

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

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

**75X469**

**School Name:**

**P469X - THE BRONX SCHOOL FOR CONTINUOUS LEARNERS**

**Principal:**

**JANINE TUBIOLO**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: The Bronx School for Continuous Learners School Number (DBN): 75X469  
Grades Served: K-3  
School Address: 3177 Webster Avenue, Bronx NY 10467  
Phone Number: 718-696-6440 Fax: 718-696-6441  
School Contact Person: Janine Tubiolo Email Address: [jtubiolo@schools.nyc.gov](mailto:jtubiolo@schools.nyc.gov)  
Principal: Janine Tubiolo  
UFT Chapter Leader: Vilma Sanchez  
Parents' Association President: Tbd  
SLT Chairperson: Tbd  
Title I Parent Representative (or Parent Advisory Council Chairperson): n/a  
Student Representative(s): n/a

**District Information**

District: 75 Superintendent: Gary Hecht  
Superintendent's Office Address: 400 First Avenue  
Superintendent's Email Address: [ghecht@schools.nyc.gov](mailto:ghecht@schools.nyc.gov)  
Phone Number: 2128021600 Fax: 2128021678

**Borough Field Support Center (BFSC)**

BFSC: Bronx Borough Field Office Director: \_\_\_\_\_

1230 Zerega Avenue, Bronx NY 10462

Director's Office Address:

[jruiz2@schools.nyc.gov](mailto:jruiz2@schools.nyc.gov)

Director's Email Address:

718-828-7776

Phone Number:

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)
Janine Tubiolo	*Principal or Designee	
Vilma Sanchez	*UFT Chapter Leader or Designee	
	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Christina Kharem	Member/ Teacher	
Danielle Shapiro-Nussen	Member/ Teacher	
	Member/ Teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

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

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

#### **Strong Schools, Strong Communities**

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

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

#### **The Framework for Great Schools and CEP Development**



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

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

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

<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.

Moving into our second year, The Bronx School for Continuous Learners (P469X) continues to build our home where children and their families feel understood, secure and supported as our children achieve learning readiness and beyond, successfully entering, over time, the most appropriate least restrictive learning environments possible! Our school vision is "Leading and Educating By Knowing, Doing and Being!" and to achieve our vision at P469X, we believe in "finding success in every person, every day in some way!" through our school mantra, L.E.A.D.: Learn to Earn, Expect Success, Always Try Your Best, Don't Give Up!

En P469X, **L.E.A.D.** " el en persona, de

**L** ~ a **E** ~ el **A** su major **D** ~ No se dé

### **Unique, Important Characteristics About Our School Community :**

- P469X is multi-sited, and is co-located in community school buildings within Districts 7, 9 and 10.
- Our administrative cabinet consists of members who value and model highly effective instructional practices and meaningful professional learning experiences for all stakeholders;
- Seven, core values and correlating guiding principles are embedded into our new school's foundation, outlining our fundamental beliefs that reflect our character as a school community and establish our instructional, behavioral, environmental and professional expectations: 1. "Consistency, Clarity and Cohesion", 2. "Purposeful Professional Learning" 3. "Access and Equity to Curricula for our Children's Unique Needs", 4. "Positive Behavioral Supports Aligned with Social Emotional Learning Principles", 5. "Promoting and Valuing Meaningful Parent and Family Involvement", 6. "Integrated Approach to Related Services", 7. "Enhancing Co-Location and Community Partnerships"
- Promote for teaching, learning and development of the whole child in alignment with the five domains of early learning,

### **Strategic Collaborations, Partnerships and Special Initiatives Being Implemented :**

Although P469X's doors have been open for only 14 months , they have been filled with smiles on our families and children's faces, daily celebrations of staff and student successes and milestones, and several overall including being selected for/as:

1. The first NYCDOE school to pilot BrightStart, an early literacy program, partnering with both Nemours and Kaplan Educational Services
2. Receiving a \$15,000 Arts Grant for ELLs and Students with Disabilities in partnership with Arts

Horizon;

3. One of two schools selected for a United States Department of Education collaborative partnership

grant with the Urban Arts Partnership and District 75;

4. Integrating ENL into the Arts through Art Literacy for Early Learners;

5. Utilization of skill-based and play-based centers that function to enrich, extend or remediate skills and strategies that have been taught in the classroom to target and elicit 1:1 responses to intervention for each child

6. Selected as one of "The Chancellor's 40 Initiative" to begin a Dual Language Program for the 2015-2016 school year , receiving a \$25,000 Grant for implementation.

7. Selected as a grant recipient to expand our Transitional Bilingual Program for the 2015-2016 school year;

8. School-wide Get Ready to Learn yoga pilot program;

9. Creation of "Spring Time Sports", including our very own P469X Soccer and Baseball Teams for our early learners

10. Piloting the Feifer Assessment for Reading (FAR), a comprehensive assessment tool grounded in cognitive abilities and functioning, directly correlating with our instructional focus of "reading for meaning" and "learning to read"

11. Selected to participate in the NYCDOE 2015-2016 Collaborative Action Research Project (CARP), where P469X will be placing emphasis on assessment tools and outcomes using our action research framework implemented in 2014-2015, aligned with CARP expectations.

#### **New School Strengths, Accomplishments and Challenges :**

##### Our strengths and accomplishments currently lie within the following areas:

1. Our consistent implementation of routines, rituals and procedures embedded within our transitions and instructional flows of the day across all three of our sites;

2. Our implementation of developmentally and age appropriate research-based instructional practices tailored to the individual needs of our children without sacrificing the integrity of the skill or standard at hand;

3. Our school wide, classroom level and individualized positive behavior supports systems embedded into our daily repertoires of teaching, learning and development;

4. Our school culture and community building not only within P469X, but also with our co-located school communities.

5. Our collaborative partnerships with our co-located school communities and community based organizations

##### Our challenges currently lie within the following areas:

Low, inconsistent parent involvement at school wide /site wide events

Inadequate physical space and/or lack of space within our site facilities across our three sites, presenting obstacles for us to truly carry out our school vision, mission and intended outcomes to our maximum potential for our children with autism and/or intellectual disabilities in self-contained classroom learning environments. The lack of space prevents us from truly embedding community based organizations, agencies and clinics on site/on premises to enhance, reinforce and move forward the work that we do throughout the course of our days in order to teacher and develop the whole child.

## 75X469 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	123	SIG Recipient
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
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	N/A	% Attendance Rate	N/A	
% Free Lunch	N/A	% Reduced Lunch	N/A	
% Limited English Proficient	N/A	% Students with Disabilities	N/A	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American	N/A	
% Hispanic or Latino	N/A	% Asian or Native Hawaiian/Pacific Islander	N/A	
% White	N/A	% Multi-Racial	N/A	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	0.34	# of Assistant Principals (2014-15)	1	
# of Deans (2014-15)	N/A	# 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)	N/A	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)	N/A	
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			
<b>Accountability Status – Elementary and Middle Schools</b>				
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			
<b>Accountability Status – High Schools</b>				
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.

P469X utilizes comprehensive school community needs assessments implemented and analyzed every 6 to 8 weeks throughout the school year, student IEPs, student baseline, mid-year and end-of-year performance data, and feedback provided from school accountability tools and measures (Quality Review and Learning Environment Survey) to create our school learning goals collaboratively with our SLT and entire school community.

Our children made a 41.27% gain, school wide, across all domains of early learning as evidenced by our school wide assessment tool (ABLLS-R, Domains A-H). Even with such evidence-based gains, after analyzing trends from our needs assessments and Quality Review collaboratively, the following priority needs will be addressed in this particular goal and action plan:

1. A school wide assessment action plan is designed and implemented, streamlining ABLLS-R domains (A-F instead of A-H) for classroom teachers, and integrating content-area specific domains for Social Studies, Science and Math;
2. Utilization of school wide protocol to analyze student work particularly from units of study to analyze, discuss and formulate next steps/action plans based on trends in teacher team meetings.

### Part 2 – Annual Goal

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

By the end of the 2015-2016 school year, our students will demonstrate at least a 15% increase over baseline across the 5 Domains of Early Learning, as evidenced by their comprehensive assessment results and student work samples specifically in early literacy and early mathematics.

