

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

75X186

School Name:

P186X WALTER J. DAMROSCH SCHOOL

Principal:

AVA CARA KAPLAN

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: P186X, Damrosch Day Treatment School School Number (DBN): 75X186
Grades Served: K-12
School Address: 750 Jennings Street, Bronx, NY 10459
Phone Number: 718-378-0006 Fax: 718-589-9544
School Contact Person: Sarah Templeman Email Address: stempleman@schools.nyc.gov
Principal: Ava C. Kaplan
UFT Chapter Leader: Reid Olmstead
Parents' Association President: Kathleen Delgado
SLT Chairperson: Sarah Templeman
Title I Parent Representative (or Parent Advisory Council Chairperson): N/A
Student Representative(s): Xander Bernabe
N/A

District Information

District: 75 Superintendent: Gary Hecht
Superintendent's Office Address: 400 1st Avenue, NY, NY 10010
Superintendent's Email Address: ghecht@schools.nyc.gov
Phone Number: 212-802-1503 Fax: 212-802-1678

Borough Field Support Center (BFSC)

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

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)
Ava C. Kaplan	*Principal or Designee	
Reid Olmstead	*UFT Chapter Leader or Designee	
Kathleen Delgado	*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	
Vereine Caines	Member/Parent	
Monica Dixon	Member/Parent	
Sherise Mills	Member/ Parent	
William Coleman	Member/Parent	
Sarah Templeman	Member/P186X	
Troy Gorodess	Member/P186X	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Kristal Addor	Member/P186X	
	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.

P186X is a District 75/Citywide Special Education school located in the Bronx, southeast of Crotona Park. As members of the P186X Community it is our mission to provide our students with a safe learning environment where academic, behavioral, social and emotional growth and success are encouraged based on the pillars of good citizenship. Our students strive for academic excellence, emotional growth, independence and social awareness. Students, with the support of school and families, will work together as a team to achieve this vision. P186X has a dedicated staff that provides educational, behavioral, and related services to children with an array of disabilities. P186X fosters positive partnerships with the student's family and surrounding communities. The P186X@main site has a total of 46 classes, grades K-8, which consists of: Eleven Standardized Assessment 8:1:1 classes, Fifteen Standardized Assessment 12:1:1 classes, Six Alternate Assessment 12:1:4 classes, Seven Alternate Assessment 12:1:1 classes, Two Alternate Assessment 8:1:1 classes, and Five Alternate Assessment 6:1:1 classes. In addition to the main building there are five annexes which are: P186X@306 which consists of 16 Alternate Assessment classes, grades K-8, (Four 12:1:4 classes, Ten 12:1:1 (1 of which is a bilingual class), and two 8:1:1 classes. The P186X@140 annex consists of Four Standardized Assessment 12:1:1 classes, grades K-5. P186X@New York State Psychiatric Institute has one adolescent High School class. P186X has two Inclusion classes at Bronx Studio High School for our Middle School aged students and P186X@140 for our elementary aged students.

All of our special needs students, including our English Language Learner (ELL) students, need rigorous instruction with modifications outlined in their Individualized Educational Plans (IEPs). The school fosters academic rigor, socio-emotional skills, communication skills, independence and self-advocacy and integrates them within all curricula.

The school has moved forward in a positive direction. See examples listed below:

- Coordinators of Academic Instruction and Curriculum Support work with Standardized and Alternate Assessment staff in order to close the achievement gap and make modifications to the implementation of the core curriculum as needed;
- Six Certified English as New Language (ENL) teachers and one Certified Bilingual teacher assigned to address English Language Learners' (ELLs) needs;
- Active Student Council in order to include the voice of the students;
- Hybrid Behavior Management Intervention Program/School-wide Positive Behavior Intervention Support Program (PBIS-Token Economy System/Power of Choice);
- The school has sponsored several educational events designed to enhance culture of the school and increase parental involvement:
 - School-wide/District 75 Spelling Bee
 - Reading Race Incentive Program
 - Math Bowl Incentive Program
 - Title III After School Program (English as a New Language students and parents are involved in this program)
 - Middle School After School Program (Academic and Socio-emotional programs are implemented)
 - Standardized and Alternate Assessment Student Achievement Assemblies
 - P186X Science Fair
 - P186X Debate Team
 - P186X Multicultural Fair, Special Olympics, Glee Club and Alternate Assessment Prom
 - Holiday Performances/Shows
 - Monthly Positive Behavior Intervention Support (PBIS) assemblies

- SchoolMessenger Parent Engagement Tool (automated system)
- P186X maintains a strong relationship with the Police Officers from the 42 and 46 Precincts. The Police Officers understand the needs of the P186X students and are readily available to assist the school as needed;
- P186X is the recipient of the following grants: Everyday Arts for Special Education Program (EASE Program) \$14,300; Transitional Bilingual Education (TBE) Grant \$10,000; Dual Language Program (DLP) \$25,000; College Readiness Program for Middle School Students \$15,769; Title III Grant \$20,132; and Arts Space Grant (awarded instructional tools);
- P186X established partnerships with local community leaders (ie. The Lord's Church of Family Worship, Community Soccer Team), the New York City Parks Department, The New York City Botanical Gardens, Green Thumb Garden Community, Yale University, Cornell University, New York University, Pace University, Touro College, Manhattanville College, Rutgers University and Lead 2 Feed Program. All of the above grants and partnerships foster growth in the academic and socio-emotional areas. They also integrate appropriate citizenship attributes and prepare our students with skills needed for college/career readiness;
- In order to continue to close the achievement gap, the following academic activities are implemented:
 - Drop Everything And Read (DEAR)
 - Mind on Math (MOM)
 - Free Write
 - Wilson Reading System/Fundations Program
 - Achieve 3000
 - Thinking Maps
 - AbleNet's Science, Technology, Engineering, and Mathematics (STEM)
 - Fable Vision Animation-ish Software (animation and book making program), Feifer Assessment Reading Inventory (FAR), Mind Play, Failure Free Reading, and MyON for Middle School After School Program and Title III After School Program (Zip Zoom, Learning Today and Open Book)
 - Debate Team
 - Science Fair
 - Block scheduling was implemented for ELA (Standardized Assessment) and Math (Alternate Assessment) to foster an increase in skill specific instruction
- Teaching Teams continue to focus on student's educational needs by teaching collaboratively and planning instruction based on data gathered across curricula and classrooms.

Areas of Celebration:

- All students have a minimum of one adult they can approach when they are in need of academic and socio-emotional support. The Student Council empowers the student body and promotes positive attitude, responsibility and cooperation through leadership and school-wide initiatives;
- Students, staff, and families feel supported by the Principal's "open door policy" and willingness to include all stakeholders in decision making related to instruction, management interventions and community programs;
- The Principal is a certified Therapeutic Crisis Intervention for Schools (TCIS) Instructor, certified by Cornell University, in all four TCIS areas. Seventy-five percent of staff has participated in TCIS trainings;
- Parents/guardians feel welcomed into our school community, especially during the intake process and school visits. Parents/guardians have been provided the Principal's New York City Department of Education (NYCDOE) email address as an additional form of communication;
- A multidisciplinary Behavior Support Team (BST) continues to include of all stakeholders such as administrators, counselors, teachers, paraprofessionals, related service providers, student and family members to support students exhibiting behaviors that are beyond their baseline behaviors. This team approach has empowered all stakeholders as active members to implement student's targeted behavior(s) and develop/implement Individual Action Plans to assist students during crises with consistent strategies and interventions. The goal is to decrease inappropriate student behaviors, teach the students positive coping skills and alternative/appropriate behaviors as well as maintaining a positive school milieu.

Areas of Focus:

- Based on the school's inquiry data from Fountas and Pinnell, EdPerformance scores, Student Annual Needs Determination Inventory (SANDI) results, the results of last year's New York State English Language Arts (NYS ELA) exam, and recommendations from the 2014-2015 Quality Review, a continued emphasis and focus is to ensure rigorous curricula aligned to the Common Core Learning Standards (CCLS) across all content areas. An emphasis is placed on foundational literacy skills to support students along the continuum. Wilson, Rethink, and Thinking Maps trained teachers support the implementation of these Intervention Programs for targeted students in order to improve literacy skills and strategies. On going monitoring and evaluating of systems and outcomes will allow for necessary revisions and adaptations of curriculum;
- Teachers will be given additional opportunities for inter-visitations with their colleagues in order to observe Best Practices that support curriculum/instruction, assessment practices and school-wide Positive Behavior Intervention Supports that impacts student learning. This will ensure vertical and horizontal curriculum alignment and coherence across all sites.

75X186 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05, 06,07, 08,09, 10,11, 12	Total Enrollment	610	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	27	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	N/A	% Attendance Rate		80.7%
% Free Lunch	79.5%	% Reduced Lunch		0.2%
% Limited English Proficient	30.1%	% Students with Disabilities		99.5%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.5%	% Black or African American		37.9%
% Hispanic or Latino	52.0%	% Asian or Native Hawaiian/Pacific Islander		1.2%
% White	2.8%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	7.16	# of Assistant Principals (2014-15)		4
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	0.9%	% Teaching Out of Certification (2013-14)		0.9%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.6%	Average Teacher Absences (2013-14)		8.23
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.

Based on analysis of the 2014 - 2015 NYS Common Core ELA Test results, the percent of students (Grades 3 - 8) attaining a performance Level 1 was 89.6% which represents a decrease of approximately 5% from the previous year. Progress was also noted in that the percentage of students attaining Performance Level 1 decreased in every grade with the exception of grade five.

- The Mean Average ELA Proficiency rating for all current students in grades 3-8 is 1.72

An analysis of the Spring 2015 SANDI proficiency results obtained showed:

- The class average for Operations and Algebra 1 Level 1 is 42.2%
- The class average for Operations and Algebra 1 Level 2 is 56.1%
- The class average for Operations and Algebra 1 Level 3 is 18%
- The class average for Measurement and Data 1 Level 1 is 43.9%
- The class average for Measurement and Data 1 Level 2 is 49.2%
- The class average for Measurement and Data 1 Level 3 is 9.6%

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, the Coordinator of Instruction, Curriculum Support, Unit Coordinators, Data Specialist, English as a New Language (ENL) Liaison, and Assistant Principals will support core and supplemental classroom instruction and create a block period schedule so that teachers can focus on core subject areas with homogeneous groupings as measured by a 3% increase in NYS English Language Arts (ELA) scores and a 3% increase in Student Annual Needs Determination Inventory/Formative Assessment of Standards Tasks (SANDI/FAST) Math Proficiency scores.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Principal, Assistant Principals, Coordinators of Instruction and Curriculum Support, Data Specialist, English as a New Language (ENL) Liaison, and Unit Coordinators will schedule homogeneous groups for Mathematics (Alternate Assessment students) and schedule 90 minute block periods for English Language Arts (ELA) for Standardized Assessment students to implement Common Core aligned curriculum supports. The Alternate Assessment groups are leveled 1-4, based on SANDI assessment data. Teachers will focus on Science Technology Engineering and Mathematics (STEM) during this time. They will also implement the Equals math curriculum. The Common Core Curriculum (Expeditionary Learning for grades 3-8 and Core Knowledge/Fundations grades K-2) will be used in conjunction with supplemental programs (SuperKids, Achieve 3000, Wilson's Reading System and Foundations) for small groups during the block periods to address individual students needs based on the Fountas & Pinnell assessment. Teachers will be trained in the supplemental programs during weekly Professional Learning Training Days.</p>	<p>English Language Learners</p>	<p>September 2015 - October 2015</p>	<p>Coordinators of Instruction and Curriculum Support, Unit Coordinators, Data Specialist, ENL Liaison, and Assistant Principals</p>
<p>Teachers will assess Standardized Assessment students with Fountas and Pinnell and Alternate Assessment students with SANDI/FAST benchmark assessments to determine current progress and adjust instructional strategies and determine appropriate supplemental programs accordingly.</p>	<p>English Language Learners</p>	<p>January 2015 – June 2016</p>	<p>Coordinators of Instruction and Curriculum Support, Data Specialist, ENL Liaison, and Assistant Principals</p>
<p>During Monday's Extended Day/Professional Training Days, teachers will collaborate to align supplemental programs to the curriculum. Teachers will assess students to determine areas of greatest need to help move their groups of students to access the Common Core Learning Standards and the curriculum. Coordinators of Instruction and Curriculum Support will conduct instructional walk-throughs to provide support to teachers and to ensure block periods are being implemented efficiently. Weekly, based on a rotating</p>	<p>English Language Learners</p>	<p>September 2015 – June 2016</p>	<p>Coordinators of Instruction, Curriculum Support, Data Specialist, ENL Liaison, and Assistant Principals</p>

schedule, meetings will be held with Unit Coordinators and Assistant Principals for additional information and support.			
Principal, Assistant Principals, Coordinators of Instruction and Curriculum Support, Data Specialist, Unit Coordinators, ENL Liaison and Parent Coordinator will meet with parents/guardians during Meet and Greets and Family Workshops to support the families' understanding of rigorous instruction and the Common Core Learning Standards (CCLS) in order for them to continue supporting their children/guardians at home. Families also receive an Interim Reporting Form (IRF) three times a year to inform families of their child(ren)/guardian(s) academic and behavioral progress.	English Language Learners	September 2015 - June 2016	Coordinators of Instruction and Curriculum Support, Data Specialist, ENL Liaison, and Assistant Principals

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Coordination of scheduling, programs used, transition, alignment to Common Core Learning Standards and Curriculum, and lesson planning will be monitored and supported by the Coordinators of Instruction and Curriculum Support, Data Specialist, English as a New Language (ENL) Liaison, and Assistant Principals. Block ELA periods will be included in the Standardized Assessment student schedule and block Math periods will be included in the Alternate Assessment student schedule to allow students to departmentalize to those specific subject areas and allow for more skill specific instruction. Time will be allotted to teachers, during the extended Monday trainings, to collaborate in order to align supplemental programs to curricula.											
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.
Progress Monitoring will be completed using Fountas and Pinnell and FAST benchmark assessments in February 2016 to see a 1.5% increase increase in scores.
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.

