

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

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

**75X352**

**School Name:**

**THE VIDA BOGART SCHOOL FOR ALL CHILDREN**

**Principal:**

**LOURDES MENDEZ**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: The Vida Bogart School for All Children School Number (DBN): 75X352  
Grades Served: K-8  
School Address: 1330 Bristow Street, Bronx, New York, 10459  
Phone Number: 718-893-6813 Fax: 718-893-6816  
School Contact Person: Glenn DeVino Email Address: gdevino@schools.nyc.gov  
Principal: Lourdes Mendez  
UFT Chapter Leader: Tameka Solomon  
Parents' Association President: Ruth Jackson  
SLT Chairperson: Tahsheema Braxton  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): NA  
Student Representative(s): NA

**District Information**

District: 75 Superintendent: Gary Hecht  
Superintendent's Office Address: 400 1<sup>st</sup> Ave. New York, New York  
Superintendent's Email Address: [ghecht@schools.nyc.gov](mailto:ghecht@schools.nyc.gov)  
Phone Number: 212-802-1500 Fax: 212-802-1681

**Borough Field Support Center (BFSC)**

BFSC: Bronx Director: Jose Ruiz  
Director's Office Address: 1230 Zerega Avenue, Bronx, NY 10452  
Director's Email Address: [jruiz2@schools.nyc.gov](mailto: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)
Lourdes Mendez	*Principal or Designee	
Tameka Solomon	*UFT Chapter Leader or Designee	
Ruth Jackson	*PA/PTA President or Designated Co-President	
NA	DC 37 Representative (staff), if applicable	
NA	Title I Parent Representative (or Parent Advisory Council Chairperson)	
NA	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
NA	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
NA	CBO Representative, if applicable	
Laura Garcia	Member/Related Service	
Tahsheema Braxton	Member/ Teacher	
Maria Aponte	Member/Parent	
April Thomas	Member/Parent	
Vanessa Neverson	Member/ Parent	
Wanda I Balines	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Kisha Martin	Member/Paraprofessional	
Hilda Perez	Member/ Paraprofessional	
Emily DeJesus	Member/Parent	
	Member/	
	Member/	
	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.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> 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.
<b>Supportive Environment:</b> 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.

P352X is a K-8 school with more than 500 students from grade kindergarten through grade 8. The school population comprises 35% Black, 56% Hispanic, 4% White, 2% Asian and 2% other students. The student body includes 22% English Language Learners and 100% special education students. Boys account for 76% of the students enrolled and girls account for 24%. The average attendance rate for the 2014-2015 school year was 85.95%.

The Vida Bogart School for All Children was established in Hunts Point, The Bronx, in 2006. Now operating for almost a decade, we can better reflect on the unique challenges our program experiences. What was an initial student population of roughly 275 students has bloomed to more than 500. An initial teacher base of 80 has grown to 105 not including paraprofessionals, related service providers, and support staff. Of these 105 teachers, 6 have less than one year of experience, and 25 have less than three years of experience. Our new teacher mentors, instructional coaches, and unit teachers work diligently to ensure that all staff share a common understanding of best practices, and how that relates to instruction, assessments, and student achievement.

Some of our greatest challenges have included the hiring and retention of highly qualified and trained teachers and other professionals. By implementing more rigorous hiring practices and committee interviews, we have drastically reduced our late summer hiring needs and retained more qualified teachers. Over the past two school years, our teacher turnover rate has continued to decrease; in the summer of 2014, we needed to hire fewer than 10 teachers to replace staff who had transferred or resigned; in the summer of 2015, that number was reduced to 6.

In addition, it has been extremely difficult to establish parent support in the community. Over recent years through solid focus on increasing parent involvement, the school has shown strong upward trends of parent participation and satisfaction. In collaboration with the UFT, activities coordinator administrative positions have been created in an effort to increase parent involvement and establish stronger family-community ties.

Our mission at The Vida Bogart School for All Children is to create an academic setting where all students can learn. We will meet the needs of our students and fulfill our mission to maintain an environment where students become lifelong learners through a variety of teaching styles and expertise.

Creating meaningful and educational real-world experiences that strengthen family and community ties for our students is the motivation behind the many celebrations and activities in which our school community participates yearly. The following are some of the highlighted activities we have participated in this past year:

- Our submission to the 2014-15 Arts for ELLs and Students with Disabilities grant program was approved for funding (\$14,042) allowing for partnership with Marquis Studio for the second consecutive year.
- Our middle school students' ongoing participation in the District 75 debate team has led to many successes in prior years. This highlights our ability to apply real-world context to CCLS standards, particularly those related to speaking and listening.
- Our students' creation of a mural around the theme: "New York City: A Kaleidoscope of Cultures" was submitted to the VSA Calendar Competition. The mural was a group effort, allowing students from various classes to learn and create together. Our winning student artists and their families are invited to attend a public awards ceremony.
- The Lincoln Center's Let Freedom Swing Jazz Concert Series program will perform at P352X three times this school year. Families are invited to attend. This will be our school's fourth consecutive year participating in this program.
- Our fifth year of involvement with Parents as Arts Partners program consists of five 2-hour family arts workshops led by a partner teaching artist.
- For the fourth consecutive year, the work of one of our 3rd graders is displayed at The Metropolitan Museum of Art. The piece was selected from approximately 900 entries to be included in the P.S. Art 2015 exhibition.
- Two of our students were selected for an exhibit "An Inclusive World: Young People's Voices" and their artwork is displayed at the Queens Museum of Art

- Three of our students were selected to have their artwork displayed at the Bronx Borough Arts Festival at the Bronx Museum of Art.

In the area of rigorous instruction, after an assessment of practices, it became apparent that students and the school as a whole would benefit from a grouping system that differentiated students into specific classes based on needs and assessment outcomes. As a result, a unique feature of our school includes a system that defines our alternate assessment classes across five sites by three colors: yellow, blue and green. These color bands are the foundation of our collaborative structure and curricula implementation. In addition to providing all constituents with a common language to discuss our students and their needs, this system reflects a coherent set of beliefs regarding how students learn best.

- Color assignments align with specific curricula and teaching strategies focused on the needs of the group. The TEACCH Model provides the basic structure for all instruction in our blue and green alternate assessment classrooms across our five sites. Standardized and yellow classes use the Workshop Model.

Color	Student Needs
Green	Functional
Blue	Functional/Academic
Yellow	Academic

- Color groups provide a continuum to move students toward LRE and to ensure instruction is as uniform as possible across all sites.
- The school provides the option of an 8:1:1 setting for students with autism.
- The school day was repurposed for the second consecutive year to allow for Monday professional development sessions.
- Monday professional development is based on the needs of students in each color group.
- Our model for ongoing professional development and collaboration was recognized by the UFT and shared citywide through the UFT publication.

All curricula are aligned to the Common Core Learning Standards and strategically integrate the instructional shifts. The school continues to deepen, expand, and refine the curriculum maps, units of study, and academic tasks to ensure a range of learning experiences across the continuum of services. Additionally, units of study are developed across class color bands. All units of study are aligned to the school-wide instructional focus, "Improving Socialization Through Real-World, Cross-Curricular, and Collaborative Experiences."

In our effort to develop a supportive environment that fosters the growth of trust and collaboration, we have created a culture for learning that communicates high expectations for all constituents, provides professional development opportunities for staff, learning opportunities for parents, and college and career readiness skills for students. This fosters a culture of high expectations for all members of the school community. Structures that support our school's high expectations have resulted in effective academic and personal growth of students and adults. Our efforts will continue to focus on deepening and strengthening our ties with families and the community through parent support and engagement.

## 75X352 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05, 06,07, 08	Total Enrollment	504	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	N/A	% Attendance Rate		86.0%
% Free Lunch	78.7%	% Reduced Lunch		1.4%
% Limited English Proficient	21.9%	% Students with Disabilities		100.0%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.8%	% Black or African American		35.3%
% Hispanic or Latino	55.6%	% Asian or Native Hawaiian/Pacific Islander		2.1%
% White	3.5%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	8.33	# of Assistant Principals (2014-15)		4
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		3.2%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.7%	Average Teacher Absences (2013-14)		7.68
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward	N/A	Recognition		N/A
In Good Standing	N/A	Local Assistance Plan		N/A
Focus District	N/A	Focus School Identified by a Focus District		N/A
Priority School	N/A			
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			



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

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

**Part 1 – Needs Assessment**

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

- According to the 2014-2015 NYC School Survey, 84% of parents, teachers, and students report satisfaction with P352X’s academic program, evidenced by positive responses in the area of Rigorous Instruction.
- Instruction at P352X is customized to students’ individual needs, as per Individualized Educational Programs, student learning profiles, and data derived from assessments including SANDI, NYS exams, Scantron, and curriculum-based assessments.

- Students in Standard Assessment Classes at P352X received the following scores on 2015 New York State ELA exam.

Grade	# of Students (Total)	# of students scored 1	# of students scored 2	# of students scored 3	# of students scored 4
3	12	14	2	0	0
4	27	18	9	0	0
5	21	17	4	0	0
6	18	15	3	0	0
7	11	10	0	1	0
8	10	8	2	0	0

- Students in Standard Assessment Classes at P352X received the following scores on 2015 New York State Math exam.

Grade	# of Students (Total)	# of students scored 1	# of students scored 2	# of students scored 3	# of students scored 4
3	16	9	5	2	0
4	27	12	14	1	0
5	22	20	2	0	0
6	15	15	0	0	0
7	11	11	0	0	0
8	10	10	0	0	0

- Students in Alternate Assessment Classes at P352X received the following scores on 2015 New York State Alternate Assessment (NYSAA) exam in ELA.

Grade	# of Students (Total)	# of students scored 1	# of students scored 2	# of students scored 3	# of students scored 4
3	83	0	0	0	83
4	84	0	0	13	71
5	30	0	0	4	26
6	1	0	0	1	0

7	2	0	0	2	0
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• Students in Alternate Assessment Classes at P352X received the following scores on 2015 New York State Alternate Assessment (NYSAA) exam in Math.

Grade	# of Students (Total)	# of students scored 1	# of students scored 2	# of students scored 3	# of students scored 4
3	83	0	0	10	73
4	84	0	0	12	72
5	30	0	0	2	28
6	1	0	1	0	0
7	2	0	0	2	0

- P352X has developed a comprehensive curriculum map and units of study aligned to Common Core Learning Standards, and aligned to the school’s 2015-2016 Instructional Focus “Improving Socialization Through Real-World, Cross-Curricular, and Collaborative Experiences.” The school-wide Units of Study embeds critical thinking skills into the curriculum in support of this Instructional Focus.
- Our belief that students learn best when instruction is tailored to their needs, learning style, and cognitive level is evident in the three levels of classes we have in established at each site: Standard Assessment/yellow, blue, and green. A specific curriculum is in place in each color class. We have chosen curricula based on student needs determined through data analysis. There are three instructional levels, each tailored to promote student independence and attainment of instructional goals. These instructional levels are considered a continuum and there is a system in place for analyzing student work and identifying the steps necessary to move the child along the continuum from green to blue, blue to yellow, and yellow to Standard Assessment.
- By analyzing data profiles compiled for each student, P352X has identified sub-groups of students in need of intervention. This allows us to provide focused intervention and programs for students with diverse needs and ELLs (through ENL instruction and bilingual classes).
- Based on students’ instructional needs, we have selected differentiated curriculum according to three “levels” of student ability and student needs; at each level P352X staff works to identify gaps in student understanding and skills, providing targeted instruction to address those gaps in student learning.
- In response to identified student needs, students at each site receive instruction in Activities for Daily Living (ADL) in an effort to support students in developing life skills and becoming college and career ready.
- Our units of study include career development and occupational studies standards in order to work toward career readiness, beginning in the lower grades.
- At P352X there is vertical and horizontal curriculum alignment: each grade, at each instructional level, works on the same standards but tailored to the needs of the students. Teachers at P352X are experienced in modifying the Common Core Learning Standards to meet students’ instructional needs. School-developed tools including the Literacy Foundational Skills Continuum and the Math Foundational Skills Continuum allow for multiple entry points for students to access Common Core Learning Standards.
- Teacher teams meet regularly in common planning meetings to analyze student work, revisit data, and modify instructional plans to ensure that students are engaged and are making sufficient progress toward instructional goals. The use of tools, including Depth of Knowledge and CCLS “Essential Elements” is encouraged to facilitate discussion and a guide to ensuring rigor.
- In the spring of 2015, P352X held a School Based Option to repurpose the school day, building additional time into the school day for professional development activities for teachers and paraprofessionals in support of student needs and the school’s instructional focus. The Staff Development Committee plans and implements professional development sessions for instructional teams.
- School leaders and teacher teams are experienced in using Danielson’s Framework for Teaching to plan for instruction that is rigorous and engaging.
- Teacher leaders, Instructional Coaches, and Unit Teachers have been identified to support teachers in implementing curriculum and instruction across school sites.

