

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

75X017

School Name:

P.S. X017

Principal:

MARLIN HOGGARD

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: P. 17X School Number (DBN): 75X017
Grades Served: K-8
School Address: 778 Forest Avenue
Phone Number: (718) 665-5617 Fax: 7186656372
School Contact Person: Marlin Hoggard Email Address: mhoggar@schools.nyc.gov
Principal: Marlin Hoggard
UFT Chapter Leader: James Moore
Parents' Association President: Andrea Goldman
SLT Chairperson: Marlin Hoggard
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 1st Avenue, New York, New York 10010
Superintendent's Email Address: GHecht@schools.nyc.gov
Phone Number: (212) 802-1500 Fax: 212-802-1678

Borough Field Support Center (BFSC)

BFSC: The Bronx Borough
Field Support Center Director: Jose Ruiz
Director's Office Address: 1230 Zerega Avenue Bronx, NY 10462
Director's Email Address: JRuiz2@schools.nyc.gov
Phone Number: 718-828-7776 Fax: 718-8286280

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)
Marlin Hoggard	*Principal or Designee	
James Moore	*UFT Chapter Leader or Designee	
Andrea Goldman	*PA/PTA President or Designated Co-President	
Mildred Toro	DC 37 Representative (staff), if applicable	
N/A	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Claudia Chavez	Member/Elected Parent	
Canice Arnold	Member/ Elected parent	
Denise Ciceron	Member/ Elected Parent	
Eboni Alexander	Member/ Elected CSA	
Eblin Acosta	Member/ Elected UFT	
	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	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.

1. P 17X is a site-based school with self-contained classes serving students with special needs with 405 students from kindergarten through grade 8. The school population comprises 31% Black, 47% Hispanic, 3% White, and 1% Asian students. The student body includes 20% English language learners and 100% special education students. Boys account for 81% of the students enrolled and girls account for 19%. The average attendance rate for the school year 2013-2014 was 85.7%.

P 17X Mission Statement

P 17X will collaborate with parents and community to create a safe, supportive, nurturing environment which respects the individuality of our students.

P 17X Vision Statement

The vision of P17X is to fulfill the fundamental purpose of helping all of our students reach high social-emotional and academic achievement.

2. P 17X serves students with Autism Spectrum Disorder, Emotional Disturbance, Speech and Language Impairment, Intellectual Disability and Other Health Impairments.

3. This year we focused on every element of the Framework for Great Schools and excelled in the areas of rigorous instruction and collaborative teachers as across all four sites, all teachers participate in professional learning communities (PLCs) that consistently examine student work and data, and provide a means for teachers to have input on adjusting and adapting curricula and teacher practices as evidenced by our 2014-15 Quality Review Report. We also demonstrated strength in distributed leadership structures through consistent communication of high expectations for instruction, professional growth and selecting teacher leaders across sites to support the school community in implementing them. Our key area of focus for this school year is enhancing our strong family-community ties. We have established a clear plan to add new opportunities for family involvement and to develop partnerships with local and city-wide community organizations to create more meaningful learning opportunities for our students.

75X017 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05, 06,07, 08	Total Enrollment	416	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	18	# Music	25	# Drama
# Foreign Language	N/A	# Dance	18	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population	N/A	% Attendance Rate	85.5%	
% Free Lunch	74.8%	% Reduced Lunch	0.7%	
% Limited English Proficient	22.2%	% Students with Disabilities	99.3%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.0%	% Black or African American	31.6%	
% Hispanic or Latino	48.4%	% Asian or Native Hawaiian/Pacific Islander	0.7%	
% White	3.5%	% Multi-Racial	N/A	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	2.16	# of Assistant Principals (2014-15)	3	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	2	
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	4.5%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.8%	Average Teacher Absences (2013-14)	4.26	
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.

According to the Needs Assessment, based on student performance trends (Equals Assessment, Student Annual Needs Determination Index (SANDI, Ed Performance) and Quality Review data, students at P. 17X require additional supports in the area of length and time measurement during mathematical instruction. Student populations were taken into consideration when analyzing the data.

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, through rigorous instruction aligned to the Common Core Learning Standards with appropriate accommodations and modifications, P17X students across all grade levels will increase their mathematical scores in the area of measurement by 5% on the appropriate formative and summative 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 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>
<p>Teachers will be provided with Equals training.</p>	<p>Y-House (6:1:1) Teachers</p>	<p>September 2015-October 2015</p>	<p>-Principal -Assistant Principals</p>

			-Classroom Teachers -Math RTI Specialist
Teachers will be provided with Go Math training.	X- House (8:1:1) Teachers and V- House (12:1:1) Teachers	September 2015-October 2015	-Principal -Assistant Principals -Classroom Teachers -Math RTI Specialist
Teachers will be provided with professional learning opportunities in the area of specialized instruction	All Classroom and Cluster Teachers	September 2015-June 2016	-Principal -Assistant Principals -Classroom Teachers -Math RTI Specialist
Students will complete home-family assignments and tasks related to mathematics to enhance family engagement in instruction.	All students, K-8, all classroom and cluster teachers, families	September 2015-June 2016	-Principal -Assistant Principals -Classroom Teachers -Math RTI Specialist -Students -Families

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> <p>HUMAN RESOURCES</p> <ul style="list-style-type: none"> -Per diem funding will be allocated to facilitate internal and external professional learning opportunities for staff members. -Funding has been allocated to support a Data Specialist. -Funding has been allocated to support a UFT Teacher Center Coach. <p>INSTRUCTIONAL RESOURCES</p> <ul style="list-style-type: none"> -GO Math Curriculum-Teacher Guide access, student workbooks, take-home workbooks, concrete materials. <p>SCHEDULE ADJUSTMENTS</p> <ul style="list-style-type: none"> -The Administrative Team will structure class schedules to provide a math block for instruction.
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Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>The mid-point benchmarks to assess school progress towards meeting the goal are as follows:</p> <p>-Y-House students will be assessed mid-year by the Equals Assessment and will be observed for progress towards 5% improvement.</p> <p>-X-House and V-House students will be assessed mid-year by the Go Math Assessment and will be observed for 5% improvement.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

Section 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.

After reviewing State Test scores, students assessed standardized and alternatively struggled to meet state standards and obtain passing scores in the area of non-fiction reading. More than 75% of students scored below a 2 on the ELA state assessments. According to school-based assessments, Ed Performance and SANDI, students struggled to make progress in the area of non-fiction reading, particularly with tasks requiring students to sequence, in the 2014-2015 school year.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–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, students will improve their ability to retell a non-fiction text through sequencing events in order by 5%, as measured by the appropriate formative and summative 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>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Administration will provide teachers with English Language Arts (ELA) curriculum for each level of learning. 6:1:1 students will use Attainment across grades K-8. 8:1:1 students in grades K-5 will use the school created Units of Study. 8:1:1 and 12:1:1 students will use Code X.</p>	<p>Teachers</p>	<p>September 2015-June 2016</p>	<p>-The Administrative Team -Curriculum Development Team -UFT Teacher Center Coach -Teacher Liaisons -Unit Coordinators</p>
<p>Administration will provide teachers with pacing guides to facilitate curriculum implementation (ELA-Attainment, Code X, Units of study)</p>	<p>Teachers</p>	<p>September 2015-June 2016</p>	<p>-The Administrative Team -Curriculum Development Team -UFT Teacher Center Coach -Teacher Liaisons -Unit Coordinators</p>
<p>Teacher liaisons will attend professional learning opportunities for each curriculum. Liaisons will provide supports from the professional learning opportunity to teachers and paraprofessional staff.</p>	<p>Teachers Paraprofessionals</p>	<p>September 2015-June 2016</p>	<p>-The Administrative Team -Curriculum Development Team -UFT Teacher Center Coach -Teacher Liaisons -Unit Coordinators</p>

Teachers will implement the curriculum and pacing guides as they collect data. Data will be analyzed and discussed at each Collaborative Teacher Team (CTT) meeting. These meetings will take place twice weekly.	Teachers	September 2015-June 2016	-The Administrative Team -Curriculum Development Team -UFT Teacher Center Coach -Teacher Liaisons -Unit Coordinators
Administration will discuss data with each CTT.	Teachers Students	September 2015-June 2016	-The Administrative Team -Curriculum Development Team -UFT Teacher Center Coach -Teacher Liaisons -Unit Coordinator
Administration will analyze minutes and student data at the weekly cabinet meeting for administrators.	Data Specialist Teachers Students	September 2015-June 2016	-The Administrative Team -Curriculum Development Team -UFT Teacher Center Coach -Teacher Liaisons -Unit Coordinators
Adjustments will be made to the curriculum as per data regarding non-fiction reading abilities.	Students	September 2015-June 2016	-The Administrative Team -Curriculum Development Team -UFT Teacher Center Coach -Teacher Liaisons -Unit Coordinators

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.