An analysis of the Positive Behavior Intervention Support (PBIS) baseline data collected to date for school year 2014 – 2015 shows a monthly average of 320 Level Reassignments across the Elementary School Program and a monthly average of 441 Level Reassignments across the Middle School program. A Level Reassignment constitutes a serious infraction (ie. causing harm to others) or a minor infraction (ie. using prohibited equipment) as outlined in our School's PBIS Plan.

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, the Principal, Functional Behavior Assessment/Individualized Educational Plan (FBA/IEP) Coordinator, PBIS Team, and Data Specialist will monitor and adjust, if applicable, the P186X PBIS system to ensure a positive, safe and supported school environment is maintained for students as measured by a 5% reduction in the total number of major level reassignments as defined by the P186X school-wide PBIS system.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>PBIS Committee will analyze data and finalize modifications to the school's PBIS Plan. The PBIS committee will meet with students and staff to model appropriate behavior for students related to the points system and level reassignments. A training video of the PBIS system will be created for staff. All new and substitute staff will receive a folder containing the school-wide PBIS system and Chancellor's Regulations (for example, A-420 and 421 Regulations) prior to entering their assigned classroom.</p>	<p>Students who Remain on Level 1 (lowest level for PBIS) for 1 month</p>	<p>September 2015 – December 2015</p>	<p>Principal, FBA/IEP Coordinator, PBIS Team, and Data Specialist</p>
<p>All staff and students will accurately and effectively use the school-wide PBIS system in the classroom on a regular basis. Teachers will meet with the Functional Behavior Analysis/Individualized Educational Plan (FBA/IEP) Coordinator regularly to identify/monitor progress of students with a high level of behavioral (re)occurrences and to ensure quality IEPs. Teachers will keep accurate records of behavioral data and submit them weekly to the Data Specialist.</p>	<p>Students who Remain on Level 1 (lowest level for PBIS) for 1 month</p>	<p>January 2016 – February 2016</p>	<p>Principal, FBA/IEP Coordinator, PBIS Team, and Data Specialist</p>
<p>PBIS committee will monitor the fidelity of interventions by assessing and identifying staff requiring additional training on specific intervention strategies in order to increase appropriate student behavior and provide students with alternative/positive behaviors and coping skills .</p>	<p>Students who Remain on Level 1 (lowest level for PBIS) for 1 month</p>	<p>March 2016 – June 2016</p>	<p>Principal, FBA/IEP Coordinator, PBIS Team, and Data Specialist</p>
<p>Daily Point Sheets are sent home to families on a daily basis to ensure constant communication between school and home. Interim Report Forms (IRF) are also sent home three times throughout the year to parents/guardians to inform them of their child(ren)/guardian(s) behavioral and academic progress. Principal, FBA/IEP Coordinator, PBIS Team, Data Specialist, and Clinicians meet with parents/guardians during Meet and Greets, Parent Workshops, Parent-Teacher Conferences to inform families of the P186X School-Wide PBIS Plan and how to use/understand the forms. Clinicians are in constant communication with families to keep them informed of their child(ren)/guardian(s) behavioral progress</p>	<p>Students who Remain on Level 1 (lowest level for PBIS) for 1 month</p>	<p>September 2015 - June 2016</p>	<p>Principal, FBA/IEP Coordinator, PBIS Team, and Data Specialist</p>

and suggestions for continued support at home. The Clinicians will also assist families in obtaining community mental health services. SchoolMessenger System will also send information directly to parents via their smart phones.

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.

Data Specialist prints out class data chart on a weekly basis to teachers. During Small Learning Community Meetings (with a PBIS committee member or administrator present) and during the extended day on Mondays behavioral information will be disseminated. Staff and students will be trained in using the most current school-wide PBIS system.

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.

The PBIS Committee and Data Specialist will analyze the teacher created interventions based upon the PBIS tracking system's data disseminated to them by the Data Specialist. A 2.5% reduction in level reassignments will be seen by February 2016.

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

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

Section 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.

According to the most recent available data in EdPerformance (Baseline Assessment Administration - September 9, 2015 - October 27, 2015):

- Grade 3 mean scale score in Reading of 1896
- Grade 4 mean scale score in Reading of 1942
- Grade 5 mean scale score in Reading of 2063
- Grade 6 mean scale score in Reading of 2026
- Grade 7 mean scale score in Reading of 2258
- Grade 8 mean scale score in Reading of 2426

According to the most current results of the New York State Alternate Assessment (NYSAA) 2014 - 2015:

- Total of 2 or 1.1% of students achieved a Performance Level of 2 on NYSAA Mathematics
- Total of 143 or 77.3% of students achieved a Performance Level of 3 on NYSAA Mathematics
 - Total of 40 or 21.6% of students achieved a Performance Level of 4 on NYSAA Mathematics

Part 2 – Annual Goal

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

By June 2016, the Curriculum Team will create a school-wide pacing calendar and work with teachers to develop and implement unit plans in order to increase cohesive instruction for student achievement gaps to be addressed as measured by a 5% increase in EdPerformance scores for Reading and a 5% increase in the number of New York State Alternate Assessment (NYSAA) Datafolios receiving a Performance Level of 4 in Mathematics.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>During Monday’s Professional Learning and Collaborative Meetings, time will be allotted to improve instructional practices; teachers will participate in professional learning trainings on best teaching practices as identified by Charlotte Danielson’s Framework for Teaching, facilitated by Coordinators of Instruction and Curriculum Support, and teachers who exhibit effective leadership in specific areas of Charlotte Danielson’s Framework. In teaching teams, teachers will collaborate to create modified units from the Charlotte Danielson Framework and adapt it based on student data. Teachers will administer the first administration window of EdPerformance and/or obtain a baseline assessment for NYSAA. Walk-throughs will be done on a regular basis by the Administrators, Coordinators of Instruction and Curriculum Support to ensure new pacing calendar and appropriate curriculum and instructional approaches are being implemented.</p>	<p>Students scoring 1.75-2.25 Proficiency Scores</p>	<p>September 2015 – November 2015</p>	<p>Principal, Assistant Principals, Coordinators of Instruction and Curriculum Support, and Data Specialist</p>
<p>Coordinators of Instruction and Curriculum Support, Assistant Principals, and teachers, will implement ATLAS Protocol (a specific norming protocol to analyze student work for more effective planning and instruction amongst teaching teams), in order to analyze student work for specific learning targets that address specific students’ needs. The units and lessons will be modified for instruction to be implemented at the students’ entry level(s). Meetings will be facilitated by the Curriculum Team and Coordinators of Instruction and Curriculum Support.</p>	<p>Students scoring 1.75-2.25 Proficiency Scores</p>	<p>December 2015 – January 2016</p>	<p>Principal, Assistant Principals, Coordinators of Instruction and Curriculum Support, and Data Specialist</p>

Teachers will administer the second administration of EdPerformance and/or monitor progress of Formative Assessment of Standards Tasks (FAST). An analysis of data from the EdPerformance assessment and progress monitoring assessments of FAST will demonstrate a 2.5% increase from baseline, as well as specific areas where improvement is needed. In self-lead Teacher Teams, teachers will use ATLAS Protocol to analyse the student assessments and work to provide more effective instruction to close determined gaps.	Students scoring 1.75-2.25 Proficiency Scores	January 2016 – March 2016	Principal, Assistant Principals, Coordinators of Instruction and Curriculum Support, and Data Specialist
Teacher Teams will continue to use ATLAS Protocol to analyze student work for specific learning targets that address students' needs. The final administration of the EdPerformance Periodic Assessment, SANDI and NYSAA Datafolios will be completed.	Students scoring 1.75-2.25 Proficiency Scores	March 2016 – June 2016	Principal, Assistant Principals, Coordinators of Instruction and Curriculum Support, and Data Specialist

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
The Principal, Coordinators of Instruction and Curriculum Support, Data Specialist, and Lead Teachers collaborate to create a universal Curriculum Map for P186X which bridges the current curricula used. The Coordinator of Instruction, Curriculum Support, Assistant Principals, and Data Specialist hold in-house Professional Learning trainings to model implementation of the ATLAS Protocol, student performance data, set instructional goals, and deliver rigorous instruction based on students' needs. In-house Professional Learning trainings will focus on analyzing student work and implementing effective instructional strategies.											
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.
Progress Monitoring will be completed using EdPerformance and FAST to show a 2.5% increase by February 2016.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

Based upon the research based Therapeutic Crisis Intervention for Schools (TCIS) trainings data collected over the past 3 years, it was determined that there needs to be a common language and consistent intervention strategies implemented throughout the P186X organization in order to increase the number of students referred to less restrictive environments. P186X has three certified TCIS trainers and they train P186X staff members in TCIS every year. The TCIS language has been incorporated into the school-wide PBIS Plan.

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, an additional 8% of P186X staff will participate in a Therapeutic Crisis Intervention for Schools (TCIS) training for a total of 55.5% of staff certified in TCIS in order to promote a more conducive learning environment as communicated by the Principal's vision for a safe school community and to foster student's behavioral growth as measured by 3% of our students transitioning to a less restrictive environment.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Principal will analyze data over the past 3 years to identify staff, especially members of the P186X de-escalation Team, who have not yet attended a TCIS Training. A committee will review staff and other stakeholders to register members to Therapeutic Crisis Intervention for Schools (TCIS) cohorts.</p>	<p>Staff not yet trained in TCIS and Current De-Escalation Team Members</p>	<p>September 2015 – October 2015</p>	<p>Principal, Collaborative Team, District 75, PBIS Committee, and FBA/IEP Coordinator</p>
<p>District 75 is offering 27 PBIS TCIS Trainings: 8 Developmental Disabilities (DD) cohort, 1 Post-Crisis Response Cohort (PCR) cohort, 15 TCIS cohorts, and 3 Crisis Response (CR) Cohort. 25 TCIS-RCP trainings will be offered for staff and de-escalation teams. Staff cohorts are selected from all programs and service categories throughout the P186X organization.</p>	<p>Staff not yet trained in TCIS and Current De-Escalation Team Members</p>	<p>October 2015 – June 2016</p>	<p>Principal, Collaborative Team, District 75, PBIS Committee, and FBA/IEP Coordinator</p>
<p>The Principal of P186X, a Cornell University Certified TCIS trainer, will facilitate a parent(s)/guardian(s) workshop to foster a common language and behavioral interventions that will be suggested to the parents/guardians to carry over in their homes.</p>	<p>Parents and Guardians</p>	<p>January 13, 2016</p>	<p>Principal</p>
<p>Unit Coordinators, clinicians, and de-escalation team will oversee the use of the common TCIS strategies and language during the de-escalation of a crisis or potential crisis. Administrators, Coordinators of Instruction and Curriculum Support will look for evidence of common TCIS language and strategies.</p>	<p>Staff not yet trained in TCIS and Current De-Escalation Team Members</p>	<p>September 2015 - June 2016</p>	<p>Principal, Collaborative Team, District 75, PS Committee, and FBA/IEP Coordinator</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>									
<p>Principal will track and maintain internal attendance sheets and ensure participation of all cohort members. Data Specialist will track behavioral data of students.</p>									
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>									
<p>X</p>	<p>Tax Levy</p>		<p>Title I SWP</p>		<p>Title I TA</p>		<p>Title II, Part A</p>	<p>Title III, Part A</p>	<p>Title III, Immigrant</p>

	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.

The Principal will track and maintain attendance sheets and certifications to maintain fidelity and collaborate with District 75's TCIS Office.

The P186X Data Specialist and the PBIS Committee will collect and track data to determine downward trends in maladaptive student behaviors. Clinical interventions/IEP mandated counseling sessions, parental conferences and student involvement will take place to foster increases in students' remaining on Levels 3-4 of the P186X PBIS Program.

Progress will be monitored from October through June with a benchmark data report in February 2016 showing 1.5% of our students are consistently on Levels 3 or 4 as identified in the P186X PBIS Plan, which will then identify student's potential movement to a less restrictive environment by June.

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.

Based on the 2014-2015 school year attendance data from parent engagement activities, 130 parents attended meetings and/or parent/guardian workshops. An analysis of parent/guardian surveys from the Title III After School program for English Language Learner (ELL) students which showed a need for English as a New Language (ENL) classes for parents to improve their own language proficiency skills, as well as identifying school and community resources available to them. This is the second year providing ENL trainings for our parents/guardians which increased parental involvement during and after school hours. The 2014-2015 Quality Reviewer noted the benefit of the school's current Tuesday Parent/Guardian Engagement time, ENL Parent/Guardian Workshops, the Principal's open door policy, and communications sent to the student's homes. Based on a Title III survey, data collected during the 2014-2015 school year indicated a continued need to increase parental engagement.