**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, M measurable, Achievable, Relevant, and Time-bound.

**In the 2015-2016 school year, P352X will improve student outcomes in ELA and Math by providing rigorous instruction that is customized, inclusive, motivating, and aligned to Common Core Learning Standards by 5% as measured by student performance on school-wide assessments, New York State exams, and individualized student assessments in the spring of 2016.**

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> <li>• Furnish and staff new classes throughout the organization – Fall 2015</li> <li>• Review the 2014-2015 School Progress Report – Fall 2015</li> <li>• Review the 2014-2015 NY State Assessment scores – Fall 2015</li> <li>• Identify baselines in median growth percentages – identify students with</li> </ul>	<p>Students with Disabilities in Standard and Alternate Assessment Programs and in all subgroups.</p>	<p>Ongoing throughout the school year. See item for specific dates of implementation</p>	<p>All academic strategies will be implemented using baseline data from specific academic programs and data sources which provides a starting point. These strategies will be initiated and carried out by administrators, coaches, teachers, paraprofessionals, and supported by psychologists, counselors, speech therapists, physical therapists, and occupational therapists.</p>

raw scores within level ranges – Fall 2015

- Administer SANDI and SANDI/FAST – Fall 2015

- Analyze SANDI – late Fall 2015

- Conduct Scantron assessment - Fall 2015

- Analyze Scantron assessment to identify student needs – Fall 2015

- Assess students in selected curriculum: SMiLE, Wilson, Fountas & Pinnell, Rethink, Go Math!, Core Knowledge, Rethink, Read 180, Units of Study, foundational skills continuums - Fall 2015

- Implement selected curriculum for targeted groups of students: Go Math!, Core Knowledge, SMiLE, Attainment, Wilson, Fountas & Pinnell, Rethink, Read 180, Units of Study, foundational skills continuums – Fall 2015

- Create and revise Units of Study and Curriculum Plan, introduce to all teachers – Fall 2015

- Conduct ongoing teacher team meetings to analyze student work, focus on individual student needs – ongoing throughout the school year

- Continue to ensure that students' IEP goals are aligned to individual student needs, assessment data, and to Common Core Learning Standards – ongoing throughout the school year

- Implement ADL program to prepare students for college and career – Fall 2015

- Continue to use technology to support students' needs and increase

<p>student motivation – ongoing throughout the school year</p> <ul style="list-style-type: none"> <li>• Conduct ADVANCE Initial Planning Conferences with teachers, identify areas for teacher growth in implementing instruction – Fall 2015</li> <li>• Begin conducting ADVANCE teacher observations, provide teachers with feedback in support of selected Danielson competencies – Fall 2015</li> <li>• Complete Class Data Profiles and analyze to identify student needs – Fall 2015</li> <li>• Begin Coach/Unit Teacher meetings school-wide – Fall 2015</li> <li>• Develop site-wide and school-wide professional development plans with the Staff Development Committee – Fall 2015</li> <li>• Implement Professional Development on “Marvelous Mondays” as per repurposing of the school day – Fall 2015</li> <li>• Identify transient students and newly admitted students – ongoing throughout the school year</li> <li>• Provide professional development in Common Core Learning Standards – Fall 2015</li> <li>• Provide professional development in curriculum to all teachers – Fall 2015</li> <li>• Provide professional development in TEACCH to Alternate Assessment staff – Fall 2015</li> <li>• Provide professional development in SMiLE to teachers and paraprofessionals – Fall 2015 and ongoing throughout the school year</li> </ul>			
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<ul style="list-style-type: none"> <li>• Identify teachers in need of District 75 Professional Development, align budget to provide for teacher coverage – ongoing throughout the school year</li> <li>• Identify teachers in need of District 75 coach support, adjust schedules for District 75 coaches to meet with teachers – ongoing throughout the school year</li> <li>• Implement Teacher Mentoring Plan in September 2015</li> <li>• Align budget to support purchasing of curriculum in support of student needs and school-wide Instructional Focus – Fall 2015</li> <li>• Purchase test preparation materials for Standard Assessment students – Fall 2015</li> <li>• Schedule test preparation for students – Fall 2015</li> <li>• Administer Benchmark exams in - Winter 2016.</li> <li>• Assess all Standard Assessment students in grades 3-8 in Scantron in Fall, Winter and Spring of the 2015-2016 school year</li> <li>• Identify NYSAA Coordinator, purchase materials in support of NYSAA completion – Fall 2015</li> <li>• Assess all alternate assessment students grades 3-8 in NYSAA – Winter 2015 - Spring 2016</li> <li>• Assess all alternate assessment students in SANDI and SANDI/FAST – Spring 2016</li> </ul>			

**Part 4 – Budget and Resource Alignment**

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

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The school program was set in the Spring of 2015 and designed to integrate time and resources to support instructional strategies. The school has built-in time and resources for common planning, coaching, mentoring, Academic Intervention Services (AIS), professional development, inquiry team meetings, and integration and adaptation of Common Core Learning Standards. In addition, the school held a School Based Option and voted in favor of repurposing the school day, allowing for 80 minutes of Professional Development on Monday afternoons and a 75-minute block of time on Tuesday afternoons for parent activities and other professional work.

**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 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

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

By February 2016, students will demonstrate an average of 2% improvement in ELA and Math skills, as measured by student performance in school-wide assessments, individualized student assessments, and curriculum-tracking data.

All academic/behavioral targets will be base lined in the Fall of 2015 and assessed periodically through the comparison of baseline assessment and data collected periodically throughout the school year. The school has made special effort to select programs with built-in data collection sources such as Rethink, Scantron, Wilson, SMiLE, Fountas & Pinnell, SANDI and SANDI/FAST. Data from curriculum including Core Knowledge, Read 180 and Go Math! will also be analyzed periodically. Additionally, student portfolios will be used to assess student growth from unit to unit approximately 4 times per year.

**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.

- According to the 2014-2015 NYC School Survey, 79% of parents, teachers, and students report satisfaction with P352X’s school culture, evidenced by positive responses in the area of Supportive Environment.
- Among students who completed the 2014-2015 NYC School Survey, the following results were found:

<b>Statement</b>	<b>Percent Strongly Agree, Agree, or Somewhat Agree</b>
In my classes, teachers expect students to work hard	85%
In my classes, my teachers expect me to do my best all the time	81%
Students in my school get to know each other well in classes	89%
The teachers at this school are willing to give extra help on schoolwork if I need it	88%
I’m learning a lot in my classes at this school	91%
This school provides guidance for the application/enrollment process to high school	81%

- Among parents who completed the 2014-2015 NYC School Survey, the following results were found:

<b>Question: How many of the students in your child’s classes</b>	<b>Responded all, nearly all, or most</b>
...	
Feel it is important to come to school every day?	96%
Feel it is important to pay attention in class?	96%
Think doing homework is important?	99%
Try hard to get good grades?	98%

- Among teachers who completed the 2014-2015 NYC School Survey, the following results were found:

<b>Statement</b>	<b>Percent Strongly Agree, Agree, or Somewhat Agree</b>
Students are safe in my class(es)	100%
Adults at this school instill academic self-confidence in students	96%

<b>Question</b>	<b>Percent who selected always, almost always, or often</b>
How often do students in your class(es) feel challenged?	94%

<b>Question</b>	<b>Responded all, nearly all, or most</b>

How many of the students in your class(es) feel it is important to come to school every day?	88%
<ul style="list-style-type: none"> <li>• There is a daily procedure in place at P352X wherein staff welcome and assess each student on a daily basis.</li> <li>• To support students’ interests, a variety of clubs and student groups are in place, including Boys and Girls clubs, an anti-bullying club, a book club, and an arts clubs.</li> <li>• There is a behavior management system in place school-wide, tailored to the needs of different groups of students, supported by teachers, paraprofessionals, guidance counselors, and Crisis Intervention Teachers.</li> <li>• Students’ accomplishments are honored at monthly Power of Choice assemblies.</li> <li>• The school environment is established to create communication opportunities for students using Preferred Mode of Communication (PMC); a wide variety of programmatic Assistive and Augmentative Communication (AAC) devices are posted and available throughout the school environment. Students use AAC throughout the school day and across school environments.</li> <li>• Weekly and monthly events are held for staff and students to celebrate accomplishments or as culminating tasks of Units of Study.</li> <li>• Open Houses are held across sites to share student accomplishments first hand with parents.</li> <li>• At each site, Activities Coordinators work with teacher teams to support students and families through events, celebrations, and workshops.</li> <li>• Each unit of study has a rubric, which is presented to students at the start of each unit. Feedback is regularly given to students and students self-assess progress toward instructional and behavioral goals.</li> <li>• In alignment with the school wide instructional focus, <i>Improving Socialization Through Real World, Cross-Curricular and Collaborative Experiences</i>, students are provided with opportunities to share their work with peers and receive constructive feedback through peer assessments.</li> <li>• Teachers design instruction that is tailored to individual student needs, designed to give students multiple entry points to access the curriculum.</li> <li>• Teachers and paraprofessionals are experienced in adapting instruction to individual student needs, ongoing professional development in this area is addressed during Monday afternoon professional development sessions.</li> <li>• Through the repurposing of the school day, there is additional time built in to the school schedule for professional development, parent engagement and teacher team work.</li> <li>• Daily and weekly outreach regarding attendance is done by the Attendance Teacher, Family Worker, school aides and unit teachers.</li> <li>• P352X received a \$14,042 grant: Arts for ELLs and Students with Disabilities for the second consecutive year and has partnered with Marquis Studios to hold two artist residencies and parent workshops.</li> </ul>	

**Part 2 – Annual Goal**

<p>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–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p><b>By June 2016, P352X will continue to promote a positive school culture, where students feel safe, supported, and challenged, as evidenced by a 2% increase in overall student, parent, and teacher satisfaction rates, as measured by the 2015-2016 NYC School Survey.</b></p>

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> <li>• Analyze the results of the 2014-2015 NYC School Survey – Fall 2015</li> <li>• Provide professional development in 2015-2016 curriculum to all staff – ongoing throughout the school year</li> <li>• Continue to support students’ social-emotional needs and development of students’ extracurricular interests through clubs – ongoing throughout the school year</li> </ul>	<p>Parents, teachers, paraprofessionals, students in all subgroups</p>	<p>In the Fall of 2015, new curriculum will be distributed to all classrooms and Fall baseline assessments administered. The school will collect the academic and behavioral data on a monthly basis using curriculum-embedded assessments, including the administration of Scantron and Benchmark assessments in the winter of 2016, thereby monitoring system effectiveness on an ongoing basis. Parent satisfaction and engagement will be collected through surveys following school events and will be analyzed and expanded upon during</p>	<p>All academic strategies will be implemented using baseline data from specific academic programs and data sources which provides a starting point. These strategies will be initiated and carried out by administrators, coaches, lead teachers, teachers, paraprofessionals, and supported by speech therapists, physical therapists, and occupational therapists.</p> <p>Behavioral initiatives and strategies are supported and implemented by unit teachers, crisis teachers, and counseling staff using established methods and resources including FBAs,</p>