HUMAN RESOURCES

- Per Session funds have been allocated to support the Curriculum Development Team
- Per diem funding will be allocated to facilitate internal and external professional learning opportunities for staff members.
- Funding has been allocated to support a Data Specialist.
- Funding has been allocated to support a UFT Teacher Center Coach.
- Funding has been allocated to support F-Status administrators working with standardized and alternate assessment teachers

INSTRUCTIONAL RESOURCES

- Attainment & Code X teacher-level access, student workbooks, take-home workbooks, concrete materials, tablets, interactive white boards

SCHEDULE ADJUSTMENTS

- The Administrative Team will structure class schedules to provide a math block for instruction.

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

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

Part 5 – Progress Monitoring

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

1. Bi-monthly, Administrators will meet with internal and external task force members to discuss supports provided to teachers.
2. Students will be assessed by SANDI/FAST and Ed Performance three times each school year to measure student progress in the area of reading for information.
3. Post-observation and informal conferences will afford Administrators the opportunity to confer with teachers and collaborate on improving and adjusting teacher practice in the area of ELA instruction.

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.

Teachers meet twice weekly to participate in their Collaborative Teacher Teams. In addition, cluster teachers, classroom teachers, and related service providers meet to discuss one class during each Collaborative IEP Team Meeting. During this time, staff members meet to discuss student progress towards IEP goals. During the 2014-2015 school year, the Administrative Team noticed an increase of infractions through OORS, thus causing an enhanced implementation of social-emotional learning.

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, students and staff will improve DESSA scores by 5% through engagement in Emotional Literacy practices and collaborative work between teachers and counselors.

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) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>All teachers will complete a Professional Growth Survey.</p>	<p>Teachers</p>	<p>September 2015</p>	<p>-Teachers</p>

			-Assistant Principals -Principals
Administration will provide training and materials for teachers surrounding Emotional Literacy and Positive Behavior Intervention System (PBIS).	Teachers	September 2015-June 2016	-Teachers -UFT Teacher Center Coach -Assistant Principals -Principal
Administration will develop a PBIS Team.	Teachers	September 2015-2016	-Teachers -UFT Teacher Center Coach -Assistant Principals -Principal
Teachers will participate in inter-visitations based on Emotional Literacy and PBIS. After completing the inter-visitations, teachers will meet to discuss their findings.	Teachers	September 2015-June 2016	-Teachers -UFT Teacher Center Coach -Principal -Assistant Principal -PBIS Team
PBIS Team will provide continuous supports for teachers by pushing in and providing professional learning opportunities.	Teachers	September 2015-June 2016	-Teachers -UFT Teacher Center Coach -Principal -Assistant Principals

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.

HUMAN RESOURCES

- Administrative time to plan professional learning
- Per session and per diem funding have been allocated to support professional learning opportunities for staff.
- Funding has been allocated to support the UFT Teacher Center Coach.
- Funding has been allocated to support F-status administrators to work with standardized and alternate assessment teachers.

INSTRUCTIONAL RESOURCES

- Classroom resources to apply strategies from professional learning opportunities will be purchased through OTPS funding allocations.
- Funding has been allocated to support the purchasing of the Charlotte Danielson’s book, **“The Handbook of Enhancing Professional Practice”**.

SCHEDULE ADJUSTMENTS

-Meeting time for the administrative team and teachers

-PLC and CTM time built into teacher schedules

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

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

Part 5 – Progress Monitoring

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

Administrators will review teacher practice through formal and informal observations and Advance data analysis after each scheduled observation cycle

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.

After completing low-inference observations and the development of individualized professional development plans during the 2014-15 school year, many commonalities in areas of concern regarding teacher practice across the organization were recognized. At this time, and considering the feedback of our Quality Review report, we have seized this opportunity as a means to implement the Capacity Framework in shifting classroom practice to ensure that students experience rigorous instruction.

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, P17X Administrative Team will foster the professional growth of teachers and staff as a result of an analysis of low-inference observation data and professional growth plans, by highlighting their strengths and addressing areas of concern by developing and implementing professional learning opportunities to develop a culture of distributed leadership as measured by a 5% increase in HEIDI ratings of 1a, 1e and 4e and a 5% increase across all formative and summative student assessments.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Teachers will complete Professional Growth Plans	Teachers	September 2015-October 2015	-Teachers -Assistant Principals -Principal
The Administrative Team will use Professional Growth Plans to help teachers plan for professional learning opportunities.	Teachers	September 2015-June 2016	-Teachers -Assistant Principals -Principal
Teachers will apply their knowledge from professional learning opportunities to their teaching, as evidenced by formal and informal observations.	Teachers	September 2015-June 2016	-Teachers -Assistant Principals -Principal
The Administrative Team will conduct interim and final conferences with teachers to discuss how the professional learning opportunities effect their teaching practice.	Teachers	September 2015, January 2016, June 2016	-Teachers -Assistant Principals -Principal

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<p>HUMAN RESOURCES</p> <p>-The Administrative Team will assist the teachers to develop professional growth plans and schedule professional learning opportunities</p> <p>INSTRUCTIONAL RESOURCES</p> <p>-Instructional materials to implement strategies</p>

SCHEDULE ADJUSTMENTS

-The Administrative Team will schedule time for teachers to meet in PLC and CTM

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

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

Part 5 – Progress Monitoring

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

1. Bi-monthly, Administrators will meet with internal and external task force members to discuss supports provided to teachers.
2. Weekly Cabinet will allow Administrators the opportunity to discuss professional learning and teacher progress and plan for next steps.
3. Post-observation and informal conferences will afford Administrators the opportunity to confer with teachers and collaborate on improving and adjusting teacher practice.

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.

At 17X, we understand the importance of strong family ties with the school community. With an increase in student population year after year, it is imperative to increase the level of parental involvement. Parental involvement is used as a tool to improve school culture and communication between parents and staff to ensure the development and implementation of rigorous and meaningful experiences for all students.

Part 2 – Annual Goal

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

By June 2016, P17X will increase parental participation in the City-wide Learning Environment Survey by 5% by working closely with parents and community organizations.

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>
<p>Utilize Parent Association (PA) to develop a parent survey to assess parents’ needs and motivational sources for school participation.</p>	<p>-The Administrative Team</p>	<p>September 2015-October 2015</p>	<p>-The Administrative Team -Parent Coordinator</p>

	-Parent Coordinator -Parents		-Data Specialist -Parents -Teachers
Parent Coordinator will develop and distribute a monthly newsletter based on parent survey results.	-Parent Coordinator -Parents	September 2015-June 2016	-The Administrative Team -Parent Coordinator -Data Specialist -Parents -Teachers
Allow for PA to meet once per month, after Saturday Academy sessions.	-Parents	September 2015-June 2016	-The Administrative Team -Parents -Teachers -Data Specialist
Create family events throughout the school year.	-Parents -Students -Teachers -Administrative Team	September 2015-June 2016	-The Administrative Team -Parents -Teachers -Data specialist -Students -Parent Coordinator

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<p>HUMAN RESOURCES</p> <p>-Staff to assist with Saturday Academy and other family events</p> <p>INSTRUCTIONAL RESOURCES</p> <p>-OTPS funding has been allocated to support the purchasing of materials to implement family events and Saturday Academy.</p> <p>-Funding has been allocated to support parent and student celebrations.</p> <p>SCHEDULE ADJUSTMENTS</p>

-Schedule monthly Saturday Academy

-Per diem funding has been allocated to facilitate the scheduling parent meetings.

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

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

Part 5 – Progress Monitoring

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

Data Specialist will log family members in attendance for each family event, such as, but not limited to, Saturday Academy, Parent-Teacher Conferences and Parent surveys.