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, the English as a New Language (ENL) teachers, ENL Liaison, Administrators, and Parent Coordinator will plan and implement activities to have a stronger focus on the families of our English Language Learner students in order to increase family involvement as measured by an 5% increase in parent/guardian attendance during parent/guardian engagement activities as evidenced by attendance records.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Data will be collected from school based parent/guardian workshops and special celebrations/events. P186X ENL/Bilingual Staff will facilitate various workshops and celebrations throughout the year. During the Title III After-School program, parents/guardians will be invited to participate in English as a New Language (ENL) and Technology trainings. P186X will continue partnering with Urban Arts Partnership and Pre-k-12 Plaza (College Readiness Grant). P186X will continue to seek out, apply for, and implement programs that work with community-based organizations and vendors. The Principal and ENL Liaison will plan activities, and partnerships to ensure implementation of the above.</p>	<p>Parent(s) /Guardian(s) of English Language Learners</p>	<p>September 2015 – June 2016</p>	<p>Parent Coordinator, School Leadership Team (SLT), PA Board, and ENL Liaison and administrators</p>
<p>Invitations, parent involvement surveys, informational correspondence, newsletters, and letters will be translated into the child’s home language by the Parent Coordinator with the assistance of designated staff that are fluent in multiple native languages and the NYC Translation and Interpretation Unit to ensure that parent(s)/guardian(s) have full access to all pertinent information. This will encourage a meaningful two-way communication between home and school. SchoolMessenger Communication System will be activated in order to encourage more effective communication between home and school.</p>	<p>Parent(s)/ Guardian(s) English Language Learners</p>	<p>September 2015 – June 2016</p>	<p>ENL Liaison and administrators</p>
<p>P186X ENL Team and administration will inform parents/guardians of ELL students about the ELL identification process, the variety of educational programs available (Dual Language Program (DLP), Transitional Bilingual Education (TBE), Self-Contained ENL or Freestanding ENL) . Parents/guardians will be informed of their right to the re-identification process within 45 days of initial enrollment.</p>	<p>Parent(s)/ Guardian(s) English Language Learners</p>	<p>January 2016-June 2016</p>	<p>ENL Liaison and administrators</p>

In order to implement New Chancellor's Regulation (CR) Part 154, ENL Liaison will meet during, IEP meetings, Educational Planning Conferences (EPCs) intake process, Parental Enrichment Tuesdays, and Parent-Teacher Conferences with parents/guardians to discuss their child's/guardian's progress. A logbook will be maintained by the ENL/Bilingual Classroom Teachers and monitored by the ENL Liaison.	Parent(s)/ Guardian(s) English Language Learners	September 2015-June 2016	ENL/Bilingual Teachers in Collaboration with Classroom Teachers, ENL Liaison and 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.											
Parent Coordinator, English as a New Language (ENL) Liaison, and Assistant Principal will be liaisons for Parent Outreach and scheduling. School Counselors and Attendance teacher will be involved in parent/guardian outreach. All parent/guardian workshops will take place during Parent/Guardian Engagement time on the extended Tuesdays, alternating between the multiple P186X's locations.											
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.										
The Parent Coordinator and ENL Liaison will maintain attendance records for all school events and conduct needs assessment in order to receive feedback from families for future events and workshops. Analysis of data will show a mid-year increase of 2.5% in February, 2016.										
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.										

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Students scoring a 2 or lower on the NYS ELA Exams	Wilson Reading System and Foundations: Word Study for Phonics, Vocabulary, Spelling, Fluency, and Comprehension Achieve 3000: Vocabulary, Reading Comprehension and Fluency Super Kids: Word Study for Phonics, Vocabulary, Spellings, and Fluency Words Their Way: Word study for phonics, phonemic awareness, vocabulary, and spelling - Leap Frog/ Quantum Pad/ Tag Reading System: Phonics, phonological awareness decoding, vocabulary, reading fluency, and comprehension - Quick Reads: Small-sized non-fiction emergent readers for adolescents focusing on reading comprehension, reading fluency, phonemic awareness and writing skills - Step Up to Writing: Multi-sensory	- Small Group and one-to-one - Small group and one-to-one	- During the day - During the day - During the day - During the day - During the day -During the day -During the day

		<p>strategies for narrative, persuasive and expository writing</p> <ul style="list-style-type: none"> - UNIQUE: Foundational strategies for phonics, comprehension, and writing skills 		
<p>Mathematics</p>	<p>Students scoring a 2 or lower on the NYS Math Exams</p>	<ul style="list-style-type: none"> - Great Leaps Math: Drilled exercises in building mathematics facts in addition, subtraction, multiplication and division - Everyday Mathematics Games: Drill exercises aimed primarily at building fact and operations skills - Math Steps: Practice in basic number concepts, addition, subtraction, multiplication, division, fractions, decimals, rates, ratios, proportions, and percentages - Math Triumphs: Practice in basic number sense and operations, fractions, rates, ratios, proportions, and percentages - Achieve It!: Differentiated instruction: diagnose, instruct, prescribe, develop, reteach, and achieve; skill by skill, individualized instruction & practice, test-taking strategies - Impact Test Practice: Test taking 	<ul style="list-style-type: none"> - Small group and one-to-one 	<ul style="list-style-type: none"> - During the day

		<p>strategies- mathematical practice</p> <p>- UNIQUE: Foundational computation skills</p>		
Science	Any student who scores a 2 or lower on their NYS Science Exam	<p>- Quick Reads: Increase reading strategies and comprehension using Science reading passages</p> <p>- UNIQUE: Inquiry based comprehension skills based on Science content</p> <p>Achieve 3000: Vocabulary, Comprehension, and Fluency skills using Science articles.</p>	<p>- Small group and one-to-one</p> <p>- Small group and one-to-one</p> <p>- Small group and one-to-one</p>	<p>- During the day</p> <p>- During the day</p> <p>-During the day</p>
Social Studies	Any student who scores a 2 or lower on their NYS ELA Exams	<p>- Quick Reads: Increase reading strategies and comprehension using Social Studies reading passages</p> <p>- UNIQUE: Organizational, and non-fictional comprehension skill using Social Studies content</p> <p>- Achieve 3000: Vocabulary, Comprehension, and Fluency Skills using Social Studies articles.</p>	<p>- Small group and one-to-one</p> <p>- Small group and one-to-one</p> <p>- Small group and one-to-one</p>	<p>- During the day</p> <p>- During the day</p> <p>- Small group and one-to-one</p>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>IEP Related Service Mandates:</p> <ul style="list-style-type: none"> School psychologists: 43 Early Childhood 	- Counseling 2 times per week for 30 minutes; one session is individually with the school counselor, the second session is	- Small group and one-to-one	- During the day

	<p>students, 81 Elementary students and 110 Middle School students</p> <ul style="list-style-type: none"> • School Social Workers: 14 Early Childhood students and 37 Elementary students • School Guidance Counselors: 27 Elementary students and 28 Middle School students 	<p>with the student, one peer and the school counselor. Parent outreach and community mental health or medical referrals are completed, as needed.</p> <ul style="list-style-type: none"> - School nurses assume responsibility for health related services for all of P186X students, as needed or IEP mandates. 	<ul style="list-style-type: none"> - Small group and one-to-one - Small group and one-to-one 	<ul style="list-style-type: none"> - During the day - During the Day
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Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

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).
N/A

Part 3: TA Schools Only

3a. Use of Program Resources

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

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).
N/A

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.).
N/A

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.
N/A

4c. “Conceptual” Consolidation of Funds in SWP Schools

<p>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 <u>that it has met the intent and purposes of each program whose funds are consolidated</u>². 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.</p>				
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	N/A	N/A	N/A
Title II, Part A	Federal	N/A	N/A	N/A
Title III, Part A	Federal	N/A	N/A	N/A
Title III, Immigrant	Federal	N/A	N/A	N/A
Tax Levy (FSF)	Local	N/A	N/A	N/A

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>P186X</u>	DBN: <u>75X186</u>
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>40</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>0</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: P186X has a total of 611 students in grades K through 8. Of these, 186(30.04%) are English language learners (ELLs). 18 ELLs are mandated for bilingual instructional services (BIS) and 165 are mandated for ESL-Only services. Presently, P186X has one early-childhood alternative assessment Spanish bilingual class. The remainder of the BIS-mandated ELLs have alternate placement paraprofessionals who speak their languages. 18 BIS-mandated ELLs have AP paraprofessionals. 15 AP paraprofessionals speak Spanish, 1 Bengali, 1 Twi, and 1 Fulani. Students at 186X have the following classifications: multiple disabilities, emotional disturbance and mental health challenges. Our 195 ELLs are instructed in 12:1:1, 12:1:4, and 8:1:1 ratios. ELLs are instructed in a free-standing ESL pull-out and push-in program, self-contained ESL, and bilingual classroom settings. 135 ELLs participate in alternative assessment and 51 ELLs participate in standardized assessments. 20 other-than-English languages are represented in our school (according to the HLIS) as follows: 173 Spanish, 1 Akan, 1 Albanian, 2 Arabic, 1 Belorussian, 2 Bengali, 1 Bhili, 1 French, 1 Fulani, 1 Haitian Creole, 1 Hausa, 1 Italian, 1 Mandinka (AKA Mandingo), 1 Niger-Congo, 1 Soninke, 1 Swahili (AKA Kiswahili), 2, Twi, 1 Ukranian, 1 Vietnamese, and 4 Wolof. All of our ELL students participate in an instructional program that addresses their academic language, social, and cultural strengths and needs, and is based on the New York State Common Core Standards and New Language Arts Progressions. Six NYS certified ESL teachers and 1 bilingual certified teacher provide ESL services for ELLs at 186X's main and annexes. Students receive academic support with the use of various approaches, methodologies, and classroom techniques such as Cooperative Learning, the Natural Approach, as well as different types of scaffolding instructional strategies such as Modeling, Bridging, Contextualization, Schema Building, Text Representation, and Metacognitive Development.

Supplemental Title III Instructional After School Program

40 students are identified for E-Learning ELL Title III after-school program because they perform below grade level in reading and all content areas, and improving their English language skills will have a positive impact on their academic performance. Instructional programs provided for both alternative and standardized assessment students are aligned to New Language Arts Progressions, Common Core and content area standards. The aim of the program is to enrich and reinforce instruction provided during the school day by helping students improve their literacy and comprehension skills, vocabulary, and overall language proficiency, achieve higher standards and succeed in the classroom. Two certified ESL teachers with the help of two paraprofessionals will differentiate instruction according to grade level, and needs of the 40 students.

In order to promote the growth of future citizens of a technologically advanced world, P186X strives to infuse technology into all its programs. This year, P186X will provide the same E-Learning ELL Title III after-school instructional program that was provided last year for English Language Learners who are performing below grade level in reading and all content areas. English Language Learners at our school have a variety of disabilities such as mental health challenges, multiple disabilities and emotional disturbance. The language of instruction for Title III program will be in English. The school received Title III funding of \$20,132 this year. The funding will be used to provide direct instruction and introduce a new comprehensive e-learning program, Write Source Interactive Writing Skills Program and On Our Way to English. P186X will continue using the e-learning program Learning Today and support the educational use of iPads by all students participating in the E-Learning ELL Title III after-school program.

Part B: Direct Instruction Supplemental Program Information

The focus of the program remains integrating technology into language learning. After analysing the NYSESLAT scores and throughout ongoing formative and summative assessments of our students it was determined that there was a need to improve the writing skills of the students selected for the E-Learning ELL Title III after-school instructional program. To this end we made a data-driven decision that our major focus this year will be using technology to improve students' writing abilities. Technology can motivate students in their efforts to improve English proficiency skills and acquire content area knowledge. Students with disabilities are also receptive to learning experiences that involve the computer, and an increased motivation leads to increased language use, and results in improved proficiency and higher standards in content area learning. Computer-assisted Language Learning (CALL) has been used for language teaching since the 1960's. Research (Blake, 1987; Chun & Brandl 1992; Egbert & Petrie, 2003) and practice suggest that the use of technology in the classroom is effective if used appropriately. Students' motivation is a key factor in this effectiveness, but there are other factors including the individualization of learning, the presentation of materials in a non-linear sequence, an access to a variety of authentic materials, immediate feedback and the fact that students are active participants in the learning process.

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Alternate Assessment – Thursday After School Session

English Language Learners who participate in the New York State Alternate Assessment will be provided with the opportunity to be part of E-Learning ELL Title III after-school program. The E-Learning Title III program will meet once a week for 90 minutes from 2:20 p.m. to 3:50 p.m. on Thursdays for a period of 18 sessions beginning early January through mid-June. Students will participate in a comprehensive English development program: On Our Way to English. Domain-based instruction includes a focus on academic language and vocabulary development; thematic, content-based instruction; differentiated instruction for language and literacy; and a daily instructional routine in oral language, reading, and writing. Engaging online and digital tools motivate English language learners. During the instructional program we will use interactive websites from the Internet, such as Spotlight on English and Little Bridge. We will utilize an Interactive Whiteboard, E-Books and interactive software, (for example RIGBY On Our Way to English, Evan-Moor Look, Listen & Speak and E-Blocks,) with active teacher participation to enhance the receptive and expressive language skills of the students. More advanced students will also be instructed in basic keyboarding skills. All students who have the opportunity to participate in this after school program receive monolingual instruction with ESL services during the regular school day. Instruction will be provided in two separate groups. One certified ESL teacher will provide instruction for 12 students in grades 1, 2,3. The students in this group have intellectual disabilities and are classified as 12:1:1 on their IEP. One Spanish speaking bilingual paraprofessional will assist the work of the certified ESL teacher in this group. Another certified ESL teacher will provide instruction for a second group. This second group will consist of 8 students in grades 4,5, and 6. The students in this group have multiple disabilities and their IEP mandated staffing ratio is 8:1:1. One Spanish speaking Bilingual paraprofessional will assist the work of the certified ESL teacher.

