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| SELECT ONE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| TOTAL | 0 |

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages):
0

Number of students who speak three or more languages: 0

| 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 | 11 | 15 | 13 | 12 | 5 | 1 | 3 | 4 | 2 | 7 | 2 | 3 | 4 | 0 |
| Chinese | 1 | 6 | 6 | 2 | 3 | 1 | 2 | 1 | 0 | 0 | 1 | 0 | 1 | 0 |
| Russian | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Bengali | 2 | 4 | 2 | 1 | 0 | 1 | 0 | 2 | 0 | 1 | 1 | 1 | 0 | 0 |
| Urdu | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 2 | 0 |
| Arabic | 0 | 1 | 0 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Haitian | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 |
| French | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 |
| Korean | 0 | 1 | 3 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 |
| Punjabi | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| Polish | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Albanian | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Other | 1 | 1 | 2 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 0 |
| TOTAL | 0 |

Part III: Assessment Analysis

Assessment Breakdown

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

| OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS) | | | | | | | | | | | | | | |
|--|----|----|----|----|----|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Entering (Beginning) | 11 | 29 | 28 | 16 | 11 | 5 | 5 | 4 | 0 | 7 | 4 | 4 | 1 | 0 |
| Emerging (Low Intermediate) | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 2 | 0 | 1 | 0 | 0 | 8 | 0 |
| Transitioning (High Intermediate) | 4 | 0 | 0 | 2 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 2 | 0 |
| Expanding (Advanced) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 1 | 0 | 0 | 0 |
| Commanding (Proficient) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

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

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

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

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

| New York State Regents Exam | | | | |
|---------------------------------------|----------------------------|---------------|-----------------------------|---------------|
| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
| | English | Home Language | English | Home Language |
| Comprehensive English/Common Core ELA | | | | |
| Integrated Algebra/CC Algebra | 2 | 0 | | |
| Geometry/CC Algebra | | | | |
| Algebra 2/Trigonometry | | | | |
| Math _____ | | | | |
| Chemistry | | | | |
| Earth Science | 2 | 0 | | |
| Living Environment | 1 | 0 | | |
| Physics | | | | |

| New York State Regents Exam | | | | |
|------------------------------|----------------------------|---------------|-----------------------------|---------------|
| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
| | English | Home Language | English | Home Language |
| Global History and Geography | 2 | 0 | | |
| Geography | | | | |
| US History and Government | 1 | 0 | | |
| LOTE | | | | |
| Government | | | | |
| Other _____ | | | | |
| Other _____ | | | | |
| NYSAA ELA | | | | |
| NYSAA Mathematics | | | | |
| NYSAA Social Studies | | | | |
| NYSAA Science | | | | |

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
The DRA 2 is used to assess early literacy skills of our Standardized ELLs and Scantron Performance Series is used for our students grades 3-8. Alternate Assessments students are measured using SANDI/FAST. In addition, all ELLs (alternate or standard assessment)are given NYSISTELL and NYSESLAT and are further assessed using teacher created assessments and the LAP tool kit. The data shows that our students strengths are in the areas of Listening and Speaking. This data will be used to drive instruction and help our school's planning and scheduling as per CR-Part 154.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
The data patterns reveal that while most students are on the Entering Level, they do move towards the Commanding proficiency. Data shows that most students, but not all, in grades K-12 remain at the Entering proficiency level. Some students do reach the Commanding proficiency level over time on a standardized test given to alternate assessment students. The breakdown is as follows: 125 Entering, 10 Emerging, 7 Transitioning, 5 Expanding, and 7 Commanding students.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
P993 uses information from the AMAO tool to drive instruction and assess our ELLs. Consequently, NYSESLAT data from this year's exam will determine the extent of our collective advancement in proficiency levels and attainment of English Language Proficiency. Current data reflecting trends in growth toward meeting achievement standards in both ELA and math suggest that all ELLs are making progress toward meeting these standards.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?
 - The patterns show that the students do better with Listening and Speaking rather than Reading and Writing across various grades. At this time, our ELLs are only taking tests strictly in English and not in their native languages.