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)	Level I SANDI students and all standardized students performing below grade level.	Leveled Literacy Interventions SMILE Foundations Systems 44 Read 180 EdPerformance	Small group Individual instruction	During school After school
Mathematics	Level I SANDI students and all standardized students performing below grade level.	EdPerformance SuccessMaker Exemplars	Small group Individual Instruction	During school After school
Science	Level I SANDI students and all standardized students performing below grade level.	Brainpop.com Research-Based Projects	Small group Individual instruction	During school After school
Social Studies	Level I SANDI students and all standardized students performing below grade level.	Brainpop.com Research-Based Projects	Small group Individual instruction	During school After school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	All students with FBAs, BIPs, and Level III, IV and V infractions.	Functional Behavior Assessment (FBA)/ Behavior Intervention Plan (BIP)- Created in collaboration with teachers, paraprofessionals, and other staff to target undesirable behaviors and prevent them from occurring and to	In all aspects of the school day where target behaviors are displayed.	During the school day

		provide positive behavior supports for the students.		
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Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

2b. High Quality and Ongoing Professional Development

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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

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

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

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

School-Parent Compact (SPC) Template

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

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

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

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

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs.
 - 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>P17X</u>	DBN: <u>75X017</u>
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>12</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>0</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _

P17X Title III will offer an after school program for our ELL students that will promote literacy and physical activity. The Title III program will serve 12 students in grades K-5. They will be instructed in two 6:1:1 classes, K-2 and a 3-5 class, in alignment with their IEP class ratios.

There will be two ENL/bilingual certified teachers. There will be four paraprofessionals, of which at least two will be fluent in Spanish. They will provide home language and cultural support as well as assistance to both teachers. Two students will need 1:1 crisis paraprofessionals. There will be an administrator available on both days to supervise the program to ensure that all compliance documents and instruction are conducted appropriately. The administrator's regular hours are from 8:00 a.m. to 4:00 p.m. and will join the Title III program from 4:01 p.m. to 5:31 p.m. A secretary will be available to assist with payroll and material purchases for a total of 10 hours.

The schedule of the program will be Mondays and Wednesdays from 3:00 to 5:30pm (5hrs/wk for each group) for the duration of six weeks (30 hrs. in total). The program will begin in mid- April 2016 and end in May 2016. Instruction will be provided in English with home language support, emphasizing English language acquisition.

The theme of our Title III program is "Healthy Mind, Healthy Body". The literacy component of the after school program will take place in the classroom during the first half of the session. It will target the student's listening, speaking, reading and writing skills in English. The second half of the session will include the physical activity component of the program and will take place in the gym or playground. It will target a more hands-on approach of what they learned in the classroom.

Through literacy, students will learn about how to maintain a healthy lifestyle through good nutrition and physical activity. Students are expected to create a culminating project about what they learned to maintain a healthy lifestyle. In order to do that, students will use technology to practice vocabulary and to interpret information found in food charts, research about the topic and discuss ways they can incorporate physically activity daily. We plan to purchase six iPads and iPad covers for the technology component of our program.

Competent use of computers prevents ELL learners from "academic and social marginalization" (Murray & Kouritzin, 2010, p.187). Students will be able to improve their sight word vocabulary, fluency, and comprehension through the use of technology. Computer based reading instruction also allows for "increased interaction with texts, attention to individual needs, and increased independence through an ability to read texts they would not otherwise be able to read" (Case & Truscott, 2007). Research has also shown that technology offers the students easier ways to build vocabulary, achieve reading fluency, improve comprehension, access curriculum content, and strengthen home-school connections (J. Heinze, 2004). Research has highlighted many benefits of using instructional technology with ELL students.

The second half of the session will take place at the gym or on the playground. Students will learn and practice different ways to remain physically active such as walking, running and playing team games. According to Gong (2003), active learning involves providing opportunities for students to meaningfully talk and listen, write, read, and reflect on the content, ideas, issues, and concerns of an academic subject. Additionally, physically active games have the benefit of letting students "practice and internalize vocabulary, grammar and structures extensively." They can do this because students are often more motivated to play games than they are to do desk work. Plus, during the physical activity, students are focused on the activity and end up absorbing the language subconsciously. One can also add that fun learning physical activities usually contain repetition, which allows the students to learn the

Part B: Direct Instruction Supplemental Program Information

language (Vernon, 2007).

ELL students will also be provided with additional support through the use of audio-visual aids and cooperative learning that enhances interaction and oral communication. In addition, students will benefit from social interaction and activities, which can facilitate communication in English with other students. All of these opportunities will allow students to rely on home language skills, while they acquire stronger literacy skills in the second language. Teachers will use teacher-made assessments, such as an alternate assessment rubric based on students' IEP goals and Common Core Learning Standards: Reading standards 1, 6, 11 (read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text; assess how point of view or purpose shapes the content and style of a text; respond to literature by employing knowledge of literary language, textual features, and forms to read and comprehend, reflect upon, and interpret literary texts from a variety of genres and a wide spectrum of American and world cultures), Writing standard 6 (use technology, including the Internet, to produce and publish writing and to interact and collaborate with others), and Speaking and Listening standard 5 (make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations). Teachers will use various ENL methodologies and strategies, such as Total Physical Response, cooperative learning and scaffolding.

In order for students to learn and practice healthy living skills and create a project that promotes healthy living, we will purchase books and games on the topic, i-pads, and i-pad covers, and other technology based equipment. Students will also need supplies from the gym/playground such as balls, ropes, chalk (for floor games and literacy activities) basketball hoops, hoola hoops, scooters, etc. (we will utilize the equipment we have in the gym). With these supplies, students will learn and practice ways to stay active. They will also be able to create a culminating project, a poster and/or booklet, about what they learned in order to maintain a healthy lifestyle. Students will present what they learned about nutrition and how they plan on maintaining a healthy lifestyle. Students will choose to make their presentation digitally or paper-based. Students will use symbols, pictures, and texts to create their project. Every student will present their culminating project the last day of the program for their peers and parents.

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: _____ Research has shown that collaborative teams are an essential component of effective instructional programs for students with severe disabilities and for working with ELLs with disabilities (Rainforth, York & MacDonald, 1992; Baca & Cervantes, 2004). Against this background and in alignment with the focus of the Title III instructional program, all staff involved in the program will participate in three professional development sessions. The three professional development sessions will be held after school on Tuesdays for one hour per session from 3:00 p.m. to 4:00 p.m. The program administrator will supervise the PD sessions at no cost to the title III program as it is held within their regular work hours. The administrator will collect all pertinent materials, as well as timesheets/timecards.

During these sessions the administrator, teachers and paraprofessionals working in the Title III instructional after school program will participate in on-going dialogue through text-based discussions targeted to make the curriculum comprehensible and meaningful for our linguistically and culturally diverse student population. The two licensed ENL/bilingual teachers participating in the Title III

Part C: Professional Development

instructional program will take turns facilitating the PDs utilizing instructional materials and resources available on EngageNY.org including the Grade 2 ELA Domain 10: The Human Body: Building Blocks and Nutrition ELA & Literacy Curriculum and New Language Arts Progressions samples. Additional online health education tools will include learntobehealthy.org, nourishinteractive.com and kidshealth.org. The two licensed ENL/bilingual teachers facilitating the PD workshops will supplement the readings and discussions with information pertinent to our specific ELL population in order to maximize that applicability and immediate relevance to our educators and students. The first session will focus on scaffolding instruction to support deeper understanding of content in a new language. The second session will focus on developing formative assessments to measure progress. The third session will focus on gathering data to showcase best-practices.

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: _

Research proves that afterschool programs are most successful when they are structured to offer (1) homework support, including specific study skills and motivational strategies structured to complement the school curriculum; (2) staff members who share the same linguistic and cultural backgrounds as the students; and (3) constructive ways to include parents and other family members in the program (Huang & Cho, 2009; Wong, 2010; David, 2011; Rodriguez-Valls, 2011).