Standardized Assessment – Wednesday After School Session

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English Language Learners who participate in Standardized Assessment will have the opportunity to participate in the E-Learning ELL Title III after-school program once a week from 2:20 p.m. to 3:50 p.m. on Wednesdays for a period of 18 weeks beginning in early January through mid-June. Students will be using interactive software such as Write Source Interactive Writing Skills CD-ROMs, and the Internet to improve their reading, writing, speaking and listening skills, and enhance their knowledge about their own culture as well as others. The Write Source Interactive Writing Skills CD-ROMs teach students about writing through the use of writing models, topics, outlines and writing plans and more. This program helps students learn to judge sources and do research, and even provides links to websites which will publish student work. Students will work with applications on the iPads in order to help improve their

Part B: Direct Instruction Supplemental Program Information

writing. These include, Creative Writing, Letter Workbook, and Smart Writing Tool, as well as others. Students will also learn how to use the iPads to create an electronic pop-up book about their culture of origin or about another topic of interest. To create the electronic pop-up book they will be using ZooBurst.com. Students will also be enrolled in an award-winning, research and standard based online program called Spotlight on English. This program is designed to help ELLs develop English language proficiency, access grade-level content, and help students to build critical elementary level reading and math skills. Some standardized assessment students will also be enrolled in Little Bridge, a research-based English language software solution that teaches reading, writing, listening and speaking. The E-Learning ELL Title III afterschool instructional program will utilize the capacity of multimedia applications to offer comprehensible input, enhance comprehension skills and provide meaningful communications. Instruction will be provided in two separate groups. One group will have a certified ESL teacher who will provide instruction for 12 students in grades 3,4, and 5. The students in this group have multiple disabilities and are classified as 12:1:1 on their IEP. Another certified ESL teacher will provide instruction for 8 students in grades 6,7, and 8 in a separate group. The students in this group have multiple disabilities and their IEP mandated staffing ratio is 8:1:1. A Spanish speaking Bilingual paraprofessional will assist the work of the certified ESL teachers in each group.

The E-Learning ELL Title III after-school program Little Bridge will be introduced to both alternative and standardized assessment English Language Learners. Little Bridge is tailored to the world-renowned Cambridge ESOL Young Learners's tests and the Common Core. Little Bridge combines exciting technology with top-class content which supports, challenge, and inspire children, parents and teachers. Students will also use iPads to target the specific learning needs of ELLs who are visual learners increasing their focus and comprehension, building long-term memory. Non-verbal ELLs will use iPads as a communication device to express their comprehension, wants and needs. During the final sessions of the E-Learning ELL Title III program participants (alternate assessment on Wednesday and standardized assessment on Thursday) and their families will visit the Sony Wonder Technology Lab for hands-on experience with new technology and an interactive look at the history of technology.

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Assessment

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The assessment of student achievement is ongoing in this computer-assisted after school program. The work produced through the interactive CD-ROMs will be analysed for evidence of student learning. The Santanilla Spotlight on English and Little Bridge programs used in this after-school program are excellent for giving immediate feedback both for self-assessment and for assessment of student achievement/progress by the teacher in all language skill areas, especially in reading and listening. Computer-assisted language learning programs also keep individual student records that the teacher can analyze at the end of the program to check student progress. The software that ESL Teachers are planning to use in this afterschool program (Scholastic Zip Zoom English and OpenBook English and the web-based Santillana Spotlight on English and Little Bridge programs) have placement assessments, lesson quizzes, unit tests, and mastery of skills tests. In some cases, for example when standardized assessment students create an electronic pop-up book, the basis for assessment is the student work product.

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

Part C: Professional Development

- name of provider

Begin description here: _____ In alignment with the focus of the instructional program all staff participating in E-Learning ELL Title III after-school program(2 ESL teachers, 2 paraprofessionals and a supervisor) will attend conferences and workshops on the topic of technology and language learning offered by a certified ESL teacher. Two ESL Teachers will provide on-going professional development for all E-Learning ELL Title III staff of P186X on computer-assisted language learning. The following topics will be covered during the series of workshops: How to use Mimio Teach programs with interactive whiteboards, computers, and iPads; How to increase reading comprehension and improve students performance using On Our Way to English; How paraprofessionals can assist in the implementation of smartboard, iPad, and Mimio Interactives; How to improve writing production using Write Source Interactive Writing Skills CD-ROMs; Using iPads as communication devices. Workshops will take place on alternate Tuesdays throughout the program from 7:00 a.m. to 8:00 a.m. All E-Learning ELL Title III staff will receive training during this eight-session, one-hour professional development.

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: _____ Parents of ELLs will be notified about the E-Learning ELL Title III after school instructional program in writing in English, Spanish and Bengali. The school will also provide an orientation session for parents before starting the program to inform them about the structure and the goals of the program, and the materials to be used. MetroCards will be provided to parents to get to the workshops. The reason for the parent engagement is to improve educational outcomes for students, stimulate self-growth among parents, and positively affect school culture. Parents will learn about some exciting educational websites that they can use at home with their children. Informational letters and parent surveys will be sent home to instruct the parents on how to use technology at home to help improve their own English language proficiency and that of their children. They will also be offered workshops on the topic of technology for ELLs. The orientation session and the parent workshop will be provided by the certified ESL teacher after school for one hour (3:05- 4:05 p.m. 18 sessions) on Fridays throughout the program, from early January through mid-June. Additionally, parents will be invited to participate in the program with their child as well as accompanying them on a trip to the Sony Wonder Laboratory. MetroCards will be provided to parents and students for the culminating trip.

Part E: Budget

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

Allocation Amount: \$20132

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>\$14,370.96</u>	<u>Direct Instruction Component:</u> <u>\$10,493.64:</u> <u>Per session for Certified ESL Teachers, paraprofessionals and supervisor</u> <u>2 teacher x 3 hr. a wk@ \$50.50=</u> <u>\$303.00 per wk x 18 weeks= \$5,454.00</u> <u>1 supervisor x 2 hrs. a wk@ \$52.84=</u> <u>\$105.68 per wk x 18 weeks= \$1,902.24</u> <u>\$5,454.00+ 1,902.24 = \$7,356.24</u> <u>2 Paraprofessional 3 hr. a wk@ \$29.05=</u> <u>\$174.30 per week</u> <u>\$174.30 per wk. x 18 weeks =</u> <u>\$3,137.40</u> <u>\$7,356.24+3,137.40= \$10,493.64</u> <u>Professional Development Component:</u> <u>\$2,968.32</u> <u>1 supervisor x 8hr. x \$52.84 = \$ 422.72</u> <u>2 teacher x 16 hr.x \$50.50 =</u> <u>\$ 1,616.00</u> <u>2 paraprofessional x 16 hr. x \$29.05=</u> <u>\$ 929.60</u> <u>\$422.72+\$1,616.00+\$929.60=\$2,968.32</u> <u>Parental Involvement: \$909.00</u> <u>1teacher x 18hr.x 50.50= \$909.00</u> <u>\$10,493.64+\$2,968.32+\$909.00=</u> <u>\$14,370.96</u>
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	<u>\$3,764.68</u>	<u>Mimio Interactive \$643.40</u> <u>Cartridge \$426.28</u> <u>iPad Mini \$299 X 5 = \$1,495.00</u> <u>iPad Mini Case \$40 X 5= \$200.00</u> <u>Mac Air Computer \$1,000.00</u>
Educational Software (Object Code 199)	<u>\$540.12</u>	<u>Ed Helper, Enchanted Learning, One More Story, Benchmark Education Reader's Theater and Big Books, Lesson Planet, Mimio Sprout Science & ELA, ZooBurst subscriptions \$340.12 and iTunes Cards \$200</u>

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$20132

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Travel	<u>\$575.00</u>	<u>MetroCards for students and parents to visit Sony Wonder Laboratory:</u> <u>\$5.00 x 45 = \$ 225.00</u> <u>Parent's transportation to weekly parent workshops \$ 500</u>
Other	<u>\$731.24 Parental Involvement and Parents' Professional Development</u>	<u>Postage for parents' surveys and informational mailing \$ 231.24</u> <u>Refreshment for parents \$250</u> <u>Reproducible items for parental workshops \$250</u>
TOTAL	<u>\$20,132</u>	<u>\$20,132</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 186
School Name Walter J. Damrosch Day Treatment School		

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 Ava C. Kaplan	Assistant Principal Sarah Templeman
Coach	Coach Kristal Addor, Coord. of Instr.
ENL (English as a New Language)/Bilingual Teacher Yelena Vassilyeva	School Counselor
Teacher/Subject Area Naomi Kriss/ENL	Parent Alejandra Martir
Teacher/Subject Area	Parent Coordinator Mildred Diaz
Related-Service Provider	Borough Field Support Center Staff Member
Superintendent	Other (Name and Title) Troy Gorodess, Data Specialist

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	5	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	4
Number of certified bilingual teachers currently teaching in a bilingual program	1	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	1	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]	1	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (excluding pre-K)	621	Total number of ELLs	190	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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Freestanding ENL	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	190	Newcomers (ELLs receiving service 0-3 years)	140	ELL Students with Disabilities	190
SIFE		Developing ELLs (ELLs receiving service 4-6 years)	48	Long-Term (ELLs receiving service 7 or more years)	2

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	13		13							0
DL	4		4	2		2				0
ENL	121		121	48		48	2		1	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 8

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	2	8	1	2	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0													

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
SELECT ONE									2	2	2	3	1	1					0	0
SELECT ONE Twi											1								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): <u>0</u>	Number of students who speak three or more languages: <u>1</u>
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Freestanding English as a New Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	17	23	17	13	24	13	15	22	16					0
Chinese														0
Russian														0
Bengali	2	1	1	1				1						0
Urdu														0
Arabic			1	1	1	2								0
Haitian														0
French		1	1											0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other Various	4	1	2	3	1	1	4	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)	21	25	20	16	23	14	19	24	17	0	0			0
Emerging (Low Intermediate)		2	2		1		1		1					0
Transitioning (High Intermediate)	1													0
Expanding (Advanced)		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						2								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	7	1	0	1	0
4	6	1	0	0	0
5	9	0	0	0	0
6	6	0	0	0	0
7	5	0	0	0	0
8	6	0	0	0	0
NYSAA	0	1	62	8	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	6		0		1		1		0
4	5		1		0		0		0
5	9		1		0		0		0
6	6		0		0		0		0
7	5		0		0		0		0
8	6		1		0		0		0
NYSAA	0		0		60		11		0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	2	0	0	0	1	0	0	0	0
8	1	0	2	0	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	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.
 P186X uses the Fountas and Pinnell assessment to determine the reading levels of standardized assessment students. This assessment is given two times a year in the fall and spring. Homeroom teachers administer the exam and the data is analyzed to ensure students are working toward the next appropriate reading level. Analyzing the data reflects that ELL students are uniformly found to have the lowest reading levels in their classes. EdPerformance data is also analyzed in order to inventory the Reading performance of ELL students. (Baseline Administration - September 2015- October 2015 Grade 3 mean scale in Reading of 1899 (N=19), Grade 4 mean scale score in Reading of 1941 (N=22), Grade 5 mean scale score in Reading of 2014 (N=22), Grade 6 mean scale score in Reading of 2026 (N=29), Grade 7 mean scale score in Reading of 2257 (N=37) and Grade 8 mean scale score in Reading of 2457 (N=27). Alternate assessment students are assessed by the use of Attainment and Student Annual Needs Determination Inventory (SANDI). Data from these assessments, with consideration of previous Individual Education Plan (IEP) goals, is used to determine baseline skills in literacy and to develop IEP goals based on the students needs. A trend present in the SANDI results reflects a need for improvement in the area of reading for information. Student data is used to create appropriate groups for English as a New Language (ENL) classes as well as to differentiate instruction based on Levels of Performance in SANDI. Bilingual students in the Dual Language Program (DLP) and Transitional Bilingual Education (TBE) class are formally assessed by assessment tools from Estrellita and Marivellas Curricula to assess the early literacy skills in Spanish. This data influences the school's instructional plan by helping to determine the types of best practices, instructional methodologies, materials, equipment and communication devices that must be utilized in order to provide access and engage students, to address the individual students' language and literacy skills. By analyzing quantitative data from Estrellita and Marivellas, it was determined that nineteen (19) English Language Learners (ELLs) need extra support in writing and building reading comprehension skills in both English and Spanish languages.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 During the 2014-2015 school year 196 students were assessed using the New York State English as a Second Language Achievement Test (NYSESLAT) and New York State Identification Test for English Language Learners (NYSITELL). P186X has no Students with Interrupted Formal Education (SIFE) students this school year. 185 ELLs took the spring 2015 NYSESLAT and scored at the Entering level. 7 ELLs scored at the Emerging level. 1 ELL scored at the Transitioning level, 3 Expanding and no ELLs scored

Commanding. Patterns across proficiency levels on the NYSESLAT reveal that a majority of our ELLs have higher scores in Listening and Speaking, and lower scores in Reading and Writing modalities. Analyzing the data from the NYSESLAT allowed the ENL/bilingual Team to determine the need for a focus on improving writing and reading comprehension skills. NYSITELL and Spanish Language Assessment Battery (Spanish LAB) data allowed ENL/bilingual teachers to identify the dominant language of the ELLs and properly place them in groups based on their ratio, IEP mandates, and language proficiency levels. A vast majority of students who were administered the NYSITELL and Spanish LAB scored at the Entering level. One kindergarten ELL scored Transitioning and one third grader ELL scored Expanding and these results were considered in the placement of these students and in setting instructional objectives.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))

Annual Measurable Achievement Objective (AMAQ) 1: Annual increase in the percentage of LEP/ELLs making progress in learning English. P186X had one student who reached Commanding level on the NYSESLAT (0.5% of ELLs made AMAQ 1).

This data revealed that the Speaking, Reading, Writing, and Listening modalities all need to be improved.

Annual Measurable Achievement Objective (AMAQ) 2: 1.1% of ELLs made AMAQ 2. This data reveals that the modalities of Speaking, Reading, Writing and Listening all need to be improved. Two fifth grade ELLs reached the proficient level in English and will receive 90 minutes of support and services per week. (1.1%) AMAQ 3 ELL Accountability–Based on the New York State (NYS) ELA scores, two standardized assessment ELLs reached Level 2 and one reached Level 4.

4. 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?

An early childhood Spanish transitional bilingual program was launched during 2014-2015 school year. The data collected from formal, informal, and summative assessments reflect that students are more receptive, productive, and responsive in the students' home language (Spanish) than in English. Student performance is still below grade level in both languages. Students enrolled in the Transitional Bilingual Education program are better able to demonstrate knowledge in their home language as opposed to English.