### 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>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</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>
<p><b><u>High Quality, Cohesive Instructional Experiences Across Sites:</u></b></p> <ul style="list-style-type: none"> <li>• Strategic selection and use of meaningful and appropriate research-based comprehensive baseline assessment tools (WebABLLS and FAR)</li> <li>• Implementation of research-based core curricula programs with strategic pacing and mapping to ensure the cohesion, fidelity and integrity of the implementation of the selected assessment and instructional programs through the use of curriculum maps and unit plans by all educators <ul style="list-style-type: none"> <li>• enhancing already-existing curricula and assessment action plans to increase rigor across all Domains of Early Learning with a particular focus on Early Literacy and Early Mathematics.</li> </ul> </li> </ul>	<p>All self-contained classroom learning environments:</p> <p>6:1:1</p> <p>8:1:1</p> <p>12:1:1</p> <p>ESL</p>	<p>9/8/15-6/28/16</p>	<p>Classroom Teaching Teams (classroom teacher and paraprofessionals)</p> <p>Instructional Coaches</p> <p>Site Coordinators</p> <p>School Leaders</p> <p>Instructional Leads:</p> <p>Principal, Assistant Principal, School Based Coaches and Site Coordinators</p>
<p><b><u>Targeted, Individualized Skill-Based Centers Integrated into Approaches for Learning to Address the Needs of ALL Learners:</u></b></p> <ul style="list-style-type: none"> <li>• Strategically designed schedules and program cards, embedding skills-based and play-based centers into our instructional program <ul style="list-style-type: none"> <li>• Utilization of skill-based and play-based centers that function to enrich, extend or , incorporating Domains A-H from WebABLLS-R baseline assessment results and IEP goals/targets.</li> </ul> </li> </ul>	<p>All self-contained classroom learning environments:</p> <p>6:1:1</p> <p>8:1:1</p> <p>12:1:1</p> <p>ESL</p>	<p>9/8/15-6/28/16</p>	<p>Classroom Teaching Team Members</p> <p>Related Services Providers</p> <p>Principal, Assistant Principal, School Based Coaches and Site Coordinators</p>
<p><b><u>Parents as Partners:</u></b></p>	<p>Families</p>	<p>9/8/15-6/28/16</p>	<p>Classroom Teaching Team Members</p>

<ul style="list-style-type: none"> <li>● Repurposed workday on Tuesdays allows for Parent Engagement, providing time to invite parents in for workshops and trainings to learn about strategies they can use at home, reinforcing these elements as follows: <ul style="list-style-type: none"> <li>● Daily parent communication, weekly newsletters, open house, curriculum day, curriculum night, scholastic book fair, mystery readers. <ul style="list-style-type: none"> <li>○ Parent training to help parents work with their children on homework that is CCLS-aligned</li> </ul> </li> </ul> </li> </ul>			<p>Related Services Providers</p> <p>Principal, Assistant Principal, School Based Coaches and Site Coordinators</p>
<p><b><u>Mutual Trust, Value and Respect Embedded into Our School Culture and Community in Support of This Goal:</u></b></p> <ul style="list-style-type: none"> <li>● Instructional cohesion across sites, common prep times, repurposed work day, inter-visitations, use of instructional coaching and modeling by all members of the school community. <ul style="list-style-type: none"> <li>● Required Mentoring/Mentee sessions built into daily schedules;</li> </ul> </li> <li>● Creating norms and protocols for repurposed work day and professional learning cycles, designing lessons that embed attainable, yet challenging learning goals for students, celebrating successes of students and staff consistently and regularly</li> <li>● Collaboration between teachers using the same instructional planning to ensure a wide variety of approaches are being used to instruct each skill</li> <li>● Supporting teaching teams as they implement instructional programs and analyze student work during repurposed school days</li> <li>● Ensuring teachers are staying on pace/task with curriculum maps and program implementation so students increase their outcomes and gains. <ul style="list-style-type: none"> <li>● Professional learning teams as communities where collaboration amongst teachers takes place to exchange ideas and resources on how to make modifications for students with unique learning needs without sacrificing the tasks at hand.</li> </ul> </li> </ul>	<p>Key Stakeholders of Our School Community</p>	<p>9/8/15-6/28/16</p>	<p>Classroom Teaching Team Members</p> <p>Related Services 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.

- Administrative Cabinet, including School Leaders as instructional leaders, site coordinators and instructional coaches
- Core Curriculum materials
- Cohesive scheduling, embedding common preps for horizontal planning and professional, collegial conversations
- Using repurposed work days for professional learning cycles
- Professional development facilitated by school leaders, instructional coaches and publishing companies

**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.

1. Mid-Point Benchmark: At least a 5% overall gain above baseline.

Timeframe for Mid-Point Progress: 02/20/16 (in alignment with the 2nd administration of WebABLLS).

**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.

P469X utilizes comprehensive school community needs assessments implemented and analyzed every 6 to 8 weeks throughout the school year, student individual education plans (IEPs) , student baseline, mid-year and end-of-year performance data, and feedback provided from school accountability tools and measures (Quality Review and Learning Environment Survey) to create our school learning goals collaboratively with our SLT and entire school community. Based on our School Community/School Wide Needs Assessments and 2014-2015 Stop Look and Listen data , we prioritized as follows:

1. Enhancing our Stop Look and Listen program by designing and implementing Phase Two beginning on 11/3/15.
2. Creating a Positive Behavior Supports Team, representative of all school sites who will work on the action plan and steps connected with our school wide goal
3. Enhancing our use of Behavioral Intervention Plans (BIPs) and Functional Behavioral Assessments ( FBA ) during clinical/child study meetings to look at trends and patterns occurring across Stop Look and Listen daily, weekly and monthly data

### Part 2 – Annual Goal

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

By the end of the 2015-2016 school year, 100% of our educators will optimize student learning by implementing both Phases 1 and 2 of our school-wide Positive Behavior Supports/Social Emotional Learning systems, in turn, leading to our students demonstrating at least a 10% increase over their individual baseline behaviors that promote student learning.

### 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>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</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>
<p><b><u>High Quality, Cohesive Instructional Experiences Across Sites That Provide Equity and Access:</u></b></p> <ul style="list-style-type: none"> <li>• Design and implement six week Social Emotional Learning Unit of Study to launch the school year</li> <li>• Design and implementation of school-wide Positive Behavior Intervention Supports/Social Emotional Learning system: “Stop, Look and Listen” <ul style="list-style-type: none"> <li>• Create PBIS School Wide Team and have at least three meetings between September and October 2015 to ensure Phase 2 roll out is ready for election day.</li> </ul> </li> </ul>	<p>All Classes</p>	<p>9/2015-10/2015</p>	<p>Teaching Teams Instructional Leads Teaching Teams Cluster Teachers Instructional Leads Principal, Assistant Principal, School Based Coaches and Site Coordinators</p>
<p><b><u>Targeted, Individualized Skill-Based Centers Integrated into Approaches for Learning to Address the Needs of ALL Learners :</u></b></p> <ul style="list-style-type: none"> <li>• The use of contingency controlled behavior supports (ie Token Boards) to allow the student to receive immediate reinforcement for positive behavior/on task behavior to increase the frequency of the positive behaviors</li> <li>• Alignment with FBAs, BIPs and individual student goals, modifying items as needed based on the analysis of data</li> <li>• Daily data tracking sheets and monthly behavior graphs <ul style="list-style-type: none"> <li>• Social stories used for at risk groups who are engaging in continuous, consistent off task and maladaptive behaviors</li> </ul> </li> </ul>	<p>All Classes</p>	<p>11/2015-6/2016</p>	<p>Classroom Teaching Team Members Related Services Providers Principal, Assistant Principal, School Based Coaches and Site Coordinators</p>

