

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): **75X168**

School Name: **P.S. 168**

Principal: **MAUREEN FULLERTON**

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: P168X School Number (DBN): 75X168
Grades Served: PK-12
School Address: 339 Morris Ave
Phone Number: 718-585-2100 Fax: _____
School Contact Person: Maureen Fullerton Email Address: mfuller@schools.nyc.gov
Principal: Maureen Fullerton
UFT Chapter Leader: David Doorga
Parents' Association President: Patricia Swift
SLT Chairperson: Kristen Schwartz
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

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

Borough Field Support Center (BFSC)

BFSC: The Bronx Director: Jose Ruiz
Director's Office Address: 1 Fordham Plaza
Director's Email Address: Jruiz2@schools.nyc.gov
Phone Number: 718-828-7776 Fax: _____

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Maureen Fullerton	*Principal or Designee	
David Doorga	*UFT Chapter Leader or Designee	
Patricia Swift	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Gwen Dunlap-Garca	Member/Assistant Principal	
Roy Bono	Member/School Psychologist	
Kristen Schwartz	Member/Teacher	
Yesenia Guevara	Member/Parent/PTA Secretary	
Angelie Capestany	Member/Parent/PTA Treasurer	
Evelyn Rivera	Member/Parent	

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.

P168X is a District 75 school educating 530 students with Individual Educational Plans. We have 7 sites throughout the Bronx and serve students from Pre-K to 12th grade. Student ratios include 12:1:4, 12:1:1, 8:1:1, 6:1:1, 8:1:4, and 9:1:3. During the 2014-2015 school P168X participated in Learning Partners Program. Through this collaboration we implemented systematic changes to our data collection and inquiry practices. .

In addition, in 2014-2015 we introduced our new Positive Behavior Intervention System to the 168 community. Students participated in the first our monthly pep rallies and participated in the first of our spirit days. Through our collaboration with Learning Partners we are adapting our SOAR Matrix to better serve the alternate assessment population.

For the 2015-2016 school year our focus with Learning Partners will be how to develop independence for all SWDs. A challenge that we have identified is increasing parental involvement. In order to successfully partner with families to develop student independence, we are collaborating with a Host school who also serves students with disabilities in several sites across the Bronx. We will be developing systems to involve parents in all aspects of their child's development.

Mission Statement

At P168X, we believe that we are all lifelong learners. We will work to develop students academically, socially, and emotionally to become active participants in their community. We are committed to providing a safe environment where all stakeholders collaborate to foster independence for all. As a school, our strength is that we use a rigorous curriculum that provides all students – Standardized and Alternate assessment – access to the Common Core Learning Standards.

Instructional Focus

Students will engage in activities that are both cognitively challenging and accessible. Teachers' planning will strategically provide opportunities for independent practice and instructional supports during lessons, with the aim of building students' persistence through new or challenging tasks.

In order to ensure we incorporate cognitively challenging tasks for all our learners teacher teams work with the curriculum to ensure they are scaffolding lessons. Each Common Planning Team meets 5 periods a week including a double block that has been programmed into schedules to provide ample time for thorough analysis. Teams use protocols to guides their work through a four week cycle that includes

- Analyze performance tasks in order to modify the pacing of units to ensure student mastery of objectives. In addition teacher teams modify lessons in order to meet the needs of students in their classroom.
- Perform Inter-visitations to increase teacher best practices.
- Analyze student work.
- Surfacing gaps to plan for instructional groups

Teacher teams use multiple sources of data to improve instruction and student outcomes. Alternate assessment teachers examine data from the Student Annual Needs Determination Inventory (SANDI) to determine IEP goals and next steps for student progress. Teacher teams create SMART Plans with SMART goals based on SANDI data to support student learning. Teachers meet to plan and evaluate instruction based on the SMART Plan in order to improve instruction. To date, each teacher team has completed at least one cycle of inquiry based on SMART Plans.

Administrators, Instructional Coaches, and Model Teachers support teacher teams in establishing expectations and norms as well as supporting teams throughout the inquiry process. In order to support distributive leadership, teacher leaders from each team are involved in the creation of the inquiry cycle and selection of the protocols and capture forms that are used throughout the process. This teacher leader meets with instructional coaches regularly to communicate successes and difficulties within the inquiry process.

75X168 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05,06,07,08,09,10,11,12	Total Enrollment	513	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	36	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	N/A	% Attendance Rate		84.5%
% Free Lunch	78.0%	% Reduced Lunch		1.2%
% Limited English Proficient	23.8%	% Students with Disabilities		99.6%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.4%	% Black or African American		33.9%
% Hispanic or Latino	59.7%	% Asian or Native Hawaiian/Pacific Islander		2.0%
% White	2.4%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	2.31	# of Assistant Principals (2014-15)		4
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)		3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		15.8%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.6%	Average Teacher Absences (2013-14)		6.59
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.

The 2014-2015 Quality Review rated P168X well developed in indicators 1.1. and 1.2.

1.1

Findings

Across the vast majority of the classrooms, teaching practices strategically provide high quality teaching practices supports and extensions into the curricula to ensure that students produce meaningful work products and discussions reflect high levels of student thinking and participation.

Impact

Across grades and subjects, a variety of teaching strategies are evident to actively and cognitively engage all students in challenging tasks that promote high-order thinking skills which results in positive student outcomes and ownership.

1.2

Findings

Curriculum decisions strategically made by school leaders and staff have resulted in the seamless integration of the instructional shifts and its coherence and alignment to the Common Core Learning Standards. Embedded and consistent engagement and higher order thinking skill are across all grades and subject areas.

Impact

Across grades and curricula, the school coherently integrates the instructional shifts and Common Core Learning standards with rigorous and challenging tasks, and real-world experiences resulting in improved learning for all students.

Strengths

- Standardized assessment students participate in rigorous curriculum aligned to Common Core Learning Standards from Engage NY.
- Teachers meet collaboratively to plan lessons scaffolded to meet the diverse population.
- Alternate assessment teachers use SANDI, a CCLS aligned assessment.
- Alternate assessment students participate in CCLS aligned performance tasks from District 75 Modules.

Needs

- Teachers need to increase practices that relate to problem solving and perseverance by planning lessons that provide adequate support for student to complete the task independently.
- Students need to develop strategies for approaching tasks that are cognitively challenging.
- Creating curriculum to address the specific needs of our various student settings.