- b. At this time, P993Q ELLs do not participate in ELL periodic assessments.
- c. N/A
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*.]
5. While P993 does not participate in the RTI program, an AIS teacher is available to provide services to all struggling students and interventions decrease over time as students progress. Our school uses data from formal assessments to drive rigorous and culturally responsive instruction. Language development at all levels is fostered through purposeful, deliberate conversations between teacher and students, and among students. Reading and writing is taught as specific curricula, and integrated into each content area. Our program adds layers of instructional support to the standard core curriculum delivered in a school, based on the demonstrated and changing needs of the student learners. This includes levels of intervention and instruction that increase in duration and intensity over time. As students improve, measured by reliable and valid assessments, the extra supports are removed. Positive Behavioral Interventions and Supports (PBIS) are an integral part of classroom instruction. Our objective is to use characteristics of these approaches to meet the needs of children experiencing academic and social difficulties in school.
6. How do you make sure that a student's new language development is considered in instructional decisions?
6. To ensure that a child's second language development is considered in instructional decisions, NYSITELL and NYSESLAT scores are analyzed by the ESL team to determine next steps. Data from these assessments are shared with all staff that service our ELLs. Classroom and ENL teachers use this data to drive instruction across the four NYSESLAT modalities.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?
 - How are EPs performing on State and other assessments?
7. At this time, we do not have dual language programs.
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
8. The success of our programs for ELLs is determined by a monthly inquiry meeting where we analyze data tracking sheets that monitor the progress of our ELLs based on their IEP annual goals. At these meetings, particular attention is paid to NYSESLAT scores from previous years to track student progress. We learned that most students are at the Entering proficiency level, but they do progress over their duration at P993Q into the Commanding proficiency level.

Part IV: ELL Identification Process

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

- Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.
 - The steps in identifying ELLs begins with the administration of the informal interview with the student and parents. The formal assessment include the following: Home Language Identification Survey in the language chosen by the parents, NYSITEL and Spanish LAB (if necessary). The HLIS is administered to parents of students new to the DOE, students coming from a school within NY State, and to students reentering DOE after 2 continuous years not in a NY State school. If the student enters the DOE from a NYS school, the school requests the ELL status information from the previous NYS school. NYSITEL is NOT administered IF it is obtained. If NOT obtained, the ELL Identification Process continues as per protocol. Based on the results of the HLIS, a home language code is then be entered into ATS. The school has LPTs (Language Proficiency Teams) with a minimum of 4 members. The team includes: an ENL teacher, school administrator, parent or guardian, and a director of special education. In addition the team may include a parent designee or a qualified translator/interpreter supplied by the DOE, and a clinician. The team meets to determine if a student with an IEP should or should not be administered the NYSITEL. If the LPT recommends that the student should not take the NYSITEL, that recommendation is sent to the principal for review. If upon review the principal decides that the student should not take the NYSITEL, that determination is sent to the superintendent or designee for review. Parents or guardians are notified within 3 days of this decision. If the LPT team decides that this child requires ENL instruction, then this student is administered NYSITELL and is provided with ENL. If the student scores at a Commanding level of proficiency then ENL services are not required. This NYSITELL is scanned locally into ATS within the first twenty days of initial enrollment for students with IEPs; (the first day these students enter kindergarten or an NYC school for the first time or is readmitted after 2 years or longer). If the home language is Spanish, the Spanish LAB is also administered within 20 days of initial enrollment for students with IEPs as well. The Identification Process is completed within 20 school days for students entering with an IEP, though ,parents/guardians have 45 days to appeal the decision regardless of the outcome. The NYSITELL administrators include Mr. Leigh Eisenberg, Ms. Patricia Hulewicz, Ms. Angela Everett, and Ms. Julia Barlas. As per

District 75 guidelines, the HLIS is administered by trained and licensed pedagogues, guidance counselors, trained unit coordinators, social workers and ENL teachers. This must be administered within the students' first ten days of attendance (if not previously administered at the CSE level of the admission process). Translation services are provided as needed. The LPT reviews the results of all HLISs. If parents/guardians indicate that another language is used in the home based upon responses in Part 1 and Part 2 of HLIS, NYSITEL is then administered. If the language spoken at home is Spanish, then Spanish LAB is administered as well. ENL teachers review data from CAP, IEP, and ATS reports (including RLAT, RLER, RBPS) to determine ESL eligibility, performance levels, and mandates.

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).
 2. As part of the ID process, students are assessed to determine if they meet the criteria for SIFE. Students are provided with an oral interview questionnaire in which they are asked about their personal history and communication skills across the four modalities in NYSESLAT. SIFE students are identified within the first 30 days of student enrollment. The state gives the school 12 months, (the city 30 days) of enrollment to determine SIFE status.
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).
 3. The steps in identifying ELLs with IEPs begins with the administration of the informal interview with the student and parents. The formal assessment includes the following: Home Language Identification Survey in the language chosen by the parents, NYSITEL and Spanish LAB (if necessary). The HLIS is administered to parents/guardians of students with IEPs new to the DOE, students coming from a school within NY State with an IEP, and to students reentering DOE after 2 continuous years not in a NY State school with an IEP. The school has LPTs (Language Proficiency Teams) that consist of an ENL teacher, administrator, and unit coordinator. The unit coordinators are the coordinators from each of our individual 9 sites. The team meets to determine if a student should or should not be administered the NYSITEL. If the LPT recommends that the student should not take the NYSITEL, that recommendation is sent to the principal for review. If upon review the principal decides that the student should not take the NYSITEL, that determination is sent to the superintendent or designee for review. Parents or guardians are notified within 3 days of this decision. If the LPT team decides that this child requires ENL instruction, then this student is administered NYSITEL and is provided with ENL. If the student scores at a Commanding level of proficiency then ENL services are not required. This NYSITEL scan sheet is scanned locally into ATS within the first twenty days of initial enrollment for students with IEPs; (the first day these students enter kindergarten or an NYC school for the first time or is readmitted after 2 years or longer). If the home language is Spanish, the Spanish LAB is also administered within 20 days for students with IEPs of initial enrollment as well if they score on a Commanding proficiency level.
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITEL is scanned and score is determined.
 4. Families of newly eligible students are notified of their freestanding ENL program at P993Q within 5 days of the scoring of the NYSITEL; this is typically handled by the CSE. Follow up occurs during parent requested meetings, IEP conferences and family workshops.
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).