To promote higher achievement for ELLs, parents are invited to participate on Mondays and Wednesdays by working alongside their children. We will purchase a Nutrition and Physical Fitness Guide for parents in Spanish to distribute and discuss with the parents to promote awareness and engagement in the topic. Parent will be encouraged to participate in shared reading activities as well as to engage in physical activities. Parents may coach teams, model/practice exercises, count laps, and most importantly offer words of encouragement to our students. We want parents of our ELLs to be involved in all planned activities in order to ensure carryover at home based on what they learned about healthy living at school.

These parental engagement activities will be provided by the teachers and paraprofessionals. All Title III parents will receive written information in their preferred language(s) regarding the Title III supplemental after school program prior to commencement. P17X is committed to developing our Title III parent participation through the activities that will help build and increase positive communication. Parents will be sent information in a timely fashion in order to make proper accommodations.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits)	\$8,192.32 - Instructional program \$696.42 - PD- (3) on Tuesdays Total \$8,888.74	1 supervisor x 6 weeks x 3 hours a week x \$54.69= \$984.42 2 teacher x 6 weeks x 5 hours a week

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"> Per session Per diem 		<p><u>x \$53.28 = \$3,196.80</u> <u>4 paras x 6 weeks x 5 hours a week x \$30.69 = \$3,682.80</u> <u>1 secretary x 10 hours x \$32.83 = \$328.30</u> <u>2 Teacher x 3 weeks x 1 hour a week x \$54.69= \$328.14</u> <u>4 paras x 3 weeks x 1 hour a week x \$30.69= \$368.28</u></p>
<p>Purchased services</p> <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	<u>0</u>	<u>0</u>
<p>Supplies and materials</p> <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	<u>Total \$2,311.26</u>	<p><u>6 x "iPad mini with Retina display Wi-Fi 16GB Space Gray" @\$279.00/ea = \$1,674.00</u> <u>Item Number: 315809752</u> <u>Contract Number: 9272156</u> <u>Vendor Catalog Number: ME276LL/A</u> <u>Vendor Number: APP009000</u> <u>6 x "GoNow Rugged iPad Mini Case Complete Package" @\$56.26/ea= \$337.56</u> <u>Item Number: 315883006</u> <u>Contract Number: B108402</u> <u>Vendor Catalog Number: GO-MINRP2</u> <u>Vendor Number: ATT024000</u> <u>1 x "Belkin - stylus " (10 pack) @\$28.80</u> <u>Item Number: 315326212</u> <u>Contract Number: B220901</u> <u>Vendor Catalog Number: 2935577</u> <u>Vendor Number: CDW043000</u> <u>12 x "My Amazing Body" by Pat Thomas @\$4.67/ea = \$56.04</u> <u>Item Number: 161525938</u> <u>Contract Number: B2171BA</u> <u>Vendor Number: BOO028000</u> <u>12 x "Comer Bien" by Dona Herwick Rice @\$2.92/ea = \$35.04</u> <u>Item Number: 644408677</u> <u>Contract Number: B2171BA</u> <u>Vendor Number: BOO028000</u> <u>12 x "Eating Right" by Dona Herwick Rice @\$2.92/ea = \$35.04</u></p>

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

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<p> <u>Item Number: 64443242X</u> <u>Contract Number: B2171BA</u> <u>Vendor Number: BOO028000</u> <u>12 x "I Like to Exercise" by Lisa M. Herrington @\$3.48/ea = \$41.76</u> <u>Item Number: 64517615X</u> <u>Contract Number: B2171BA</u> <u>Vendor Catalog Number:</u> <u>Vendor Number: BOO028000</u> <u>12 x "Nutrition and Physical Fitness SPANISH" by unknown \$2.95/ea = \$35.40</u> <u>Item Number: 902149318</u> <u>Contract Number: 7000797</u> <u>Vendor Number: SUS025000</u> <u>1 x "Learning Resources Healthy Helpings My Plate Game" @\$12.99</u> <u>Item Number: 313091544</u> <u>Contract Number: B140303</u> <u>Vendor Catalog Number: 1408050</u> <u>Vendor Number: SCH112000</u> <u>1 x "My Plate Activity Mat" @\$22.74</u> <u>Item Number: 313091552</u> <u>Contract Number: B140303</u> <u>Vendor Catalog Number: 1408052</u> <u>Vendor Number: SCH112000</u> <u>1 x "Ready, Set, Move Classroom Activity Set" @\$25.99</u> <u>Item Number: 313091218</u> <u>Contract Number: B140303</u> <u>Vendor Catalog Number: 1371432</u> <u>Vendor Number: SCH112000</u> <u>1 x "Good Nutrition Mini Bulletin Board Set" @\$4.40</u> <u>Item Number: 313028745</u> <u>Contract Number: B140305</u> <u>Vendor Catalog Number: CD-110091</u> <u>Vendor Number: BAR023000</u> <u>1 x "Staples Yellow Pencils No. 2 Soft 12/Pk" @\$0.25</u> <u>Item Number: 083276947</u> <u>Contract Number: PC66026</u> <u>Vendor Catalog Number: 476919</u> <u>Vendor Number: STA267000</u> <u>1 x "School Smart Triangular Vinyl Pencil Grips - Pack of 25 - Assorted</u> </p>

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

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<u>Solid Colors" @\$1.25</u> <u>Item Number: 312234848</u> <u>Contract Number: B161607</u> <u>Vendor Catalog Number: 9086510030</u> <u>Vendor Number: SCH112000</u>
Educational Software (Object Code 199)	<u>0</u>	<u>0</u>
Travel	<u>0</u>	<u>0</u>
Other	<u>0</u>	<u>0</u>
TOTAL	<u>\$11,200.00</u>	<u>\$11,200.00</u>

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District 75	Borough Bronx	School Number 17
School Name P17x		

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 Marlin Hoggard	Assistant Principal Jovayra Cabrera
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher Eileen Mota/ENL	School Counselor Geraldine Espinal
Teacher/Subject Area Carlos Bonilla/ENL	Parent Andrea Goldman
Teacher/Subject Area Raysa Rodriguez/Bil Science	Parent Coordinator Maria Arias
Related-Service Provider Diana Ruiz/ Speech	Borough Field Support Center Staff Member
Superintendent	Other (Name and Title)

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	2	Number of teachers who hold both content area/common branch and TESOL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	6	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	1
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	6

D. Student Demographics

Total number of students in school (excluding pre-K)	416	Total number of ELLs	88	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	88	Newcomers (ELLs receiving service 0-3 years)	61	ELL Students with Disabilities	88
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	25	Long-Term (ELLs receiving service 7 or more years)	2

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	25	0	25	5	0	5	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	36	0	36	20	0	20	2	0	2	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 3

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 Spanish	1	3	12	4	2	2	2	2	2					0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	8	6	5	4	4	5	11	7					0
Chinese														0
Russian														0
Bengali					1									0
Urdu														0
Arabic								1						0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian								1						0
Other		2	1					1	0					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)	1	10	18	7	6	1	7	7	2					0
Emerging (Low Intermediate)		1	1	1	1	1		1	2					0
Transitioning (High Intermediate)		2	1			2		1	3					0
Expanding (Advanced)						2	1	7	2					0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

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

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

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

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

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

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

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 P17x uses a variety of assessments to identify early literacy skills. These assessments include SANDI, Fountas and Pinnell, EL SOL and teacher-created assessments. The data collected helps us identify specific trends and common areas where students need to improve. Based on this data, we create IEP goals and objectives that drive the appropriate instruction for each student, which is align to CCLS. Technology has been infused in all content areas to promote the development of the four language modalities through multisensory engagement. Teachers rely on students' home language(s) to enhance, develop and maintain English proficiency. AIS services are provided and support students throughout the day. Inquiry teams review assessments periodically to identify areas in need of improvement and develop appropriate scaffolded instructional material to help ELLs progress in all identified areas.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 The NYSITELL and the NYSESLAT results determined 67% of the 88 ELLs scored at the En proficiency level, 9% scored at the Em proficiency level, 10% scored at the Tr proficiency level and 14% scored at the Ex level. NYSESLAT scores are reviewed by students' bilingual and ENL teachers. These teachers are able to analyze incremental progress to differentiate lessons accordingly. They are also able to see areas in need of improvement and offer extra support to the students. Our ELLs continue to demonstrate improvement in English via mastery of their IEP goals and via their performance on the NYSAA ELA.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 All ELLs in our school have IEPs; most participate in our alternate assessment program. Both the AMAO and NYSESLAT data reveal that writing is typically the modality that students struggle with as they move toward proficiency, followed by reading. Our faculty meets on a regular basis to review qualitative and quantitative data and create tasks specifically differentiated to strengthen student deficiencies. Faculty receive professional development focused on identifying student weaknesses and utilize ELL strategies that align with Common Core curriculum tasks that help scaffold English language learning and content areas knowledge. Although our ELLs make incremental gains on the NYSESLAT, it is difficult for our ELLs to make gains from one proficiency level to another because of the severity of their disabilities. Many of our ELLs who are non-verbal/limited verbal receive "Invalid" because they cannot perform

the speaking portion of the NYSESLAT. The NYSAA ELA assessment demonstrates that ELLs who participated, according to their age level, scored a 3 or 4.