<ul style="list-style-type: none"> <li>• Complete Class Profile Sheets and analyze data to identify student needs – Fall 2015</li> <li>• Begin Coach/Unit Teacher meetings school-wide – Fall 2015</li> <li>• Develop site-wide and school-wide professional development plans with the Staff Development Committee – Fall 2015</li> <li>• Implement Professional Development on “Marvelous Mondays” as per repurposing of the school day – Fall 2015</li> <li>• Implement Parent Engagement activities and Other Professional Work activities on “Terrific Tuesdays” as per Repurposing of the School Day – Fall 2015</li> <li>• Align budget to support purchasing of curriculum in support of student needs and school-wide Instructional Focus – Fall 2015</li> <li>• Identify transient students and newly admitted students – ongoing throughout the school year</li> <li>• Conduct ongoing teacher team meetings to analyze student work, focus on individual student needs – ongoing throughout the school year</li> <li>• Continue to ensure that students’ IEP goals are aligned to individual student needs and to Common Core Learning Standards – ongoing throughout the school year</li> </ul>		<p>weekly Parent Engagement sessions on Tuesday afternoons. A midyear assessment of academic and behavioral data will coincide with data collected for the Principal Performance Review. By the Spring of 2016, data, including the results of the NYC School Survey, will reflect the completion of the school program, summative assessment data, and the effectiveness and impact of strategies</p>	<p>BIPs and our school-wide PBIS programs.</p> <p>Parent programs are supported and implemented by Parent Coordinator, Unit Teachers, and Activities Coordinators, along with administrators, teachers, paraprofessionals and related service providers.</p>
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<ul style="list-style-type: none"> <li>• Implement Activities for Daily Living (ADL) program to prepare students for college and career – Fall 2015</li> <li>• Explore curricular options for promoting the development of students’ social skills – ongoing throughout the school year</li> <li>• Implement monthly parent workshops – ongoing throughout the school year</li> <li>• Continue to implement attendance outreach through Attendance Teacher, Family Worker, and unit teachers</li> <li>• Develop monthly school-wide calendars of events and workshops; distribute to parents – ongoing throughout the school year</li> <li>• Continue to develop and refine protocols for student self-assessment – ongoing throughout the school year</li> <li>• Explore additional opportunities for integrating Alternate Assessment students more fully into the school-wide PBIS system – ongoing throughout the school year</li> </ul>			

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>The school program was set in the Spring of 2015 and designed to integrate time and resources to support instructional strategies and parent and student engagement activities. The school has built-in time and resources for common planning, coaching, mentoring, Academic Intervention Services (AIS), professional development, inquiry team meetings, and integration and adaptation of Common Core Learning Standards. In addition, the school held a School Based Option and voted in favor of Repurposing the School Day, allowing</p>

for 80 minutes of Professional Development on Monday afternoons and a 75-minute block of time of Tuesday afternoons for parent activities and other professional work.

**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 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

**Part 5 – Progress Monitoring**

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

By February 2016, P352X will demonstrate a 1% increase of overall satisfaction rates of parents, teachers, and students, as measured by successful parent outreach attempts, parent attendance at school events, surveys completed by parents following workshops and events, and exit surveys completed by staff following Marvelous Monday PD sessions.

Baseline satisfaction rates of students, parents, and teachers will be derived from an analysis of the Learning Environment Survey in the Fall of 2015. Parent feedback will be collected periodically through surveys following workshops and school events. Parent outreach and attendance data will be collected, analyzed, and expanded upon during Tuesday afternoon Parent Engagement sessions.

**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.

- All P352X teachers were rated Effective or Highly Effective in the 2014-2015 school year.
- Overall Annual Professional Performance Review average teacher score for 2014-2015 was 87.19 of a possible 100.
- In the Spring of 2015, staff at P352X voted through a School-Based Option in favor of repurposing the school day in order to implement 80 minutes of professional development each week.
- Monday PD sessions are developed and implemented by the School Development Committee and by teacher-leaders at each site.
- Teachers, paraprofessionals, and school leaders work collaboratively to plan for and deliver professional development each week to meet the needs of staff and students.
- Paraprofessionals have taken on leadership roles, leading professional development sessions for teachers, paraprofessionals, and related service providers.
- Professional development plans have been developed for groups of teachers and individuals.
- Teachers are provided with professional development in specific methodologies and curriculum, according to student needs.
- Teachers work collaboratively in teacher team meetings and Professional Learning Communities to plan, design, and modify instruction.
- Instructional coaches, mentors, and unit teachers at each site support staff in implementing P352X curriculum.
- P352X teachers have been provided with a school-wide instructional focus, curriculum map, and unit plans to guide them in planning instruction throughout the school year.
- In teacher team meetings, there is a protocol in place for evaluating student work: teachers present one sample of student work, present data in support of the task developed that resulted in the student work sample, and discuss the rigor embedded in the work with next steps.
- In teacher team meetings, professional development sessions, observations, and discussions with parents, teachers are able to discuss what they are doing in the classroom, connect it to student assessment data, and present unit and lesson plans evidencing multiple entry points for students and increasing the rigor through Depth of Knowledge skills.
- Providers of professional development opportunities for staff are widely varied: staff attend workshops at the school level, site level, through District 75, and through outside agencies.
- Danielson’s Framework for Teaching is used school-wide to provide a coherent set of beliefs of effective teaching.
- According to the 2014-2015 NYC School Survey, 86% of parents, teachers, and students report satisfaction in this area, evidenced by positive responses in the area of collaborative teachers.
- Among teachers who completed the 2014-2015 NYC School Survey, the following results were found:

<b>Question</b>	<b>All, Nearly All, Most</b>
How many teachers at this school are really trying to improve their teaching?	86%

Statement	Percent Strongly Agree, Agree, or Somewhat Agree
Teachers in this school share/discuss students' work with other teachers	95%
At this school teachers design instructional programs together	91%
Overall, my professional development experiences this year have been sustained and coherently focused rather than short term and unrelated	87%
I am able to identify cultural differences with parents/guardians regarding their child's educational progress	98%
I feel loyal to this school community	88%

**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.

**In the 2015-2016 school year, given systematic support from administrators, coaches, and colleagues, through ADVANCE observations with meaningful feedback, and opportunities for professional development, teachers at P352X will demonstrate improvement in teaching practice, evidenced by an average overall increase of at least 2 points on the ADVANCE Annual Professional Performance Review Overall Ratings, school-wide.**

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> <li>• Analyze 2014-2015 ADVANCE data, identifying specific competencies to target with individual teachers and groups of teachers – Fall 2015</li> <li>• Implement ADVANCE, conducting observations and providing teachers with meaningful, actionable feedback – ongoing throughout the school year</li> <li>• Conduct Initial Planning Conferences with all teachers and identify focus areas of growth for the school year – Fall 2015</li> <li>• Provide professional development to teachers and paraprofessionals in the wide</li> </ul>	<p>Teachers, Mentors, Staff Developers</p>	<p>In the Fall of 2015, school administrators and the School Development Committee (SDC) will analyze data to develop school-wide and site-wide professional development plans. The SDC and school administrators will meet regularly to evaluate the effectiveness of teacher professional development plans, evidenced by an increase in student achievement. A midyear assessment of teacher ratings on selected ADVANCE competencies will coincide with data collected for the Principal Performance Review. By Spring 2016, data will reflect the completion of the school program, summative data, and the effectiveness of the plan and strategies through Overall</p>	<p>All academic strategies will be implemented using baseline data from specific academic programs and data sources, which provides a starting point. These strategies will be initiated and carried out by administrators, coaches, teachers, paraprofessionals, and supported by speech therapists, physical therapists, and occupational therapists. School administrators will conduct observations and provide feedback to teachers based on Danielson’s Framework for Teaching ; teachers will be supported by administrators, instructional coaches, unit teachers, IEP coordinator, and the School Development Committee.</p> <p>Behavioral initiatives and strategies are supported and implemented by</p>

<p>variety of curriculum that the school uses – Fall 2015</p> <ul style="list-style-type: none"> <li>• Provide annual training and support in TEACCH methodology – Fall 2015</li> <li>• Complete Class Data Profiles and analyze to identify student needs – Fall 2015</li> <li>• Begin Coach/Unit Teacher meetings school-wide – Fall 2015</li> <li>• Implement Teacher Mentoring Plan in September 2015</li> <li>• Align budget to support purchasing of curriculum in support of student needs and school-wide Instructional Focus – Fall 2015</li> <li>• Develop site-wide and school-wide professional development plans with the School Development Committee – Fall 2015</li> <li>• Implement Professional Development on “Marvelous Mondays” as per Repurposing of the School Day – Fall 2015</li> <li>• Implement “Terrific Tuesdays” Parent Engagement activities and Other Professional Work activities, as per Repurposing of the school Day – Fall 2015</li> <li>• Identify staff members’ areas of expertise, tapping into staff members’ skills to provide professional development for colleagues – Fall 2015</li> <li>• Expand opportunities for paraprofessionals to act as training facilitators – ongoing throughout the school year</li> </ul>		<p>Annual Professional Performance Review scores .</p>	<p>unit teachers, crisis teachers, and counseling staff using established methods and resources including FBAs, BIPs and our school-wide PBIS programs.</p> <p>Parent programs are supported and implemented by Parent Coordinator, Unit Teachers, and Activities Coordinators, as supported by administrators, teachers, paraprofessionals and related service providers.</p>
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<ul style="list-style-type: none"> <li>• Provide coaching and mentoring to new and seasoned professionals – ongoing throughout the school year</li> <li>• Continue intervisitations across classes and sites – ongoing throughout the school year</li> <li>• Teacher leaders, coaches, unit teachers, and mentors continue supporting teachers new to P352X and new to their teaching assignments – ongoing throughout the school year</li> </ul>			

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
The school program was set in the Spring of 2015 and designed to integrate time and resources to support instructional strategies and parent and student engagement activities. The school has built-in time and resources for common planning, coaching, mentoring, AIS, professional development, inquiry team meetings, and integration and adaptation of Common Core Learning Standards. In addition, the school held a School Based Option and voted in favor of Repurposing the School Day, allowing for 80 minutes of Professional Development on Monday afternoons and a 75-minute block of time of Tuesday afternoons for parent activities and other professional work.											
<b>Part 4b.</b> 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 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>By February 2016, given systematic feedback and support from administrators, coaches, and colleagues, all teachers will evidence an average increase of 2 points in their overall Measures of Teacher Practice scores, as measured by ADVANCE data, based on observations completed to-date.</p> <p>All academic/behavioral targets will be base lined in the Fall of 2015 and assessed periodically through the comparison of baseline assessment and data collected throughout the school year. The school has made special effort to select programs with built-in data collection sources such as Rethink, Scantron, Wilson, SMiLE, Fountas &amp; Pinnell, SANDI, and school created reading and writing continuums. Data from curriculum including Core Knowledge, Go Math!, and Expeditionary Learning will also be analyzed periodically. Additionally, student portfolios and report cards will be used to assess student growth from unit to unit approximately 4 times per year.</p> <p>In the Fall of 2015, baseline scores from ADVANCE end-of-year Overall Ratings will be collected and analyzed. Data from APPR Overall Ratings, Initial Planning Conferences, ADVANCE 2014-2015 observation ratings, and results from</p>
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the 2014-2015 NYC School Survey will be analyzed. Professional development plans and teacher development targets will be developed in conjunction with teachers and school leaders. This data will inform administrators' and the School Development Committee's planning of professional development, feedback, and training for teachers. Data from ADVANCE will be analyzed periodically. The School Development Committee will periodically assess the effectiveness of PD plans and will meet regularly to refine site-wide and school-wide professional development plans.