School leadership and teachers use the results of the ELL Periodic Assessments to make data-driven decisions about the integrated/standalone ENL program, the self-contained ENL class, the Transitional Bilingual Education program and the Dual Language program. The data is analyzed to determine curricular choices and instructional materials.

Based on the periodic assessment P186X focuses on promoting improvement in the modalities of reading and writing, as opposed to listening and speaking. ELLs home language is used to inform parents on students' performance, homework assistance, and all teachers' notes are translated into their home language for bilingual students. The home language is used in class to identify specific strengths and skills across content areas and to help make content accessible to ELLs. Alternate Placement paraprofessionals are available to interpret and translate if a bilingual student in a monolingual class requires home language assistance as per IEP to provide additional support. ELLs gain equal access to the instructional material and content of the lesson as well as promote their language development, in both English and their home language.

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

P186X ENL Department provides ongoing professional development to teachers and other school personnel on development of oral language, students' home language, contextual considerations, and the cultural background of students. NYSITELL data is used to assess the English Language proficiency of new entrants whose home language is other than English, as indicated on their Home Language Identification Survey. It is used to determine if the student is in need of bilingual education and/or English as a Second Language (ESL) services. Spanish LAB data is used to identify the dominant language of the child. Students with the lowest English proficiency levels are placed in groups with native English speakers which helps to improve social language use. NYSESLAT data is used to form homogeneous groups (integrated/standalone model) based on the IEP recommendations, ratios and grade level to help students receive instructional support in all content areas. Tier 1 instruction is effectively implemented for ELLs by setting appropriate peer learning and small-group instruction, scaffolding language and opportunities to respond, and promoting language and vocabulary development throughout of the day. Tier 2 intervention is used for standardized assessment students with low reading skills by providing standalone ENL instruction for 45 minutes a day with the use of appropriate practices for building literacy skills and vocabulary development as well as reading skills. Well-trained bilingual and ENL teachers use Tier 3 instruction to provide researched-based reading interventions to meet ELLs educational needs by developing an appropriate instructional plan for each ELL

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

P186X students have access to both multicultural and bilingual libraries in order to support their emerging literacy in English and Spanish. Bilingual teachers are working on building literacy skills in the native language, which has been proven to promote literacy in English. Parents of students in all ENL/bilingual programs are advised to read to the students in the native language in order to

improve their literacy skills in L1 and L2. Based on the student's dominant language (as determined by formal, informal and summative assessments). ENL and bilingual teachers with groups of ELLs who share a common home language organize collaborative tasks that target content and promote interactions in the home language among peers. Tasks and peer interaction are monitored through the use of checklists, exit tickets, benchmark folders. These tasks are enriched with academic English language development.

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?

a. P186X DLP utilizes the *Wonders* and *Maravillas* curricula, which include regular formative and summative assessments in the second (target) language. The English-proficient (EP) students are regularly (daily, weekly, monthly) assessed along with ELLs in the class in both languages. Students are also assessed via the Spanish-language work included in their benchmark folders.

b. The level of language proficiency in the second (target) language for EPs will be determined based on the data collected over the course of the school year. Pre-assessment shows that three students have receptive Spanish language skills, with regard to understanding rules and directions. All students in class need to build academic language skills in Spanish, as well as in English.

c. Quantitative data from the data folios (NYSAA) shows that EPs in the DLP are performing from low level 3 to level 4. (Quantitative data will be included as it becomes available - approximately June 2016).

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

Adequate Yearly Progress (AYP) is met for ELLs based on the formal, informal and summative evaluations. Each ENL/bilingual teacher has benchmark folders for each student, which includes long-term and short-term goals (which reflect students' IEP goals) that the students are working on.

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.

P186X uses the following four-step procedure to identify English Language Learners. A licensed pedagogue (e.g. the ENL/bilingual liaison or a certified ENL teacher) administers the Home Language Identification Survey (HLIS). An interview (in both English and the home language) with the student and parent/guardian is held to determine the student's home language.

P186X ensures that all new NYS admits in grade K through 8 as well as those who have not been in residence New York City (NYC) or New York State (NYS) public school for 2 or more continuous years have a Home Language Identification Survey (HLIS) administered and have one on file. P186X formed a Language Proficiency Team (LPT) for students entering NYS public schools with an IEP to determine if the student has language acquisition needs and should take the NYSITELL. The Language Proficiency Team (LPT) includes: school administrator, certified ENL/bilingual teacher, director of Committee on Special Education (CSE), and parent/guardian. A qualified interpreter is available during meetings of the LPT. The ENL/bilingual licensed pedagogue identifies the student as a potential ELL based on the HLIS, the informal interview and formal initial assessment in both the home language and in English. A trained pedagogue conducts the interview in English and in the native language during the intake process if possible. If not, the interview is re-scheduled for another day. Spanish speaking Bilingual Counselors and Parent Coordinator are available at our school; the school ensures that the HLIS is available in the native language of the parents. If the parent/guardian checks "Other" at least once in items 1- 4 and at least twice in 5-8 on the HLIS, then the child is eligible for NYSITELL testing after an in-depth interview and review of student work. If "Other" is checked in item number 5 and all others are checked "English" in 5-8, then the certified ENL/bilingual teacher establishes home language based on the interview. P186X ensures that parent/guardians and students over 18 are aware that they may request a re-identification process/review within 45 days of enrollment.

The ENL team with the assistance of the data specialist, reviews the RLBA and RLER reports on a weekly basis in order to identify students eligible for NYSITELL testing - both new entrants and students who have not been in a NYS public school for 2 or more years. The ENL/bilingual team, with the assistance of the data specialist, also reviews the RSLA report on a weekly basis in order to identify students eligible for the Spanish LAB. ENL teachers administer the NYSITELL to eligible students within 20 days of initial enrollment. ENL teachers use the NYSITELL Raw Score to Performance Level Conversion Chart (as of June 1, 2015) in order to convert

the raw scores into performance levels, in order that the students can be placed properly. ENL teachers keep a record of NYSITELL scores in order to determine appropriate services. Students who speak Spanish at home and score below proficiency on the NYSITELL are administered a Spanish LAB to determine language dominance.

The CSE informs parents of the three program choices (Transitional Bilingual Education, Dual Language and Integrated/Standalone ENL) available in New York City public schools. The CSE decides with the involvement of a multidisciplinary team and the parents which program model each student with disabilities would benefit the most from. The school provides an ELL parent orientation at the beginning of each school year. ENL/bilingual teachers (with the assistance of the Parent Coordinator) organize and conduct this parent orientation. Parents are notified about the parent orientation in writing both in English and in their native language.

Licensed ENL Teachers annually evaluate listening, speaking, reading and writing skills of ELLs using the New York State English as a Second Language Achievement Test. This test determines whether or not the student continues to be eligible for ENL services. Both standardized assessment and alternate assessment students participate in the NYSESLAT every year. All ELLs who have not yet scored proficient on the NYSESLAT participate in this assessment.

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).
During the time when parents complete the Home Language Identification Survey, the parent is asked to identify prior schooling. This is the first step in determining SIFE status. P186X also administers the oral interview questionnaire. For students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, P186X administers Literacy Evaluation for Newcomer SIFE (LENS). If the student has attended schools in the United States for less than twelve months and upon initial enrollment are two or more years below grade level in literacy in their home language and/or two or more years below grade level in mathematics due to inconsistent or interrupted schooling prior to arrival in the United States then the student is identified as SIFE and receives ENL services. P186X ensures that SIFE status is initially determined within 30 days of enrollment and can be modified up to 12 months of initial enrollment.
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).
P186X ensures that all new NYS admits in grade K through 8 as well as those that have not been in a NYC or NYS public school for 2 or more continuous years have a Home Language Identification Survey (HLIS) on file. P186X formed a Language Proficiency Team for students entering NYS public schools with an IEP to determine if the student has language acquisition needs and should take the NYSITELL. The Language Proficiency Team includes: school administrator, certified ENL/bilingual pedagogues, director of CSE, parent/guardian, and a qualified interpreter or translator of the language or mode of communication the parents or guardian best understands. The ENL/bilingual licensed pedagogue identifies the student as an ELL based on the HLIS, the interview and formal initial assessment. The trained pedagogue conducts the interview in English and in the native language during the intake process. Spanish speaking Bilingual Counselors and the Parent Coordinator are available at our school; the school ensures that the HLIS is available in the native language of the parents. If the parent/guardian checks "Other" at least once in items 1 - 4 and at least twice in 5-8 on the HLIS, then the child is eligible for NYSITELL testing after an in-depth interview and review of student work. If "Other" is checked in item number 5 and all others are checked "English" in 5-8, then the certified ENL/bilingual teacher establishes home language based on the interview. During the intake process, P186X ensures that parent/guardians and students over 18 are aware that they may request a re-identification process/review within 45 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.
During the IEP meetings, parents and guardians of ELLs are informed of the services the child will be provided for the next school year. Entitlement and non-entitlement parent notification letters are distributed at the CSE. IEPs are placed in students' cumulative folders, and are available on SESIS. The ELPC screen in ATS is updated based on the results of the Home Language Identification Survey and CSE recommendations.
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).
The CSE informs the parents that they have the right to appeal ELL status within 45 days of enrollment during the in-depth interview, both orally and in writing. Written notification about the re-identification process is kept in the student cumulative folder.

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.
- The CSE informs parents of the three program choices (Transitional Bilingual Education, Dual Language and Integrated/Standalone ENL) available in New York City public schools during the in-depth intake interview. P186X is a District 75 school and as such the CSE notifies and informs the parents of the three program choices. ENL and bilingual teachers, with the assistance of the Parent Coordinator, organize and conduct a parent orientation. Parents are notified about the parent orientation in writing both in English and in their native language. Every third Tuesday, during Parent Outreach time at P186X, administrators, teachers, related service providers and bilingual staff members are available to provide a parent orientation to educate them in regard to the three program choices. With regard to an outreach plan, bilingual flyers and letters are sent home monthly to inform parents of the orientation available to them on these Tuesdays. Paste response to question here:
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.
- Home Language Identification Surveys are filled in during the intake process and retained in the student's cumulative record that is kept under lock and key in a separate location. Teachers are required to log-in in order to have access to these records. P186X is a District 75 school and as such program selection takes place in the CSE. The ELPC screen in ATS is updated based on the results of the Home Language Identification Survey and CSE recommendations.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
- Parent Surveys and Program Selection Forms that have not been completed and returned are monitored through an inventory. This inventory is kept by the ENL/bilingual liaison in collaboration with the CSE.
9. Describe how your school ensures that placement parent notification letters are distributed.
- During the annual IEP meeting parents are notified of the services their child is receiving during the school year by the CSE. IEPs are distributed through classroom teachers, via United States Mail, and in person (if applicable).
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
- All ELL documentation is retained in the student's cumulative record and in the individual student data folder maintained by ENL/bilingual teachers.
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.
- In order to administer the NYSESLAT to all ELLs each year, ENL/bilingual teachers compile a master list of all ELLs eligible for the exam. They create a master schedule to administer NYSESLAT for all four modalities of the test. ENL/bilingual teachers track attendance and completion of each modality. P186X ENL/bilingual staff uses an inventory checklist for each teacher in order to track the testing materials and ensure their return.]
- The following ATS reports are used to determine NYSESLAT eligibility: RLER and RELC
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
- Parents are notified of continued entitlement and transitional support services during their annual IEP meetings. IEPs are distributed through classroom teachers, via United States Mail, and in person (if applicable).
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).
- P186X is a District 75 school which uses the default program for ELLs as per CR Part 154. Students are placed in the programs based on their ratio, level of proficiency, grade level and native language. By analyzing data provided by parents during IEP meetings, P186X launched an early childhood transitional bilingual education program in Spanish in 2014-2015 school year. Based on data from the parent surveys, 14 parents selected Dual Language Program for their children. In order to accommodate parent choice, P186X opened a Dual Language Program (elementary alternate assessment, Spanish) to best meet the needs of the students.

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.

Five ENL teachers provide standalone and integrated ENL instruction in order to develop and build English language skills. Students are grouped homogeneously. ENL teachers provide 360 instructional minutes per week for Entering/Beginning students (180 standalone ENL and 180 integrated ENL/ELA). For the Low Intermediate/Emerging students ENL teachers provide two instructional units of study (360 minutes) per week [90 minutes if standalone ENL and 180 minutes of integrated ENL/ELA and 90 minutes of standalone or integrated ENL (with ELA or any other content area)]. Intermediate/Transitioning students receive 180 minutes of ENL [90 minutes integrated ENL/ELA and 90 minutes of standalone or integrated ENL (with ENL or any other content area)]. Advanced/Expanding students receive 180 total minutes of ENL, with a minimum of 180 integrated ENL/ELA. Proficient/Commanding students receive 90 minutes of ENL [minimum of 90 minutes of standalone or integrated ENL (with ELA or any other content area)].

Within the integrated ENL classes the ENL teacher co-teaches with the classroom teacher in all content areas. Students have access to an array of both printed and digital materials. To ensure that students meet the standards, ENL instruction follows the New Language Arts Progressions and incorporates ENL methodologies such as Cooperative Learning, and the Whole Language Approach. ENL methodologies (e.g. Total Physical Response (TPR), the Natural Approach, Language Experience Approach and Whole Language) are used with students with various and multiple disabilities. Bilingual students in monolingual classrooms receive language support from alternate placement paraprofessionals who speak their native language in order to facilitate full access to the content areas.