P993 will inform parents and guardians about their right for a reidentification process/review within 45 days of student enrollment. The 45 day period for which to request an identification review should begin after student placement, not the first day of school.
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.
 6. Program choice options are discussed during the Education Planning Conference (EPC) at the CSE level. It is explained to parents that neither Transitional Bilingual nor Dual-Language Programs are offered at P993Q at this time. If parents choose a program that the school does not currently offer the school keeps records in order to notify parents when the program of the choice becomes available. P993Q offers a free-standing ENL program in which students are taught in English using ESL methodologies and native language support for a specific amount of time as determined by their NYSESLAT scores. ENL teachers and the Parent Coordinator collaborate to provide copies of HLIS in the parents' native language, and translation services to explain the program details and Telephone outreach are conducted to follow up with parents who have not yet completed the survey. Opportunities to explain the Freestanding Program take place at Parent Orientation meetings in September and October conducted by the Parent Coordinator, Parent Association, and ENL team.
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 Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

7. Parent surveys and program selection forms are processed at the CSE level. The ELPC screen records ELL program parent choice for all new admits with a home language other than English. This screen is completed for each ELL new admit as soon as the student is placed in an ELL program.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
All of the Parent and Program selection forms are completed at the CSE level so they are completed and returned.
9. Describe how your school ensures that placement parent notification letters are distributed.
All of the Parent and Program selection forms are completed at the CSE level thus they are distributed.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
Unit Coordinators, ENL teachers and classroom teachers keep accurate records of initial screening and testing data. Pertinent school staff has access to electronic and paper copies of ELL documentation. All HLIS forms are kept in each students' cumulative records and uploaded 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.
11. ENL teachers and team create spreadsheets that document when each subtest is administered to each student participating in the exam. Schedules are created in order to ensure that each test framework is met. All four modalities of NYSESLAT are administered to all identified ELLs. The speaking section of the test is administered to each student by teachers other than the child's ENL or ELA teacher. The respective writing exams are scored by ENL teachers whom do not work with the individual students. Administration of each subtest and the raw scores of the speaking modality for each student are recorded and maintained in annual NYSESLAT logs. ATS reports used to determine NYSESLAT eligibility include: RLAT and RBEX. These reports are scrutinized in order to report NYSESLAT eligibility.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
12. Families of ELLs are notified of their continued entitlement to freestanding ENL program at P993Q at IEP conferences as per district protocols.
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).
13. Parents survey and program selection is done at the CSE level. Trends are scrutinized by the ENL team and pupil personnel secretary. Currently all parents of ELLs who are enrolled at P993 choose ENL as their program of choice. If the trend changes, additional alternate placement paraprofessionals are hired as needed. Translation services would also be increased upon parent request.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
- Freestanding ENL program.
 - Both integrated/standalone models are utilized for ELLs at P993Q. Both models are used as per CR 154.2 while simultaneously ensuring student safety, IEP compliance, and implemented based on site specific needs. A heterogeneous grouping model is in place to deliver services for all proficiency levels. P993Q implements the Freestanding ENL program exclusively. As a result, ESL teachers evaluate data and schedule instruction at specific sites where there are students mandated to receive ENL services. Students are grouped by ratio, grade, and proficiency level. Students are served in self-contained classrooms; integrated via co-teaching between ENL, classroom teachers, cluster teachers and related service providers.
 - TBE program. *If applicable.*
N/A
 - DL program. *If applicable.*
N/A