**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.

- ↵
- Principals and Assistant Principals attend ongoing professional development sessions throughout the school year.
  - On-site administrators provide support for the entire school community by providing instructional support, developing relationships with staff, identifying leaders in the school community, and providing staff with the opportunity and encouragement to grow and develop professionally.
  - School leaders visit classrooms regularly to observe instruction and provide feedback to teachers.
  - Instructional leaders and teacher-leaders are identified throughout the school and are empowered to extend support to all members of the school community.
  - Administrators hold regular cabinet meetings to discuss new initiatives, analyze student data, and turnkey information from professional development sessions.
  - The principal shares school-wide academic and economic data through the School Leadership Team.
  - The principal is known by staff and students across all P352X sites.
  - The principal provides professional development and guides instruction through the development of units of study.
  - The principal and all administrators take a highly active, hands-on role in the management of the school community at every level.
  - Principal has implemented school-wide safety initiatives to foster teacher growth and instructional achievement .
  - There is an open channel of communication between the Principal and staff through regular meetings and UFT consultation.
  - According to the 2014-2015 NYC School Survey, 79% of parents, teachers, and students report satisfaction with P352X's leadership, evidenced by positive responses in the area of Effective School Leadership.
  - Among teachers who completed the 2014-2015 NYC School Survey, the following results were found:

<b>Statement</b>	<b>Percent Strongly Agree, Agree, or Somewhat Agree</b>
I feel respected by the principal at this school (Teachers)	84%
I feel respected by assistant principals at this school (Teachers)	84%
The principal at this school makes clear to the staff his or her expectations for meeting instructional goals (Teachers)	91%
The principal at this school works to create a sense of community in the school (Parents)	94%
The principal at this school is strongly committed to shared decision-making (Parents)	92%

The principal at this school promotes family and community involvement in this school (Parents)	94%
The principal at this school sets high standards for student learning (Teachers)	89%
The principal sets clear expectations for teachers about implementing what they have learned in professional development (Teachers)	86%
In response to an identified need, additional support for teachers was developed through a School Based Option (SBO) vote an additional Crisis Intervention Teacher and continued support for teachers through coaches and unit teachers	

**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.

**In the 2015-2016 school year, administrators at P352X will continue to demonstrate effective school leadership by extending instructional and social-emotional support to staff, as evidenced by a 5% increase in teachers’ positive responses regarding administrative support, measured by the NYC School Survey.**

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote parent leadership and engagement as a key lever for school improvement.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> <li>• Align budget to support out-of-classroom positions as voted on by School Based Option (SBO) – Fall 2015</li> <li>• Align budget to support purchasing of curriculum in support of student needs and school-wide Instructional Focus – Fall 2015</li> <li>• Continue to implement ADVANCE teacher observations across all sites – ongoing throughout the school year</li> <li>• Continue to develop and modify unit plans and portfolio cover sheets in conjunction with teachers – ongoing throughout the school year</li> </ul>	<p>Teachers, Mentors, Administrators, coaches</p>	<p>In the Fall of 2015, new curriculum will be distributed to all classrooms and Fall baseline assessments administered. The school will collect the academic and behavioral data on a monthly basis using curriculum-embedded assessments, including the administration of Scantron and Benchmark assessments in the winter of 2016, thereby monitoring system effectiveness on an ongoing basis. Parent satisfaction and engagement will be collected through surveys following school events and will be analyzed and expanded upon during weekly Parent Engagement sessions on Tuesday afternoons. A midyear assessment of academic and</p>	<p>All academic strategies will be implemented using baseline data from specific academic programs and data sources, which provides a starting point. These strategies will be initiated and carried out by administrators, coaches, teachers, paraprofessionals, and supported by speech therapists, physical therapists, and occupational therapists. School administrators will conduct observations and provide feedback to teachers based on Danielson’s Framework for Teaching ; teachers will be supported by administrators, instructional coaches, unit teachers, IEP coordinator, and the School Development Committee.</p> <p>Behavioral initiatives and</p>

<ul style="list-style-type: none"> <li>• Continue to support teachers in expanding their understanding of Danielson’s Framework for Teaching – ongoing throughout the school year</li> <li>• Continue to provide professional learning opportunities for teachers – ongoing throughout the school year</li> <li>• Continue to analyze the school budget in order to determine how to best get funds into the classroom – ongoing throughout the school year</li> </ul>		<p>behavioral data will coincide with data collected for the Principal Performance Review. By the Spring of 2016, data, including the results of the NYC School Survey, will reflect the completion of the school program, summative assessment data, and the effectiveness and impact of strategies.</p>	<p>strategies are supported and implemented by unit teachers, crisis teachers, and counseling staff using established methods and resources including Functional Behavioral Assessments (FBAs), Behavior Intervention Plans (BIPs), and our school-wide PBIS programs.</p> <p>Parent programs are supported and implemented by Parent Coordinator, Unit Teachers, and Activities Coordinators, along with administrators, teachers, paraprofessionals and related service providers.</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>The school program was set in the Spring of 2015 and designed to integrate time and resources to support instructional strategies. The school has built-in time and resources for common planning, coaching, mentoring, AIS, professional development, inquiry team meetings, and integration and adaptation of Common Core Learning Standards. In addition, the school held a School Based Option and voted in favor of repurposing the school day, allowing for 80 minutes of Professional Development on Monday afternoons and a 75-minute block of time of Tuesday afternoons for parent engagement activities and other professional work.</p>										
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>By February 2016, administrators at P352X will continue to demonstrate effective school leadership by extending instructional and social-emotional support to staff, as evidenced by a 2% increase in teachers’ positive responses regarding administrative support, evidenced by feedback from staff regarding professional development activities, intervisitations, coaching visits, and observation feedback.</p>

All academic/behavioral targets will be base lined in the Fall of 2015 and assessed periodically through the comparison of baseline assessment and data collected periodically throughout the school year. The school has made a special effort to select programs with built-in data collection sources such as Rethink, Scantron, Wilson, SMiLE, Fountas & Pinnell and SANDI. Data from curriculum including Attainment, Core Knowledge, Go Math!, and Read 180 will also be analyzed periodically. Additionally, student portfolios will be used to assess student growth from unit to unit approximately 4 times per year. Baseline data regarding teachers' perception of school culture will be derived from an analysis of the NYC School Survey in the Fall of 2015. Data regarding teacher development and growth will be obtained through an analysis of 2014-2015 ADVANCE ratings, 2015-2016 ADVANCE ratings, feedback from professional development activities, intervisitations, coaching visits, observation feedback, and the NYC School Survey.

**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.

- In the Spring of 2015, the school held a School Based Option and voted in favor of repurposing the school day, allowing for 80 minutes of Professional Development on Monday afternoons and a 75-minute block of time of Tuesday afternoons for parent engagement activities and other professional work.
- The school holds double the number of open school parent conferences as per the repurposing of the school day.
  - The school holds an annual Parent Resource Fair to link community services for students and parents – more than 30 vendors presented and over 100 parents attended the Second Annual Parent Resource Fair in the Spring of 2015.
  - Monthly parent events, workshops, trainings, and celebrations are held at each site.
  - At each site, there is an open door policy – parents are welcome to visit the school at any time, without needing to make an appointment.
  - At each site, there is an administrative period position of Activities Coordinator, who works to help support parent needs and plan workshops and events.
  - There is a Parent Newsletter sent home each month at each site.
  - Parents as Arts Partners, an arts grant, is used to increase opportunities for parent involvement in the arts.
  - Parents as Learning Partners program is in place, wherein every first Friday, parents are invited to attend a workshop, followed by the opportunity to visit their child’s classrooms.
  - P352X received a \$14,042 grant: Arts for ELLs and Students with Disabilities for the second consecutive year and has partnered with Marquis Studios to hold two artist residencies and parent workshops.
  - Title III funds are used to implement an after school program for students and to offer parent training workshops.
  - Rethink is used for parent training: at workshops and training sessions, parents have the opportunity to learn about Rethink curriculum and are taught how to implement Rethink curriculum at home with their children.
  - Parent Counseling and Training sessions are offered to parents, as per students’ IEPs.
  - According to the 2014-2015 NYC School Survey, 86% of parents, teachers, and students report satisfaction with P352X's environment for families and emphasis on community involvement, evidenced by positive responses in the area of Strong Family and Community Ties.
  - Among parents who completed the 2014-2015 NYC School Survey, the following results were found:

<b>Statement</b>	<b>Percent Strongly Agree, Agree, or Somewhat Agree</b>
School staff regularly communicate with parents/guardians about how staff can help students learn	98%
School staff tell families what the staff needs to advance the school’s mission	95%
Parents/guardians are invited to visit classrooms to observe instruction	97%
Parents/guardians are greeted warmly when they call or visit the school	98%

Teachers work closely with families to meet students' needs	96%
Teachers communicate regularly with parents/guardians	96%
School staff encourage feedback from parents/guardians and the community	96%
Teachers try to understand families' problems and concerns	97%
<b>Question: Since the beginning of the school year, how often have you ...</b>	<b>Once or more</b>
Had an in-person parent-teacher meeting?	98%
Volunteered time to support his school (for example, volunteered in classrooms, helped with school-wide events, etc.)?	40%
Communicated with your child's teacher about your child's performance?	87%

**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.

**In the 2015-2016 school year, P352X will further deepen family and community ties by increasing parent and family participation in school events by 5% as measured by parent responses to questions on the NYC School Survey regarding participation in school events, meetings, and workshops.**

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<ul style="list-style-type: none"> <li>• Implement Parents as Arts Partners – Fall 2015</li> <li>• Implement Parents as Learning Partners – Fall 2015</li> <li>• Survey parents and develop an action plan to tailor Parent Counseling and Training sessions as per IEP more closely to individual parent/family needs – ongoing throughout the school year</li> <li>• Align budget to support purchasing of curriculum in support of student needs and school-wide Instructional Focus – Fall 2015</li> <li>• Continue to use Rethink as a resource for parent training –</li> </ul>	<p>Parents and Community members</p>	<p>In the Fall of 2015, new curriculum will be distributed to all classrooms and Fall baseline assessments administered. The school will collect the academic and behavioral data on a monthly basis using curriculum-embedded assessments, including the administration of Scantron and Benchmark assessments in the winter of 2016, thereby monitoring system effectiveness on an ongoing basis. Parent satisfaction and engagement will be collected through surveys following school events and will be analyzed and expanded upon during weekly Parent Engagement sessions on Tuesday afternoons. A midyear assessment of academic and behavioral data will coincide with data collected for the</p>	<p>All academic strategies will be implemented using baseline data from specific academic programs and data sources which provides a starting point. These strategies will be initiated and carried out by administrators, coaches, teachers, paraprofessionals, and supported by speech therapists, physical therapists, and occupational therapists.</p> <p>Behavioral initiatives and strategies are supported and implemented by unit teachers, crisis teachers, and counseling staff using established methods and resources including FBAs, BIPs and our school-wide PBIS programs.</p> <p>Parent programs are supported and implemented by Parent</p>

<p>ongoing throughout the school year</p> <ul style="list-style-type: none"> <li>• Develop and implement school-wide and site-wide plans for Tuesday afternoon parent engagement activities – Fall 2015</li> <li>• Analyze the NYC School Survey – Fall 2015</li> <li>• Develop a monthly calendar of parent workshops – Fall 2015</li> <li>• Compile a monthly calendar of District 75 parent workshops – Fall 2015</li> <li>• Explore opportunities to more fluidly integrate parent engagement activities across P352X sites – ongoing throughout the school year</li> <li>• Continue to conduct parent outreach via phone calls and papers sent home with students, which were identified by parents as the best way for the school to get information to parents – ongoing throughout the school year</li> <li>• Explore ways to use text messages and email as an additional source of parent outreach – ongoing throughout the school year</li> </ul>		<p>Principal Performance Review. By the Spring of 2016, data, including the results of the NYC School Survey, will reflect the completion of the school program, summative assessment data, and the effectiveness and impact of strategies.</p>	<p>Coordinator, Unit Teachers, and Activities Coordinators, along with administrators, teachers, paraprofessionals and related service providers.</p>

**Part 4 – Budget and Resource Alignment**

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

The school program was set in the Spring of 2015 and designed to integrate time and resources to support Instructional strategies and parent and student engagement activities. The school has built-in time and resources for common planning, coaching, mentoring, AIS, professional development, inquiry team meetings, and integration and adaptation of Common Core Learning Standards. In addition, the school held a School Based Option and voted in

favor of Repurposing the School Day, allowing for 80 minutes of Professional Development on Monday afternoons and a 75-minute block of time of Tuesday afternoons for parent activities and other professional work.