<ul style="list-style-type: none"> <li>Phase 2 of our "Stop Look and Listen" program, scaffolded to provide access to our children's individual abilities.</li> </ul>			
<p><b><u>Parents as Partners :</u></b></p> <ul style="list-style-type: none"> <li>Daily communication</li> <li>Provide information and support to and for families in the area of social emotional learning</li> <li>Creating charts aligned with school wide plan to use in the home <ul style="list-style-type: none"> <li>Parent trainings and support groups</li> </ul> </li> </ul>	All Families	9/8/15-6/28/16	Classroom Teaching Team Members  Related Services Providers
<p><b><u>Mutual Trust, Value and Respect Embedded into Our School Culture and Community in Support of This Goal :</u></b></p> <ul style="list-style-type: none"> <li>Educator training</li> <li>Staff training and modeling of strategies to effectively monitor and deescalate crisis situations</li> <li>Guide teachers to use positive behavior supports for understanding and developing solutions for off-task behaviors <ul style="list-style-type: none"> <li>Schoolwide Get Ready to Learn Training</li> </ul> </li> </ul>	Entire School Community	9/8/15-6/28/16	Entire School Community

**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> <ul style="list-style-type: none"> <li>Resources and materials associated with the school wide system launch (timers, charts, tables, graphs, etc.</li> <li>Administrative Cabinet, including School Leaders as instructional leaders, site coordinators and instructional coaches</li> <li>Core Curriculum materials</li> <li>Cohesive scheduling, embedding common preps for horizontal planning and professional, collegial conversations</li> <li>Using repurposed work days for professional learning cycles</li> <li>Professional development facilitated by school leaders, instructional coaches and publishing companies</li> </ul>
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Coaching supports

**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.

1. Mid-Point Benchmark: At least a 3% overall gain above baseline (11/4/14)

Timeframe for Mid-Point Progress: 02/20/16).

**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.

P469X utilizes comprehensive school community needs assessments implemented and analyzed every 6 to 8 weeks throughout the school year, student individual education plans (IEPs) , student baseline, mid-year and end-of-year performance data, and feedback provided from school accountability tools and measures (Quality Review and Learning Environment Survey) to create our school learning goals collaboratively with our SLT and entire school community. Based on our School Community/School Wide Needs Assessments and 2014-2015 teacher observation feedback, next steps and ratings, we prioritized as follows:

1. Continue to design targeted observation cycles, but begin with Domains 1 and 3 beginning on 10/26/15 in alignment with our Core Curricula Roll Out, with a focus on "purposeful planning"
2. Alternate Repurposed Work Days between common planning and teacher team inquiry work/using protocols to analyze student work samples.

### Part 2 – Annual Goal

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

By the end of the 2015-2016 school year, all members of the P469X School Community will participate in targeted professional learning experiences as collaborative, collegial peer teams throughout the course of the year, using their talents and expertise to enhance their reflective practices with the ability and confidence to problem solve in order to increase student achievement outcomes by at least 15% above baseline across the five domains of early learning, while increasing their pedagogical growth by at least 15% across all four domains of the Framework for Teaching

### 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) 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>
<p>High Quality, Cohesive Instructional Experiences Across Sites:</p> <ul style="list-style-type: none"> <li>• Professional Learning Cycles</li> <li>• Repurposed Work Day has a clear focus and structure, including a calendar of professional learning topics that build upon each other to allow for continuous learning</li> <li>• Support and clarification (look fors and listen fors) on Danielson FFT to support staff in utilizing the framework to maximize their instructional practices</li> </ul>		<p>9/8/15-6/28/16</p>	
<p>Targeted, Individualized Skill-Based Centers Integrated into Approaches for Learning to Address the Needs of ALL Learners:</p> <ul style="list-style-type: none"> <li>• Peer intervisitations focused on data and the analysis of student work</li> <li>• Targeted intervisitations between staff to gain exposure, peer modeling and best practices within the school organization</li> <li>• Horizontal collaboration and common planning among teachers in the same instructional program to ensure collaboration within instructional practices and behavior support</li> </ul> <p>Parents as Partners:</p> <ul style="list-style-type: none"> <li>• Effective strategies will be shared with parents through parent teacher conferences, IEP meetings, parent engagement workshops, parent newsletters</li> </ul>		<p>9/8/15-6/28/16</p>	
<p>Mutual Trust, Value and Respect Embedded into Our School Culture and Community in Support of This Goal:</p> <ul style="list-style-type: none"> <li>• D75/DOE/School Visits and Meetings within NYC</li> </ul>		<p>9/8/15-6/28/16</p>	

<ul style="list-style-type: none"> <li>• Norms and protocols for collegial planning and professional learning teams will be established and utilized to help support and develop trust between colleagues</li> <li>• Responsive coaching feedback, modeling and co teaching in classrooms as needed based on informal observations, common trends and assessment data</li> <li>• Since each teacher has unique strengths, the school based coaches could work with the teachers on identifying and developing their strengths to create school based teams for all teacher to use as a resources to develop their skills as teachers, resulting in possible increases in student and professional achievement, in alignment with observation feedback</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.											
<ul style="list-style-type: none"> <li>• Resources and materials associated with the school wide system launch (timers, charts, tables, graphs, etc.</li> <li>• Administrative Cabinet, including School Leaders as instructional leaders, site coordinators and instructional coaches</li> <li>• Core Curriculum materials</li> <li>• Cohesive scheduling, embedding common preps for horizontal planning and professional, collegial conversations</li> <li>• Using repurposed work days for professional learning cycles</li> <li>• Professional development facilitated by school leaders, instructional coaches and publishing companies <ul style="list-style-type: none"> <li>• Coaching supports</li> <li>• Framework for Teaching resources</li> </ul> </li> </ul>											
<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	X	Other

**Part 5 – Progress Monitoring**

<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.
1. Mid-Point Benchmark: At least a 1% overall gain above baseline in informal observation ratings for Domains 2 and 3 of the Framework for Teaching)
Timeframe for Mid-Point Progress: 02/20/16).

**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.

As school leaders, P469X wants to continue modeling our vision of "Leading and Educating By Knowing, Doing and Being" for all school community members. Using our data from our School Community Needs Assessments, 2014-2015 Quality Review and Learning Environment Survey, we prioritized our action plan for this goal by looking at each of our school goals, interweaving them together, and refining our current now-13 month old practices, while introducing new protocols simultaneously.

### **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.

Throughout the 2015-2016 school year, school leaders, as instructional leaders will actively engage school community members, including co-located school communities in supporting our school vision: “Leading and Educating By Knowing, Doing and Being.”

### **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>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</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>
<p><b><u>High Quality, Cohesive Instructional Experiences Across Sites:</u></b></p> <ul style="list-style-type: none"> <li>• Overseeing, modeling and holding educators accountable for the implementation, design and integration of assessment and instructional programs into their repertoires of teaching, learning and development.</li> <li>• Providing timely, specific feedback to all stakeholders, both for stakes and not for stakes, in order to ensure clear expectations and standards are being met and/or exceeded</li> </ul>		<p>9/8/15-6/28/16</p>	
<p><b><u>Targeted, Individualized Skill-Based Centers Integrated into Approaches for Learning to Address the Needs of ALL Learners:</u></b></p> <p>Based on informal and formal observations, provide educators with specifically designed, targeted professional learning cycles and training opportunities in the form of intervisitations, coaching, common planning, conversations, etc.</p>		<p>9/8/15-6/28/16</p>	
<p><b><u>Parents as Partners:</u></b></p> <ul style="list-style-type: none"> <li>• Integrating parents and families into our school community as partners with and for the teaching, learning and development of their children, particularly during Tuesday Family Engagement Days</li> <li>• PA/SLT Meetings</li> <li>• School Wide Events</li> <li>• Site Based Events</li> </ul>		<p>9/8/15-6/28/16</p>	

<ul style="list-style-type: none"> <li>• Notice, invitations to school, etc. sent home in the parents native language to increase awareness of upcoming family engagement opportunities</li> </ul> <p>Bring in community based organizations to support and expose our families to different resources available to them, while providing them with an engaging and meaningful way to connect to their child’s school community</p>			
<p>Mutual Trust, Value and Respect Embedded into Our School Culture and Community in Support of This Goal:</p> <ul style="list-style-type: none"> <li>• School principal coaches and models for all staff how to implement effective problem solving skills and strategies through accountable talk, coaching conversations, “Ten Minute Tubiolo Time” individualized meetings for all stakeholders</li> <li>• School Leader support all stakeholders in their teaching, learning and development at the point and/or level that he or she is performing at, celebrating successes and small incremental sets of progress along the journey</li> <li>• Daily Team Huddles across sites</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>School leaders, instructional coaches, site coordinators, materials and resources associated with our daily routines, rituals and practices.</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	X	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>1. Mid-Point Benchmark: At least a 5% overall gain above baseline in informal observation ratings for Domains 1 and 3 of the Framework for Teaching)</p> <p>Timeframe for Mid-Point Progress: 02/20/16).</p>
<p><b>Part 5b.</b> In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

**Section 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.

P469X identified parent involvement as an area of focus for the 2015-2016 school year based primarily on our needs assessments and cabinet conversations from the 2014-2015 school year. After receiving the results from our learning environment survey, our priorities focused around this area were confirmed when of 79 parents who responded to the survey, 59 shared that they "Never" attend and/or volunteer for anything at/for the school.