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)?
 2. ENL schedules reflect compliance with CR-Part 154 to the greatest extent possible and are tracked through STARS. ELLs at the Beginner/Entering level of English proficiency in grades K-8 are entitled to a total of 360 minutes of ENL instruction per week (one unit of standalone ENL and one unit of integrated ENL.) ELLs at the Low Intermediate/Emerging level of English proficiency in grades K-8 are also entitled to a total of 360 minutes of ENL instruction per week (.5 units in ENL for standalone and 1 unit of integrated.) ELLs at the Intermediate/Transitioning level of English proficiency in grades K-8 are entitled to a total of 180 minutes of ENL instruction per week (.5 units in integrated ENL and an additional .5 units of ENL which can be provided via standalone or integrated.) ELLs at the Advanced/Expanding level of English proficiency in grades K-8 are entitled to 180 minutes of ENL instruction per week (one unit of integrated ENL.) ELLs at the Proficient/Commanding level of English proficiency in grades K-8 are entitled to 90 minutes of ENL instruction per week (.5 units of integrated ENL.) ELLs in grades 9-12 at the Beginner/Entering level of learning English are mandated to receive 540 minutes of ENL instruction per week (one unit of standalone and one unit of integrated.) ELLs in grades 9-12 at the Low Intermediate/Emerging level of learning English are mandated to receive 360 minutes of ENL instruction per week (.5 units of standalone and 1 unit of integrated.) ELLs in grades 9-12 at the Intermediate/Transitioning level of English proficiency are mandated to receive 180 minutes of ENL instruction per week (a minimum of .5 units of integrated ENL and an additional .5 units of either standalone or integrated.) ELLs demonstrating Advanced/Expanding proficiency in grades 9-12 receive 180 minutes of ENL instruction (one unit of integrated.) ELLs at the Proficient/Commanding level of English proficiency in grades 9-12 are entitled to 90 minutes of ENL instruction per week (.5 units of integrated.) P 993Q ENL teachers push in to classes whose student-teacher-paraprofessional ratios include 12:1:4, 12:1:1, 8:1:1, 6:1:1, and inclusion settings. These ratios are always maintained when ESL instruction is delivered. Instructional minutes include lessons based on ENL, NLA, and HLA standards that meet the needs of the special education ELLs at P993Q.
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.
 3. Within the Freestanding ENL model, content-based instruction is delivered primarily using CALLA (Cognitive Academic Language Learning Approach) that integrates academic learning strategies needed to function in all-English classrooms. In addition, TPR (Total Physical Response) uses movement to foster language development and facilitate comprehension. Lessons are aligned with the pacing calendar and reading, writing, listening and speaking activities are incorporated into lessons across all content areas. Key vocabulary is emphasized throughout the lesson and the teacher provides oral and written previews and reviews. Our teachers devote adequate time to teaching content objectives and language objectives with the focus of building language-related skills and competencies that English learners need in order to comprehend the content. We do this to foster language development and meet the demands of the Common Core Learning Standards. ELLs with autism will learn vocabulary through the use of icons with large pictures and a small word, icons with a small picture and large words, or just the printed word with the definition written out. These words are taught/re-taught and maintained using behavioral techniques. Group activities are planned to encourage collaboration and peer interaction. Academic discussion techniques are differentiated according each students' verbal communication style. Teachers will model sentences encouraging ELLs to focus on the content and not the structure. Students are encouraged to organize and express their thoughts in written/symbol form or verbally (i.e. speeches). The teacher serves as a coach encouraging students to be more explicit and to always have high expectations for their learning.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
 4. Translators are made available to facilitate evaluations. ELLs and families of ELLs are formally and informally interviewed in their native language. Informal evaluations are also done by AP paraprofessionals and other bilingual staff members. The Spanish LAB is administered to students whose home language is Spanish if they do not test out on the NYSITELL.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 5. P993Q ESL teams ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year by meeting with teachers to ensure that IEP modifications are carried out within the classroom setting. Teacher observation and data tracking sheets are evaluated for mastery. Instruction for all ELLs at P993Q is differentiated based upon needs indicated on IEPs and formal testing score data, e.g, NYSAA and NYSESLAT. ENL teachers embed within unit plans instruction in all four communication modalities. Assessments are done on an ongoing basis and student performance drives further instruction.
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
 - 6a. The instructional plan for SIFE includes small group and one to one tutoring, community awareness activities and AIS services.
 - 6b. Newcomers also receive small group and individual instruction along with community awareness activities to familiarize students with ENL methodologies. Instruction for students requiring ELA testing will align with ELA standards, have

accommodations applied, and utilize ENL methodologies in preparation for assessments.

6c. Instructional plans for ELLs receiving services 4 to 6 years include the use of technology, music, movement, and augmentative communication devices to help students meet IEP goals. When appropriate, ELLs will participate in transition programs preparing them roles in the community.

6d. Instruction for long-term ELLs will continue to include transition programs and skills to prepare them for college/career readiness. Long-term ELLs are entitled to all AIS services and will be scheduled to receive them at their respective sites.

6e. For former ELLs in years one and two, after testing proficient some transitional support activities that the schools provide include all ELL testing accommodations, participation in Title III, continued support from the ENL teachers. All ENLs are also given 90 minutes of instruction per week.