**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 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

**Part 5 – Progress Monitoring**

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

By February 2016, there will be a 2% increase in rates of parent participation at school events and a 5% increase in successful parent outreach attempts, evidenced by parent workshop, parent meeting, and parent-teacher conference attendance rates, and data from Tuesday afternoon parent engagement activities.

Baseline satisfaction rates of students, parents, and teachers will be derived from an analysis of the NYC School Survey in the Fall of 2015. Baseline attendance rates of parents at school events will be derived from an analysis of the Learning Environment Survey. Parent feedback will be collected periodically through surveys following workshops and school events. Parent outreach and attendance data will be collected, analyzed, and expanded upon during Tuesday afternoon Parent Engagement sessions

**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)	Standard and alternate assessment students scoring level two or below on NYS assessments	<p><b>SMILE:</b> for students in alternate assessment classes grade K-5, develop students' speaking, reading and writing in an integrated way.</p> <p><b>Core knowledge</b> for students in both alternate and standard assessment grades K-5 to develop students listening and decoding skills.</p> <p><b>Wilson</b> – Wilson provides intensive, developmentally appropriate instruction in reading and spelling, specifically developed for challenged readers</p> <p><b>Rethink</b> - Rethink Autism's curriculum is based on Applied Behavior Analysis (ABA) and provides support in academic, behavioral, and transitional skills.</p> <p><b>Attainment</b> – CCLS-aligned curriculum that is specifically designed for students with disabilities. Curricula is based on</p>	All services are provided in one to one and small group instruction	All services are provided during the school day

		systematic instruction with a common organizational structure across subjects		
<b>Mathematics</b>	Standard and alternate assessment students scoring level two or below on NYS assessments	<p><b>Go Math!</b> Is the common core curriculum with an integrated response to intervention used by alternate standard assessment.</p> <p><b>Attainment</b> : it encompasses pre-readiness math skills (attending, cause and effect, etc.), fundamental math skills (numbers and operations, measurement, and estimation), and higher order math skills (data analysis, probability, spatial sense, geometry, algebra, and problem solving). Each lesson provides three levels of instruction for students with mild, moderate, and severe disabilities.</p>	All services are provided in one to one and small group instruction	All services are provided during the school day
<b>Science</b>	Grade 4 and Grade 7 Standard and alternate assessment students scoring level two or below on NYS assessments	<p><b>Attainment</b> – CCLS-aligned curriculum that is specifically designed for students with disabilities. Curricula is based on systematic instruction with a common organizational structure across subjects NYC Core Curriculum in Science</p> <p><b>Rethink</b> - Rethink Autism's curriculum is based on Applied Behavior Analysis</p>	All services are provided in one to one and small group instruction	All services are provided during the school day

		(ABA) and provides support in academic, behavioral, and transitional skills.		
<b>Social Studies</b>	Standard and alternate assessment students scoring level two or below on NYS assessments	<p><b>Rethink</b> - Rethink Autism's curriculum is based on Applied Behavior Analysis (ABA) and provides support in academic, behavioral, and transitional skills.</p> <p><b>Attainment</b> – CCLS-aligned curriculum that is specifically designed for students with disabilities. Curricula is based on systematic instruction with a common organizational structure across subjects</p>	All services are provided in one to one and small group instruction	All services are provided in one to one and small group instruction
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Standard Assessment, Alternate Assessment, and Astor Day Treatment Students with one to one paraprofessional support and/or behavioral intervention plans	<p>Therapeutic Crisis Intervention and Functional Behavioral Analysis: for students in standardized and alternate assessment classrooms grades K-8, both services assist students in identifying behaviors that prevent effective learning in the classroom, clinical support and follow-up are integral to these intervention services.</p> <p>Adaptive Communication Devices: for students in alternate assessment classrooms, grades K-5, for students with severe</p>	All services are provided in one to one and small group instruction	All services are provided during the school day

		<p>communication delays, symbols and communication devices are used to identify and follow-up behavioral disorders to ensure optimal classroom performance of students.</p> <p>Students in the Astor Day Treatment program, grades 6-8, receive individual psychiatric and clinical support throughout the school day. Teacher schedules reflect weekly meetings with clinicians in the treatment of students with severe emotional disturbances in order to ensure positive student's academic outcomes.</p>		
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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.					
	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>	<b>X</b>	<b>Non-Title I</b>

### Part 2: All Title I Schools

#### **2a. Highly Qualified Teachers (HQT)**

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

#### **2b. High Quality and Ongoing Professional Development**

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

### Part 3: TA Schools Only

#### **3a. Use of Program Resources**

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

#### **3b. TA Coordination with the Regular Program**

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

**Part 4: SWP Schools Only**

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

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

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

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

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

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

**<sup>1</sup>Explanation/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.

<sup>2</sup>The **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.

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

**II. Parent/Guardian Responsibilities:**

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

**III. Student Responsibilities:**

- attend school regularly and arrive on time;

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

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

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

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

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

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

Part A: School Information	
Name of School: <u>The Vida Bogart School</u>	DBN: <u>75X352</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>6</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 type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>1</u>
# of certified ESL/Bilingual teachers: <u>1</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: \_

Most current ELL students of 352X are alternate assessment students, specifically diagnosed with Autism. This year our Sundown Academy Title III after school reading program will focus on a reading program that will help ELL students learn sight words and develop language acquisition skills through the Birch Method, ABA, and the use of technology. Research shows that ABA programs and the Birch methodology are highly effective in developing language acquisition for ELLs with autism. According to the "Partnership for Accessible Reading Assessments" research shows that 1.3% of ELL's with disabilities were identified with Autism and that learning to read and demonstrating achievement is more challenging for ELL's with autism. "The challenge of learning English and having a disability adds another level of complexity to learning to read and demonstrating reading achievement (Mueller & Markowitz, 2004)." The ABA programs and the Birch methodology have proven highly effective in developing language acquisition, developing reading skills, and evidencing success for ELL students with autism. The school does not offer an ABA program during the school day and the Sundown Academy Title III after-school reading program will provide ABA support. 352X will partner with Birch to develop ABA techniques within the Birch methodology for ELL students with autism in alternate assessment programs. Birch Family Services, a team that focuses on helping children with language acquisition and other developmental disabilities, uses current state of the art knowledge. It is the leading expert in the field of autism. Through the use of ABA and the Birch methodology, incorporating ELL methodology such as Total Physical Response (TPR), as well as structured teaching, individualized instruction, ABA, the Direct Method, the Communicative Method (CLT), and Picture Exchange Communication System (PECS), our ELL students will improve language acquisition and socialization by recreating real life social and functional experiences designed to move ELL students towards communicative competency. Key Birch principles focus on students' strengths and interests, an understanding of meaning, language acquisition, and student independence. The program is language-based and promotes the use of pictures and routines to encourage the learning of new skills. ABA instruction is a teaching methodology for students with autism and can be applied across all curriculum areas and programs including ELL's. The Sundown Academy will establish an evidence-based autism program for ELL's complete with a brief skills checklist to assess each ELL student's current level of performance, and generate individualized program goals. The teacher providing the supplemental instruction will be able to access teaching interventions, and follow a customized curriculum path based on ongoing assessment. Through the Sundown Academy, the school will be able to integrate already existing assessment tools into the supplemental program assessment.

Additionally, the program will address the following learning standards for ELL students, incorporating New Language Arts Progressions:

NLAP RI.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade-level topic or subject area

NLAP RL.4: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in a text (i.e., a character's thoughts, words, or actions)

NLAP SL.4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace

NLAP W.4: with guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Methodologies will include Total Physical Response and Language Experience Approach. ELLs will

## Part B: Direct Instruction Supplemental Program Information

increase literacy skills through activities and games designed to enhance communication and independence through ABA instruction and Birch methodology. Moreover technology will be incorporated into the program through the use of an iPad. Research has shown that technology can be used to enhance teaching and learning in schools (Fisher, Dwyer, and Yocam, 1996; Cummins and Sayers, 1997). Researchers report that technology motivates students, encourages them to take ownership of their own work, builds metacognitive skills, provides students with access to other cultures, and enhances classrooms as centers of inquiry, exploration and literacy (Toppings, K., 1998). An iPad is more effective than a laptop in that students can independently access and edit the device by simply touching and sliding their fingers. The multi-touch functionality is much easier to prompt and teach children with autism.

The six ELL students with autism targeted for the after school Sundown Academy Title III Reading Program were selected based on performance levels from NYSESLAT and SANDI assessment. The six targeted ELL students scored in the beginning range of scaled scores in reading, writing, listening, and speaking as evidenced on nyStart. In addition, these students were assessed in SANDI and showed performance levels falling into the lower third in reading and communication development. Data shows that all six students were weak in reading and writing modalities according to NYSESLAT, SANDI and evidenced language acquisition delays. These six ELLs would benefit from supplemental ESL instruction from our Title III Sundown Academy reading program to provide the students with the development of language acquisition skills necessary to communicate and succeed academically. The Birch program and ABA offer students ample opportunities to practice their English language skills through the use of structured classroom routines, picture symbols, schedules and repetition. Also, the use of an iPad will help ELLs in language acquisition through language games, applications and lessons in which students learn new vocabulary using educational technology. The targeted six ELL students to attend the Title III after school Sundown reading program are 6 primary school ELL students with autism, one ELL student in 3rd grade and five ELL students in 4th grade. One student has a 1-to-1 full-time health paraprofessional. The student/teacher ratio is 6:1:1, plus the additional IEP-mandated health paraprofessional.

The Sundown Academy Title III after school supplemental instructional program will run from Mid-January through mid-March. The program will be held on selected Wednesdays and Thursdays beginning on the second Wednesday in January from 2:30 pm to 5:30 pm throughout a 10 week span for a total of 20 sessions.

The instructional focus of the Sundown Academy Title III after school program will be aligned to P352X's school-wide instructional focus, "Increasing Literacy Across the Curriculum through Real-World Context." The theme of the Sundown Academy after school program will be "Sight Words Are All Around Me."

The language of instruction of the Sundown Academy Title III after school supplemental program will be in English.

The Title III staff of the Sundown Academy Title III after school program will consist of one ESL certified teacher, two paraprofessionals, and one school administrator certified in special education.

Utilizing Title III funds, 352X will purchase curriculum materials from the company Birch and an iPad to meet our goals.

## Part C: Professional Development

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

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

### Part C: Professional Development

Begin description here: \_

In order to improve teaching and learning for ELL students with autism and severe cognitive delays and in keeping with the focus of the Title III after school Sundown Academy, 352X will utilize Title III funds to train all Title III staff in Applied Behavior Analysis for ELLs and Birch methodology in addition to analyzing test performance data for ELLs. Training provided is based on the latest evidence-based practices which can be applied throughout the supplemental program and in the classroom supporting these ELL students throughout the school day. Training will be facilitated by P352X staff members, in conjunction with the certified ESL teacher.

All Title III staff of the Sundown Academy will attend the four professional development sessions: the ESL teacher providing the supplemental program, the administrator supervising the program, and the 2 paraprofessionals working with the program.

There will be four after-school professional development sessions provided by P352X staff. Each will be two hours long. The professional development sessions for the ten week program will take place on the first Wednesday in January, the first Thursday in January, the third Wednesday in March, and the third Thursday in March, from 2:30pm to 4:30pm.