4. For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

The majority of our ELL population are alternate assessment students and either are nonverbal or have limited language. We use PECS symbols and communication devices which students respond to in both English and their home language. For alternate assessment and standardized students, we use datafolios to monitor progress throughout the year. Datafolios demonstrate that ELLs in both Freestanding ENL and TBE programs are making progress in all content areas. NYSAA assessments also indicate that ELL students who participated, according to their age level, scored a 3 or 4. The school leadership and teachers will continue to use a variety of assessments (e.g. SANDI, NYSAA, teacher-created) to help identify specific skills that need to be addressed, target areas in need of improvement and develop differentiated goals and objectives to target for instruction. P17x through the use of technology, AIS, Read 180 and programs such as SMILE and Foundations, will continue to support all ELLs by targeting specific language acquisition needs while infusing students' home language to enhance instruction.

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

The RtI model is based on three tiers of instruction and intervention support. Tier 1 is the instructional core that is intended to incorporate high quality evidence-based instruction for all students. This includes instruction that has been shown to be effective for ELLs, and differentiation to meet students' diverse needs. ELLs' who score below specified levels of performance on the annual English language proficiency assessment move into Tier 2 and Tier 3 for more targeted and intensive academic support. The support services provided are aligned to intervention plans P17x is already providing to all students, including but not limited to, AIS, Saturday Academy, after-school program. Tier 2 and Tier 3 instruction are tailored to meet ELLs' language needs taking into consideration evidence such as the following:

- Number of years of instruction in a bilingual education or English as a new language program
- English and home language literacy
- Content area and socio-emotional support needs of students with inconsistent/interrupted formal education (SIFE)
- English and home language literacy needs of long-term ELLs
- Results on the annual English language proficiency assessment exam
- Bilingual education or English as a New Language teacher recommendation
- Content area teacher recommendation
- Parent or guardian request
- Sample of student work in English and, if possible, in the home language
- Bilingual educational evaluation

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

All teachers are encouraged to plan Language Objectives to support and enhance the learning of Content Objectives across all content areas. Ongoing review of student-work during team-planning meetings allows for constant progress monitoring, tailoring of lesson plan and flexible grouping to differentiate and adapt instruction to help increase second language development of all ELL students. Through observations, walkthroughs, one-on-one conferences and team-planning meetings, school administrators record evidence and provide actionable feedback regarding best-practices that aid in second language development for our ELL students.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the target language?
- b. What is the level of language proficiency in the target language for EPs?
- c. How are EPs performing on State and other assessments?

Currently, P17X does not feature a Dual Language program.

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

We evaluate the success of our ELL programs through student performance on the NYSAA, NYSESLAT, and mastery of IEP goals and short-term objectives. We also use SANDI assessments bi-annually to evaluate student mastery of the ELA, mathematics, science and social studies standards.

Part IV: ELL Identification Process

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

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

P17x is a District 75 (Citywide Special Education Programs) school for students grades K-8 who have severe disabilities (e.g., moderate to profound intellectual disability, autism, multiple disabilities). The initial identification process of potential ELLs begins at the CSE (Committee on Special Education), where students are evaluated and placed into ENL or Bilingual programs, in collaboration with parents, to whom these programs are explained. To commence the identification process, the parent or guardian of every newly admitted student into the New York City Public School system is provided with a Home Language Identification Survey (HLIS) in his/her home language, whenever possible, at the CSE. The following steps must be completed within 20 school days for students entering with IEPs. The school must administer the Home Language Identification Survey (HLIS) to determine the student’s home language as part of general intake procedures. The home language is determined based on the results of the HLIS, which includes an interview with both the parent and student in English and the home language. A student is considered to have a home language other than English when (1) one question on the HLIS Part I: questions 1-4 indicates that the student uses a language other than English, and (2) two questions on the HLIS Part I: questions 5-8 indicate that the student uses a language other than English, and (3) the interview with the parent and student indicates a language other than English. Therefore, the home language is determined based on a combination of the interviews with the parent and student, and responses to the questions on the HLIS. The home language determination is not based solely on the responses to the questions (regardless of number of responses of one language or another). Over-the-phone interpretation services are available through the DOE’s Translation and Interpretation Unit so that parents can receive language assistance and have their questions answered in their preferred languages. One of our certified ENL teachers Mr. Bonilla or Ms. Mota completes the HLIS with the parent and ensures timely entry of this information into the designated ATS screens. For students whose home language is not English, a more in-depth interview with the student, review his/her schoolwork (if available), and review the Individualized Education Program takes place to determine NYSITELL eligibility. NYSITELL eligibility for students entering school with IEPs must be based on the determination of the Language Proficiency Team (LPT). Based on the evidence, the LPT must make a determination as to whether the student may have second language acquisition needs or whether the student’s disability is the determinant factor affecting whether the student can demonstrate proficiency in English. If the LPT determines that the student may have English language acquisition needs, the student must take the NYSITELL. Mr. Bonilla or Ms. Mota administer the NYSITELL and Spanish LAB, as necessary. NYSITELL answer documents are printed using the RLBA function in ATS. After the NYSITELL exam is administered, answer documents are scanned into ATS via the attendance scanner. All new entrants whose HLIS responses indicate a home language of Spanish and who are newly identified as ELLs based on NYSITELL results are administered the Spanish LAB at the time of initial enrollment (or reenrollment) during the same testing window. Spanish LAB answer documents are printed using the SLAB function in ATS. After the Spanish LAB exam is administered, answer documents are scanned into ATS via the attendance scanner. The Spanish LAB is used to support schools in instructional planning in providing bilingual and English as a New language (ENL) services to these students. Spanish LAB results are not used to determine ELL status or service entitlement.

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).

Determining SIFE status begins at the time of the completion of the Home Language Identification Survey when the parent is asked to indicate prior schooling. If there are indications within the ELL Identification Process that a student has had an interruption or inconsistency in their formal schooling, we proceed with the SIFE Identification Process outlined below for students who are newly identified ELLs, in grades 3 to 9, and at the beginner/entering or low Intermediate/emerging level of proficiency as indicated by the NYSITELL results.

SIFE Identification Process

1. Administer the oral interview questionnaire
2. For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, administer the Literacy Evaluation for Newcomer SIFE (LENS)

Initial SIFE status is then indicated in the DOE’s data collection systems no later than 30 days from initial enrollment (BNDC) and may be modified for up to one year. SIFE status is removed once the ELL scores at intermediate/transitioning level or higher on the NYSESLAT.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

When a newly enrolled student that has an IEP and a Home Language Identification Survey (HLIS) that shows their language is other than English, the IEP is reviewed by the LPT. All of our LPT pedagogues have special education expertise, including our bilingual school administrator (Jovayra Cabrera), our six certified bilingual teachers (when available) and our ENL teachers (when available). Our LPT also includes the newly enrolled student’s parent or guardian. A qualified interpreter or translator of the language or mode

of communication the parent or guardian best understands, must be present at each meeting of the LPT. The LPT reviews the IEP for evidence of the student's English language development. Based on the evidence, the LPT must make a determination as to whether the student may have second language acquisition needs or whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. If the LPT determines that the student may have English language acquisition needs, the student must take the NYSITELL. If the LPT determines that the student does not have English language acquisition needs and should not take the NYSITELL, the recommendation is sent to the principal for review. The principal must accept or reject this recommendation. If the principal rejects the recommendation of the LPT to not administer the NYSITELL, the NYSITELL is immediately administered to the student. If the principal accepts the recommendation not to administer the NYSITELL, the recommendation is sent to the superintendent or the superintendent's designee for a final decision. Additionally, the parent or guardian must be notified within 3 school days of the decision in the parent's/guardian's preferred language. The final decision is made by the superintendent or superintendent's designee. The superintendent or designee has 10 school days to accept or reject the LPT's recommendation. If the superintendent determines that the student must take the NYSITELL, the school has 5 additional school calendar days to administer the NYSITELL (if necessary) and to notify the parent or guardian.