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.
 7. The Re-identification Process is done by ENL teacher, classroom teachers and pupil personnel services. This process allows schools, parents, and students who believe a student may have been misidentified as an ELL or non-ELL to request (within 45 school days of enrollment only) that the ELL Identification Process be administered a second time. During the reidentification process, the school provides additional support services in order to ensure the students' has not been adversely affected by the reidentification. Baseline, midyear and end-of-year data is assessed by pertinent staff to ensure that academic progress is monitored. Teachers collaborate with ENL staff to make sure classroom lessons are aligned to meet student needs. Monthly ENL team meetings, state and local MOSLs are also reviewed for trends and patterns.
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?
 8. Instruction is differentiated for all students using both ENL and special education programs and methodologies. These include but are not limited to: The Natural Approach, which utilizes strategies that provide positive and accepting environments, concepts made comprehensible through visuals and objects, and little overt correcting of language errors. The Picture Exchange Communication System (PECS)-a system that uses pictures to initiate and facilitate communication for language emergent students is also utilized. Alternate placement paraprofessionals and bilingual service providers support differentiated instruction for students with mandates. As well as teaching content area based instruction ENL teachers spend time teaching Basic Interpersonal Communication skills. ENL teachers further adapt and modify existing curriculum, which may include Unique Learning Systems, District 75 Units of Study, ReadyGen, Attainment, SMILE, Glencoe Science, EngageNY Math, and Go Math. ENL schedules reflect compliance with CR-Part 154 to the greatest extent possible. ELLs are grouped according to classification, grade level, and English proficiency levels. ENL teachers, classroom teachers, and related service providers meet regularly in order to create and implement schedules that do not conflict within the confines of the current SESIS system.:
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?
 9. The Integrated model allows ENL teachers to maximize delivery of service for SWD/ELLs. As per state mandates, all special education LEP students are served according to IEP goals and each student is administered the NYSESLAT. ELLs participate in non-gradeable programs. ELLs contribute to weekend programs in which family, friends and peers are invited. They also participate with non-disabled peers in assemblies through Project Arts and Science Fairs. Our inclusion model is another way we ensure participation with non-disabled peers.

Chart

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 | <u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher | | <u>INTEGRATED ENL – 1 Dually Certified Teacher</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.