**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.

The SLT and PTA will facilitate ongoing events and activities in order to provide family friendly venues to increase family engagement and parent involvement and support.

**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>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</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>
<p><b><u>High Quality, Cohesive Instructional Experiences Across Sites:</u></b></p>		<p>9/8/15-6/28/16</p>	

<ul style="list-style-type: none"> <li>• Workshops and trainings geared specifically towards assessment and instructional programs and strategies we use throughout the day to make school to home connections</li> <li>• Parent Volunteers during Literacy/Math blocks <ul style="list-style-type: none"> <li>• Mystery Readers</li> </ul> </li> </ul>			
<p><b><u>Targeted, Individualized Skill-Based Centers Integrated into Approaches for Learning to Address the Needs of ALL Learners:</u></b></p> <p>Providing ample opportunities for families to become involved in the school community, including events, activities and workshops specifically in alignment with parent survey responses</p>		9/8/15-6/28/16	
<p><b><u>Parents as Partners</u></b></p> <ul style="list-style-type: none"> <li>• Outreach to community based organizations and involving them in our school community (ie Arts Horizons will have a family workshop night for parents to attend).</li> <li>• PA/SLT Meetings</li> <li>• School Wide Events</li> <li>• Site Based Events</li> <li>• Notice, invitations to school, etc. sent home in the parents native language to increase awareness of upcoming family engagement opportunities</li> </ul> <p>Bring in community based organizations to support and expose our families to different resources available to them, while providing them with an engaging and meaningful way to connect to their child’s school community</p>		9/8/15-6/28/16	
<p><b><u>Mutual Trust, Value and Respect Embedded into Our School Culture and Community in Support of This Goal :</u></b></p> <ul style="list-style-type: none"> <li>• Popcorn and Movie Nights and “Bring a Blanket – Our School is a Home Away from Home” <ul style="list-style-type: none"> <li>• P469X Family Day at Yankee or CitiField Stadiums</li> <li>• Puppet Shows hosted at each site/school wide</li> </ul> </li> </ul>		9/8/15-6/28/16	

**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.

SLT, PTA, company and vendor donations

**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	X	PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

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

1. Mid-Point Benchmark: At least a 5% increase in parental involvement)  
  
Timeframe for Mid-Point Progress: 02/20/16).

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

**Section 6: Academic Intervention Services (AIS)**

**(Required for All Schools)**

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Students are assessed using WebABLLS-R. Analyses of the results, specifically in the domains of Receptive Language, Requests, Labeling and Intraverbals.	<p><b>Fundations:</b> Teachers incorporate Fundations lessons into their language arts classroom instruction. These lessons focus on carefully sequenced skills that include print knowledge, alphabet awareness, phonological awareness, phonemic awareness, decoding, vocabulary, fluency, and spelling. During Storytime activities, critical thinking, speaking and listening skills are practiced.</p> <p><b>BrightStart:</b> a curriculum that focuses on numerous pre-reading skills, such as Letter identification, letter sounds, print concepts, and emergent writing; Oral language skills, including story comprehension and vocabulary; Phonological awareness, including breaking words apart</p>	One-to-One; Small group; skill based centers	During the school day

		<p>into syllables and rhyming.</p> <p><b>Technical Devices:</b> SmartBoard; iPads; Laptops; Desktops</p>		
<b>Mathematics</b>	<p>Students are assessed using WebABLLS-R. Analyses of the results, specifically in the domains of Visual Performance, Receptive Language and Labeling.</p> <p>GoMath Pre/Post assessments are administered.</p>	<p><b>Scaffolded Instruction:</b> Using Go Math guidelines, instruction is scaffolded to provide access points to students at either a higher or lower functioning level depending on the needs of the student (K-2) during math instruction.</p> <p><b>Hands-On:</b> use of manipulatives to reinforce skills taught during Math Instruction</p> <p><b>Technical Devices:</b> SmartBoard; iPads; Laptops; Desktops</p>	One-to-One; Small groups; skill based centers	During the school day
<b>Science</b>	<p>Students are assessed using WebABLLS-R. Analyses of the results, specifically in the domains of Receptive Language, Requests, Labeling, Intraverbals and Visual Performance</p>	<p><b>Scaffolded Instruction:</b> STEM instruction is scaffolded to provide access points to students at either a higher or lower functioning level depending on the needs of the students in (K-2).</p> <p><b>Technical Devices:</b> SmartBoard; iPads; Laptops; Desktops</p>	One-to-One Services; Small Groups	During the school day
<b>Social Studies</b>	<p>Students are assessed using WebABLLS-R. Analyses of the results, specifically in the domains of</p>	<p><b>Scaffolded Instruction:</b> STEM instruction is scaffolded to provide access points to students at either a</p>	One-to-One Services; Small Groups	During the school day

	<p>Receptive Language, Requests, Labeling and Intraverbals</p>	<p>higher or lower functioning level depending on the needs of the students in (K-2).</p> <p><b>Technical Devices:</b> SmartBoard; iPads; Laptops; Desktops</p>		
<p><b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Behavior is tracked daily using individual behavioral goals on a through the school-wide PBIS system.</p> <p>Progress Monitoring of Functional Behavior Analyses and Behavior Intervention Plans included in students' IEPs.</p>	<p><b>PBIS:</b> School-wide system behavior system that tracks individual progress toward behavioral goals daily across the school day</p> <p><b>TCI-S:</b> A strength based program to be used during crises to build staff understanding of individual student disturbance and help the student to understand his/her own conflicts and how to manage behavior in a more constructive manner.</p> <p><b>Social Emotional Literacy Program:</b> Students learn how to label and regulate their emotions using the mood meter and literary texts.</p> <p><b>Social Stories:</b> Small narratives created to help students to understand social emotional issues.</p>	<p>One-to-One Services; Small Groups</p>	<p>During the school day.</p>

## 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>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>P469X</u>	DBN: <u>75X469</u>
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>42</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input 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>6</u>
# of certified ESL/Bilingual teachers: <u>6</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: Overview of School-Day Programs and Services for ELLs at P469X  
P469X is a school for students ages 5 to 8 with moderate to severe disabilities in grades K through 3. These disabilities include intellectual disability, autism, multiple disabilities, speech impaired, and other health impaired. There are 214 students in our school organization. Of these, 42 (19.63%) are English language learner/limited English proficient (ELL/LEP) students. Of the 42 students, twelve (12) ELLs are mandated for bilingual instructional services (BIS) and twenty seven (27) ELLs are mandated for ENL only services.

There are two transitional bilingual education (TBE) bilingual (Spanish) classes (6:1:1 ratio) and one (1) ENL integrated and stand-alone program at 469X. Two (2) BIS-mandated ELLs have alternate placement paraprofessionals. The two (2) students with alternate placement paraprofessionals receive ENL instruction from our certified ENL teacher. Spanish is the language of the alternate placement paraprofessionals. Thirty two (32) ENL only students are instructed in 6:1:1, 8:1:1 and 12:1:1 integrated and stand-alone program ENL classes, by a certified ENL teacher.

All ELLs who were on our register last Spring participated in the Spring 2015 NYSESLAT. It is important to note that all ELLs at P469X have significant cognitive disabilities and have an alternative assessment mandate in their IEPs. Although their cognitive deficits impact on their performance on the standardized NYSESLAT, ELLs have made some gains on this test. Only 5 ELLs who took the Spring 2015 NYSESLAT received a reportable score. As of the writing of this document the RNMR is still unavailable, and so we are unable to conduct a modality analysis.