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

In District 75, parent entitlement and non-entitlement letters are distributed at the CSE level.

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

ELL Policy and Guide states that a student who has undergone the ELL Identification Process (as the result of first time entry or reentry) may go through the ELL Re-identification Process. The Re-identification 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. The Re-identification Process may be utilized for students who have a home language other than English, and are ELLs and non-ELLs. The school must initiate a review of the ELL status determination upon receipt of a written request from any of the following: a student's parent or guardian, a student's teacher (if the teacher's request includes written consent from the parent or guardian), a student of 18 years of age or older. The Re-identification Process must be completed within 10 school calendar days of receipt of written notice; however, if the CSE must be consulted, the process must be completed within 20 school calendar days.

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.

In the fall, an orientation meeting is held to inform parents of ELLs about the language programs and supports available for ELLs (e.g., TBE classes, ENL classes, Title III program, alternate placement paraprofessionals, bilingual counseling, and bilingual speech and language services). Parents are provided with written and oral information about all ELL programs. Parents are vital members of the IEP team that makes decisions during all educational planning conferences (e.g. annual review, triennial, requested evals) regarding instructional needs for ELLs their child. ELL language options are discussed with parents and as a team-member, they help determine appropriate placement for their child.

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

Due to the nature of our district, parent surveys and program selection forms are discussed at the CSE level. Options for special education ELLs are discussed with parents at the CSE level. Students are given their ELL status at the CSE, therefore parents do not receive Parent Surveys and Program Selection forms. However, parent choice is embedded throughout the IEP process and parents are instrumental in determining the language of instruction for their child.

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

As previously mentioned, program selection is made at the CSE level in collaboration with parents who are informed of program choices.

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

ELL students are identified during initial CSE evaluations. Bilingual staff is available to assist with translation and interpretation. If interpreters are not available that speak parents home language, the unit of translation and interpretation is contacted to best support communication with our parents. When placement is decided at the CSE level, parents are provided with written and oral information about all the programs in their home language. Our bilingual administrator, Jovayra Cabrera, is available at the school level to further discuss pertinent information regarding parent program choice to ensure that all question/concerns are addressed.

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

All ELL-related documents are kept in the student's cumulative record. Additionally, we maintain an electronic ELL Folder of Critical Documents which contains the documents listed below, dated and signed of each student's:

- o Home Language Identification Survey

- o Initial CSE determination
- o Language Proficiency Team NYSITELL Determination Form
- o Continued entitlement letter (continuing ELLs)
- o Updated IEP

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.

After the NYSESLAT assessment periods are known, Assistant Principal Jovayra Cabrera, develops a master schedule for all ELL students to be tested for all four modalities. A spreadsheet is created with all students including dates of administration for each student in each modality. ELL teachers are trained to administer the test, using official training materials and are then scheduled per this master list. In the spring of each school year, our school administers the NYSESLAT to all entitled students. All ELL teachers take part in administering the NYSESLAT, under the supervision of Ms. Cabrera.

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

In District 75, continued entitlement and transitional support notification letters are distributed at the CSE level.

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).

After reviewing the parent surveys and program selection, the majority of our new admitted parents have selected bilingual (Spanish) education. We continue to support our six self-contained bilingual classes to be able to appropriately place students, as per the selection of parents and the identification of the Home Language Identification Survey.

Part V: ELL Programming

A. Programming and Scheduling Information

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

a. Freestanding ENL program.

As a D75 school, our classes are self-contained(ungraded). Classes travel together as a group during the entire instructional day, except when students are pulled out for mandated related services, as per IEP. Our Freestanding ENL program provides instruction in English via a combination of stand-alone ENL and integrated ENL, with home language support, emphasizing English language acquisition. Stand-alone ENL is delivered to develop English language skills so that students can succeed in core content courses, which is taught by certified ENL teachers. Integrated ENL is instruction to build English language skills through content area instruction and is delivered via a co-teaching approach, by a certified ENL teacher and a core content area teacher. Both models of ENL instruction include content area subject matter and English language development using ENL strategies.

b. TBE program. *If applicable.*

ELLs in our TBE program are mandate for bilingual instruction, as per their IEP. In the TBE program, students transfer home language skills to English by spending instructional time primarily in the home language (Spanish) before steadily transitioning to English, which is taught by certified bilingual teachers. At the beginning/entering level, TBE students receive 75% of instruction in their home language and 25% in English; as a student's English proficiency increases, more of his or her instructional day is spent learning in English. As per CR Part 154.2, our TBE program is comprised of three components: (1) a language arts instruction component, including home language arts and English language arts; (2) an English as a new language component; and (3) a bilingual content area instructional component (e.g. math, science, and social studies). Additional crisis or health paras will be assigned if mandated on students' IEPs.

c. DL program. *If applicable.*

Currently, P17X does not feature a Dual Language program.

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

- a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Our ENL teachers and bilingual teachers work in collaboration with Assistant Principal Jovayra Cabrera to create their schedules to accommodate the mandates of our ELLs, as per CR 154.2. The number of stand-alone ENL, integrated ENL, ELA and HLA instructional minutes are dependent on students' levels of proficiency and IEP mandates. In grades K to 8, at the entering, emerging and transitioning levels, integrated ENL with ELA is provided; at the expanding level, the integrated ENL is with any core content area that best meets the needs of the student. All former ELLs, up to 2 years after exiting ELL status, receive a minimum number .5 unit of integrated ENL.

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.

Science, social studies, language arts and math in our TBE classes are taught by certified bilingual teachers in both Spanish and English. Our ENL-only students are taught content instruction in English, with home language support, from their ENL teachers and from content area teachers. ENL is provided by certified ENL teachers through a combination of stand-alone and integrated ENL, depending on individual proficiency level. All ELL students receive instruction that addresses the CCLS, second language acquisition needs, and disability-related needs via their IEP goals, ENL strategies and differentiated instruction. Instructional approaches and methods we use include, but are not limited to, Total Physical Response (TPR), balanced literacy, cooperative learning, role-playing, performance-based assessments, scaffolding, multisensory integration and graphic organizers. The use of technology and augmentative communication devices are incorporated into ENL and content area instruction to give students additional support. Multi-sensory and multicultural materials are infused throughout the curriculum. In both Standardized and Alternate Assessment programs, teachers adapt the instruction to meet the students' individual needs.

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

ELLs in bilingual classes are administered informal assessments (e.g. teacher-created tests, unit tests) in their home languages throughout the year to determine growth and identify areas that need to be targeted for instruction. Our ENL-only students are evaluated via checklists in their home language, as needed, to informally monitor their progress throughout the year. Alternate placement paraprofessionals provided additional language support during informal assessments and observations, as per IEP mandates.

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

Teachers monitor and evaluate ELLs on all four modalities of English language acquisition—listening, speaking, reading and writing. Selected leveled tasks/assessments (e.g. SANDI, NYSAA, teacher-created) are administered throughout the year. Students' performance is recorded through direct observation and documentation. Students' work is collected and analyzed to evaluate progress. Teachers also use authentic assessments which incorporate hands-on assignments, computer-based presentations and performance-based tasks. Data collected informs instruction and creation of IEP goals that address speaking, reading, writing, and listening skills and are reviewed annually by the instructional team (during annual review educational planning conferences).

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

Staff will provide stand-alone ENL and integrated ENL, as mandated by CR 154.2, in order to service all ELL students and differentiate instruction that will target all students academic and social needs. Currently we have no students with interrupted or inconsistent formal education-SIFE. Nonetheless, identified SIFE students would receive one-on-one instruction from teachers, academic and emotional support from buddy students and paraprofessionals, and development of initial literacy in their home language provided by bilingual certified teachers. Instruction targeting long-term ELLs focuses on differentiated explicit instruction, using a combination of balance literacy and multi-sensory approaches, in order to help LTE strengthen academic English. All developing ELL students will be supported through AIS, instructional technology and visual arts. Newcomers will be supported through home language instruction provided by bilingual certified teachers, one-on-one and small group instruction incorporating technology as a tool to develop basic oral and listening skills in English. All ELL students are provided with extra support through the CHAMPS after school program and the Title III supplemental program.