Part 2 – Annual Goal

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

By June 2016, teachers will increase student engagement through curriculum units with cognitively challenging tasks as measured by 10% increase in student's performance on 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>
<ul style="list-style-type: none"> • Teacher teams will design units based on the CCLS aligned curriculum from Expeditionary Learning and District 75 Modules and receive feedback from instructional coaches, administrators • Teachers will collaborate vertically to plan effective progression through the grade and embed transition plans for less restrictive environments 	<p>Teachers</p>	<p>Ongoing</p>	<p>Teachers, Administrators, District 75 Coaches</p>

<ul style="list-style-type: none"> • Teachers will participate in District 75 professional development sessions to support best practices in supporting Students with Disabilities. • Teachers will turn-key new learning to their Teacher Teams and administrators. • Teacher team meetings with data driven inquiry cycles that examine student data/work and teacher practice with a focus on student engagement. 			
<ul style="list-style-type: none"> • Monthly newsletters to parents outlining upcoming units of study and questions to ask about that unit of study. • Parent Meetings to develop strategies for student independence • Pupil Personnel Team meetings to plan effective interventions for students 	Parents	Monthly	Teachers, Counselors, Related Service providers Administrators
<ul style="list-style-type: none"> • Inter-visitation schedule with a focus on improving instructional practices, facilitated by instructional coaches and model teachers. 	Students	Ongoing	Teachers, Administrators, Model Teachers, Instructional Coaches
<ul style="list-style-type: none"> • Professional development and feedback from Heidi Hayes Jacobs (Curriculum 21) on our curriculum unit design. 	Teachers	Ongoing	Teachers, Administrators, Model Teachers, Instructional Coaches

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • Instructional coaches • Model Teachers • District 75 Professional Development • Block schedule for ELA and Math • Professional Development from Curriculum 21 											
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.

By February 2016, teachers will have incorporated lessons into their unit plans to address student IEP goals resulting in an 25% increase in students meeting 2 out of 4 short-term objectives.

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

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

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

Part 1 – Needs Assessment

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

Findings

The school establishes a culture for learning that communicates high expectations to all members of the school community and partners with families to support student progress towards the path to college and career readiness.

Impact

School Leaders’ expectations are reinforced by all members of the community through a common vision. This shared vision of communication and accountability provides a stronger partnership with families and a clear path for students’ achievement towards college and career goals.

Strengths

- Rigorous curriculum and implementation of PBIS program to support school culture
- Motivating rewards for PBIS system
- Clear consequences for students around the school community
- School has four school psychologists, two guidance counselors and one social worker

Needs

- Generalizing appropriate behaviors in the classroom and school community
- Persisting in academically challenging tasks
- Collaboration between related service providers and classroom staff
- Professional development for support staff, including paraprofessionals and related service providers

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, teachers and school counselors will implement a curriculum on the habits of mind to increase appropriate student behaviors as measured by a decrease in discipline level 2 and level 3 infractions by 15%.

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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	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?
<ul style="list-style-type: none"> • Develop and implement curriculum units for habits of mind embedded with reflection sheets that fosters student practicing habits of mind. 	Students	Ongoing	Counselors and Teachers
<ul style="list-style-type: none"> • Administration will program schedules to enable guidance counselors and related service providers to collaboratively team teach with classroom teachers twice per week. 	Students	Ongoing	Counselors related, service providers, teachers and administrators.
<ul style="list-style-type: none"> • Related Service Providers and guidance counselors will facilitate monthly workshops to parents on how to incorporate skills that promote independence. 	Parents	Ongoing	Related Service Providers
<ul style="list-style-type: none"> • Saturday Academy sessions for English Language Learners and their parents focused on promoting independence in school and in the greater community. 	Parents Students	Weekly	Saturday Academy Administrators, Teachers, and Paraprofessionals

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • School Psychologists, Counselors, Social Workers • Speech Teachers, Occupational Therapists, Physical Therapists • Programming for Collaborative Team Teaching 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant

	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other
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Part 5 – Progress Monitoring

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

By February 2016, level two infractions will be decreased by 10%.

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.

Findings

All teachers are actively engaged in inquiry teams to examine data, analyze student work, and refine unit plans. School leaders provide a means for teachers to have input on key decisions about the curricula.

Impact

Embedded professional collaborations consistently strengthen teacher practice ensuring a shared commitment to attaining school goals and resulting in creased student achievement.

Supporting Evidence

- School leaders supported the importance of teacher team collaboration and implemented schedules, which allow every teacher to meet five periods a week for teacher team meetings
- Across all sites, the school’s instructional teacher teams monitor the implementation of the Common Core, review and refine the curriculum maps, performance tasks and rubrics to ensure that instruction is rigorous and student outcome improve.
- During the teacher team meetings, teachers stated that school leaders encourage staff to be active members in the community and a voice in improving student achievement.
- The teachers indicated that they conduct classroom inter-visitation observations. The process is as follows: after observing a colleague’s lesson, the groups meet during their scheduled teacher team period and address five key areas. A recorder using chart paper lists the five areas: Noticings of the lesson, Wonderings of the lesson, Glows of the lesson, Next steps for the teacher and next steps for the observing teachers.

Strengths

- Teachers meet daily during common planning time to plan curriculum, examine student work, and adjust lesson plans

Needs

- Coherent curriculum across student ratios as well as better vertical alignment in all areas of the curriculum.
- Increased teacher input in curriculum decisions
 - Collaboration in assessing teacher practice and effective lesson design

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Part 2 – Annual Goal

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

By June 2016, 100% of classroom teachers will have completed a schedule of inter-visitations focused on Engaging students in Learning (3C) as evidenced by a 10% increase in teacher ratings in Advance 3C.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> • Teachers will use Engage NY and District 75 modules to create units that incorporate CCLS task and are differentiated to meet the needs of all students • Professional development and feedback from Heidi Hayes Jacobs and Curriculum 21 <ul style="list-style-type: none"> • Professional Development on the Danielson Framework domain three • Frequent observation with actionable feedback 	Teachers Supervisors	September-June	Instructional Coaches and Model teachers
<ul style="list-style-type: none"> • Model teachers intervisitation with peer reflections • Instructional coaches set protocols and administration review observational data 	Teachers	September-June	Model teachers and teacher team
<ul style="list-style-type: none"> • Identify student data for each Teacher Team to examine and support teachers in implementing inquiry cycle 	Teachers	September-June	Teacher Teams

• Monthly newsletter to parents outlining curriculum units	Parents	September – June	Related Service Providers, Teachers, Administrators
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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.											
Model teachers											
Instructional coaches											
Professional development from Heidi Hayes and Curriculum 21											
Programming to ensure weekly meetings for teacher teams											
Bi-weekly meetings with instructional cabinet											
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.
By February 2016, teachers will have received feedback from at least two observations increasing ratings on 3C 10%.
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.

Findings

School leaders’ expectations are reinforced by all members of the school community through a common vision. This shared vision of communication and accountability provides a stronger partnership with families and a clear path for student achievement toward college and career goals.

Strength

- Principal plans and delivers professional development to teachers and paraprofessionals on a regular basis
- Teachers choose and attend District 75 Professional Development
- Frequent observations with actionable next steps by administrators
- Instructional Coaches support teacher development
- Teacher Teams meet for Common Planning to collaborate
- Instructional Coaches
- Model teachers

Need

- Improved systems for communication across sites (NYC School Survey Report)
- Increase in teacher input
- Building capacity among teachers using teacher leaders

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, school leadership will implement systems and align resources focused on high expectations for teacher team meetings to promote positive culture, with clear goals communicated to students, teachers and parents, as evidenced by an 10% increase in positive responses on the NYC School Survey

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> • Weekly Newsletter to Staff. • Common Planning and Schedule of teacher inter-visitations. • Expectations checklist aligned to best practices . 	Teachers and Paraprofessionals	September 2015-June 2016	Administration
<ul style="list-style-type: none"> • Administration, instructional coaches and model teachers participate in the learning partners program and share best practices with school community. 	Teachers and Paraprofessionals	September 2015-June 2016	Learning Partners
<ul style="list-style-type: none"> • Professional development on Danielson 3b,3c and 3d • Focus on using data for students with disabilities through our collaboration with learning partners. 	Teachers and Paraprofessionals	September 2015-June 2016	Instructional Coaches
<ul style="list-style-type: none"> • Newsletter outlining curriculum and questions based on the curriculum and habit of mind to foster independence. • Parent Workshop about curriculum and student outcomes and fostering independence. 	Parents	September 2015-June 2016	All Stakeholders

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.