Instruction for all ELLs at P469X is aligned with the New Language Arts Progressions (NLAP) (replaced the ESL standards), Common Core Learning Standards and ELA and Math Extensions to the CCLS, with the NYS Learning Standards in science, and social studies and their alternate grade level indicators (AGLIs), and with the Career Development/Occupational Studies (CDOS) Learning Standards via the NYSAA CDOS Crosswalk. In addition, ELLs who attend the bilingual classes at P469X also receive instruction that targets the Home Language Arts Progressions (HLAP) (replaced the NLA standards). The ENL teacher and five bilingual (Spanish) teachers are NYS certified. Bilingual and ENL teachers address students' second language and disability-related learning needs by providing students with instruction that: is differentiated, integrates principles of universal design for learning, (UDL), respects and supports students' learning styles and culture, includes effective ENL methodologies such as the natural approach, the language experience approach, and total physical response (TPR), is scaffolded, and that fades cues, prompts, and scaffolds, when appropriate, to encourage and reinforce students' independence and choice-making abilities, infuses technology into instruction, utilizes cooperative learning techniques, and is communication-focused. P469X strives for all ELLs to receive the minimum required units of ENL required by C.R. Part 154.2, based on their NYSESLAT scores, and are instructed in accordance with their IEP mandates. Mastery skills and content areas are assessed via the Assessment of Basic Language and Learning Skills Revised (ABLLS-R).

### DESCRIPTION OF THE DIRECT SUPPLEMENTAL INSTRUCTIONAL PROGRAM:

Type of Program/activities: Title III Saturday Instructional, Professional Development, and Parental Involvement program titled "Dinosaurs were everywhere: Discovering Fossils Found Around the World: Building English Language Skills Through Fossils Discovered Around the World"

For school year 2015 - 2016, P469X will provide Saturday supplemental Title III language instruction to 42 ELLs as follows: Ten (10) ELLs will receive instruction in one 12:1:1 class ratios. One bilingual paraprofessional will provide support to the program. Eight (8) ELLs will receive instruction in a 8:1:1

## Part B: Direct Instruction Supplemental Program Information

class ratio. One bilingual paraprofessional will provide support to those students. Twenty four (24) ELLs will receive instruction in four (4) 6:1:1 class ratios. Four (4) bilingual paraprofessional will provide support to those students. Moreover, Two (2) additional bilingual paraprofessionals will serve as a "floater" to interpret for Fulani-speaking or Bengali-speaking parents in the mixed language classes. These floaters will also assist students who need toileting or behavioral support.

P469X's 2015-2016 Title III Saturday supplemental language instruction program for English Language Learners with an alternative assessment IEP mandate will be titled "Dinosaurs were everywhere: Discovering Fossils Found Around the World: Building English Language Skills through Fossils Discovered Around the World."

The program will focus on supporting students' acquisition of listening, speaking, reading, and writing skills in English, integrating technology and in reinforcing students' language skills through: 1) participation in scientific discovery, 2) research of dinosaurs found in regional areas, and 3) application of safe practices and choices in their daily lives. Parents work and learn along-side their youngsters throughout the program, engaging in geographical discussions, observations and project based activities, conducting research using the internet, creating international dinosaur posters and cultural activities that students can engage in with their peers and/or parents. Using ENL methodologies and scaffolds, teachers will help students explore regional dinosaur activities and inference activities. Lessons will include a spotlight on the language, vocabulary, social expressions, and communicative etiquette, materials and practices needed to ensure safe participation the scientific method. Opportunities for students to learn and practice social etiquette, sharing, turn-taking and generalization of social skills will be presented through student/parent participation in making dinosaur posters for their region. Students will have opportunities to use and improve listening, speaking, reading, and writing in English as they create books and illustrations for the international regional dinosaur museums (using words, symbols, pictures, photographs, and computer-generated materials). Students will present a dinosaur during the Dino-Fair. Instruction during this Saturday program is in English using ENL methodologies and some native language support and reinforcement of concepts and skills with the assistance of bilingual (Spanish/English, Bengali/English, and Fulani/English and other language(s) as necessary) paraprofessionals. Students will engage in activities/tasks (such as attending to articles and stories read aloud and information from the internet on regions, terrain and habitat. Students will also practice collaborating by creating their own dinosaur posters from a specific region they may not be familiar with and work with each other to perform a play that teaches others about the type of dinosaurs from their region. To build on this concept students will use technology to plan and perform the play. These activities will afford ELL students opportunities to improve their functional communicative skills in English. These activities enhance and support instruction provided during the school day by offering students opportunities to practice, reinforce, and generalize their English Language skills while engaging in motivating activities that involve music and dance. Tasks performed by students during this Title III Saturday instructional program are aligned to the New York State Common Core ELA and mathematics standards and Extensions, to the NYS Home Language Arts Progressions (replaced the old ENL standards), and to the technology standards.

Six classes will be formed to serve the forty two (42) ELL students as follows:

One class of 10 students, one class of 8 students, and four classes of 6:1:1 will participate in the Title III program. All 42 ELL students work with the certified bilingual and/or certified ENL teachers building their listening, speaking, reading, and writing skills in English, by participating in regional dinosaur discovery, researching various dinosaurs, researching and learning about dinosaurs, creating a dino-poster and designing an informational play, using graphic organizers, books, computers, CDs, information packets, and safety signs. Students and parents will create flyers and informational posters while working with the bilingual &/or ENL teachers and bilingual paraprofessionals.

Teacher-generated assessments (rubrics, checklists), ABBLs-R scores, and NYSESLAT scores will be used to monitor their progress along the language-learning continuum. A school administrator is needed to ensure that all compliance and instructional components are met. Three paraprofessionals (Bengali, Fulani, and Spanish) will translate instructional materials and materials for parents.

Six certified bilingual and/or ENL teachers will ensure that all forty two students receive direct

## Part B: Direct Instruction Supplemental Program Information

instruction through ENL methodologies from a certified bilingual teacher. Moreover, on the first and penultimate day of the instructional program, bilingual/ENL teachers will conduct a pre (baseline) and post assessment of student performance. The assistant principal will conduct a pre and post survey with parents regarding practices and levels of engagement of parent and child in joint parent/child games and activities. A supervisor will be present, since these activities will occur on Saturdays, outside of the normal school day.

One class of 10 ELLs, one class of 8 ELLs and four classes of 6 ELL students, each from a variety of language backgrounds (Fulani, Bengali, Spanish, Mandarin, etc.) will be instructed in a 12:1:1, 8:1:1 and 6:1:1 student-to-staff ratio by six certified bilingual or certified ESL teachers. Six bilingual paraprofessional will work with these 8:1:1 and 6:1:1 classes. Moreover, most students at P469X are not independent travelers and require bussing. The district does not provide funds for bussing students at P469X after school or on the weekend. Participation of parents alongside their youngsters in the program not only provides a way for our students to access the Title III supplemental instructional program, since parents take their children to the program, but also provides an opportunity for parents to be directly involved in and support the instruction of their youngsters (Arias, M.B. and Murillo-Campbell, M., 2008).

The day will begin with a "Dinosaur Discovery". The entire group of students and parents will match fossils to the corresponding picture of the dinosaur. Each Saturday during "Dinosaur Discovery", participants will also engage in a guessing game, share session, and collaboration about a particular dinosaur. Teachers will facilitate and lead social and communication interaction among parents and students during this session, using TPR. The session will run for the first 45 minutes of the day. After the "Dinosaur Discovery" activity, students and parents will then go to their respective 6:1:1, 8:1:1 and 12:1:1 classes.

In each class, students will focus on building their reading and writing skills in English through the creation of posters, slogans, symbols, songs, and books related to dinosaurs, fossils, and geography. Students will use digital cameras to capture images and actions of activities during the program. Students will gather pictures and information on the internet and use the information to make posters for "Dinosaur Discovery" and for the Dino-Fair. Students will review videos about dinosaurs and discuss the video with parents and peers. Students will also use computer-based programs (e.g., PowerPoint, Word, search engines, online materials) to create flyers and other materials to build and practice their listening, speaking, reading, and writing skills in English. Students will illustrate their flyers and post them around the school.