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.

As per the ELL Policy and Guide, between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal, must review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with a qualified staff

member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student as defined in CR Part 154-2.3(j) and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, he/she must consult with the superintendent or his/her designee. Final decision notification must be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.

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

The use of technology and augmentative communication devices are incorporated to give students additional differentiated and instructional support. Multi-sensory and multicultural ENL materials are infused throughout all aspects of instruction. Some materials are teacher made to address the students different cultural backgrounds. The classroom library includes a variety of books, at the students' functional levels, that reflect the background, needs and strengths of ELLs. There are differentiated curriculums such as SMILE, Foundations, Ready Gen, EQUALS and Go Math curriculum that address the various academic levels and grades. The use of technology is incorporated into ENL and content areas. Instruction provide students with additional support with multi-sensory activities, multicultural themes and materials which are infused through out all aspects of instruction. Required services and supports also correspond to ELLs age levels through the use of realia, photographs, music, and the integration of motivating, culturally relevant activities into language and content instruction of our students. Students in the TBE program read, write, listen, and speak in Spanish using Spanish-language books, materials, symbols, and computer-based software. ELLs receive additional support in the home language from a classroom paraprofessional, as well as, speech providers who speak the students' home language and English. Home language supports are also used in the ENL program, when necessary, via music, technology and materials from students' homes in their home languages. Required services supports are modified in order to differentiate for the needs of each student. Materials are modified and teacher made in order to be age appropriate.

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?

It is our goal to provide students with the necessary academic skills and move them to a less restrictive environment. Our ELL students are moved from 6:1:1 to 8:1:1 and from 8:1:1 to 12:1:1. All of our students' instruction is individualized and CCLS aligned. Flexibility is built into instruction through the use of multisensory, universally designed, visually-based, culturally and age appropriate materials, settings, and social interactions that help our ELLs achieve their IEP goals and improve their English language skills within the least restrictive environment.

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 DUALY 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 DUALY 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.

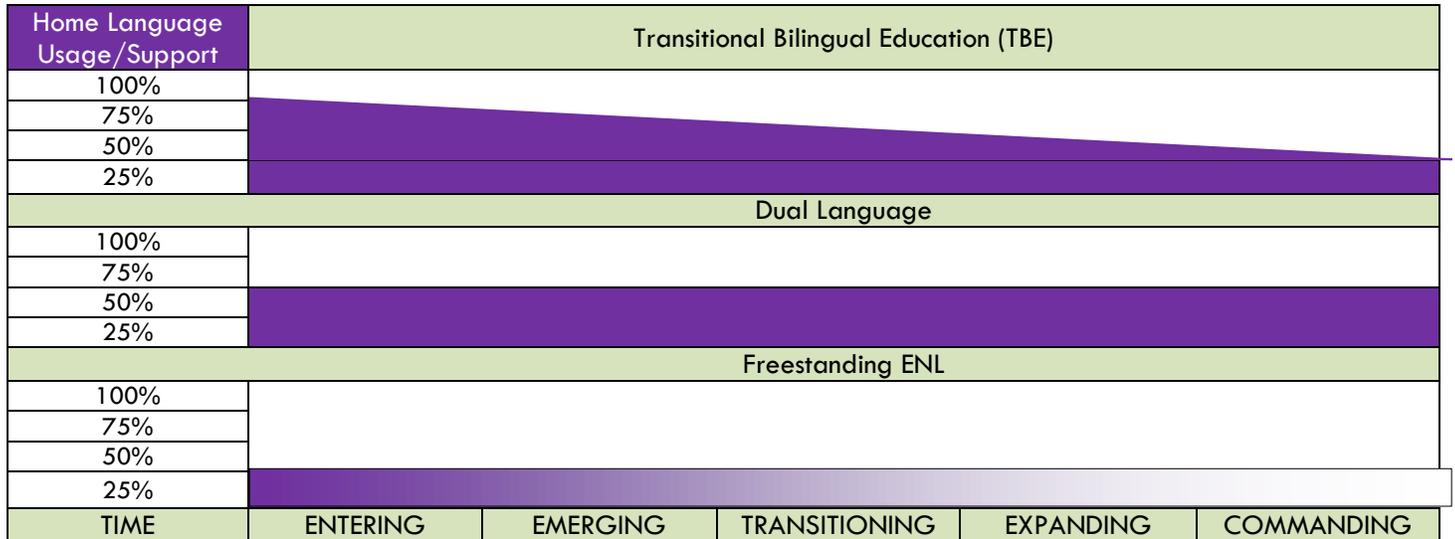


*Note “other approved services” does not apply to New York City at this time.

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.
Our targeted interventions are provided in natural environments, during functional, and motivating activities that afford our students opportunities to practice and generalize their skills across settings and with a variety of people. ELLs participate in community improvement activities such as recycling, Penny Harvest, Food Drive, and other activities that are aligned to interdisciplinary learning standards. In addition, students in our bilingual classes develop their communication skills using the home language to improve listening, speaking, reading and writing abilities in Spanish. ELLs also participate in CHAMPS, Title III supplemental instructional program, performing arts presentations, talent show, cultural celebrations, and the annual interdisciplinary fair. These activities provide natural environments and targeted interventions that address our ELL students' linguistic, social-emotional and academic needs.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Although most of our ELLs have severe cognitive impairments and participate in alternative assessments, their communication skills in English have improved, based on teacher-generated assessments, IEP goal-mastery, and NYSAA scores in ELA. The success of our standardized ELL students is demonstrated in the incremental increase of NYSESLAT scores. Our ELLs social integration and independence into the school culture is another indication of students' success, social and academic proficiency.
12. What new programs or improvements will be considered for the upcoming school year?
As per CR 154.2, ENL teachers will provide stand-alone ENL and integrated ENL.
13. What programs/services for ELLs will be discontinued and why?
There are no programs or services for ELL students that will be discontinued.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Our ELLs are represented in all school programs (e.g. Title III, CHAMPS, school clubs, contests and field trips) that will enhance their social, academic and cultural needs. Parents are provided with information regarding all school programs in their home language and encouraged to have their child get involved and participate in all school related activities.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
The use of educational software and multimedia are regularly used to enhance and support English language acquisition in all content areas. All of our ELLs have access to instruction with Smartboards, iPads, computers, digital cameras, audio-visual materials, and augmentative and alternative communication devices. Classroom libraries contains books in English and home language of students, including those adapted by teachers to meet the needs of students with severe disabilities.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
HLA is delivered by certified bilingual teachers to students in our TBE classes. Students who have B mandates in their IEPs but who are not in bilingual classes receive home language support from alternate placement paraprofessionals who work under the direction of the students' teachers. Student use bilingual books, bilingual eBooks, iPads, and other home language materials.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Our speech teachers, counselors, physical therapists and occupational therapists work in collaboration with ELL teachers to support ELL students. ELL teachers and related service providers develop age and grade appropriate activities and tasks that address the IEP goals and functional levels of each student. All activities target students' individual linguistic, academic and social needs.
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).
P17x is a 12-month school. We have activities and programs that support the ELL population throughout the school year. All new students are strongly encouraged to participate in Chapter 683. Maria Arias, the parent coordinator, invites parents to tour the school and provides parent with a detailed description of the programs and support services available, including information on the Translation and Interpretation Unit. Our bilingual AP, Jovayra Cabrera, is also available to assist parents as necessary. Community building activities such as trips, barbecues and cultural celebrations are ongoing and all ELL students are encouraged to participate.
19. What language electives are offered to ELLs?
Currently, P17X does not offer language electives.
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Currently, P17X does not feature a Dual Language program.