The topics to be covered during the Title III professional development will consist of the following:

Session One: Training and Application of Applied Behavior Analysis

Session Two: Birch Methodology for ELL Students with Autism

Session Three: Using Performance Reports to Improve Instruction of ELL's

Session Four: Real Classroom Connection: Integrating Literacy Skills with ABA Methodologies.

### 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 ELL students with autism will be informed of the Title III program through the DOE Title III letter, which will be tailored to describe P352X's Title III program, and through parent coordinator outreach. Translators and the DOE office of translation and interpretation services will be used. To enrich ELL parent engagement activities, a representative of the company Birch Family Services will provide training in January and March in Applied Behavior Analysis to parents of ELL's with autism. Specifically, ELL parents will be trained on how to incorporate ABA methodologies and Birch methodology to improve daily living skills and language acquisition in the ELL child's home. We are expecting 10-12 parents, who speak Spanish. The facilitators will be the parent coordinator and a representative from Birch. Basic training in ABA methodologies will be included, as well as the creation of chore lists for ELL students with autism and how communication can be fostered throughout activities centered on the student's home will be examined.

Schedule and Duration: The fourth Wednesday in January from 10:10 am to 12:10 pm (two hours); The second Wednesday in March from 10:10am to 12:10pm (two hours).

Topics to be Covered: Applied Behavior Analysis for Parents with ELL's; Creation of Chore Lists for ELL students with Autism; How to Increase Communication among ELL's throughout the home and family life.

Name of Provider: A representative of the Birch Family Services

How Parents will Be Notified: Notification will be done through flyers, parent phone outreach, and reminders (in English and student's native languages) throughout monthly parent workshops at each site.

**Part E: Budget**

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

Allocation Amount: \$13752

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"> <li>• Per session</li> <li>• Per diem</li> </ul>	<u>\$10,343.84</u>	For After School Program: <u>1 teacher x 6 hours per week x 10 weeks x \$50.50 = \$3030.00</u> <u>2 paraprofessionals x 6 hours per week x 10 weeks x \$29.05 = \$3486.00</u> <u>1 administrator x 5 hours per week x 10 weeks x \$52.84 = \$2642.00</u> (PLEASE NOTE: ADMINISTRATORS' REGULAR HOURS END AT 3:00PM, THEREFORE PER SESSION WILL BE 2 HOURS 30 MINUTES FOR EACH SESSION OF THE AFTER-SCHOOL PROGRAM) For Professional Development: <u>1 teacher x 4 hours per session x 2 sessions x \$50.50 = \$404.00</u> <u>2 paraprofessionals x 2 hours per session x 4 sessions x \$29.05 = \$464.80</u> <u>1 administrator x 1 hour 30 minutes per session x 4 sessions x \$52.84 = \$317.04 (PLEASE NOTE: ADMINISTRATORS' REGULAR HOURS END AT 3:00 PM, THEREFORE PER SESSION ACTIVITIES WOULD BE 1 HOUR 30 MINUTES PER EACH PROFESSIONAL DEVELOPMENT SESSION)</u>
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	<u>\$ 1350.40</u>	PARENT INVOLVEMENT (WORKSHOPS) <u>\$1350.40 two sessions of parent training workshops from Birch Family Services (two hours each session; four hours total)</u>
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	<u>\$ 2057.76</u>	Birch-specific implementation materials: <u>Velcro 10@20.20 = \$202.00</u> <u>laminating sheets 5@17.19 = 85.95</u> <u>clipboards 10@1.31 = \$13.10</u> <u>PECS binders 5@1.56 = \$7.80</u> <u>construction paper 6@3.09 = \$18.54</u> <u>puzzles 3@10.99 = \$32.97</u> <u>visual timers 3@28.49 = \$85.47</u> <u>assorted reinforcers, \$62.84</u> <u>1 Learning Resources ELA Kit, Grade 3, \$233.99</u>

**Part E: Budget**

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

Allocation Amount: \$13752

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<u>1 Learning Resources ELA Kit, Grade 4, \$233.99</u> <u>7 boxes of paper 6@30.39 = \$212.73</u> <u>1 iPad mini, \$299.00</u> <u>Sight Words Cubes 3@8.44 = \$25.32</u> <u>Magnetic Letters 3@9.09 = \$27.27</u> <u>Retell-A-Story Cubes, \$8.44</u> <u>Boardmaker V6 for Mac, \$359.10</u> <u>Assorted art supplies:</u> <u>scissors 6@1.45 = \$8.70</u> <u>glue sticks 30 pack, \$11.77</u> <u>markers class pack, \$70.58</u> <u>crayons class pack, \$33.24</u> <u>drawing paper, 6@4.16 = \$24.96</u>
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	<b><u>\$13,752</u></b>	_____

**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 <b>75</b>	Borough <b>Bronx</b>	School Number <b>352</b>
School Name <b>The Vida Bogart School For All Children</b>		

### 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 <b>Lourdes Mendez</b>	Assistant Principal <b>Steve Giordano</b>
Coach <b>type here</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher	School Counselor <b>Cordia Cedeno</b>
Teacher/Subject Area <b>Jessica Beach (Unit Teacher)</b>	Parent <b>Ruthleen Jackson</b>
Teacher/Subject Area <b>Mayra Nunez (Bil)Sp. Ed.</b>	Parent Coordinator <b>Erica Fragale</b>
Related-Service Provider <b>Jocelyn Hernandez(Speech)</b>	Borough Field Support Center Staff Member <b>type here</b>
Superintendent	Other (Name and Title) <b>Elena Ertas (ENL) Teacher</b>

### 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	<b>2</b>	Number of certified bilingual teachers <b>not</b> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>1</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>
Number of certified ENL teachers <b>not</b> currently teaching in the ENL program	<b>0</b>	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]	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>513</b>	Total number of ELLs	<b>86</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

### This school offers (check all that apply):

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

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

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>						0								0
<b>Dual Language</b>														0
<b>Total</b>	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					
<b>All ELLs</b>	86	<b>Newcomers</b> (ELLs receiving service 0-3 years)	36	<b>ELL Students with Disabilities</b>	86
<b>SIFE</b>	1	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	50	<b>Long-Term</b> (ELLs receiving service 7 or more years)	0

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	
<b>TBE</b>	1	0	1	8	0	8	0	0	0	0
<b>DL</b>	0	0	0	0	0	0	0	0	0	0
<b>ENL</b>	35	0	35	42	1	42	0	0	0	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: \_\_\_\_\_

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE	0	0	0	1	4	4	0	0	0	0	0	0	0	0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	<b>0</b>													

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

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>0</b>																			

\* 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
<b>TOTAL</b>	<b>0</b>									

**This Section is for Dual Language Programs Only**

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

#### Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	6	2	10	14	14	23		1						0
Chinese														0
Russian														0
Bengali	1													0
Urdu														0
Arabic														0
Haitian														0
French				1										0
Korean														0
Punjabi						1								0
Polish														0
Albanian														0
Other	0	1			2	1								0
<b>TOTAL</b>	<b>0</b>													

## 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
<b>Entering</b> (Beginning)	7	3	4	10	18	23								0
<b>Emerging</b> (Low Intermediate)			6	2	1	2								0
<b>Transitioning</b> (High Intermediate)				2		1		1						0
<b>Expanding</b> (Advanced)				2	1	3								0
<b>Commanding</b> (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			1	1	2	3								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	14	2			0
4	18	9			0
5	17	4			0
6	15	3			0
7	10	0	1		0
8	8	2			0
NYSAA			20	180	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	9		5		2				0
4	12		14		1				0
5	20		2						0
6	15								0
7	11								0
8	10								0
NYSAA			1		26		173		0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4			7		9		9		0
8	5		5						0
NYSAA Bilingual (SWD)									0

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
 Alternate assessment students are assessed using the SANDI assessment. Additional assessments specific to students needs are also used including Fountas and Pinell, Wilson, SMiLE, and Rethink. These are used to assess reading, writing, math and communication skills. The data provided is used to guide the instructional program. As a result of the data from the SANDI assessments the schools has developed a specific annual goal for student communication. The goal is to increase communication skill, as measured by specific items from the assessment, of 5% when comparing beginning of the year and end of the year data.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 Data reflects that alternate assessment students perform better in listening activities rather than reading because it requires non-verbal responses. Data patterns across proficiency on the NYSITELL and NYSESLAT and across grades reflects that most of our students are performing as a entering. For students who were administered and were unable complete a modality and received a scored of invalid or no score at all, these students were classified as an entering.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
 The school use the information in order to demonstrate that the target percentage of the ELL students have made progress on the English. In addition, the school must demonstrate that the target percentage of its students have achieved proficiency based on the students scores on the NYSESLAT. Data reveals students perform better in listening and speaking rather than reading and writing.
- For each program, answer the following:
  - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
  - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
  - What is the school learning about ELLs from the periodic assessments? How is the home language used?  
 The periodic assessment is used as a guide when developing the school curriculum and lesson plans. The teacher uses home language to guide instruction that is geared towards meeting the child's language needs. In addition, the home language is used to plan effective parent outreach.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).] The purpose of the RTI model in our school is to identify and diagnose skill deficits evident in assessment data. Prescriptive strategies are then implemented for the purpose of remediating the skill deficits. This same process applies to all students in the school, both standard and alternate assessment and ELL's
6. How do you make sure that a student's new language development is considered in instructional decisions?  
Students are provided an instructional program designed to develop interaction and communication in the second language within the academic setting. Student communication modes provide the foundation for these inter-actions. Additionally, the push-in support of related service providers in speech helps to further develop these interactions. When possible students, are matched with related service providers who speak their native language.
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?

We do not have any Dual Language programs.
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).  
Program success is evaluated using student performance data from NYS exams and data is collected to measure specifically targeted performance outcomes. The ELL subgroup data is observed in isolation to help us identify any patterns or discrepancies specific to the subgroup.

## 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.  
Students are referred to the school by the District 75 placement office. A referral document will often identify the student as being in need of services as an ELL. When a parent and student arrive to visit the school the school provides and intake procedure which includes orientation to the school and, in specific cases such as a new intake as a kindergartner, a home language identification survey. Prior to completing the survey, the parents are asked about their native language. School staff are responsible for assisting parents/guardians in the completion of the intake packet. These staff members include the unit coordinator, schools aides and the parent coordinator. All staff responsible for the completion of the HLIS are bilingual English, Spanish and Russian pedagogues. These individuals, Samary Rodriguez and Elena Ertas, are State certified TESOL teachers. If the parent states a language other than English, besides providing them with the survey in the native language, our organization attempts to provide the parent with someone who is fluent in their native language to conduct the interview. At this time, the Language Proficiency Team (LPT) which consists of a ENL teacher, guidance counselor with a valid teaching certificate, a speech teacher, a unit teacher, a bilingual teacher and an assistant principal, review the student's case to determine if the student is eligible to take the NYSITELL. The NYSITELL is then administered to the student within ten days of the child being present in school. Students in need of Spanish LAB administration receive the assessment in Spanish by the bilingual ENL teacher. Both ENL teachers are bilingual; one is bilingual in English and Spanish, the other is bilingual in English and Russian.
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).  
A district report from ATS known as RELC provides specific identification of SIFE students. Additionally, student work is reviewed, informal assessments are conducted, and the SIFE questionnaire is reviewed to identify SIFE students.
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).  
If a student is entering as a kindergartner with an IEP and HLIS indicating other than English, in alignment with amended CR Part 154, the Language Proficiency Team which consist of a ENL teacher, guidance counselor with a valid teaching certificate, a speech teacher, a unit teacher, a bilingual teacher, and an assistant principal, review the student's case to determined that the student is eligible to take the NYSITELL and the Spanish LAB for the spanish-speaking students. Immediately following this procedure, the ENL teachers begin supporting the student with the appropriate services according with their needs.
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.

This is typically handled by CSE.