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

Chart

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

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

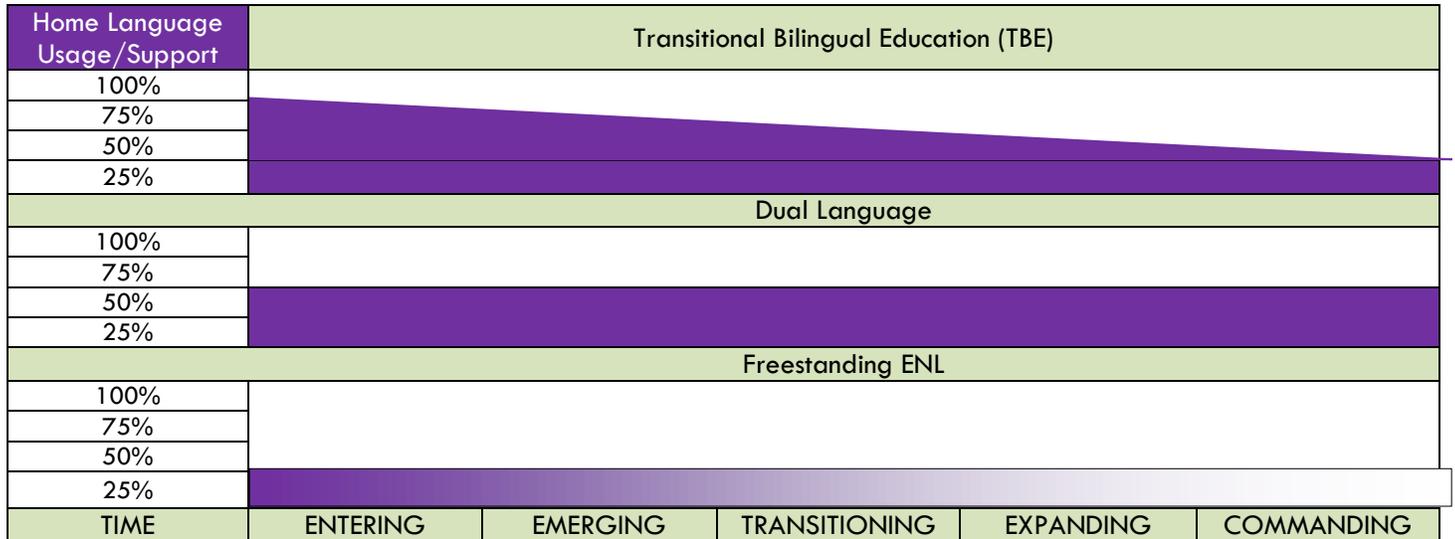


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
10. All intervention services are offered in English only as part of the Freestanding ENL Program at P993Q. Most of the ELLs at 993Q fall within the Beginner and Intermediate levels of English proficiency due to the nature of the students' disabilities. Subgroups are identified by staffing ratio, such as 12:1:1, 12:1:4, 6:1:1, and 8:1:1 and disabilities ranging from learning disabled, emotionally disturbed, students on the autistic spectrum, and severely cognitively and health impaired. The purchase a new reading and writing program entitled, "First Author" will ensure that students learn the correct writing formats used on standardized testing. Students will continue to take practice exams on state approved computer programs, such as, Scantron Performance Series and School Performance Tasks. All exams are ordered in a student's native language and modifications are applied during testing windows. Teachers use testing data to modify assignments in all areas of the curriculum. Translation services are provided when needed.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
11. The effectiveness of our programs is measured by performance on NYSAA, NYSESLAT, NYS assessments and progress toward meeting IEP goals. If students are not meeting their IEP goals, the ENL team meets monthly to modify instruction. Data is analyzed to drive instruction in the areas of listening, speaking, reading and writing.
12. What new programs or improvements will be considered for the upcoming school year?
12. First Author will be added to existing curricula; Attainment will be expanded to the upper grades. P993Q will be participating in the district's "For All Rubrics" which will ensure that IEP goals are being monitored. ELSB literacy program was also purchased for younger grades.
13. What programs/services for ELLs will be discontinued and why?
13. Some students cannot reach mastery in ELA with the ReadyGen program, therefore Attainment will be integrated into the ELA curriculum to support ELLs in achieving IEP goals.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
14. ELLs at P993Q are encouraged to participate in school-based activities such as trips, shows, and athletic events. High school age ELLs participate in School to Work transitional programs in the community at large. ENL teachers, classroom teachers, counselors, and alternate placement paraprofessionals support high school age ELLs in these types of transitional programs. The Title III Saturday Institute is open to all ESL mandated students. This program offers educational support across the four modalities of the NYSESLAT exam in a non-classroom setting.
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.
15 Instructional materials and technology utilized with subgroups of ELLs on the autistic spectrum and severely cognitively impaired are Smart Boards, ELMO Visual Presenters, ipads, multi-media projectors, audio speakers, portable voice recorders, portable media centers, cinema screens, touch screens, digital cameras, mobile laptop carts, color printers, and internet access in all classes. Instruction is supported by the use of Alternative Augmentative Communication devices (AAC) that include single, two and three button communication devices, BIG MACS, Dynavox V, Dynavox VMax, and Dynavox Maestro.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
16. In our ENL program, Native Language Arts instruction is supported by the use of bilingual Picture Exchange Communication Symbols (PECS). It is delivered to all ELLs that are mandated to receive ENL services and an assignment of an alternate placement paraprofessionals. Multi-lingual libraries are in place and available to ELLs in all classes. Dual language "We Are New York" books from former Mayor Bloomberg's office are in the middle school and high school classes. ENL teachers collaborate with related service providers (speech, guidance, PT, OT) to apply IEP mandated adaptations and modifications during instruction. Native language support is systemic and not limited to the ENL classroom. In addition to glossaries, dictionaries, and materials in the native languages, school personell provide support to ELLs during the school day to for clarification as needed in subject- area classes. Teachers can group students of the same language for certain activities so that they can assist each other and respond in the native language. Each of these strategies extends through our Title III program.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
17. ENL teachers collaborate with related service providers (speech, guidance, PT, OT) to apply IEP mandated adaptations and modifications during instruction. Collaboration with classroom teachers takes place to ensure age and grade level appropriate instruction is delivered in the following ways: working with pupil personnel secretary, ENL and teacher collaborative team meetings, review from data specialist and analyze IEP and baseline, midyear and end-of-year data.
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).

18. Newly enrolled ELLs and those enrolled during the school year are invited to participate in the summer Chapter 683 program where they will receive instruction in by an ESL teacher, special education teacher, paraprofessionals, guidance counselor, PT and OT staff.

19. What language electives are offered to ELLs?

19. P993Q currently does not offer language electives to high school age ELLs at this time.

20. For schools with dual language programs:

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

20. At this time, P993Q does not offer dual language programs

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.)

1. ENL teachers attend all District 75 and DOE compliance meetings. Information is turn-keyed with the ENL Team and timelines for implementation are developed. ENL teachers attend workshops and participate in webinars pertaining to ESL compliance and curriculum at the District 75 and citywide levels. Information is shared with all members of the ENL team. ENL teachers turn key updated 993Q ELL information and data to the District 75 Director of English Language Learners and District ENL Coaches on a regular and as needed basis. Attendance at all professional development workshops is posted monthly and tracked for compliance purposes. All ELL providers are members of an ENL focus group which meets monthly. Through School Based Option (SBO) voting, 993Q provides professional development to its staff every Monday through Thursday via extended days. At these times, PD is provided to all staff regarding ELL compliance, identification, instruction, and assessment. PDs are offered to all staff in the areas of ELA/ Math instruction, Behavioral Assessment via Rethink Program for Paraprofessionals, Arts, Parent Outreach, and Autism. A PD calendar is distributed to all staff in the beginning of the school year.