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
Professional development topics for teachers of ELLs include the following: Strategies and Materials for Home Language instruction, SANDI assessment, and NYSAA. Additional topics addressed by the Title III Professional Development plan are Standardized Assessment and Alternative Assessment Methods for ELLs, the use of Technology in Bilingual and ENL Education, and the adaptation of Bilingual and ENL materials for education of ELLs with severe disabilities. ALL P17x's staff (APs, bilingual, ENL and common branch teachers, special education teachers, clusters, counselors, related service providers, paraprofessionals and parent coordinators) are invited and encouraged to attend all district and city workshops and trainings. In addition, the school will ensure the attendance of bilingual, ENL, and monolingual teachers and paraprofessionals at district, city and statewide conferences focusing on the education of ELLs, and transitioning of our elementary school students to middle school and middle schools students to high school. Staff is provided with information on Jose P. training at the district and city. Staff that attend the training provide Ms. Cabrera, the AP, with a copy of agenda and hours completed. ELL compliance binder has updated information on staff that has been trained and/or are still in need of completing the hours. All are encouraged to attend and complete the necessary hours to meet requirements. All staff attending ELL training have to provide documentation to AP, Ms. Cabrera, which will be filed in the ELL compliance binder, as well as, the teacher's file.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
All staff members (APs, bilingual, ENL and common branch teachers, clusters, counselors, related service providers and parent coordinators) are invited and encouraged to attend district and city-wide ELL/CCLS learning opportunities. Topics include ENL methodologies, scaffolding strategies, promotional criteria and testing accommodations for ELL students. Best-practices are then shared amongst colleagues via common planning periods.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
School administrators provide teachers whose students are transitioning from one school level to another with assistance from guidance counselors and school coach in preparing the teachers and students for transitioning. Their collaboration ensures smooth transitions for our students. Guidance counselors work closely with all ELL students, both at the elementary and middle school level, to help students come up with future plans and goals as they transition to a new school. Counselors work and collaborate in following up with teachers and providing instruction aligned to the common core that will help support the academic needs of all ELL students.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

Professional Development is provided to all teachers in order to address the language acquisition needs of our English Language Learners. As per CR Part 154.2, a minimum of 15 percent of the required professional development hours for all teachers will focus on best practices for how to integrate language and content instruction as well as co-teaching strategies for our English Language Learners. For bilingual and ENL teachers, 50 percent of the required professional development will focus on integrating language and content instruction and aligning language acquisition with core content area instruction. Teachers should retain their agendas for their records.

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?
Individual meetings with parents or guardians of ELLs are provided annually in order to discuss their child's language development progress in all content areas as well as the goals of the program. School records attendance and provides interpretation/translation services, as needed. This meeting is in addition to parent-teacher conferences and parent orientation.
2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.
Each teacher maintains a record of all parent meetings, correspondence, and phone calls. Interpretation and translation is made available, as needed, to ensure parent needs are accommodated.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. The Parent Coordinator, Maria Arias, at P17x will continue to offer parents of ELLs ongoing information in their home language and organize workshops on different aspects of their child's education, such as utilizing ADL activities to support language development at home. Interpreters and childcare are available to encourage participation. Parents of ELLs also are encouraged to become members of the School Leadership Team and the Parent Association. This allows for all parents to have a say in school policy and become involved in their school community.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Various community agencies and organizations, such as Ramapo, provide support to our parents by inviting them to participate in their workshops and providing services to the families. Parents obtain practical tools and tactics to create environments that foster positive behavior and promote success in children through workshops, coaching and other supports
5. How do you evaluate the needs of the parents?
At P17x, we encourage open communication between parents and school staff. Parents of ELLs are encouraged to make frequent visits to our school to address any concerns or needs that may arise. Additionally, after each parent workshop organized by our parent coordinator, a feedback form is provided to parents in their home language. Our school will take all feedback into consideration and strive to continually improve efforts to meet our parents' needs.
6. How do your parental involvement activities address the needs of the parents?
To better serve the needs of our ELL parents, Maria Arias, our Parent Coordinator communicates with parents of Spanish speaking ELLs on an ongoing basis to inquire about specific needs and services they are interested in as well as informs them of school-wide activities. Ms. Arias also attends all of our parent-related school functions to serve as an interpreter, as needed. In cases where our staff does not speak a specific language of our parents, the Translation and Interpretation Unit is contacted to secure translation/interpretation services to assist parents and facilitate communication with the school.

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.
N/A

School Name: P17x

School DBN: 75X017

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)
Marlin Hoggard	Principal		
Jovayra Cabrera	Assistant Principal		
Maria Arias	Parent Coordinator		
Eileen Mota/ENL	ENL/Bilingual Teacher		
Andrea Goldman	Parent		
Carlos Bonilla/ENL	Teacher/Subject Area		
Raysa Rodriguez/Bil Sci	Teacher/Subject Area		
	Coach		
	Coach		
Geraldine Espinal	School Counselor		
	Superintendent		
	Borough Field Support Center Staff Member _____		
	Other _____		
Diana Ruiz	Other <u>Bil ST</u>		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **75X017** School Name: **P17x**
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.

Surveys are sent home and phone calls are made to parents in order to identify language needs of our parents. The data and methodologies used to assess our school's written translation and oral presentation needs also consists of the following:

- * Home Language Identification Surveys (HLIS)
- * Parent interviews, specifying what language is preferred for all written and oral correspondence
- * Student Registration Form
- * Place of Birth report (RPOB)
- * Parent Orientations
- * Emergency cards- parents' language preference is written on the card
- * PTA meetings

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

We determined the following translation and interpretation needs at our school: Spanish, Albanian, Arabic, Bengali, Fulani, Slovak, Wolof, and Yoruba.

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.)

All translated documents will be distributed at the same time as the English documents, as needed, throughout the school year. School staff will provide written translation services in-house for parents in their preferred languages in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement. If necessary, an outside vendor will also be utilized. The written translation services our school will provide are primarily for correspondence to parents and include the following:

- * Translated Bill of Rights and Responsibilities
- * Student Registration Form
- * Translated Home Language Identification Surveys
- * ELL Parent Orientation
- * Workshop information
- * Title III After school Applications
- * Monthly newsletters and calendars
- * Special forms (lunch forms, blue emergency cards, health)
- * IEP/Evaluation notices
- * Permission slips/consent forms
- * Progress reports
- * Testing information
- * Legal, disciplinary, and safety matters
- * Summer School Forms

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.

The formal face-to-face meetings that our school typically has with parents throughout the school year are registration that is ongoing, parent-teacher conferences, parent meetings with teachers throughout the year to discuss language development progress, various workshops given by staff, and IEP meetings. Informal parent interactions that may be anticipated are calls to parents about sick/injured children, calls to parents by the guidance counselor for behavior issues, and attendance calls for daily absentees.

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.

Written translation will be provided for PTA notices, report card distribution notices, Parent-Teacher Conference dates, half day notices, trip permission slips, eighth grade graduation information, and special events notices, We will utilize the multitude of bilingual staff member to do the translation in-house. In the rare instance of a low incident language, that we may not have a staff member who can assist, we will utilize the Translation and Interpretation Unit. These steps will give our parents pertinent written information in a timely manner.

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.

Our staff includes a large number of bilingual teachers, para professionals, support personnel (including the Parent Coordinator and related service providers) . These staff members will be utilized for student registration, Parent Orientations, Parent-Teacher Conferences, workshops, and any needed parent teacher articulation. In the rare instance of a low incident language, that we do not have a staff member who can assist, we will contact the Translation and Interpretation Unit.

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.)

The LAC is responsible for ensuring that all staff members are aware of how to use translation services and over-the-phone interpretation service. Meetings are held with security and office staff who first encounter parents to let them know about these services and they are given laminated copies of the necessary documents like the T & I Brochure, Language ID Guide, and Language Palm Card. Teachers and other staff are sent e-mails and reminders about the services available by the Translation and Interpretation Unit.

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

In order to meet Section VII of Chancellor's Regulation A-663, parents will be provided with written notification regarding translation and interpretation services available in the language indicated on the HLIS form, and the DOE Language Identification Letter. Parents will also be directed to the DOE website for complete information regarding this regulation and their translation rights.

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)

After each parent workshop, a feedback form is provided for the parents to give us their suggestion. In addition, parent surveys will be given out every year regarding their thoughts and feelings toward the school. Our school will take all the feedback in to consideration and strive to improve to meet our parents' needs.