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 school assign qualified and trained staff members to manage both the initial and the re- identification process. The staff member informs Parents during the intake process of their right to appeal within 45 school days of enrollment if they believe that their son/daughter has been mis-identified.
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 school currently has free standing ENL program and a Transitional Bilingual program. In District 75, program choices are given to parents when the child is initially evaluated by the CSE. The CSE determines the options for the student. Once a choice of school is determined, parents are informed of the available options during a pre-registration visit and/or an intake.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.  
In addition to regular daily contact with parents by teachers the school uses the services of the parent coordinator and the attendance teacher who will make home visits
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
The ENL coordinator maintains a list of all forms and uses the list to monitor timelines.
9. Describe how your school ensures that placement parent notification letters are distributed.  
Typically the CSE handles placement letters.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
All documents are stored in the students confidential folder maintained in the school office.
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.  
Annually, the schools provide training for ENL and non-ENL pedagogues in the administration of the NYSESLAT. Our first step is to identify all of the ELL's in the school using our ATS reports. We then create a testing database of students that require NYSESLAT testing. Next, we distribute a testing schedule to all teachers trained to administer the NYSESLAT. Our schedule is based on the modalities and school site location. Finally, a scoring committee is formed to evaluate the student's performance in writing. Other parts of the test are scored at the district scanning center. Throughout the testing period, we verify that every ELL is administered testing in each modality.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
The school mails a copy to the parent. In addition the teacher is given a copy to back pack home with the student. These letters are also reviewed with parents at each child's IEP Annual Review meeting.
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).  
The CSE provides the parent with program options. These options are discussed during the EPC with the CSE. Services are made available in schools based on parent choice by the district. The district placement office then determines the schools within the District 75 which provides the selected program and is likely to have available seating. Parents are provided with a detailed description of the programs available to ELL students and the options available to their children based on the child's IEP. An explanation is given to the parents on the mandates and duration of the ENL services that the child will receive in school. Parents may communicate any concerns and or cultural customs and traditions that may be helpful in providing the best educational experience for their child. Immediately following this procedure, the ENL teachers begin supporting the students with their appropriate home language support with help of all the individuals that serve the student.

## Part V: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
  - a. Freestanding ENL program.  
As for CR Part 154. 2 for our freestanding ENL program the organization use stand-Alone ENL and Integrate ENL. The Stand-Alone component includes combining students K-2, 3-5 and 6-8 at the same proficiency level in homogeneous groups. In the Integrated ENL component, the ENL teacher collaborates with the classroom teacher in an effort to provide maximum support of the student's communication and academic skill development.
  - b. TBE program. *If applicable.*  
The Transitional Bilingual Education program are from grades 3-5 in a self-contained 12:1:1 according to their mandated program ratio.The Bilingual classroom teacher is responsible for providing the ENL to the class.
  - c. DL program. *If applicable.*  
We do not offer a Dual Language program.
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?  
As Per CR Part 154.2, Students who perform at entering level will receive 2 units of study per week (360 min.) 1 unit in ENL(180 min.) and 1 unit in ENL/ELA (180min.). Students who perform at emerging level will receive 2 units of study per week (360 min.) .5 unit in ENL (90min.) and 1 unit in ENL/ELA (180 min.). Students who perform at Transitioning level will receive 1 unit of study per week (180 minutes) .5 in ENL/ELA (90 min.) and .5 unit can be flexible stand alone or integrated (90 min.) Students who perform expanding 1 unit of study per week (180min.) in ENL/ELA or other content area. Finally students who receive commanding which are former ELLs must continue to receive services for additional two years. In an integrated ENL or content area (90 min.). In our Transitional Bilingual Education class, the classroom teacher is responsible for providing ENL for her students. The classroom teacher in the Transitional Bilingual class collaborates with all content area and cluster teachers, in addition to regular collaboration with the ENL teacher.
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.  
For the 2015-2016 school years, our ENL teachers will be implementing our units of study in the areas of instruction in English  
Language Arts, math, science and Social Studies that are aligned and connected to the curriculum. The curriculum, which is integrated in most ENL lessons, is intended to meet the cognitive needs of each student through Total Physical Response (TPR), multi-sensory activities, art, music and literacy, in addition to the four modalities of communication listening, speaking, reading and writing. Our ENL teachers follow the NYS Common Core Standards and integrate ENL strategies such as TPR, Language experience, Scaffolding techniques, and use graphic organizers in order to ensure that students are meeting standards required by state and local assessments. While working with alternate assessment students, the focus pertains to expressive language through PECS, Mayer Johnson symbols, and /or speech therapy strategies used to encourage verbal communication. Read aloud and tasks are designed to assess reading comprehension across all academic curriculum areas. In the self-contained Transitional Bilingual class the teacher follows the common core standards and aligns the curriculum to teach ELA, math and the native language.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?  
In order to ensure that ELL's are appropriately evaluated in their native language, proper staff proficient in the student's native language administers the formal assessment in Spring NYSESLAT. In addition, the Bilingual teacher does informal assessments in their native language such as teacher made pre-and post-assesment and informal observations. The bilingual psychologist also evaluates the child in their native language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
In order to ensure that ELL's are appropriately evaluated in all four modalities we have created a data sheet that captures speaking, listening, reading and writing of all our ELL's that we service. Also we take data through teacher observation such as one to one conferences , classroom activities such as writing and reading responses and portfolios and we use it to evaluated progress throughout the school year. In the spring, we administer the NYSESLAT.

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

352X currently has students that are identified as SIFE, newcomers, and long term ELLs. For SIFE students, re-introducing the student to current school practices is first. Student with 0-3 years of ESL services are considered newcomers. Long-terms, SIFE and newcomers are provided with native language support, academic intervention services (AIS), a school orientation, TPR and the P352X Units of Study. Our curriculum also includes additional instructional support through music, technology and art. Students receiving services for more than 4 but less than 6 years are being supported through small group and individual instruction, in addition to specific curriculum programs that further develop student's literacy skills. Currently, we do not have students receiving services beyond six years. For ELL students that have reached commanding on the NYSESLAT, their IEP will be updated on SESIS to reflect their current status level. As per CR part 154.2 these students may continue to be eligible for ELL testing accommodations and 90 minutes per week of ENL services up to two years after testing out in addition, they can participate in our Title III after school program.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

The re-identification process allows schools, parents, and students who believe a student may have been misidentified as an ELL or non- ELL. The school has established a protocol and assigned qualified and trained staff to manage both the initial and re-identification process. These staff members include ENL teachers, bilingual speech teachers, and a bilingual classroom teacher. In order to ensure the student's academic progress has not been adversely affected by the re-identification within 6-12 months. The school uses multiple measures to assess student performance throughout the school year. Assessments are done on a formative and summative schedule along with quarterly periodic assessment to ensure student growth. The principal will consult with a qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and in consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student as defined in CR Part 154.2 and may reverse the determination within this same 6 to 12 month period. If the principal's decision is to reverse the ELL status, he/she must consult with the superintendent or his /her designee. Final decision notification must be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 schools calendar days.

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

The ELL teachers use multiple curriculum and structures including SMILE and RETHINK which provide scaffolded instruction directly linked to the common core learning standards. In addition, all teachers are trained in the TEACCH strategy which is designed to structure learning through out the school day. Several strategies for listening comprehension using read aloud and music, the use of visuals and have the students point to pictures or act out vocabulary, speaking slowly using correct English phrase, modeling, gestures pointing and showing as much as possible. Furthermore, teachers of ELL-SWDs make use of online subscription programs that the school purchases, along with links to free online programs, the use of learning apps on iPads, the use of interactive white boards, and other technology to provide students with access to academic content that is age- and grade-appropriate.

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

Our school uses multiple curricula designed to support the diverse population. Among these curricula are Rethink, Core Knowledge, Go Math, SMILE, Read 180, Attainment, Wilson, and others. Classrooms are structured around the TEACCH model with an ongoing partnership with Birch. Students in 352X have the flexibility to move along the continuum of program options as the school has class ratios of (12:11, 8:11, 6:11) and in inclusive education (SETTS)

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.

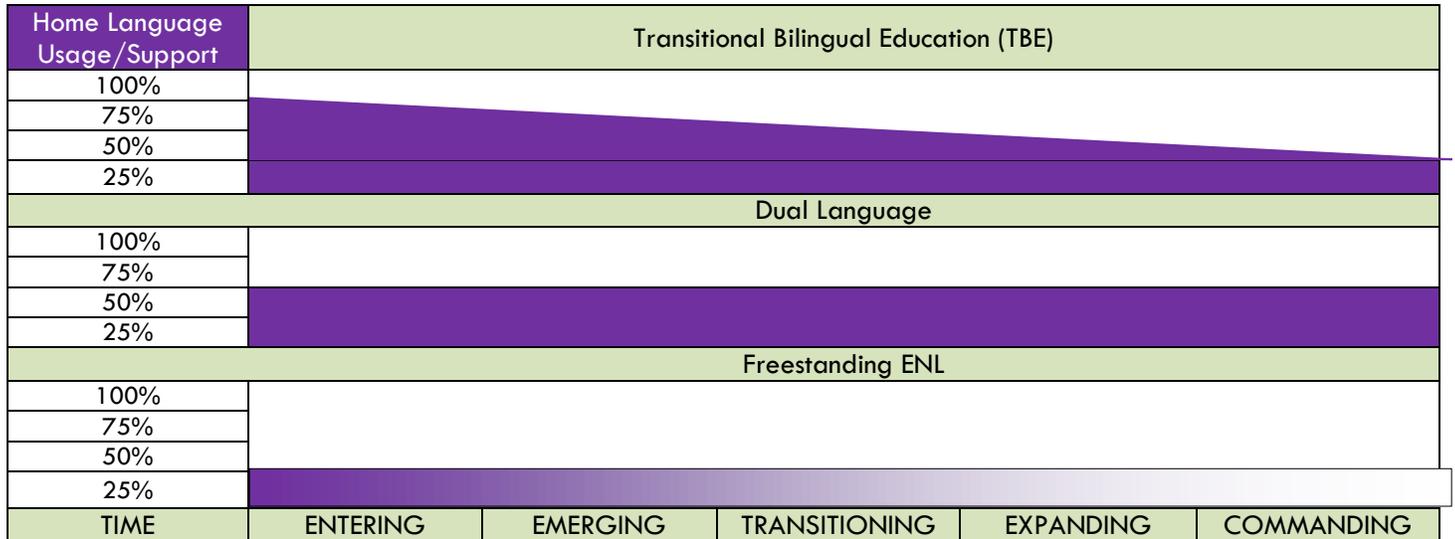


\*Note “other approved services” does not apply to New York City at this time.