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?

2. Meeting agendas reflect recent professional development or training opportunities that align Common Core Learning Standards to ENL Instruction. Agendas and PDs are kept at each site with sign offs during extended day activities. Student work is evaluated and tracked for progress throughout the school year for growth in ENL modality areas during Danielson Framework meetings. Training in strategies to differentiate instruction for ELL-SWDs include the Universal Design for Learning and Depth Of Knowledge models. Through the integrated model, ENL teachers utilize these strategies with classroom teachers and paraprofessionals. Paraprofessionals working in the Title III Saturday Institute receive two hours a week of per session training in the curriculum, lessons, and methodologies needed at each session.

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

3. ENL teachers provide classroom teachers and related service staff performance and proficiency data for ELLs. All information is turnkeyed to provide adherence to mandates. Guidance Counselor provides assistance for ELLs transitioning from elementary to middle school and middle school to high school. Data tracking sheets are shared with staff and maintained in the classroom data management systems. As students transition from elementary to middle school, ENL strategies that are effective with each student are shared with staff in their new setting. Students transitioning to high school are prepared for community activities such as work programs using ENL supports and strategies.

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.

All P993Q sites keep agendas and sign offs for all meetings to ensure that ENL teachers receive ELL specific professional development.

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?
 1. Once a year, ENL teachers schedule parent teacher meetings (not including mandated parent orientation meetings) and DOE scheduled parent-teacher conferences to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas. Translations are written and provided by trained pedagogues from the school or through DOE translation services. The school provides translations for parent/guardians of ELLs on an as needed basis. Translation and interpretation services are available through the the Translation and Interpretation unit within the NYC DOE.
2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [*ELL Policy Reference Guide, Parent Selection and Program Placement*](#) section.
Paste response here:
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
 2. All ELL-related documents are kept in student cumulative records. The ELL documents are forwarded to DOE schools upon transfer to another DOE school as per all applicable policies. All records of annual individual meetings with ELL parents as well as outreach to ensure parent needs are accomodated are uploaded into SESIS, e.g., phone logs, data binders, anecdotes, meeting notes, parent coordinator log and the interactions are uploaded into SESIS. Parent Coordinator oversees the process to ensure compliance.
 3. The P993Q Parent Association is also headed by parents of ELLs; four members of the School Leadership Team are parents of ELLs. As a result, there is a high level of communication with ELL parents throughout the school community. Collaboration between the Parent Association and Parent Coordinator result in ongoing family activities, cultural events, and workshops that provide opportunities for social interaction and supports outside the school community.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
 4. ELL parents are made aware of CBO's and wor.k program opportunities as part of transition planning for middle and high school members. On-going collaboration with school, family worker to assist all parents of ELLs with translation needs dealing with SSI, medicaid, home agencies such as YAI. Parent Coordinator and Transition Coordinator support parents working on ORMDD.
5. How do you evaluate the needs of the parents?
 5. Members of the ENL team attend parent activities and workshops to share ideas and evaluate parent concerns. Members also attend School Leadership Team meetings where school-wide issues are discussed and implications for instruction of ELLs is specified. The members of the ENL Team evaluate responses and comments posted on Stars Classroom by teachers of ELLs for areas of concern. The ENL Team evaluates parent responses on the Learning Environment Survey for issues pertaining to ELLs. Parents of ELLs attending the Title III Saturday Institute are encouraged to provide feedback after each session. Responses are pored over for concerns and suggestions in generalizing listening, speaking, reading, and writing skills at home and in the community. Parent survey is given out at parent meetings and special events with emphasis on ELLs are reviewed. Parents who speak the same language are grouped together.
6. How do your parental involvement activities address the needs of the parents?
 6. Interpretation services are provided if needed at all activities, events, workshops, conferences and meetings. Printed materials are distributed in native languages as well to inform all parents of school issues, agendas, and concerns. Attention is paid to scheduling meetings and activities that accommodate most parents and caregivers of ELLs with sensitivity to cultural and religious needs and concerns.

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. Parents are provided 30 hours of training in the use of ENL methodologies for the home and community environments through our Title III Program.

School Name: **993Q**

School DBN: **75Q993**

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) |
|---------------------|---|-----------|-----------------|
| Jacqueline Zaretsky | Principal | | 10/30/15 |
| Alexis Tandt | Assistant Principal | | 10/30/15 |
| Neville Waldron | Parent Coordinator | | 10/30/15 |
| Leigh Eisenberg | ENL/Bilingual Teacher | | 10/30/15 |
| | Parent | | 10/30/15 |
| Ellen Castrillon | Teacher/Subject Area | | 10/30/15 |
| | Teacher/Subject Area | | 10/30/15 |
| | Coach | | 10/30/15 |
| | Coach | | 10/30/15 |
| Susan Goustas | School Counselor | | 10/30/15 |
| | Superintendent | | 10/30/15 |
| | Borough Field Support Center Staff Member _____ | | 10/30/15 |
| | Other _____ | | 10/30/15 |
| | Other _____ | | 10/30/15 |
| | Other _____ | | 10/30/15 |

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **75Q993** School Name: **P993**
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.