Model Teachers Funding											
Learning Partners Funding											
Core Curriculum Funding											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, teachers will complete a survey on school culture and leadership with 75% positive responses.
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.

Findings

The school establishes a culture for learning that communicates high expectations to all members of the school community and partners with families to support student progress towards the path to college and career readiness.

Impact

School leaders’ expectations are reinforced by all members of the school community through a common vision. This shared vision of communication and accountability provides a stronger partnership with families and a clear path for student achievement towards college and career goals.

Parents shared that they are provided with consistent and on-going feedback through parents and teachers conferences, annual IEP meetings, communication books, report cards and email. The school generates monthly newsletters to illustrate students’ works and successes, and highlights on the school’s curricula expectations.

Needs:

- Increase in attendance for parent workshops that will positively affect student achievement and foster independence
- Parent workshops that will help students to generalize skills at school, at home, and in the community
- Consistent communication between parents and teachers in the form of communication logs in all classrooms

Strengths:

- Related Service Providers conduct high interest parent workshops

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, parent involvement will increase by 5% in attendance rates as measured by Parent Communication Logs, and sign in sheets from PTA meetings, Parent Teacher Conferences, Parent Workshops.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> • Monthly workshops for parents on various topics such as, curriculum, testing, health and nutrition, EngageNY, Common Core, College and Career Readiness, Adaptive Daily living skill, Family Fun Day 	Families	September 2015-June 2016	Parent Coordinator
<ul style="list-style-type: none"> • Urban Advantage-family trips to Bronx Zoo, museums, and other cultural events throughout NYC 	Families	September 2015-June 2016	Science teacher
<ul style="list-style-type: none"> • Parent outreach-email, monthly newsletters, School Messenger, phone calls • School will distribute bilingual messages via school messenger 	Families	September 2015-June 2016	Administrators
<ul style="list-style-type: none"> • Saturday ELL Academy for parents and students to tour what NYC offers families_ 	Families	September 2015-June 2016	ESL teacher

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> <ul style="list-style-type: none"> • Parent Coordinator • PTA President and members • Staff Point Person at each site • Related Service Providers and Teachers (facilitate workshops) • Family Worker

- Provide breakfast/lunch at meetings
- Provide transportation and childcare for parents
- Schedule adjustments to accommodate all hours

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	X	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.

By February 2016, P168X will have held at least four parent meetings with a 5% increase of attendance and teachers will have implemented communication logs between teachers and parents for each student.

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)	Students with reading levels two or more grade levels below chronological grade level	Guided Reading instruction with a focus on reading comprehension along with close reading strategies Fountas and Pinnell Leveled Literacy Intervention SMiLE Program (Alternate Assessment students)	Small group One-to-one	During the school day After school
Mathematics	Students with assessed math skill levels two or more grade levels below chronological grade level	Grade specific skills/strategies along with Common Core test taking strategies Equals Math (Alternate assessment students)	Small group One-to-one	During the school day After school
Science	Students performing below level on NYS Science Exam	Guided Reading instruction with a focus on reading comprehension of informational texts and content specific vocabulary	Small group	During the school day After school
Social Studies	Students with reading levels two or more grade levels below chronological grade level	Guided Reading instruction with a focus on reading comprehension informational	Small group	During the school day After school

		texts and content specific vocabulary		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students receive below 60 PBIS points per week.	Conflict resolution Anger management	Small group	During the school day After school

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

2b. High Quality and Ongoing Professional Development

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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

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

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

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

School-Parent Compact (SPC) Template

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

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

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

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

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs.
 - 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>The Success Express</u>	DBN: <u>75x168</u>
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>18</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input 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: _____ We are continuing our program in the Spring term, in order to avoid cancellations or transportation difficulties for participants due to inclement weather. The dates of the program will be late April, 2015 through June, 2015. At P.168X we currently have 101 ELLs, 80 students are alternate assessment and 21 students are in standardized assessment classes. 71 of our English Language Learners have a native language of Spanish, three with a home language of Bengali and two with a home language of Urdu and four students with each of the following home languages: Chinese, Hungarian, Fulani and Wolof. Of the 80 students in alternate assessment, 33 are in 12:1:1 classes, 31 students are in 6:1:1 AU classes and 10 students are in 12:1:4 multiply handicapped classes and 6 in 8:1:1. Of the 21 students in standardized assessment 4 students are in an 8:1:1 class, 12 students are in 12:1:1 ED classes, 1 student in 6:1:1 and 4 students are in an 8:1:4 inclusion program. Title III funds will be used to fund a "Saturday Learning Academy" for 18 ELL students with disabilities and their parents. ELLs in the Saturday Learning Academy will be instructed in one 12:1:1 class and one 6:1:1 class. We invite these students based on their performance on the 2014 NYSESLAT - all students are at the beginner level. The student and parent program will be linked to ensure the greatest success for all those involved. The program will be held on seven consecutive Saturdays excluding holidays and will run from 10:00 AM to 2:00 PM. We will spend the four hours on the weekly trip with the parents and the students. The program will focus on strengthening performance in core academic subject areas including English Language Arts, Science and Social Studies. The Title III instructional program will begin in April 2015, ending in June 2015, and will consist of a series of trips through the New York metro area with a culminating collaborative project. This project will be a photo book that will highlight each family's experience during the program. Throughout the Saturday Learning Academy, parents will work alongside their children on specialized activities that will afford parents an opportunity to help their youngsters build their listening, speaking, reading, and writing skills in English in content areas in the field. Title III funds will be used to purchase digital cameras that can be used throughout the program. Parents and students will use the cameras to record the experience of each trip and create a photo journal with details about each site and their personal experiences there. The seventhth and last Saturday of the Learning Academy will be focused on allowing the parent and their child to create a photo book using Shutterfly.com. Parents and students will work together to generate text based on the experiences. We will explore the history, the cultures and the natural environment of New York City to incorporate science and social studies into the ESL curriculum. Visits will consist of trips to the National Museum of the American Indian, American Museum of Natural History, the Queens Zoo, the New York Botanical Gardens, Wave Hill and the Intrepid. During each 4 hour session of the academy, students will receive direct instruction to support their language needs through content area studies. The program and instruction will be aligned to New York State Bilingual Progressions, which concentrate on building and developing social and academic language and align with Common Core Learning standards. Additionally, instruction will be aligned with the New York State Art Learning Standards 3 Responding to and Analyzing Works of Art and 4 Understanding the Cultural Dimensions and Contributions of the Arts. Once we determine the actual students who elect to participate in our program, we will incorporate the Common Core Learning Standards for the appropriate grades for English Language Arts, Science and Social Studies. Our ELLs have deficiencies in all aspects of language and each session will promote holistic language learning in listening, speaking, reading, and writing. The program will employ two certified ESL/Bilingual teachers and three paraprofessionals. One of the teachers is currently working as a coach and the other as a guidance counselor but both have ESL/Bilingual licenses. Three paraprofessionals are needed because one student who is anticipated to