Within the standalone ENL classes the ENL teachers takes the ENL students out of their classrooms to a separate location for ENL instruction. ELLs work intensively in a small group or individually on the targeted language and on cultural activities. Instruction is provided in language acquisition skills, vocabulary development, and the content areas. Standalone groups are organized based on students' unique learning needs, learning style, language background, behavioral needs, and IEP objectives. The standalone groups are also organized heterogeneously (mixed proficiency levels). When planning the ENL standalone schedule the ENL teachers consider the students' classification on the IEP, student-staffing ratio, students' age and the CR Part 154 mandate. The schedule is planned to provide the ELLs with the required number of ENL mandated units.
 - b. TBE program. *If applicable.*

P186X has one TBE 12:1:1 early childhood alternate assessment Spanish class. Team teaching model is used, with one bilingual certified and one special education certified teacher. All students in the class are on the Beginner/Entering level. The certified bilingual teacher provides 540 minutes of ENL instruction per week. Students received 180 minutes of stand-alone ENL per day, 180 minutes of Integrated ENL/content area and 180 minutes of HLA per week. The instruction is provided in Spanish on Mondays, Wednesdays and alternate Fridays, and in English on Tuesdays, Thursdays and alternate Fridays. Art/music/phys. ed is taught in English (using ENL methodologies) for 45 minutes each per week. Differentiated instruction in ENL, HLA and in the content areas (math, social studies, science) is provided throughout the week. Students are grouped by level of language fluency and academic proficiency for instruction. Students have access to a leveled bilingual library which is aligned to the CCLS in all content areas through the Attainment, Wonders, MyMath, Estrellita, and Maravillas curricula. Students have access to the digital components of the curricula via the SmartBoard for whole class instruction, and iPads for individual or small-group activities.
 - c. DL program. *If applicable.*

P186X has one elementary (grades 4-6) 12:1:1 alternate assessment Spanish Dual Language Program. The DLP at P186X provides dual language instruction at a ratio of fifty percent (50%) in Spanish and fifty percent (50%) in English by one certified bilingual teacher and one certified special education teacher. 50% of the students in the class are monolingual English speakers and 50% are English Language Learners with Spanish backgrounds. The students in the DLP receive 180 minutes a week in HLA, 180 minutes per week in stand-alone ENL, and 180 minutes per week in integrated ENL/content area. The academically rigorous Estrellita (Spanish)/Maravillas (Spanish)/Wonders (English) curricula is used to provide to a wealth of authentic literature from across the Spanish-speaking world and aligned with the CCLS for social studies and science. These curricula include a rich range of print and digital media, allowing students access to quality Spanish literature, math, social studies and science instructional support in school and at home. The SmartBoard is used for whole class instruction, with iPads used to support individual or small-group instruction. Formal and informal assessments are utilized through the Estrellita/Maravillas/Wonders, MyMath and Mis Matematicas curricula in both English and Spanish. DLP teachers also use informal observations, student performance on tasks, use of AAC devices (low and high tech) and communication boards to assess the students' progress in the acquisition of language skills.
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)?

The ENL/bilingual liaison (in collaboration with the assistant principals) creates schedules for TBE, DLP and self-contained ENL, freestanding ENL (integrated/standalone) based on language proficiency level, IEP mandates, and the grade levels. The assistant principals and the ENL/bilingual liaison ensure that the mandated number of units are provided for the students according to CR Part 154.2 during the school day. The beginner/entering students receive 360 instructional minutes per week (180 standalone ENL and 180 integrated ENL/ELA). The Low Intermediate/Emerging students receive two instructional units of study (360 minutes) per week [90 minutes of standalone ENL and 180 minutes of integrated ENL/ELA and 90 minutes of standalone or integrated ENL (with ELA or any other content area)]. Intermediate/Transitioning students receive 180 minutes of ENL [90 minutes integrated ENL/ELA and 90 minutes of standalone or integrated ENL (with ENL or any other content area)]. Advanced/Expanding students receive 180 total minutes of ENL, with a minimum of 180 integrated ENL/ELA or other content area. Proficient/Commanding students receive 90 minutes of ENL [minimum of 90 minutes of standalone or integrated ENL (with ELA or any other content area)]. Home Language Arts instruction is provided in both the TBE and DLP for 180 minutes per week.

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.

ENL and bilingual teachers provide appropriate instructional support to make grade-level coursework comprehensible for ELLs participating in standalone ENL, integrated/standalone ENL, TBE, and Dual Language Programs. They use modified assessments that allow ELLs to demonstrate their content knowledge. ELLs are provided with additional time to complete tasks and assessments. They create opportunities for ELLs to interact with proficient English speakers, and opportunities for ELLs to build on their strengths, prior experiences, and background knowledge. Academic language is a vital part of content-area instruction; the goal is to improve academic vocabulary use and comprehension across all four language modalities (listening, writing, reading and speaking). ENL and bilingual teachers demonstrate strong academic language proficiency and are equipped with the appropriate teaching certifications, engaged in professional development, and skilled in both content and pedagogy.

Instructional approaches and methods use to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards:

DLP: scaffolding, task-based language learning, immersion, community language learning, all content areas taught in both English and Spanish languages during the school day (50% English/50% Spanish). DLP uses the academically rigorous Estrellita (Spanish)/Maravillas (Spanish)/Wonders (English) curricula which is aligned CCLS for ELA/HLA, Social Studies, and Science. DLP students have use of the curriculum aligned (Attainment) bilingual libraries to provide native language support.

TBE: scaffolding, task-based language learning, immersion, community language learning, all content areas taught in both English and Spanish languages during the school day (50% English/50% Spanish). TBE uses the academically rigorous Estrellita (Spanish)/Maravillas (Spanish)/Wonders (English) curricula which is aligned CCLS for ELA/HLA, Social Studies and Science. TBE students have the use of curriculum aligned (Attainment) bilingual libraries to provide native language support.

Freestanding Integrated/standalone ENL: scaffolding, The Natural Approach, task-based language learning, native language support and all instruction is provided in English with the support of alternate placement paraprofessionals for bilingual students. P186X has a multicultural library, which shows appreciation for student's culture and traditions and to build awareness of diversity. Native language support in the content areas is provided through collaboration with the content area teachers to teach academic and content vocabulary, provide language acquisition support. ENL teachers incorporate multilingual posters, labeling, multimedia presentations and dictionaries (picture and word) to help make core content accessible and comprehensible. ENL teachers support the CCLS aligned curriculum utilized by the classroom teachers including (Alternate Assessment: Attainment) Standardized Assessment: Equals

Self Contained ENL: scaffolding, task-based language learning, The Natural Approach, home language support, all instruction is provided in English with the support of alternate placement paraprofessionals for bilingual students. P186X has a multicultural library which shows appreciation for student's culture, traditions, and to build awareness about diversity. Native language support in the content areas is provided through multilingual posters, labeling, multimedia presentation and dictionaries (picture and word) to help make core content accessible and comprehensible. CCLS aligned curriculum Attainment is used for instruction in Social Studies, Science, Math, and ELA.

In all program models: Scaffolding strategies are employed to attain significant ENL and academic development. Some of the scaffolding strategies used are modeling, bridging, and contextualization. Age appropriate multi-sensory materials, activities relevant to the interest, cognitive ability and the stage of language development of the student, and adaptive technology are utilized to enhance the students' understanding of the content areas.

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

One of the ways in which ELLs are appropriately evaluated in their native language is through the use of the Spanish LAB. This assessment is designed to evaluate Spanish language proficiency in all four modalities. This helps teachers to place and instruct the students properly. Students in the bilingual classes are formally, informally and summative assessed in Spanish proficiency throughout the year. Estrellita curriculum is used to build students Spanish language proficiency skills and the attendant

assessments contained therein are regularly administered and reviewed through the benchmarks. Maravillas and Mis Matematicas curricula have ongoing regular formal and informal and summative assessments built in. Students are grouped based on Diagnostic and Placement Tests in Spanish.

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

Both standardized assessment and alternate assessment students participate in the NYSESLAT every year. This exam assesses the students' English language proficiency across all four modalities. The Santanilla Spotlight on English program used in the ENL program provides immediate feedback both for self-assessment and for assessment of student achievement/progress by the teacher in all language skill areas, especially in reading and listening. Computer-assisted language learning programs also keep individual student records that the teacher can analyze at the end of the program to check student progress. The software used by that English as a New Language (ENL) teachers (Scholastic Zip Zoom English, OpenBook English and the web-based Santanilla Spotlight on English programs) includes placement assessments, lesson quizzes, unit tests, and mastery of skills tests. In order to demonstrate proficiency in speaking and writing, standardized assessment students create an electronic book, which serves as the bases for the assessment. Students are recorded and their speech is analyzed for pronunciation and grammar. Students are given listening-based assessments in which they must answer listening comprehension questions to demonstrate the knowledge gleaned from listening passages. Students are tested in reading, writing, listening and speaking. Teachers maintain ongoing assessments, student's work, portfolios, and benchmarks. tion here:

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

a. In order to differentiate instruction for SIFE students P186X starts by identifying prior knowledge and educational experiences. ENL teachers adjust interventions to reflect changing needs at regular intervals and address social, emotional and cultural needs of SIFE students. The focus is on literacy and numeracy skills. Teachers reinforce students' interests and strengths in order to increase motivation and activate prior knowledge. Intense scaffolding (modeling, contextualization, realia, visual support, etc.) is provided to help make content comprehensible to SIFE students and to assist them in acquiring academic and social vocabulary in an accelerated manner. An important element to help improve literacy is reading to our SIFE students everyday. ENL teachers use Tier III RTI interventions with SIFE students.

b. In order to differentiate instruction for newcomer students, P186X again starts by identifying prior knowledge and educational experiences. First the newcomer's grasp of the Roman alphabet is assessed, emergent literacy or pre-emergent literacy is assessed, as well as their numeracy skills. Independent practice and one-to-one instruction is provided, scaffolded on the students' prior knowledge, taking into consideration their cultural, linguistic and educational background. Newcomer students are paired with peers who are more proficient in English to assist them in feeling comfortable and lowering the affective filter to allow for the newcomer to receive more comprehensible input. An important element to help improve literacy is reading to our newcomer students everyday. ENL and bilingual teachers use Tier III RTI interventions with newcomer students.

c. In order to differentiate instruction for our developing ELLs, P186X utilizes homogenous grouping, builds vocabulary for the content area, and applies Tier II RTI.

d. In order to differentiate instruction for our Long Term ELLs, P186X staff first identifies the student's level of knowledge in each of the subject areas. Standardized test scores, student work and the student record are used to determine this information. Effective differentiation requires ongoing evaluation of students' needs and conscious attention to designing instructional activities and assessment to meet those needs. Content is differentiated for students who are still developing English language skills. ENL teachers facilitate in different ways to help students understand key material and provide evidence of understanding in multiple ways based on their language proficiency levels. P186X ENL teachers use ongoing assessment to guide instructional decisions and track data. Small group instruction is a very effective way of making sure that all students can access important content, and keeping groups flexible allows teachers to match students with different peers for different types of activities. Providing ELLs with alternate ways of accessing key content (e.g., charts, books written in their first language, simplified text written by the teacher, discussion, etc.) allows them to learn the same material as other students as they continue to develop their English language skills. The focus for Long Term ELLs is on re-contextualizing information previously presented but not effectively learned.

e. In order to differentiate instruction for Former ELLs up to two years after they exit ELL status, P186X provides access to the Title III afterschool program. P186X ENL teachers also provide 90 minutes per week of integrated ENL instruction to Former ELLs up to two years after they exit ELL status. ENL teachers use ongoing assessment to guide instructional decisions and provide multiple types of assessment. Small group instruction is used to ensure that former ELLs can access important content. Flexible grouping allows teachers to match students with different peers for different types of activities. Providing ELLs with alternate ways of accessing key content (e.g., charts, books written in their first language, simplified texts written by the

teacher, discussion, etc.) allows them to learn the same material as other students as they continue to develop their English language skills.

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.

Students who were re-identified as ELLs or non-ELLs, based on an approved re-identification appeal within 45 days of student enrollment will receive additional support services aligned to district wide intervention plans to ensure that student's academic progress has not been effected. Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal reviews the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with the ENL/Bilingual Liaison, the parent/guardian, and the student. If the principal, based on the recommendation of the ENL/Bilingual Liaison and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal provides additional support services to the student as defined in CR Part 154-2.3(j) and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, he/she will consult with the superintendent or his/her designee. Final decision notification is provided in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.

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

Teachers ensure that all lessons/activities include a component for activating prior knowledge and reviewing key concepts. Teachers implement differentiated instruction through lessons and activities by using the following strategies: chunking information, using visuals, concrete materials, realia, gestures, and repetition. All activities are modeled for the students and students review main concepts and vocabulary with partners and in whole-group sessions at the end of each lesson or activity. Classroom instruction is delivered through curricula ELA: *On the Way to English, Wonders, Maravillas, Estrellita, Zip Zoom English, and Attainment*. Math: *My Math, Equals, and Mis Matematicas*. Social Studies and Science: *Wonders and Maravillas* which are aligned to the Common Core Learning Standards and TESOL and Bilingual Standards (which are differentiated by grade levels). ENL teachers employ various approaches and methodologies such as Cooperative Learning, Whole Language Instruction, Community Language Learning, and the Natural Approach, as well as different types of scaffolding instructional strategies. Interactive SmartBoards and iPads are made available to ELLs in order to supplement and foster instruction. The use of technology in the classroom helps to accelerate English language development and provide ELL-SWD access to academic content areas.

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?

ENL Teachers, classroom teachers and content-area teachers collaborate to identify and implement effective strategies for ELL-SWDs to improve their math, science, social studies and ELA skills in the least restrictive environment. Classroom teachers and ENL teachers plan lessons, create materials and assessment tools, and evaluate the effectiveness of lessons once a week during common preparation periods at the early childhood, elementary and middle school levels. Lessons include teacher/student emergent literacy books that utilize repetition and picture representation symbols. Through listening and sensory processing techniques, the ELL students learn sound/symbol relationships and improve their vocabulary and expressive and receptive skills.

Using 90-minute blocks of time helps to minimize transitional behavior problems to maximize instructional time. ENL teachers use differentiation in order to help their students meet their IEP goals. Teachers utilize station learning in order to instruct students with a variety of learning styles and to provide them necessary time to master skills.