Parents and students from the four 6:1:1 and each of the 12:1:1 and the 8:1:1 classes will reunite for the last 30 minutes of the program for the "Let's Talk" reflections and evaluation of activities. Students, parents, and staff will use the gym, multipurpose room, and/or classrooms. The bilingual paraprofessionals along with the bilingual teachers will facilitate conversations with parents and students.

The chart below depicts the flow of the day:

8:30 – 9:15 Dinosaur Discovery

9:18 – 11:20 CONCURRENT Classes

11:22 – 12:00 Let's Talk

RATIONALE for P469X Saturday program with students and parents with ENL focus:

- Saturday program rather than after school program: District cannot fund transportation for students for "new" after school program (and there is no existing after school program at the school of which Title III program could "piggyback").
- Instruction in English using ENL methodologies: P469X serves ELLs from several different native language backgrounds (e.g., Bengali, Mandarin, Fulani, Spanish, etc.). The vast majority of students from these language groups receive ENL instruction during the school day. Some are mandated for bilingual instructional services (BIS) and all are mandated for ENL instruction. Providing an ENL-based supplemental instructional program will allow for the inclusion of ELLs, regardless of the limited or lack of availability of certified BIS teachers in esoteric languages. Therefore, supplemental instruction during the Title III supplemental Saturday program will be carried out in English through ENL methodologies. In

## Part B: Direct Instruction Supplemental Program Information

addition, bilingual paraprofessionals will be available to provide native language support to some students who require it (e.g., Bengali, Mandarin, and Spanish). The Language Experience Approach, TPR, the Natural Approach, scaffolding, and the use of realia and manipulatives are approaches that will be employed to assist teachers in accommodating the needs of students in both ENL and bilingual programs by promoting English language acquisition and assisting students in the Title III Saturday supplemental program, in moving along the language continuum. The effectiveness of these approaches is supported by scientifically-based research (Krashen & Terrel, 1983; Rigg, P. (1987); Hoffner, H. (2004); Schutz, R. (2007). In addition, all ELLs in the school are on an elementary school level and have significant cognitive disabilities and would benefit from instructional supports that afford them opportunities that they will need to succeed after they matriculate (Clark, G., Field, S., Patton, J., Brolin, D. & Sitlington, P., 1996 ) and that is provided through collaborative, transdisciplinary teaming/instruction (Orelve & Sobsey, 1996, 2004) (esp. w/ELLs Honigsfeld, Doce, & DelliCarpini, 2010).

- Communication and socialization are the greatest areas of deficit for students with severe disabilities: (Reichle, J. & Wacker, D.P., 1993) (Jackson, R.M., 2011) The "Dinosaurs were everywhere: Discovering Fossils Found Around the World: Building English Language Skills through Fossils Discovered Around the World", program will provide learning experiences for our ELLs to practice and generalize communication and socialization skills in a natural, motivating, functionally/culturally-relevant, and practical manner. Research supports the use of technology to help improve student achievement (J. Cummins, 2003), (D. Tater and M. Robinson, 2003), (EducationWorld, 2011).

- Parents participate with their youngsters: a) All ELLs in the school have significant disabilities, are not independent travelers, and cannot attend program without parent attendance/transport. b) Research underscores the positive association of parent participation on ELL students' language acquisition and students with disabilities' academic performance (Thoen, A.L., 2010) (Fan & Chen, 2001; Feinstein & Symons, 1999). The program will provide an opportunity for parents of ELLs to gain the "cultural capital – the knowledge valued in school and an understanding of how the school system works: to be able to help their youngsters succeed." ( Walqui, A., 2000). c) Effective ways to involve parents of ELLs with disabilities in school and classroom-based instructional issues (Barrera, M., Vang, H., Liu, K., & Thurlow, M. (2005). d) The importance of receiving instructionally-relevant information, from parents of ELLs with disabilities, about standards-based instructional strategies in the classroom (Barrera, M., Vang, H., Liu, K., & Thurlow, M. (2005). e) The importance and need for students with disabilities to be afforded opportunities to practice and reinforce skills learned across settings and with a variety of people (Westling, D. L., & Fox, L. (2009).

- Bilingual School Psychologist part of transdisciplinary team: a) Research supports the need for transdisciplinary teaming for effective instruction of students with severe cognitive and multiple disabilities (Rainforth, B. & York-Barr, J., 1997; Orelve, F.P. & Sobsey, D., 2004); b) The integration of modeling and culturally proficient coaching for working with culturally and linguistically diverse (CLD) parents and students (Lindsey, D.B., Martinez, R.S., & Lindsey, R.B. (2007) (Anderson, K.L., 2010), c) The importance of cross-cultural competencies (for parents & staff: Lynch, E.W. & Hanson, M.J., 1998), (for students: NYS ENL Standard 5); d) Awareness and application of multicultural etiquette to instruction and to parental involvement (Dresser, N., 1996) (Pengra, L.M., 2000); e) The impact of home language and culture on ELL student performance and the importance of understanding ELLs' circumstances in creating linguistically and culturally responsive schools (Soltero, S.W., 2011) (Baca, L.M. & Cervantes, H.T., 2004), e) The importance of creating culturally proficient schools (Lindsey, R.B., Graham, S.M., Westphal Jr., R.C., and Jew, C. L., 2008); f) The importance of bridging the disconnect between home and school culture and promoting parent involvement that empowers (Elksnin, L.K. & Elksnin, N., 2000) (Baca, L. M. & Cervantes, H.T. (2004)

- Student-to-staffing ratios: All ELLs have IEPs that mandate student-to-staffing ratios. Title III program will provide services for ELLs with 12:1:1, 8:1:1, 6:1:1 mandates as per their IEPs.

- Theme-Based instruction (using the "Learning Experience" Format) that integrates geography and technology: "Themes are a way of understanding new concepts. They provide mental organizing schemes for students to approach new ideas (Caine & Caine, 1997; Kovalik, 1994). b) "Students learn

## Part B: Direct Instruction Supplemental Program Information

through different modes, styles and multiple intelligences. Teachers should access and integrate these modes for increasing opportunities for students to access and retain new knowledge” (Gardner, 1993).  
c) “Classrooms free of threat, students engaged in immersive learning experiences, and curriculum that connects to the community and the students' lives are all aspects of brain-compatible teaching” (Caine & Caine, 1991, 1994, 1997a, b).  
d) Use of networked technologies can enhance learning (e.g., decision-making, following rules, teaming/socialization, awareness of safety issues) (Cognition and Technology Group at Vanderbilt, 1997).  
e) “Cognitive research shows that educational programs should challenge students to link, connect, and integrate ideas and to learn in authentic contexts, taking into account their perception of real-world problems. (Bransford, Brown, & Cocking, 1999; diSessa, 2000; Linn & Hsi, 2000).

Students in this Saturday instructional program for ELLs are provided with additional, enriched instruction that integrates practical, functional, real-life applications of standards-based language concepts into lessons that are aligned with the New Language Arts Progressions (NLAP) (replaced the ESL standards), and with the ELA, Math CCLS, and Science learning standards and their corresponding Extensions and Alternate Grade Level Indicators (AGLIs).

The Learning Experience format is the vehicle for delivering instruction, as recommended by the New York State Education Department in their publication entitled “The Teaching of English Language Arts to English Language Learners: A Resource Guide for All Teachers.”  
b) Researchers from a variety of fields (e.g., in the area of music, learning theory, dance, cultures, physical education, ELL education) have found: 1) a positive association between student participation in extracurricular physical activity and academic performance (Center for Disease Control, 2012), 2) ELL's learn best from cultural diverse environments Vega, C. (1992, January 1). Considerations in Teaching Culturally Diverse Children. ERIC Digest. ERIC Clearinghouse on Teacher Education Washington DC, 3) the importance of transdisciplinary teaming (Orlove & Sobsey, 2004) and of inclusion of family members in a multidisciplinary effort by educators, therapists, and others to help make physical activities enjoyable and accessible to students with disabilities (JRRD, VOL. 36 No.2, April, 1999), and 4) a need to involve and educate parents concerning the importance of physical activity for their children and of parent participation with their children in physical activities (Center for Disease Control, May 2003). Therefore, our Saturday Title III supplemental instructional program will provide opportunities for students and parents to engage in discovery activities together, providing a venue for ELLs to practice and improve their socialization and listening, speaking, reading, and writing skills in English. The program will also focus on helping students and parents gain information, knowledge, and skills in the areas of safety, science, movement and socialization to maximize their learning potential. Students will learn the scientific approach, to use all technology machine objects appropriately, to take turns, work as a team, know and follow rules, and become familiar with regions around the globe.