Part B: Direct Instruction Supplemental Program Information

attend requires a one to one paraprofessional. The ESL/Bilingual teacher will appropriately differentiate instruction based on each student's IEP. Since our Title III supplemental instructional program will take place on Saturday, an administrator is needed and will be present to ensure that all compliance and instructional requirements are being met. The administrator will accompany the participants and staff on the trips. We are inviting ELLs with a ratio of 12:1:1 from grades 3-5 and ELLs with a ratio of 6:1:1 to attend the "Saturday Learning Academy". The language of instruction for the program will be in English and will be supplemented with a Spanish-language paraprofessionals who will be able to offer native language written translation and/or oral interpretation to those students and parents that require it. ELLs that participate in the program will be continuously assessed by the teachers throughout the entire Saturday program, using teacher-made assessments, observation, and student portfolios. This year we plan on purchasing digital cameras, books for instruction, ipads for follow up, paper and laminating supplies, metrocards for children and parents as well as admission tickets for places we will visit. Instruction will be provided during the trip with focus on how parents can support their children's learning and lesson plans kept in a binder.

Part C: Professional Development

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

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

Begin description here: _____ We will use Title III funds to pay for professional development (study group) on 7 Saturdays for the assistant principal, two teachers and the paraprofessionals working the Saturday Academy. The PD study groups will meet for 1 hour prior to the start of each session of the "Saturday Learning Academy" for a total of 7 weeks, from 9:00 – 10:00. The dates of the study group are concurrent with the Saturday program. Mark Ferguson, one of the ESL teachers for the Saturday Academy, will plan and lead the study group. The rationale for the study group is for the Title III educators to work collaboratively to develop strategies and techniques that can be expanded to the entire ELL population at P168X. This year the study group will focus on the text "Persuasion Across Time and Space" Analyzing and Producing Persuasive Texts by Aida Walqui. Each week we will focus on a different section of the book. Topics will include teaching persuasive texts, persuasion in visual, print and multimodal forms, language acquisition as an individual process, pre-teaching content, and Role Play as a tool for teaching persuasive techniques. Each member of the study group will be provided with a copy of each section and will be responsible for reading them prior to the next session.

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: _____ ERIC Digest's article on "Parent Involvement and The Education of Limited English Proficient Students" ((2009) recognizes the growing body of research that illustrates the importance of parent involvement and of giving parents concrete skills to support their children's learning at home. The article cites studies demonstrating that parent involvement leads to greater academic gains in ELLs. Learning to Learn in a Second Language by Pauline Gibbons states that schools

Part D: Parental Engagement Activities

that are supportive of ELLs will incorporate parent involvement and incorporate language learning in all areas of the curriculum. The parent component will have a dual focus; the first will be to help parents to develop an understanding of grade level expectations in core content areas and give them examples of ways to enrich their children’s learning in these respective content areas. The second piece will be exposing parents to city wide resources for enhancing their children’s educational experiences by working in collaboration with various museums and cultural institutions across the city. Both aspects of the program will prepare parents to help their children in the acquisition of the English language. Throughout the Saturday Learning Academy, parents will work alongside their children on specialized activities that will afford parents an opportunity to help their youngsters build their listening, speaking, reading, and writing skills in English in content areas in the field. Parents will use digital media to record the experience of each trip and create a photo journal with details about each site and their personal experiences there. The final Saturday of the program will be dedicated to each parent working with their child to plan, design and produce their individual photo book. Parents and students will work together to generate text based on the experiences in order to enrich classroom learning, and foster curiosity, creativity, and critical thinking. The program is designed to engage students of diverse backgrounds, interests and abilities while fulfilling Common Core Learning Standards and adhering to the Blueprint for Teaching and Learning in Visual Arts. Parents and students will explore original works of art through inquiry-based discussion and activities facilitated by museum educators. As an incentive for parent participation, we will purchase movie tickets that will be raffled off each week of the academy for the first 6 weeks. Additionally, we will raffle of a \$100 giftcard at the culmination of the program so that parents can purchase educational materials to be used with their children. We will continue the raffle we started in previous years because it has served to increase interest in the Saturday Academy. In order to notify the parents of ELLs, of the Title III program and of CR Part 154 services for ELLs during the school day, we will conduct a parent orientation in collaboration with the parent coordinator during parent teacher conferences. In addition, we will also be sending a Title III letter in English and Spanish to inform them of the Saturday Academy program with the dates and places we will be visiting. We will have various staff members available to provide oral interpretation and written translation services to any parents who may require them and who will provide follow up phone calls to the families to inform them about the program.

Part E: Budget

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

Allocation Amount: \$13984

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	<u>\$8,434.65</u>	<u>Instructional Saturday Program:</u> <u>2 ESL teachers x 7 Saturdays X 4 hours each Saturday x \$50.50 per session rate = \$2,828.00</u> <u>3 Paraprofessionals x 7 Saturdays x 4 hours each Saturday x \$29.05 per session rate = \$2,440.20</u> <u>1 Supervisor x 7 Saturdays x 4 hours each Saturday x \$52.84 per session rate = \$1,479.52</u> <u>Professional Development:</u> <u>2 teachers x 7 Saturdays x 1 hour per day x \$50.50 for study groups = total \$707.00</u> <u>3 Paraprofessionals x 7 Saturdays x 1</u>

Part E: Budget

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

Allocation Amount: \$13984

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<p><u>hour each Saturday x \$29.05 per session rate = \$ 610.05</u> <u>1 Supervisor x 7 Saturdays x 1 hour each Saturday x \$52.84 per session rate = \$369.88</u></p>
<p>Purchased services</p> <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	<p>_____</p>	<p>_____</p>
<p>Supplies and materials</p> <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	<p><u>\$3,417.35</u></p>	<p><u>Digital Camera@ \$149.99 each X 10 = \$1,499.00</u> <u>Shutterfly Photo Book @16.49 X18 students = \$296.82</u> <u>4 Ipad Mini for followup in ESL classroom@ \$350= \$1,400</u> <u>Paper and laminating supplies - \$50</u> <u>Books for Instruction of TIII Program: This is New York by Miroslav Sasek for \$12.56</u> <u>Subway by Christop Nieman \$12.49</u> <u>The Cricket in Times Square by George Selden \$15.14</u> <u>New York City History for Kids by Richard Panchyk \$12.96</u> <u>A Walk in New York by Salvatore Rubbino \$12.49</u> <u>A Subway for New York by David Weitzman \$39.95</u> <u>Wild Lives: A History of People & Animals of the Bronx Zoo by Kathleen Zoehfeld \$8.99</u> <u>Pale Male: Citizen Hawk of New York by Janet Schulman \$12.99</u> <u>Side by Side 1 Activity Workbook: \$17.89</u> <u>Side by Side Student Book 1 \$26.07</u></p>
<p>Educational Software (Object Code 199)</p>	<p>_____</p>	<p>_____</p>
<p>Travel</p>	<p><u>\$1260</u></p>	<p><u>Instructional Saturday Program/Travel for Students: Metrocards for students for travel to Museums on 7 Saturdays @5.00 X 18 = \$630</u> <u>Parental Involvement/Travel for Parents:</u></p>