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	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

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



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

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

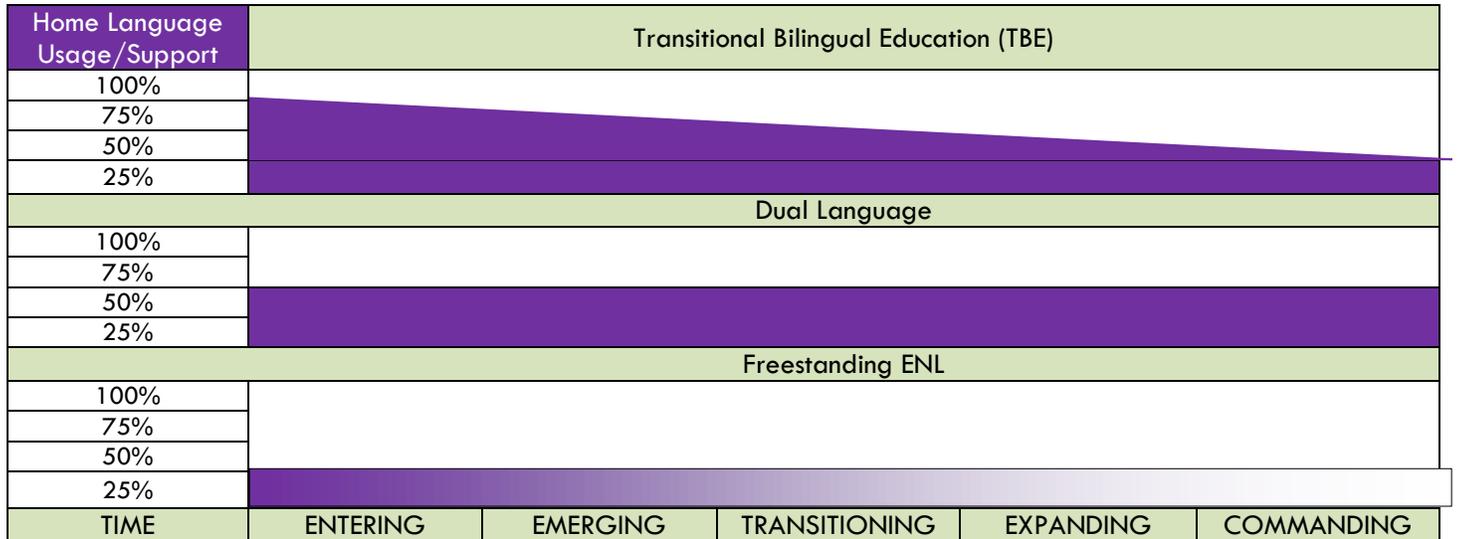


*Note “other approved services” does not apply to New York City at this time.

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. The targeted intervention programs for ELLs in ELA, math and other content areas are provided by ENL teachers during the standalone and integrated model of instruction. Students are sub-grouped based on their language proficiency levels and their abilities. Entering level ELLs are placed with Expanding level ELLs in order to improve their speaking abilities and to be exposed to the proper use of the language. Through the content areas, all four language modalities are addressed. ENL teachers and content area teachers work together to promote academic language acquisition and its proper use. Bilingual students who receive instructions in monolingual classes have the assistance of an alternate placement paraprofessional to interpret and translate in order to increase the students' access to the content.

Targeted Interventions for ELA:

Wilson Reading System and Foundations: work Study for Phonics, Vocabulary, Spelling, Fluency and Comprehension

Achieve 3000: Vocabulary, Reading Comprehension and Fluency.

SuperKids: Word Study for Phonics, Vocabulary, Spelling, and Fluency

Words Their Way: Word Study for phonics, phonemic awareness, vocabulary, and spelling.

Targeted Interventions for Mathematics:

Great Leaps Math: Drilled exercises in building mathematics facts in addition, subtraction, multiplication, and division

Everyday Mathematics Games: Drill exercises aimed primarily at building fact and operations skills.

Math Steps: Practice in basic number concepts, addition, subtraction, multiplication, division, fractions, decimals, rates, ratios, proportions, and percentages.

Math Triumphs: Practice in basic number sense and operations, fractions, rates, ratios, proportions, and percentages

Achieve it!: Differentiated instruction diagnose, instruct, prescribe, develop, reteach, and achiever: skill by skill, individualized instruction & practice, test-taking strategies.

Impact Test: Practice test taking strategies - Mathematical practice

UNIQUE: Foundational computational skills.

Targeted Interventions in Science:

Quick Reads: Increase reading strategies and comprehension using Science reading passages.

UNIQUE: inquiry based comprehension skills based on Science content.

Achieve 3000: Vocabulary, Comprehension, and Fluency skills using Science articles.

Targeted Interventions in Social Studies:

Quick Reads: Increase reading strategies and comprehension using Social Studies reading passages.

UNIQUE: inquiry based comprehension skills based on Social Studies content.

Achieve 3000: Vocabulary, Comprehension, and Fluency skills using Social Studies articles.

The use of native language in intervention programs is as follows:

Achieve 3000 and Everyday Math are available in both English and Spanish.

All programs are ELL-oriented and incorporate multimedia and visual aids to understanding.

11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

The integrated ENL program is particularly effective because it allows for the ELL to not miss any class instruction while receiving his/her ENL services. The content is presented by the content or ENL teacher but differentiated to help the ELL access the information. The ENL teacher works to build content and academic vocabulary to give ELLs greater access to the content. Alternate placement paraprofessionals are available to assist with interpretation or translation when necessary. Remaining in the content-area classroom allows them to keep up with their studies.

In the transitional bilingual class students have a smooth transition between languages. Native language literacy grows alongside English language literacy. ELLs have native language support whenever needed if there is difficulty accessing information in English. Students will have knowledge necessary to compete with their peers when they transition out of bilingual education. Skills learned in the native language have been proven by research to carry over into their new language. Students will not lose gains made in either language.

In the self-contained ENL class students are grouped homogenously in order to differentiate instruction easily according to student's needs. The self-contained model has the benefit of allowing the ENL teacher to shelter instruction to meet the student's current abilities. All instruction is done in English. Alternate placement paraprofessionals are available to interpret and translate. The child's primary language is used to clarify instruction. English is taught through reading, language arts, math, science, and social studies. There is a strong English Language Development component in every lesson. The acquisition of English takes place in a structured, non-threatening environment where students feel comfortable taking risks. Lessons include controlled vocabulary while students gradually acquire the necessary language skills to succeed academically and become lifelong learners.

Data regarding the Dual Language Program will be available and interpreted when it becomes available.

12. What new programs or improvements will be considered for the upcoming school year?
 P186X will continue to seek out, apply for, and implement programs that work with community-based organizations and outside vendors. P186X will continue to work with the College Readiness Program and the EASE (Everyday Arts for Special Education).
13. What programs/services for ELLs will be discontinued and why?
 None.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
 P186X uses the integrated model to allow ELLs to receive access to academic instruction and practice without losing their in-class instructional time. Teaching English as a New Language through the content areas using the integrated model allows the students to stay on the same level as their classmates despite their language difference. The ENL teacher works to make the content accessible to the ELLs through adaptation, repetition, differentiation and a myriad of other techniques and supports the curriculum of the content area teacher(s).
 ELLs and their parents are invited to participate in school-time and after school supplemental services [such as our Title III after school program (40 ELLs), College Readiness Program (15 ELLs), and Everyday Arts for Special Education (EASE) sessions (36 ELLs)] through a system of outreach communications. These outreach communications include texts, emails, phone calls, postal mail, and multilingual print materials: flyers, parent surveys, and an ENL newsletter. All outreach communication activities are logged, as is attendance of ELLs and their parent/guardians at ELL events. The data from parent surveys is utilized to effectively plan and execute meaningful workshops, events, and communications.
 ELLs fully participate in all school programs by receiving equal access to their mandated services as per their IEP and the new CR. 154.2. They also fully participate in the supplemental activities and events such as Multicultural Day (100% ELL participation), Special Olympics (100% ELL participation), Field Day (100% ELL participation), Science Fair (100% ELL participation), School-wide/District 75 Spelling Bee, Reading Race Incentive Program, Math Bowl Incentive Program, (varying ELL participation) Positive Behavioral Interventions and Supports (PBIS) system and student achievement assemblies (100% ELL participation).
 ELL-SWDs are afforded equal access to all school programs through the addition of an elevator that now makes it possible to ELLs with disabilities to access resources on all floors of P186X. The library and computer labs are now accessible to all the ELLs and other students.
 P186X has a Title III After-School Program that has been a great success in promoting English acquisition in all four modalities. Targeting ELLs whose performance is not on grade-level, the ENL teachers are able to provide focused and more individualized instruction during after-school hours.
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.
 During the whole-group instructional time ENL teachers and bilingual teachers utilize the SmartBoard. During individual instruction students utilize iPads, laptops and desktop computers. A variety of software programs are employed including On The Way to English, Estrellita, Wonders, Maravillas, My Math, Mis Matemáticas, College Ready software and Zip Zoom English. In the transitional bilingual classroom the program Estrellita/Maravillas is used to improve students' native language literacy. There is a bilingual library available for use in the transitional bilingual classroom and the dual language program and a multicultural library available in the ENL resource room. Traditional print materials are utilized in all classes including textbooks, worksheets, fiction and non-fiction stories (and Big Books), flashcards and more. Posters and manipulatives such as cut-outs, realia, and educational games are provided and aligned to each unit, to allow students to work on developing oral language and vocabulary.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
 In the ENL program (integrated/standalone) home language support is made available by an alternate placement bilingual paraprofessional who speaks both English and the child's home language. In DLP and TBE the bilingual teacher and paraprofessional provide home language support.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
 All ELLs at P186X are grouped based on their IEP recommendations, mandated ratios and grade levels. The required services support ELLs because the instruction in the class is differentiated according to the students' unique academic needs and backgrounds. The supports are grade and age appropriate because they are guided by the student's individual goals as outlined in their IEPs. Classroom instruction is delivered through curricula that are aligned to the Common Core Learning Standards and New Language Progressions and Home Language Arts Progressions (which are differentiated by grade levels).
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).
 In order to assist newly enrolled ELLs before the beginning of the school year, P186X sends home a welcome letter. P186X also has an informational session that is available for parents before the start of the school year.
 Before the school year starts, all of the ELL parents are informed of the programs available in the school and invited for a parent

meeting where they can meet with the teachers, school administration, and the parent coordinator. Welcome Kits which include teachers name, bus schedules, volunteer opportunities and more are sent home to families with new ELL children. Due to a high proportion of Spanish speaking ELLs, all communications home are written in both English and Spanish. Translation and interpretation services are available through the Translation & Interpretation Unit. Our school features a multilingual Welcome Poster, Language Identification Guide and info cards on translation and interpretation. The school has an open door policy and parents of newly enrolled ELLs are welcome to come and talk to the principal and parent coordinator. New ELLs who enroll throughout the year receive mandated services through integrated/standalone models, self-contained ESL, transitional bilingual education class or the dual language program. Additional services are available through the Title III After-School Program.

19. What language electives are offered to ELLs?

P186X does not offer any language electives to ELLs.

20. For schools with dual language programs:

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

a. The side-by-side dual language model is used. In this model the two languages are distributed in the following way: students are instructed in one room by an English teacher and in another room by a partner language teacher (Spanish). Students move between the two classroom for instruction. Each teacher works exclusively in one language to two groups of students.

50% of the students in the DLP are English Proficient and 50% are English Language Learners. 50% of instruction is taught in English and 50% of instruction is taught in Spanish. Students learn Math, Social Studies, Science, and HLA in Spanish and ELA, Math, Science, and Social Studies in English.

b. Each core content area is taught in English and in Spanish.

c. Monday, Wednesday, alternate Fridays students receive instruction in Language 1, and Tuesday, Thursday and alternate Fridays students receive instruction in Language 2.

d. Emergent literacy is taught simultaneously in both languages.

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.)

During the designated Monday professional development time, 80 minute sessions are held to ensure that all teachers of ELLs are fully up-to-date on developments in the field of teaching ELLs. Certified ENL Teachers lead professional development sessions for grade level team teachers, subject area teachers, paraprofessionals, assistant principals, guidance counselors, psychologists, occupational/physical therapists, speech therapist, secretaries, and parent coordinators based on their needs and the needs of their students (topics include but are not limited to: identifying ELLs, recording services in IEPs, strategies for differentiating instruction for ELLs, Co-teaching and Collaboration, Preparing ELLs for State Testing, New York State Data-Folio Activity for ELLs, collecting and interpreting data for ELLs, adapting and/or modifying the curriculum for ELLs, therapeutic intervention for ELLs, STARS reporting program for ELLs, the writing process and specialty classes for ELLs, the Blueprint for Arts and ELLs, using the Workshop Model for ELLs, Incorporating Technology in the classroom.)

ELL-Focused Workshops are scheduled on alternate Mondays during Professional Learning time as follows from 2:20PM to 3:40PM on:
12/07/15, 1/04/16, 2/22/15, 2/29/16, 3/28/16, 4/14/16, 5/2/16, 5/9/16, 6/20/16

District 75 Office of ELLs and the Department of English Language Learners and Student Support provide the ENL teachers and bilingual/ENL liaison with ongoing professional development throughout the year. The professional development focuses on research-based data and resources on ENL strategies for differentiated instruction for ELLs with disabilities. ENL and bilingual teachers attend professional development workshops provided by the Department of English Language Learners and Student Support, which focus on supporting ELLs through the content areas as they engage in the Common Core Standards.
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?

ENL and bilingual teachers attend professional development workshops provided by Department of English Language Learners and Student Support and District 75 Office of ELLs that focus on supporting ELLs through the content areas as they engage with curriculum aligned to the Common Core Standards.