- Supervisor & Secretary Required: We were informed that Title III requires that instruction, PD, and Parental Involvement activities take place outside of the school day. Therefore, a supervisor is needed to oversee instruction and maintain Title III records, PD, and parent activities. A secretary is needed to process payroll and make purchases/acknowledge receipt of purchase.

### SUBGROUP AND GRADE LEVELS OF STUDENTS TO BE SERVED:

42 ELLs ages 5 to 8 with severe disabilities, including intellectual disability, autism, and multiple disabilities who attend a District 75 special education elementary school. 6 ELLs are in grade K, 29 ELLs are in grade 1, 9 ELLs are in grade 2 and 2 ELLs are in grade 3 with an 8:1:1, 6:1:1 or 12:1:1 student-to-staff ratio.

SCHEDULE AND DURATION: Saturday supplemental instructional program, to run 4 Saturdays, 3 and 1/2 hours per Saturday (from 8:30AM to 12:00 PM).

LANGUAGE OF INSTRUCTION: English using ENL methodologies

NUMBER AND TYPE OF CERTIFIED TEACHERS: 6 certified ENL and/or certified bilingual special education teachers.

TYPES OF MATERIALS: lamination paper, pencils, crayon, markers, excavation kits, and dinosaur bone replication kits, ipads.

## Part C: Professional Development

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

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

Begin description here: Teachers, paraprofessionals, and administrators will participate in a 6 week PD Institute (to be held on the extended Mondays)( 1 hours each day - 2:30-3:30pm) before the start of the program), that will address instructional approaches, data collection, and working with parents of ELLs (e.g., interpretation, translation, and confidentiality).

Goals: 1) to develop strategies for working with parents (e.g., on reinforcing functional language through technology and discovery activities that their youngsters are learning during school and in the Saturday "Dinosaurs were everywhere: Discovering Fossils Found Around the World: Building English Language Skills Through Fossils Discovered Around the World ", 2) to develop strategies for working with ELLs with disabilities, 3) to explore issues that impact on teaching and learning as they relate to ELLs with disabilities, and 4) to create materials to be used with students and parents (e.g., written materials, multisensory materials and posters, and symbols and pictures to use in communication).

The following topics will be covered

1) Working with ELL Parents: Confidentiality, Translation, and Interpretation;

2) Using the Learning Experience as a vehicle for Instructing ELLs with Disabilities

3) Integrating the scientific method into instruction for ELLs with disabilities

4) Data Collection (using rubrics & checklists)

DAY One: 6 teachers, 7 paraprofessionals, 1 bilingual school psychologist, and 1 supervisor will meet on March 7 & 14 2016 for 1 hours (from 2:30 -3:30PM

1) Working with ELL Parents: Confidentiality, Translation, and Interpretation; 2) Using the Learning Experience (LE) as a vehicle for Instructing ELLs with Disabilities (The "Learning Experience" is the thematic instructional format recommended by the NYSED for use with English language learners in the NYSED teacher-training and resource document titled "The Teaching of English Language Arts to English Language Learners: A Resource Guide for All Teachers."). Staff will learn how to create LEs and the LE will be the format for delivering instruction during the Title III Saturday supplemental instructional program.);

DAYS Three and Four (March 21 & April 4 - 2:30 - 3:30)

(1) Team will explore best practices in instructing ELLs with disabilities by reading and discussing excerpts from articles and/or books that address topics such as transdisciplinary teaming, cross-cultural considerations, and the impact of disabilities on language development and learning.

DAYS Five & Six (April 11 & 18, 2016 - 2:30 - 3:30)

(1) Team will prepare teaching materials for the supplemental program

Research supports the use of transdisciplinary teaming for working with students with significant disabilities (Pugach, M. C. & Johnson, L. J. (1995); Orelove and Sobsey, 1996), lessons for ELLs and students with disabilities that incorporate hands-on, functional activities (Bredderman, 1982), and peer-facilitated professional development (Galbraith and Anstrom, 1995), and the importance of parent participation in the education of ELLs (R. Waterman & B. Harry, 2008). These features form the basis of our Title III PD.

## 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 will receive the Title III parent notification letter (from the NYCDOE website) in their preferred languages. Parents are fully integrated into the P469X Title III Saturday program. Parents will work alongside their youngsters for 3 of the 4 Saturdays, with the assistance of the Bilingual School Psychologist, who will observe student/parent interactions and model effective strategies for engaging their youngsters and promoting communicative interaction among parents and students. The parents will join students and staff to participate in integrating communication and socialization-focused recreational activities (making posters, excavating, research) and follow-up activities that they can do at home and in the community to help reinforce and provide practice and generalization for concepts that their youngsters worked on in the instructional program. The Bilingual School Psychologist will also facilitate their participation during the “Dinosaur Discovery” opening activity. After the opening activity, parents will join their youngsters in one of three groups (ie., Group Asia continent, Group South America continent, or Group Africa continent). Parents will rotate with their respective groups after 40 minutes with a particular teacher/in a particular learning space. They will move as a group to the next teacher/learning space. They will rotate once more in the same manner. The bilingual school psychologist will work with each group of parents for 40 minutes, observing parent/youngster interactions and modeling strategies for supporting their child’s independence and choice-making, and use and increase of age-appropriate communication, socialization, and functional skills. The Bilingual School Psychologist will work with each of the three groups of parents as follows:

The Bilingual School Psychologist will work with parents in Group Asia Continent from 9:18 AM – 9:58 AM.

The Bilingual School Psychologist will work with parents in Group South America Continent from 10:00 AM – 10:48 PM.

The Bilingual School Psychologist will work with parents in Group Africa Continent from 10:50 PM – 11:33 PM.

Parents from all three groups will come together at 11:35 PM for the “Let's Talk” portion of the program which will run to 12:00 noon. During the “Let's Talk” activity, parents will reflect on the activities of the day, express their concerns, share their reactions, suggestions, and reflections, and complete an evaluation of the program that day.

During Day One of the 4 Saturday series, parents participate in a Title III Parent Orientation meeting in which they will receive information about bilingual, ENL, and bilingual related services (e.g., bilingual speech, bilingual counseling) that ELL students are entitled to. Parents will explore issues that they identify as being important for their youngster’s success in school and life. Parents will create a list of “10 Burning Questions” that they would like to have addressed.

• Distribution of Information to Parents in non-English languages: Bilingual pedagogical staff, bilingual paraprofessionals, and staff from the Office of Translations & Interpretation translate materials into various languages for parents for all conferences, workshops, meetings, etc.

• Expected number of P469X parent participants: 42. Expected Start Date: May 7, 2016, May 14, 2016, May 21, 2016 and May 28, 2016. Duration: Saturdays, 8:30 AM – 12:00 noon.

• Parents and students will participate together in a dinosaur discovery and excavating safety program.