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$13984

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<u>Metrocards for parents for travel to Museums on 7 Saturdays @5.00 X 18 = \$630</u>
Other	<u>\$872</u>	<u>Admissions to Queens Zoo: \$8 for adults X 18 = \$144, \$5 for children X 18 = \$90</u> <u>Admissions to Botanical Gardens: \$13 for adults X 18 = \$234, \$3 for children X 18 = \$54</u> <u>Giftcard for Raffle: \$100</u> <u>Refreshments for parents: \$250.00</u>
TOTAL	<u>\$13,984</u>	<u>\$13,984</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 168
School Name The Success Express		

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 Maureen Fullerton	Assistant Principal Ana Zambrano
Coach Melisa Vargas	Coach Felicia Thau
ENL (English as a New Language)/Bilingual Teacher Stacey O'Neil/ Annette Linen	School Counselor Hector Mazabel
Teacher/Subject Area Todd Fiore/Special Education	Parent Patricia Swist
Teacher/Subject Area Eva Ordonez-Bambino/Bilingual	Parent Coordinator Cesar Vasquez
Related-Service Provider Jennifer Crouse/OT	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	4	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	0
Number of certified bilingual teachers currently teaching in a bilingual program	4	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	1	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	2	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)	493	Total number of ELLs	113	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	113	Newcomers (ELLs receiving service 0-3 years)	73	ELL Students with Disabilities	113
SIFE	2	Developing ELLs (ELLs receiving service 4-6 years)	37	Long-Term (ELLs receiving service 7 or more years)	3

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		2	20			8				0
DL										0
ENL			53			29			3	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 1

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE	0	0	9	0	4	1	5	6	7	0	0	0	0	0
SELECT ONE														0
SELECT ONE														0
TOTAL	0													

Dual Language (ELLs/EPs*) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

* EP=English proficient student

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP								
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	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: _____

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	5	5	9	3	6	10	5	11	8	0	1	2		0
Chinese					2									0
Russian														0
Bengali		1			1			1	1					0
Urdu				1	0									0
Arabic					1									0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian	2	0												0
Other Fu, WO	1	1	1			1			1	1				0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	5	6	17	2	11	11	8	11	11		1			0
Emerging (Low Intermediate)	2	1	1		1	1	1	1	2					0
Transitioning (High Intermediate)					1		1	1	1					0
Expanding (Advanced)						1		12	1	2				0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

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

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

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5	1				0
6	1	1			0
7	1				0
8	3				0
NYSAA	20	35	11	3	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4	1								0
5	1								0
6	2								0
7	1								0
8	3								0
NYSAA	25		29		12		3		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)	4		3		1				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.
 To assess the early literacy skills of our ELLs, our school uses ECLAS-2 as well as DRA . This data helps our staff determine the reading level of our students and allows us to provide targeted instruction in the students' class and during direct ESL instruction.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 The data reveals that our students perform better in the Listening/Speaking portions of the test, and lower in the Reading/Writing portions. ENL instruction for these students will focus on content area literacy skills, grade level reading and writing in the content areas and the ESL staff will co teach with content area teachers to bring students to grade proficiency level.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))
 AMAQ #1 Annual increase in the percentage of ELLs making progress in learning English. P168x had no students who reached the Commanding Level on the NYSESLAT. This data revealed that the Speaking, Reading, Writing and Listening modalities all need to be improved. AMAQ #2. We had 16 students who reached the Expanding Level of English, or 14% of our ELLs. These students will be receiving 90 minutes of ELL services a week. AMAQ 3 ELL Accountability - Based on the New York State ELA scores, one standardized Assessment ELLs reached Level 2 and six students tested at Level 1. This indicates we need improvement in ELA instruction for ELLs.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?
 We currently do not administer the ELL periodic assessment.
- Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide](#), Support Services for ELLs (RTI and AIS) section and [RtI Guide for Teachers of ELLs](#).]

Our ESL Department provides professional development to staff of Language Acquisition in content areas and cultural background of students. NYSITELL data is used to assess the language proficiency of new ELLs, and the Spanish LAB data is used to identify the dominant language of the child. Tier 1 instruction is implemented by creating appropriate small group instruction, scaffolding language, and providing opportunities for vocabulary development across domains each day. Tier 2 instruction is used for standardized assessment students and alternate assessment students with emerging literacy skills one instructional period daily utilizing a variety of methodologies for promoting literacy and vocabulary skills. Our Bilingual and ESL teachers use Tier 3 instruction by providing reading interventions for ELLs that are tailored for each student.

6. How do you make sure that a student's new language development is considered in instructional decisions?
ESL teachers work closely with classroom teachers to develop second language growth. IEP goals are set for each student to tailor instruction for language growth. Bilingual and ESL teachers use the Targets of Measurement and Bilingual Progressions as a framework for planning instruction in English as a New Language. Bilingual and ESL use data from NYSESLAT to plan instruction in each of the areas (Speaking, Listening, Reading and Writing) depending on the students' levels of proficiency. ESL teachers work with content area teachers to provide methodologies, adapted materials and direct instructional support to improve second language development during instruction of all subject areas. We utilize our diverse staff to help understand and relate to the students' cultural backgrounds and educational histories as well as information from our Parent Coordinator who works actively with the parents of our ELLs.
 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?
- N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
We evaluate our programs' success by reviewing data including scores from NYSAA, NYSESLAT, and IEP goals for each student. Our ESL teachers meet with classroom teachers, service providers and parents to review students' successes and plan next steps for each student.

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.
All new students to the New York City school system are issued a Home Language Survey during intake procedures. If another language other than English is indicated twice or more on questions one through four and once or more on questions five through eight of the home language survey then the student is eligible to take the NYSITELL. Prior to administering the NYSITELL, Annette Linen or Stacey O'Neil conduct an informal interview with the parent and the student to ensure that they are eligible to take the NYSITELL. In order to accommodate parents with their home language support during intake, Stacey O'Neil serves as translator for Spanish Speaking parents and an interpreter is called for over the phone interpretation when necessary. All new entrants that are eligible to take the NYSITELL are administered the assessment and dependent on the results are placed in the appropriate program within 20 days of being admitted. For students who have a home language of Spanish and require ESL and/ or Bilingual services Stacey O'Neil administers the Spanish LAB to determine the students literacy level in their native language. For students that are transferring from another school within the NYC school system there are procedures to ensure they are identified as ELLs and placed correctly. These procedures include checking the IEP, SESIS and using reports from ATS (i.e. RLAT, RLER, and RYOS). Annette Linen or Stacey O'Neil our ESL teachers are responsible for conducting the initial screening for new students and their parents. If necessary the ESL teachers will also administer the NYSITELL to eligible new students and based on the results place them in the appropriate classes.
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).
ESL teacher identifies SIFE based on informal interview with the parents, review of school history documents in the student file and the SIFE questionnaire. We will collect student work samples to determine their academic level in the home language and in math. This evaluation must be completed within 30 days of enrollment and Annette Linen and Stacey O'Neil are responsible for this step.
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).