The following data is used to identify the preferred home language of parents/guardians of students attending P993Q:

- * The Office for Family Engagement and Advocacy Language Identification Card that is sent home with students and is available on-line in our newsletter
- * Home Language Identification Survey (HLIS)
- * Global Connect Parent Outreach family survey section
- * Interviews with parents/guardians when student is enrolled
- * Continuous discussion with parents throughout the school year at all parent engagements

Responses are analyzed for translation and interpretation needs for any future contact with families. Information is then verified in ATS and placed on emergency cards.

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.

Spanish, Urdu, Punjabi, French, French Creole, Haitian Creole, Mandarin (written as traditional Chinese), Cantonese, Farsi, Korean, Russian, Bengali, Arabic, Hindi, Polish, Hebrew, Albanian, Greek, Indonesian, Pashto, Tagalog, Portugese

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.)

- * IEP/SEIS documents--ongoing (when IEPs are due)
- * School Safety handbook--September 2015
- * Parent's Rights and Responsibilities--September 2015
- * "Respect for All" anti-bullying information--September 2015
- * Periodic Assessment Calendar (Scantron and SANDI/FAST)--2 to 3 times a year
- * NYS Common Core ELA/Math testing dates--Follows NYSED schedule
- * NYS Regents Exams--Follows NYSED schedule
- * NYSAA dates--Follows NYSED schedule
- * Parent/Teacher Conference dates--November and March (dates vary from site to site)
- * P993Q Parent Newsletter--Monthly
- * DOE parent meetings: Family and School Teams Training (FAST)--Monthly
- * Parent Handbook--September 2015
- * Parent Association Meeting Notices--ongoing throughout the year
- * Parent Welcome Packages including, Letters, Notices, What-To-Know Who To Call--September 2015
- * Health & Safety Information--September 2015

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.

- * Back to school night is typically held in October; parents have a right to meet the teacher and ask general questions about curriculum, teacher expectations, and grading policies.
- * Parent/Teacher conferences are held 2x a year for parents to discuss individualized student grades and progress
- * Reconfigured day allows for parent/teacher communication on an "as needed" basis.
- * Open door policy allows parents/caregivers to contact the administration with any concerns
- * Monthly parent training and workshop facilitated by parent coordinator
- * Direct parent engagement via one-on-one meeting based on parent/student needs
- * IEP meetings
- * Focus group meetings to discuss specific developmental issues such as related services, bussing issues, medical issues, etc.

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.

Mandated alternate placement paraprofessionals and in-house personnel translate written correspondence as needed. Parent Coordinator and Site Supervisors provide written notices in additional languages to communicate information, including ways to access and navigate online DOE resources. Translation and Interpretation Services are provided in a timely manner for IEP meetings, transitions, conferences and parent workshops. Parent Coordinator distributes parent letters, brochures, contact information with all DOE services to ensure effective communication with the DOE and school community in parent/guardian's preferred language .

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.

Mandated alternate placement paraprofessionals and in-house personnel are available to provide oral interpretation services as needed. Requests for outside contractors are made through DOE Translation and Interpretation Unit in a timely manner to prepare for meetings, hearings, and conferences. The Big Word is an outside vendor contracted to provide services during FAST (Families and School Teams Training); IEP meetings, and other meetings. Unilateral supports are provided in native languages by professional translators. Translation Radios are used to multi-transmit within FAST and all other parent trainings, workshops and meetings as the need arise.

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.)

- * An information packet highlighting available translation services and how to access them is given to each staff member at orientation in September.
- * Key staff members who receive T & I training will turnkey information on an ongoing basis
- * The Parent Coordinator (LAC) is available to arrange for translation services (oral and/or written) when needed.
- * Language Access Kit and Language Access Flyers are available in the Unit Coordinators' offices at each site and around each classroom

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

- * Bill of Parent's Rights and Responsibilities are sent home with students in September of each school year
- * Notice of availability of Translation and Intepretation Services are sent home with each student and posted at all nine P993Q sites on the Parent Coordinator bulletin board.
- * Parent Coordinator (LAC) arranges for workshops and training to answer questions and assist parents/guardians in their translation needs

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)

- * Distribution of T&I Customer Satisfaction Survey
- * School Survey for Parents
- * Keeping records of all oral and written translation requests
- * On-going training in the provisions of Chancellor's Reg A-663
- * LAC (Language Access Coordinator) is in place to troubleshoot any problems
- * Direct feedback from parents at parent trainings, workshops, and all other parent engagements
- * Written and oral evaluation at various parent activities