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.  
Our targeted intervention programs for all of our ELL (0-3, 4-6, and long term ELLs) in ELA, math and other content areas are aligned to the Common Core Standards throughout the Stand-alone and Integrated ENL program. P352X has established units of study in literacy, math, science and social studies all aligned with the state Common Core Standards, all aligned to the school's instructional focus "Improving Socialization Through Real-World, Cross-Curricular, and Collaborative Experiences." Literacy programs for alternate assessment students used by teachers in support of these units of study include Read 180, SMiLE, Attainment, Core Knowledge, Wilson, and Rethink. All are research-based literacy programs designed to target deficiency areas in literacy. Literacy skills emphasize language development across monthly themes throughout the school year. Content area curriculum includes the citywide social studies core curriculum and the science core curriculum. Art instruction is based on units of study aligned with the NYC Blueprint for the arts. All curriculum is in English; any native language support needed is given by classroom personnel including the classroom teacher, paraprofessional and the ENL teacher. ELLs are afforded equal access to all school programs throughout the school day and in supplemental programs. Title III funds are used to support an after school program to supplement instruction during the school day. The ENL teacher and paraprofessional deliver instruction in the afterschool program. The ENL teacher and a bilingual paraprofessional deliver instruction in the afterschool program using Birch and Rethink. Selection of ENL students to the program is based on timeliness of submission of application by parent/guardian. Throughout the school day ELLs participate, as evidenced in student schedules, in all content area activities such as art, physical education and technology.
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 ELL teachers take data to evaluate the effectiveness of our current program to see if their ENL goals are met in the four modalities (speaking, listening, reading, and writing). Throughout our Stand-alone and integrated program, we are meeting the needs of our ELLs in both content and language development. We use Integrated ENL during Math, Social Studies and Science blocks to further improve the rigorous language development for our ELLs with disabilities. As a result of the program, students are further developing and acquiring academic language more rapidly in addition to improving basic reading and other communication skills. Data is reviewed one a month we use pre and post assesment and checklists. This is evident in the school wide results of state exams which show the performance ELL's on par with other non-ELL students.
12. What new programs or improvements will be considered for the upcoming school year?  
For the coming school year, special attention to reading and writing will be afforded to ENL students through programs such as the SMiLE program, expanded use of the Rethink curriculum, and the implementation of Read 180. All programs are for students in grades K-8 and research based.
13. What programs/services for ELLs will be discontinued and why?  
No programs have been discontinued.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
We are District 75 specialized school, where all of our ELLs are afforded equal access to all of the school's programs that focus on language acquisition and applied behavior analysis. The after school and supplemental service we provide to ELLs in our school is Title III. In our after school Title III program, students are selected and invited to participate based on performance levels from NYSESLAT and SANDI assessment. During this program, students are provided with strategies and skills that help with the language acquisition. The school send letters home letting the parents know about the afterschool program, they have to sign and return the invitation.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.  
To provide adequate instruction to ELL students in regards to language we use technology to the fullest extent possible within the school budget, which includes smart board, iPads, computers.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
Home language is supported through the use of instructional materials which provide our ENL students with great opportunities and the skills to success when acquiring a second language. In our TBE program native language is discreetly taught during NLA it is support through the use of instructional materials which provides different learning opportunities.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
The schools ensures all required services and resources support and correpond to ELLs' ages and grade levels by meeting the needs of the students according to their IEP recommendation.
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).  
The school provides the support of a parent coordinator in addition to unit teachers and school administrators at each of the five sites. These personnel support new students and families as they make the transition in the program. We have ongoing parent

support sessions throughout the year on a monthly basis and communicate with parents weekly through the classroom teachers. In addition, our chapter 683 (summer 12 month program) is available to assist newly enrolled ELLs before the beginning of the school year.

19. What language electives are offered to ELLs?

**No language elective are offered at this time**

20. For schools with dual language programs:

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

**No dual language programs are currently offered at 352X**

## 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.)

The district provided our ENL/Bilingual teachers working with ELL students the following workshops:  
ELL compliance , identification, NYSITELL , ATS Reports on September 10, 2015.

LAP, LTI, District based ELL compliance binder documents, Title III. September 11, 2015.

CR Part 154 September 25, 2015.

Providing instruction for ELLs on the Autism Spectrum October 9, 2015.

Collaborative Team-Teaching for ENL teachers and a Partner classroom teacher (K-6) November 12, 2015.

How to use questioning and discussion in developing meaningful instruction for ELLs with severe disabilities. December 17, 2015.

Administration on the NYSESLAT March 24, 2016.

In addition to district professional development, weekly as well as monthly planning meetings are scheduled for P352X teachers and administrators. At these meetings, the ENL teachers are given the opportunity to participate in curriculum common planning, sharing assessment results, and discussing the needs of the ELL students in the classroom and school wide environment. Teachers working with ELL's are also provided instruction in the use of Common Core curricula and special programs such as Rethink and Read 180.

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?

P352X requires all teachers, including those who work with ELL's to collaborate in inquiry teams on a weekly basis. Teams work to review student work, improve teaching practice and integrate new strategies and concepts to support student growth. In addition, the school schedule allows for 80 minutes of professional development time on Monday afternoons. These PDs support teachers in delivering Common Core- aligned instruction by equipping each teacher with strategies, techniques and materials that we allow them to plan instruction that will support and meet the needs of the students.

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

Since the ENL teachers travel from site to site, the ENL teachers assist in transition from elementary to middle by meeting with the teachers and sharing experiences with the ELLs they service. Furthermore, school staff, including teachers and guidance counselors, are invited to attend ELL professional development sessions as well as trainings specifically geared toward transition.

4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

All Special Education teachers, classroom and clusters, and related service providers, working with ELLs and not working with ELLs, will sign up for the Jose P. Training given annually by the district. The school is part of the DOE initiative to restructure the school day in order to allow for Monday afternoon professional development sessions for all staff members. Professional development sessions and attendance at these sessions are tracked through PD plans at each site, which include agendas and sign-in sheets for each session. Related service providers also provide training to new classroom teachers and teacher are assign to attend to specific PDs in other to turn key.

### 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?

P352X provides an open door policy for parents. Language interpreters are readily available at all times to translate and interpret communications. ENL and bilingual teachers are present at all IEP meetings to discuss the students' growth in all areas of the curriculum. The school has open school night four times a year in which the progress of the student is discuss. In addition, ENL and bilingual teachers schedule meetings with parents of ELLs at least once per year in order to discuss students' progress. Time is afforded to all school staff on Tuesday afternoons for Parent Engagement activities; this time is used by ENL and bilingual teachers to conduct parent outreach, hold phone conferences with parents, and plan for parent meetings and events.

2. (NOTE: form did not allow space to answer the following question, answer for #2 is recorded here.) Records of these outreach attempts, conversations, and parent meetings are maintained by ENL and bilingual teachers in an ELL progress meetings binder.

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

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. During the open house, the ESL teachers inform the ELLs parents of the services they provide. The open house is held on different dates at different sites. We also have parent teacher conference four times a year, where the ENL teachers as well as the Bilingual teacher show progress through data and portfolios of student work. The school also provides monthly workshops for families, and is a partner with Parent as Arts Partners. Finally, we have specific activities during our Title III after school supplementary program.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? The school partners with Community Based Organizations such as Birch and Parents as Arts Partners to provide workshops for all parents including parents of ELLs.
5. How do you evaluate the needs of the parents? The needs of the parents are indentified by outreach done by the parent coordinator to all parents, parent association outreach to all parents, parent surveys results and contacts done by site coordinator to parents of students at specific sites are also use in needs assessment. All translations are done in house, if a specific language is not available, then we contract translation services.
6. How do your parental involvement activities address the needs of the parents?

Ongoing information in their home language in provided to parents of ELL's by the parent coordinator. The parent coordinator is also providing training for parents on different aspects of their child's education, such as outside supports in their local community, home activities to support learning, and parent need surveys. P352X goals are to increase parent outreach by offering parent workshops monthly. Additional parent involvement in the school includes parent participation in the School Leadership Team and the Parent Association, which are open to all parents, including parents of ELLs. The parent association coordinates fund raisers, monthly parent association meeting and workshops in support of families with children with specials needs. Parents of ELL students are invited and expected to participate. Parent workshops are provided in English and in native language. All parent activities are designed to support the growth of individuals' students by engaging parents in the educational process, and providing parents with strategies designed to increase both the functional and academic skills of the students.

### D. Additional Information

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



School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

*Requirement under Chancellor's Regulations – for all schools*

DBN: **75X352**

School Name: **The Vida Bogart for All children**  
Superintendent:

### 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.learndoe.org/tiu/lac](http://www.learndoe.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

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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.

In order to assess language preferences of the parent community, P352X reviews data from the Home Language Identification Survey, Student Emergency Contact Cards, and ATS reports. In addition, we utilize the Parents' Preferred Language Form from the Translation and Interpretation Unit's website. During student intakes and regular formal and informal parent meetings, language preferences are discussed. These data sources are reviewed regularly to identify any changes in parents' language preferences, and to ensure accuracy.

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.

Data from the 2014-2105 School Year revealed that Parents' preferred languages at P352X include: English, Spanish, Bengali, Ga, Twi, Chinese, Mandarin, Punjabi, and Mandinka

## Part B: Creating a Communications Calendar

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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.)

Each year, P352X distributes the following documents that require translation:  
Curriculum memos, open house invitations, busing info and class info (Distributed in September)  
Parent teacher conference memos, memos regarding half days, vacations, student progress reports, and Notice of IEP Meetings are distributed throughout the school year, typically within one week of pending dates. Letters from school leadership, testing letters, calendars, and invitations to workshops are sent home on a monthly or bimonthly basis. Letters regarding New York State testing dates are sent home prior to scheduled exams. Letters regarding the school's Title III program will be sent home in December 2015 and January 2016.

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.

Each P352X site will host a Curriculum Night/Open School event in September. Parent teacher conferences will be held four times throughout the year. IEP meetings will be held once per year for each student, and Parent Counseling and Training sessions are held periodically throughout the school year, as per students' IEPs. Periodic meetings will be scheduled with parents of ELLs in order to discuss student progress, in addition to Parent-Teacher Conferences and Annual Review meetings. Each P352X site hosts monthly parent workshops and Parents as Partners events. In addition, teachers and other school staff reach out to parents regularly through letters home, phone calls, and scheduled Parent Engagement Activities on Tuesday afternoons.

## Part C: Providing Language Assistance Services

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

Written translations are provided by the DOE Translation & Interpretation Unit, and our in-house school staff. One of our certified ELL teachers is capable of doing the translation from English into Spanish. Additional staff can also provide translation service. Staff consists of the school psychologist, teachers and numerous paraprofessionals. The staff members are proficient in many languages such as Spanish, Russian, Cantonese and Italian. Once the need is identified, the staff involved with the ELL's parents will ensure that the translated documents to parents are received in a timely manner. With parents needing written translation in a language other than Spanish, we determine if this other language is the native language of any of our staff members. If it is not, our school utilizes the services of the Translation and Interpretation Unit. This service will translate the written notices to the parents, in a most timely

fashion. All notices are delivered to the home in the appropriate language. Additionally, the school utilizes the templates available on the Translation and Interpretation Unit's website and adapts them to our needs.

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 interpretations are provided by DOE Translation & Interpretation Unit, and our in-house school staff. Three of our certified ELL teachers are capable of doing the interpretation. The additional staff who can also provide the service consist of numerous teachers, the bilingual counselor, the school psychologist and numerous paraprofessionals. Once the need is established, via the school intake meeting, HLIS, Parents' Language Preference Form, or ATS Report, the staff involved with the ELL's parents will ensure that the interpretation services for parents are done in the timely manner. With parents needing oral interpretation in a language other than Spanish, we first determine if this other language is the native language of any of our staff members. If it is not, our school utilizes the services of the Translation and Interpretation Unit. This service is available through a 3-way phone conversation or persons arriving at the school to provide for oral interpretation needs.

#### **Part D: Training Staff on Policies and Procedures**

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

The Language Access Coordinator will ensure that all staff members are aware of how to use translation and interpretation services via email blasts, newsletters, presentations at staff meetings, and distribution of materials including the Translation and Interpretation brochure, the Language ID guide, the language palm card, Best Practices for Communicating with Immigrant Families info sheet, and other materials available in the Language Access Coordinator toolkit. Materials will be distributed to all school staff and will also be available in key areas in each P352X site, including entrances, parent bulletin boards, and the main office of each site. The Language Access Coordinator will work closely with the Parent Coordinator and leadership at each site to make all staff aware of the translation and interpretation services available in the school and through the Translation and Interpretation Unit.

#### **Part E: Providing Notice of Language Assistance Services**

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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

The Parents Bill of Rights and Welcome Posters are posted at entrances, in the main lobby, main office and in key locations throughout our facilities at P352X. In addition, our school provides all parents with the Parents' Guide to Language Access. Multilingual Fliers and "I Speak" cards are posted in key locations around the school building. If these forms are not available in the parent's native language, a special request will be placed with The Translation & Interpretation Unit. Complete information about the Language Assistance Services is available in the main office of each site, and details are posted on parent bulletin boards together with instructions on how to obtain translation services.

#### **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)

P352X will gather feedback from parents on the quality and availability of services through parent surveys, feedback forms from parent workshops, and contact between the school's Language Access Coordinator and selected point-people at each site.