All of our students have IEPs. Upon enrollment in our program, the Language Proficiency Team will review evidence of the students' English language development. The LPT team consists of the ESL teacher, the unit coordinator at each site, and the Assistant Principal. The LPT's recommendation is sent to the principal for review and if she determines the student needs to take the NYSITELL, it will be administered within ten days of enrollment.

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.

Typically this step is conducted at the CSE as all of our students have IEPs. When necessary, the ESL teacher is responsible for distributing entitlement letters to parents following receipt of the NYSITELL score. These letters will be backpacked with the student home as well as mailed to the student's home within five school days. ESL teacher will keep record of dates letters are sent.

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

Parents are informed on the letter or entitlement or non entitlement that they have a right to appeal within 45 days of enrollment. If a student is 18 or older, they can be notified directly. This letter is mailed home and sent home with the student in their backpack following receipt of the NYSITELL score. The letter will be send both in English and in the Parents' Home Language. The ESL teachers, Annette Linen and Stacey O'Neil are responsible for this step. Records of these letters are filed in ESL compliance binders at each site. We adhere to the guidelines as outlined in the ELL Policy and Reference Guide 2015-2016.

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.

Parents are informed during the CSE review of the different programs that are available to ELLs within District 75 and are able to choose the one that is most appropriate for their child. P168X has 4 transitional bilingual classes (2 6:1:1 and 2 12:1:1) and an ESL program. Parents are constantly updated and informed of any changes to the educational program at P168X. Parents are also invited to attend various workshops that are held throughout the school year. Identified ELLs are placed in accordance with their IEP mandates that are determined during their initial evaluation at the CSE. Parents are involved in the IEP process and to determine the correct program 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.

Decisions for program placement are determined initially by the CSE in collaboration with the parents. Program continuation is determined at the IEP meeting by evaluating the students' academic needs.

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

Students entering our program have been given Parent Survey and Program Selection forms by CSE. Any student who is missing these forms will be given the opportunity to complete them in person during intake. Annette Linen and Stacey O'Neil will be responsible for ensuring that these have been conducted in the parents' preferred language and that they are stored at each site.

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

Decisions for program placement are determined initially by the CSE in collaboration with the parents. Program continuation is determined at the IEP meeting by evaluating the students' academic needs.

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

All ELL documentation for each child is maintained in the student record at the school, and the ESL teacher will maintain copies of the HLIS and entitlement letters in their compliance binders.

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.

Students who are entitled for the NYSESLAT are administered the exam on a yearly basis to determine their continued eligibility for ESL or bilingual services. In order to determine which students are eligible for the NYSESLAT, Stacey O'Neil and Annette Linen review ATS reports such as RLAT, RLER and RYOS. In order to ensure that all students take all four sections of the exam, we work together to create a testing schedule for all our sites and our home instruction students. We review the scores of NYSESLAT to determine who is eligible for continues ELL services.

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

When a student reaches the Commanding Level of NYSESLAT, Stacey O'Neil is responsible for sending the parent notification letter for continued entitlement and transitional support. Test scores are reviewed in September of each year and parent letters are sent home in both English and the parent's native language. Transitional support for ELLs is available for two years after they reach the Commanding Level and they are allowed testing accomodations for ELLs during these two years. Due to the nature of our students' disabilities, very few students do achieve this 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).

Our academic programs are geared towards the nature of our students' disabilities and needs and therefore the salient factor in program placement is the child's disability. All of our students have IEPs and the placement is determined at the CSE level with input from the parents. Our programs are built in alignment with the students' IEP requirements and students are placed based on the program they were mandated for. ESL teachers, Parent Coordinators and the Administrative team meet annually to discuss parent choices and plan for future programming.

Part V: ELL Programming

A. Programming and Scheduling Information

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

The majority of our students are at the Entering, or beginner level. They are grouped in three contiguous grades and receive 180 minutes of standalone ENL and 180 minutes of integrated ENL. Students can be in heterogeneous groups, the size of which is based on their IEP mandates. The ESL teacher works collaboratively with the classroom teacher for 180 minutes of instruction per week.
 - b. TBE program. *If applicable.*

TBE students receive 180 minutes of standalone ENL in the classroom and 180 minutes of integrated ENL. Grades K-6 receive standalone ENL from their classroom teacher. Grade 7 and up receive standalone by the ESL Teacher.
 - c. DL program. *If applicable.*

Our school does not have 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)?

Those students in standardized and alternate assessment receive the mandated number of minutes of ESL instruction per week as outlined by CR-154. The majority of our ESL students in grades K to 8 perform at an entering or emerging proficiency level and thus receive 360 minutes of instruction; 180 minutes of direct ESL instruction and 180 minutes coteaching in content areas with subject area teacher and ESL teacher. Our Expanding ESL students in grades K-8 receive 180 minutes of direct ESL instruction/content area instruction. For our high school students, the entering level ESL students receive 540 minutes of ESL, in a combination of Stand-alone ESL And Integrated ESL as mandated by CR Part 154-2, the emerging level ESL students receive 360 minutes of ESL, and the transitioning/expanding/commanding levels of ESL students receive 180 minutes of ESL and 180 minutes of ELA instruction. Our two ESL teachers travel between sites to ensure that all ELLs receive service. The ESL teacher provides direct instruction for ESL for all students in our bilingual classes in grades 7 and 8. HLA is provided by the Bilingual teachers 180 minutes a week. At P168x, all of our HLA instruction is Spanish.
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.

Our ESL teachers coteach with the classroom teachers, who have all been trained in ESL methodologies, to teach content areas such as ELA, math, science and social studies. Our school is divided into seven different sites. The ESL staff ensures that all students receive the mandated number of minutes as per CR Part 154 by creating schedules that divide students into heterogeneous groups at each site. Our bilingual program consists of four transitional bilingual classes at the elementary and middle school level taught by certified teachers, with the ESL teacher teaching ESL for students grades 7-8. All four are alternate assessment classes. Our teachers follow the New York State ESL Standards. The teachers use balanced literacy strategies in the student's native language, as well as in English to teach their students. All the students in the bilingual class are beginner and intermediate level students and thus receive 360 minutes of ESL instruction and 180 minutes of NLA instruction. All NLA instruction in our school is conducted in Spanish. Our school has a program wide curriculum based on the Common Core Learning Standards. Our ESL teachers connect their instruction to this curriculum in order to meet the demands of Common Core Learning Standards.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

To ensure that Spanish speaking ELLs are evaluated appropriately in their native language, upon enrollment they are administered the Spanish LAB. When appropriate students who are native language dominant are administered standardized assessments in their native language. Our Bilingual teachers use teacher created assessments in the native language (Spanish) during each unit of study for NLA to assess student knowledge on the topic and their native language abilities. Informal assessments including checklists, oral assessments and worksheets are conducted daily during native language instruction in our Transitional Bilingual Education classes.