During the designated Monday professional development time, 80 minute sessions are held to ensure that all teachers of ELLs are fully up-to-date on developments in the field of teaching ELLs. Certified ENL and bilingual teachers lead professional development sessions for grade level team teachers and paraprofessionals based on their needs and the needs of their students (topics include but are not limited to: identifying ELLs, recording services in IEPs, strategies for differentiating instruction for ELLs, Co-teaching and Collaboration, Preparing ELLs for State Testing, New York State Data-Folio Activity for ELLs, collecting and interpreting data for ELLs, adapting and/or modifying the curriculum for ELLs, therapeutic intervention for ELLs, STARS reporting program for ELLs, the writing process and specialty classes for ELLs, the Blueprint for the Arts and ELLs, using the Workshop Model for ELLs, Incorporating Technology in the classroom, Supporting ELLs as they engage in the Common Core Learning Standards.)
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

In order to help facilitate the transition from elementary to middle and/or middle to high school P186X familiarizes teachers with the curriculum of the ascending grade (for example a fifth grade teacher would receive curriculum materials and professional development related to sixth grade.) ENL teachers emphasize the positive aspects of middle school, teach study skills, problem solving, and include opportunities for cooperative learning to assist ELLs as they transition from elementary to middle school, and from middle school to high school.

In order to assist ELLs as they transition from elementary to middle school, ENL/bilingual liaison and ENL/bilingual teachers provide professional development to the guidance counselor on the following topics:

 - How to implement activities to engage middle school ELL students and their families;
 - Develop a plan for ELL students as they transition to middle school successfully through the areas of social/emotional, organizational/environmental, academic, developmental, as well as college and career awareness;
 - Use the transition planning process to ensure that all ELL students transition from elementary school to middle school with adequate support from the school, family, and community.

P186X is also applying for the Arts Continuum Grant being offered by the Office of Arts and Special Projects. The grant will go to fund a program in which middle schools and their feeder elementary schools work together, in partnership with NYC arts organizations in order to advance students' arts learning as they transition from elementary to middle school.
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.

In order to meet the professional development requirements as per CR Part 154.2 15% of total hours for all teachers are dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for ELLs. ENL and bilingual teachers will provide on-going professional development twice a month for 80 minutes during designated professional learning time on alternative Mondays. ENL and bilingual teachers will receive minimum of 50% of the required

professional development through District 75 Office of ELLs and Department of English Language Learners and Student Support. ENL and bilingual teachers will educate themselves on language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for ELLs. ENL and bilingual teachers will create turnkey presentations and provide ELL-specific professional development to classroom teachers during Monday's professional development sessions. In order to compile and maintain a record of agendas, attendance sheets, and copies of certificates of attendance are tracked and collected by the ENL/Bilingual Liaison. Teachers are encouraged to collect copies of agendas and certificates of attendance for their own record, in addition to submitting them to the ENL/Bilingual Liaison.

C. Parental Involvement

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

In order to 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, P186X sends out letter to all parents encouraging them to schedule their annual individual meeting (in both English and parent/guardian's home language). Parents are also called to arrange the meetings. Interpretation and translation are made available through school staff and with the assistance of the Translation and Interpretation Unit. Every Tuesday during Parent Outreach Day classroom and specialty teachers, in collaboration with ENL and bilingual teachers, create parent informational letters, flyers, monthly newsletters to inform parents of students' progress and language development needs in all content areas.

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.

All calls, meetings, agendas of meetings, attendance records and correspondence with parents for annual individual meetings with ELL parents are documented and kept in the folder maintained by the ENL or Bilingual teacher for each student. Parents' needs are accommodated by allowing flexibility in scheduling, translation and interpretation, and bilingual staff members available to discuss the goals of the program and their child's development needs. Phone calls and outgoing correspondence (in both, English and parent/guardian home languages) are employed to schedule and secure these meetings.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Starting from the students' enrollment in P186X, parents are welcomed to our school community. In order to capitalize on this essential time, P186X provides accessible information to parents to aid them in making informed decisions about their child's education. A parent orientation meeting is scheduled and held for each new student. P186X educates parents of English Language Learners about the ELL identification process, the variety of educational programs available (Dual Language Program, Transitional Bilingual Education, or Integrated/Stand-alone ENL), and their right to a re-identification process within 45 days of initial enrollment. P186X also takes this opportunity to share with parents, guardians and family members the high expectations that have been established for the education of ELLs.

All invitations, flyers, informational correspondence, newsletters, and so on are translated into the child's home language and written in language that parents can easily understand to ensure that parents and guardians have full access to all pertinent information. P186X encourages meaningful two-way communication between home and school.

Adult education classes are offered (including English for Speakers of Other Languages and Technology) during after school hours. In order to implement New CR Part 154, P186X provides parents annual and individual meetings to discuss their child's progress in addition to already existing meetings during Tuesday's Parent Outreach day.

In the 2014-2015 school year P186X partnered with the Urban Arts Partnership (under the auspices of the ARTS for English Language Learners and Students With Disabilities Grant) to bring in a teaching artist to lead Professional Development for ENL teachers, direct instruction for students, and a series of workshops for parents of ELLs. P186X also partnered with PreK-12 Plaza to bring in a series on College Readiness for parents. P186X will continue to seek out, apply for, and implement programs that work with community-based organizations and outside vendors.

P186X provides a workshop or series of workshops on the following topics:

10/13/2015 - Question to Ask at a Parent-Teacher Conference and how to interpret and respond to the report card.

11/17/2015 - How Math is taught in U.S. schools.

1/19/2016 - Selecting books and reading with children at home.

3/15/2016 - What is expected of parents pertaining to the completion of homework.

4/12/2016 - Information about the role of special school staff members and the services they could provide, such as the counselor, occupational therapist, physical therapist, speech teacher, and the nurse.

5/17/2016 - Community resources (such as medical and dental clinics and sources of emergency food and clothing) and how to access them, including filling out necessary forms for reduced or free services.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
In the 2014-2015 school year P186X partnered with the Urban Arts Partnership to bring exceptional arts access to ELL students with disabilities. Parents were invited to the 10 weekly 45-minute professional development sessions held during the common planning meeting with the ENL teachers and the teaching artist. Parents visited the classroom sessions and participated in art/ENL activities. Each week, parents received a letter home detailing what their children worked on with the UAP team and showing the

work they completed (in both English and Spanish). Going forward, P186X will make every effort to identify, apply for, and secure programs, which involve outside agencies and Community Based Organizations to provide workshops or services to ELL parents. To promote college readiness P186X partnered with PreK-12 Plaza. P186X ELL population received access to a technologically based college readiness education. Programs and applications implemented during the school year help to prepare students for college. On-going parent capacity building workshops are to be provided by a bilingual facilitator from PreK-12 Plaza on the following days: 05/26/2015, 11/17/2015, and 02/09/2016.

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

P186X evaluates the needs of the parents through in-depth parent surveys sent home throughout the school year (in English and parent/guardian home language). The surveys suggest parental involvement opportunities, identify parents' needs and concerns, and solicit ideas from the parents themselves. Qualified interpreters are available for all parent teacher meetings and events so that parents feel comfortable communicating their ideas in their native language.

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

Our parental involvement activities address the needs of the parents by being flexible to parents' specific needs. Teachers ensure they are available to communicate with parents when parents have time, qualified interpreters are available to be sure parents fully understand the needs of their child. Parents are provided with a list of names and phone numbers of bilingual staff in the school who they can contact to deal with educational concerns. Based on the results of the parent surveys, P186X offered and will continue to offer ENL and technology classes for parents during after school hours. The flexibility in scheduling individual meetings, parent workshops, and events helps staff to reach out parents when they are available.

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: P186X**School DBN: 75X186**

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)
Ava C. Kaplan	Principal		10/27/15
Sarah Templeman	Assistant Principal		10/27/15
Mildred Diaz	Parent Coordinator		10/27/15
Yelena Vassilyeva	ENL/Bilingual Teacher		10/27/15
Alejandra Martir	Parent		10/27/15
Naomi Kriss/ENL	Teacher/Subject Area		10/27/15
Alena Medzyanovska/ENL	Teacher/Subject Area		10/27/15
Kristal Addor	Coach		10/27/15
	Coach		
	School Counselor		
	Superintendent		
	Borough Field Support Center Staff Member _____		
Troy Gorodess	Other <u>Data Specialist</u>		10/27/15
	Other _____		
	Other _____		10/27/15

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 7 **School Name: The Damrosch Day Treatment School**
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.

Based on family input, data from Home Language Identification Survey (HLIS), Report of Preferred Languages (RAPL), and the school's intake process, the school is able to determine the parents'/guardians' specific language needs in order to provide and include them in all facets of their child's academic/behavioral progress and school celebrations/workshops/trainings.

When a parent/guardian and child arrive at P186X, we create a rapport with the family in order to establish a positive working relationship with them. During the intake process, individual interviews are conducted by the Language Proficiency Team (Principal, ENL/Bilingual Certified teachers, Director of CSE and Parent/Guardian of the student) to discuss and obtain information from the the family by:

- * Completing a Home Language Identification Survey
- * Reviewing IEP information and conducting interviews in order to assess the primary language needs of the family and child.
- * Completing a Parent's needs assessment/survey form
- * Where applicable translators assist monolingual clinicians in the intake process.
- * Where applicable an Alternate Placement Paraprofessional is assigned to the student in order to translate instruction from English to _____ the child's Native Language and is introduced to the parent/guardian in order to increase their comfort level and help them feel included in the school community.
- * P186X parent coordinator completed training and is a certified Spanish to English, English to Spanish interpreter/translator.

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 following language are preferred by parents for both written and oral communication:

English
Spanish
Arabic
Bengali
Wolof
Twi
Akan
Albanian
Belorussian
Bhili
French
Fulani
Haitian Creole
Hausa
Italian
Mandingo
Soninke
Swahili
Vietnamese

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.)

School Schedule Time Change Parent Letter - August
Welcome Letter - September
School Calendar - September
Parent Meet & Greet Invitation Letter - September
Interim Reporting Form - Approximately every 6 weeks
Parent/Teacher Association Meeting Notices - Monthly
Parent Needs Assessment Survey - September
Parent Handbook - October
Parent Workshops and Activities Calendar - October
Parent Workshop Flyers - Monthly
Parent Newsletter - Bi-Monthly
Afterschool Program Letter - October
Parent Teacher Conference Letter - October and February
Parent Letter for Compliance with Medicaid Requirements for Related Services - October

Invitation and Flyer to D75 Bronx PC Winter Wonderland Event - November
Parent Letter for Emergency Response Protocol - January
ELL Questionnaire for Parents - February
Learning Environment Parent Survey Letter - February
Parent Letter School Based Policy Use of Cell Phone - March
Spring Project Parent Letter - March
Parent Letter for Nomination and Election to the PTA of P186X - April
JA1 Form Letter for Summer Program - April
Invitation and Flyers to D75 Bronx PC Family Fun Day - April
Parent Letter to inform NYS Science Testing Dates - May
Parent Letter to inform NYS ELL and Math Testing Dates - May

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.

IEP Meetings
Parent-Teacher Conferences
Walk in or Phone Conferences with Parent Coordinator
Walk in or Phone Conferences with Counselors/Clinicians
Walk in or Phone Conferences with Related Service Providers
Attendance Teacher Phone Conferences / In Home Visits

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.

The students and their families come from diverse backgrounds. During P186X's intake process, families inform us of their language needs. Their needs are also identified through the above noted data systems. Families receive information through Parent Newsletters, Monthly Parent Meetings, flyers, ARIS Parentlink, and attending celebrations and performances at the school. Native Language Translation of newsletters or any other communication are sent home simultaneously with letters printed in English.

In order to accomplish this, P186X utilizes the services provided by the NYCDOE Translation & Interpretation Unit, the parent coordinator who is certified in translation and interpretation by the Southern California School of Interpretation, or we use a DOE listed vendor who can translate the documents in a timely manner.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Oral Interpretation is provided by the P186X staff (parent teacher coordinator, bilingual counselors, teachers and paraprofessionals); however, if needed the school requests the interpretation services from the NYC DOE Translation and Interpretation Unit/over the phone services for Parent Teacher conferences, trainings, or clinical-parental interventions. On occasion when we do not have staff that speak a parent or guardian's home language, we utilize the NYCDOE Translation & Interpretation Unit's over the phone translation services. P186X also has teachers fluent in American Sign Language who assist in interpreting information for hearing impaired parents. P186X is cognizant of the list of approved outside vendors that are available and the school will utilize these services in the event that they become necessary.

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.)

At the beginning of the school year, the LAC coordinator distributes information regarding the use of the translation and interpretation services provided by the NYCDOE, including the over-the-phone interpretation services and the Language ID Guides. This information is again re-distributed in February.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

In September notices are sent home via backpacks notifying parents of the translation and interpretation services available in school. We also provide this information at our annual meet and greet parent workshop in September. Signs and posters near the school's entrance way and main office also indicate the availability of language services.

Written notification to parents/guardians, when not available on the NYCDOE website, will be translated in the families native language by the Parent Coordinator or Translation and Interpretation Unit. On site and over-the-phone interpretation services are made available to parents/guardians during school hours.

Notice for parents regarding language assistance services will be given to parents in English and in the parents' primary language every September and it is included in the intake packet of every new admittance.

P186X posts on the Parent Bulletin Board in front of the main office a sign in the most prominent of the

covered languages (Spanish), English and the 2 other languages covered by the Translation and Interpretation Unit (Bengali and French) indicating the availability of translation and interpretation services.

The School's safety plan procedures ensure that every parents who needs language access services understands their rights to translation and interpretation and how to access such services and will not prevent from reaching the schools' administrative offices solely due to language barriers.

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)

During intake procedures at P186X, parents and guardians are asked to fill in a survey that addresses the quality of translated documentation, addresses quality of interpretation, addresses availability of these services, and inquires as to general satisfaction with language related services available at the school. The data from the surveys is aggregated and interpreted in order to guide decisions around these issues.