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

Our ESL teachers build lesson plans that assess all four modalities on a daily basis.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

Our program differentiates instruction for ELL sub-groups by grouping students based on proficiency level, IEP mandates and/or individual needs. To ease the transition into the classroom for SIFEs the ESL teachers work closely with the classroom teacher to develop adapted expectations, provide intensive supports to bridge deficits and work collaboratively to address their specific needs. For our newcomer students we will provide supplemental instruction to ensure a smooth transition into the new school system. Our newcomers will be grouped together to provide instruction based upon their unique needs. Instruction will focus on vocabulary development, literacy and fluency in English and the native language. They will also be invited to attend our Title III Saturday Academy and will be provided with AIS services where possible. Due to the nature of the severe disabilities of our students, many require extended time to achieve proficiency in English. The ESL staff works collaboratively with the instructional team to help develop a need - specific program of instruction. Our long term ELLs will continue to receive their mandated ESL services, which are determined by their English language proficiency level and their IEP recommendations. The long term ELLs will be invited to attend the Saturday Academy to help with their transition out of ESL. Service termination or continuation for these students will be evaluated at their CSE review, triennial review, or EPC.

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.

Following re-identification, the ESL teacher will work with the classroom teacher to monitor the student's progress based off of classroom assessments and student work. If it has been found that the student's academic progress has been adversely affected, the principal will review the case and determine whether or not the student should be identified as an ELL.

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

All of our ELLs are identified as having special needs. Our entire program is created for their needs as described above. We use materials that are age and grade level appropriate. Our ELL teachers use a variety of materials including Ipads, communication devices, manipulatives and visuals to make the content accessible and to afford opportunities for expressive language development to non verbal English Language learners. Classroom teachers and related service providers use PECS (Picture Exchange Communication System) to increase receptive and expressive language in students with limited verbal skills. We use Total Physical Response and the Language Experience Method based off of class activities and community trips to increase language comprehension and output for students with disabilities.

9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Our school is entirely composed of SWD and provides students with a range of programs and services to enable them to reach their IEP goals and attain English proficiency within the least restrictive environment. We offer a continuum of services for SWD ranging from a ratio of 6:1:1 to inclusion programs within general education settings. The curriculum is based on common core standards and is differentiated according to the students' abilities. We offer two inclusion programs, one at Clinton High School and one at East Bronx Academy serving grades 7-12. These two programs offer an opportunity for our middle school and high school ELLs to attend the least restrictive environment and maximize time spent with non-disabled peers.

Chart

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

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 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.

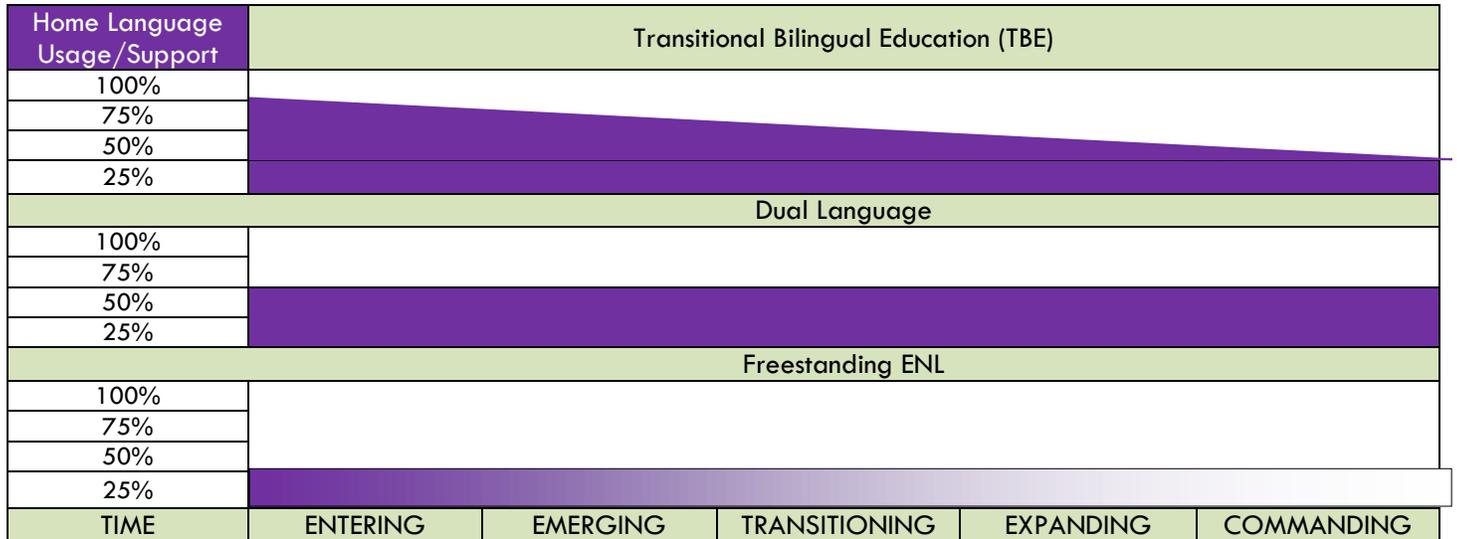


*Note “other approved services” does not apply to New York City at this time.

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 school has after school, Saturday academy, and the Chapter 683 program as targeted intervention for all ELLs. Saturday Academy focuses on Math, ELA, Social Studies and Science exclusively for English Language Learners. Our After school program, Project Read - Middle School Afterschool Program, focuses on Writing skills and math skills for middle school students. Chapter 683 is open to all our ELLs and offers summer school for extra support in ELA, Math, Social Studies and Science.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Our ENL and ELA teachers collaborate lesson plans to meet the needs of ELLs in both content and language development. We review data from a wide range of assessments including NYSAA, Sandi and SANDI - Fast for our alternate assesment ELLs and DRAs and NYS ELA and NYS math scores for our standardized assessment ELLs to ensure that all of our ELLs are performing well across content areas. Classroom and content area teachers are all made aware of which students are English Language Learners by Annette Linen and Stacey O'Neil.
12. What new programs or improvements will be considered for the upcoming school year?
As mandated by CR-154, ESL teachers will co teach with content area teachers in classrooms with ELLs.
13. What programs/services for ELLs will be discontinued and why?
We will continue current programs for ELLs.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs are invited to attend our Title III Saturday Academy and will be provided with AIS services where possible. We invite families to attend our Saturday Academy via letter home in the families native langauges and personal phone calls from the ESL teachers. Our program is a 12 month program and all of our students are encouraged to attend the Chapter 683 program in the summer to maintain academic progress. As with every program, letters are sent home in English and in the parents' home language. The majority of our ELLs attend our summer program. Our after school program, Project Read, invites all middle school ELLs from our main site using the same protocol and ELLs participate in this program.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
Our ESL teachers use The Reading Rabbit program with their students to help develop reading language skills. For our non-verbal students we use augmentative communication devices including Cheap Talk 2 and Cheap Talk 8. Our ESL and bilingual teachers have Ipads and most classrooms have smartboards to be used as instructional tools in the development of language proficiency.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
The ELLs in the TBE program are provided with native language instruction in the content areas of math, science and social studies. This Home Language Arts instruction in Spanish is provided for a minimum of 180 minutes weekly. For ELLs who are mandated for bilingual services and placed in a monolingual classroom they are assigned an alternate placement paraprofessional. The alternate placement paraprofessional provides native language support and translation services to ensure that the student is able to access instruction.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Our ESL teachers work closely with classroom teachers to align instruction with grade level expectations in curriculum. Required support services and resources are designed to correspond to the individual needs of our students as designated in their IEPs. All resources and supports are adapted for students with disabilities to correspond to their cognitive needs, while remaining age and grade appropriate. We use
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).
Newcomers are invited to participate in the Chapter 683 program to help their transition into the school.
19. What language electives are offered to ELLs?
Spanish classes are offered as a language elective to all middle school students.
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)?Our school does not currently offer 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.)
For Bilingual Education and ESL teachers, 50% of the professional development hours will be specific to the needs of ELLs, co-teaching strategies and integrating language content and instruction. We will utilize district professional development opportunities and turn keying information to our colleagues. Our Title III program includes a professional development component for staff that focuses on Language Acquisition in the content areas. We will have in school professional development all day on November 3, 2015 and June 9, 2016 with workshops focusing on English Language Learners for all staff. .
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?
Teachers of ELLs are offered professional development to support ELLs in house as well as at the district level. Our ESL teachers implement the strategies learned regarding the Common Core Learning Standards as they teach collaboratively with the content area teachers, as well as turnkey information to staff.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Our school offers K-12 programs. Many of our students remain with us from elementary to middle school, allowing us to offer continuous academic support. Our Counselors conduct Level 1 Assessments with students, teachers and parents to assist our middle school students who are transitioning to another program.
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.
Our ESL teachers Annette Linen and Stacey O'Neil will attend 10 hours of common planning with classroom teachers to provide professional development and support regarding ELLs. Topics will include best practices for co-teaching strategies, integrating language and content instruction for English Language Learners and language acquisition in alignment with content instruction. Records, including topics and signature pages, will be kept at each site in the ELL Compliance binder.

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?

Starting this academic year all ELL teachers will reach out to parents and hold individual face to face meetings to discuss their language development progress at various points throughout the year. This meeting will discuss the results of language proficiency assessments, language development in content areas and the goals of the child's program (TBE or ESL). An interpreter will be available for these meetings; Stacey O'Neil will serve as the interpreter for Spanish Speaking parents.

ANSWER FOR 2 BELOW: Records for the annual individual meetings with ELL Parents will be kept by all ESL and Bilingual teachers and in student file in main office at each site. These records will include date and signature page as well as any follow steps necessary.

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

Paste response here:

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

Our Title III is used to run a Saturday Academy for both ELLs and their parents. Parents are shown ways to improve language development in their children in the classroom and in the community during the Saturday Academy sessions. We have monthly parent meetings with the bilingual parent coordinator who personally contacts ELL parents to encourage attendance. Parents who require an interpreter are provided one over the phone from the Office of Translation and Interpretation Services, when the language required is provided. We also run an annual Health and Resource Fair on a Saturday for all families.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Parents of ELLs are invited to our Saturday Academy, during which they receive workshops and presentations from community agencies such as The Intrepid Museum, The Museum of Modern Art, and the Bard Institute. During the academic year, our related service providers offer workshops to parents to teach them strategies for working with their children.

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

During the Saturday Academy, parents are given a survey to determine their interests and needs. This data is used to plan future programs. The input helps us tailor programs and workshops geared toward the parents' needs. The parent coordinator gives parents a dual language survey to gather information regarding parents needs and interests and bases future workshops off of the information gathered. Moreover, our schools Speech and Language Team conducts an annual survey of parent needs regarding their children's communication needs and holds four annual workshops on these topics. Both the surveys and the workshops are provided in the parents' language of choice.

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

Our activities for parental involvement address the needs of the parents on many levels. We provide opportunities for improving their students' academic skills, social language skills, and giving parents increased access to community opportunities with their ELLs. As parents of special needs students, our parents face many obstacles integrating their children into the community and traveling in the community. During our Saturday Academy we address these needs by traveling in the community and training the parents' on managing their children's behavior in addition to increasing their English language skills. Moreover, we host an annual Special Education Fair to provide information about outside organizations, CBOs, and services for children and families. We have many bilingual staff members including our Assistant Principal, our school counselor, our parent coordinator and our ESL teacher to provide translation services to parents and keep them informed. The PTA holds periodic meetings to evaluate the needs of parents and keep them informed of our school curriculum.

D. Additional Information

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

Paste response here:

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Maureen Fullerton	Principal		10/30/15
Ana Zambrano	Assistant Principal		10/30/15
Cesar Vasquez	Parent Coordinator		10/30/15
Stacey O'Neil/Annette Linen	ENL/Bilingual Teacher		10/30/15
Patricia Swift	Parent		10/30/15
Eva Ordonez-Bambino	Teacher/Subject Area		10/30/15
Todd Fiore	Teacher/Subject Area		10/30/15
Melisa Vargas	Coach		10/30/15
Felicia Thau	Coach		10/30/15
Hector Mazabel	School Counselor		10/30/15
	Superintendent		
	Borough Field Support Center Staff Member _____		
Jennifer Crouse	Other <u>Related Service/OT</u>		10/30/15
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **School Name: P168x**
 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.

To determine the language preferences of our parent community, we rely on the ENL teachers to survey the Home Language Identification Survey (HLIS) as the first step. Teachers at our school have frequent contact with families due to the nature of our students' disabilities and therefore teachers and classroom para professionals are aware of the parents' preferred languages and utilize in house bilingual staff for the needs of our Spanish speaking staff.

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

The majority of our ELL families have Spanish as a home language. While some are bilingual families, a large number of families prefer Spanish for both written and oral communication. Other languages spoken include Albanian, Arabic, Chinese, Urdu, Bengali, Soninkae, Mandingo, Wolof and Fulani. Many parents prefer Spanish for oral and written communication.

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.)

Communication that is sent home includes IEP notices, the school calendar, report cards, progress notes, communication notebooks, announcements from the Parent Coordinator, correspondence from the teachers, announcements for parent-teacher conferences and information regarding our Saturday Academy. We send home notices about New York State testing dates and Parent teacher Meetings.

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.

Face to face meetings include the Annual IEP meetings, parent teacher nights and parent meetings organized by the parent coordinator and related service providers. Informal interactions include calls from the nurse, guidance counselor, teachers and related service providers, communication log books and notes sent home.

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.

For students who require translation in Spanish, our staff is able to translate orally and provide written translation as we have many bilingual English/Spanish speaking staff. When an IEP meeting is scheduled, the classroom teacher and the ENL teachers work together to ensure that an interpreter will be present if required. We prefer to utilize school staff when possible and if this is not possible we schedule translation services by the Translation and Interpretation Unit.

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.

The majority of our parent community is Spanish speaking. To meet the interpretation needs for these parents we rely on in house staff. We use in house staff for our Arabic and Bengali speaking families as well. When necessary, we use over the phone interpreters via the Translation and Interpretation

Unit. We have one family whose home language is Mandingo and one whose home language is Soninkae and we are continuing to search for an outside vendor for these languages.

Part D: Training Staff on Policies and Procedures

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

The ENL teachers provide information about Translation and Interpretation Services at the staff monthly meetings. Teachers are given the T&I brochure and Language ID Guide.

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

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)

Due to the nature of our students' disabilities and the low teacher-student ratio, we have frequent communication between home and school. Parents can express their feedback on quality of services informally during face to face meetings or phone calls and formally on the annual parent survey.