**Part E: Budget**

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<p>Professional salaries (schools must account for fringe benefits)</p> <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	<p><u>\$9,617.23</u></p>	<p>Per session for teachers and paraprofessionals who will teach students during the Saturday Instructional Program, Bilingual school Psychologist who will facilitate the parents' work with their children, conduct Professional Development and Parent Workshop, Supervisor who will oversee the program, and Secretary who will process purchases and payroll as follows:  <u>Staff for Supplemental Instructional Component:</u>  <u>6 teachers at 3.5 hours x 4 Saturdays x \$53.28 = \$4,475.52</u>  <u>(Teachers subtotal for Instruction: \$4,475.52)</u>  <u>8 paraprofessionals x 3.5 x 4 x \$30.69 = \$3,437.28</u>  <u>(Para subtotal for Instruction: \$3,437.28)</u>  <u>1 supervisor x 3.5 x 4 x \$54.69 = \$765.76</u>  <u>(Supervisor subtotal for Instruction = \$765.76)</u>  <u>1 Secretary (for time keeping and purchases) x 5 hours x \$27.35 = \$136.75</u>  <u>Staff for Parental Involvement Component: 1 bilingual school psychologist x 3.5 hours x 4 Saturdays x \$57.28 = \$801.92</u>  <u>(Subtotal for Parental Involvement: \$801.92)</u></p>
<p>Purchased services</p> <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	<p>_____</p>	<p>_____</p>
<p>Supplies and materials</p> <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> </ul>	<p><u>\$508.77</u></p>	<p>Supplemental Instructional Program: <u>Supplies for Saturday instructional, and parent programs (to create symbols, posters, instructional materials, etc. &amp; parent activities) as follows:</u>  <u>lamination paper: \$50</u></p>

**Part E: Budget**

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"> <li>Must be clearly listed.</li> </ul>		<u>Velcro \$50.</u> <u>paper \$50</u> <u>Markers, DVDs relating to program, chart paper, pencils, paint, dinosaur kits \$108.77</u> <u>1 ipad mini @ \$250.00 = \$250.00</u> <u>\$</u>
Educational Software (Object Code 199)	_____	_____
Travel	<u>\$924.00</u>	<u>Metro cards for parents: 42 cards @ \$5.50 per round trip card x 4 Saturdays = \$ 924.00</u> <u>Parental Involvement \$924.00</u>
Other	<u>\$150.00</u>	<u>Refreshment for parents \$62.50 day = \$250.</u>
<b>TOTAL</b>	<b><u>\$11, 200.00</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>469</b>
School Name <b>The Bronx School For Continuous Learners</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>Janine Tubiolo</b>	Assistant Principal <b>Marcia Pitt and Paul Schropfer</b>
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher <b>Alex LaPorta/Yudelka Ramirez</b>	School Counselor <b>Gladys Manosalvas</b>
Teacher/Subject Area	Parent <b>Digma Antigua</b>
Teacher/Subject Area	Parent Coordinator
Related-Service Provider <b>Ericka Barrera</b>	Borough Field Support Center Staff Member
Superintendent	Other (Name and Title)

### C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>4</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>1</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>2</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 <u>not</u> 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>4</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>214</b>	Total number of ELLs	<b>42</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	K <input checked="" type="checkbox"/> 1 <input checked="" 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 <input type="checkbox"/>

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

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

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

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>	0	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>	42	<b>Newcomers</b> (ELLs receiving service 0-3 years)	42	<b>ELL Students with Disabilities</b>	42
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	0	<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>	12									0
<b>DL</b>										0
<b>ENL</b>	30									0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 2

## 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 _____	6	6												0
SELECT ONE _____														0
SELECT ONE _____														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

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

\* EP=English proficient student

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

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

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

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		16	3	1										0
Chinese		1												0
Russian														0
Bengali			3											0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other FU/Susu	1	1	3	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)	9	25												0
<b>Emerging</b> (Low Intermediate)		5												0
<b>Transitioning</b> (High Intermediate)		1												0
<b>Expanding</b> (Advanced)		2												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														0

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

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

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
Two of the assessment tools that P469X - The Bronx School For Continuous Learners - uses to assess Alternate Assessment students are the Assessment of Basic Language and Learning Skills-Revised (ABLLS-R) and Feifer assessment for reading. The ABLLS-R is our school wide comprehensive assessment tool used with all of our early learners. The insight that our collective data provides for our English Language Learners are that we are able to determine our students' reading levels and potential Individual Education Program (IEP) goals and objectives. Also, through the analysis of the data the ENL teacher has insight into how to design their academic instruction. In addition, P469X uses three programs (Brightstart, Core Knowledge and Foundations) that provide us with program specific screening that include chapter and unit assessments. These program specific assessments provide pedagogues with a breakdown of individual opportunities.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
Based on the NYSITELL and NYSESLAT statistical scores a data pattern has proven that the majority of the students are on a beginner level. In addition, of the students that were able to respond to all four modalities, the speaking and listening skills are the students' strengths. On the other hand, additional support is needed in the reading and writing modalities for those who were able to take the NYSITELL or NYSESLAT. This pattern has been displayed at every grade level.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
The instructional decisions in relation to the data from the NYSITELL and the NYSESLAT will guide us as to where we need to target the students' ELA academic instruction. The following components comprise our various English Language Arts Program: independent reading; read aloud; shared reading; guided reading; shared writing; interactive writing; writer's workshop; independent writing; and working with words. In addition, the following teaching procedures will also be implemented as a means to support the four modalities: journal writing; books on line in English and Spanish and impromptu story telling. P469X – The Bronx School For Continuous learners- opened in September of 2014 and we will analyze the data of the Annual Measurable Achievement Objective (AMAO) when more data is collected.
- For each program, answer the following:

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

Since P469X-The Bronx School For Continuous Learning is a Freestanding ENL and Transitional Bilingual education (TBE) program, all our ELLs take standardized tests in English. School leadership and teachers are using the results of ELL Period Assessment, when the test is provided, by stressing the importance of English language scaffolding, and by reassessing how the remediation for students is addressed. What the school is learning about ELLs from the Periodic Assessment, when it is available, is that teachers need to modify their teaching strategies, differentiate lessons, and tutor students in areas that are the most challenging. The students' native language is used in the following ways: bilingual teachers and assistants are utilized in the classroom; classroom libraries are supplied with dictionaries and books in the students' first language, and multicultural thematic units are taught throughout the school year.

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*.]  
Not applicable.

6. How do you make sure that a student's new language development is considered in instructional decisions?  
The P469X ELL students' second language development is considered in instructional decisions throughout the school year. The reading, writing, speaking and listening skills are acknowledged in their developmental stages. The ENL teacher/s conference with other teachers and related service providers associated with the students by: attending meetings to evaluate and reassess the students' work, developing lessons and modifying their goals and by working with the students across the different content areas in their classrooms.

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?

Not applicable. Currently, P469X is a new school that only offers freestanding ENL and TBE programs.

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).  
The ENL teacher ( Mr. LaPorta) evaluates the success of P469X programs for ELLs by focusing towards the Adequate Yearly Progress (AYP). The ENL teacher works cooperatively with the school staff to assist our ELL students to perform their best on their standardized and alternate assessment exams by: utilizing portfolios and different assessment tools to evaluate the students' progress (teacher- made checklists, informal tests and rubrics).

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide*, *ELL Identification* section.  
All English Language Learners (ELLs) or Limited English Proficient students (LEPs) are identified and referred to P469X by the CSE (Committee on Special Education). The CSE evaluates and assigns them to Freestanding ENL, Dual Language or Transitional Bilingual Education programs. Dual Language Programs are not offered at P469X at this time. As part of the intake process at the CSE, parents complete a legally mandated document called the Home Language Identification Survey (HLIS) in their native language, as well as in English. When the HLIS shows the student speaks another language, that student becomes eligible to take the NYSITELL. When the NYSITELL is given and the potential ELL falls below the cut score, then the student is designated for ENL or Bilingual services. If the student's home language is Spanish and they do not pass the NYSITELL, then the Spanish LAB is administered (if applicable). When students are not evaluated by the CSE, ELL identification becomes the responsibility of the school. When a home language survey is not available, e.g. the student has missing records or is from out of state, the HLIS is done at the school and the NYSITELL is administered if necessary. P469X has one certified ENL teacher who handles this process: Alex La Porta, who is fluent in Italian and English. He confers weekly with the Pupil Accounting secretary to get information about newly enrolled students and verify their home languages. All students' surveys that have a home language other than English, as determined by the HLIS, and have an IEP will be evaluated by the language proficiency team (LPT). The team participants include Marcia Pitt (AP), Alex LaPorta (ENL Teacher),

Gladys Manosalvas (Bi-lingual School Psychologist), Nancy Isaac (Bi-lingual Unit coordinator), and the students parent. When a Spanish LAB needs to be administered P469X has five certified Bilingual Spanish teachers available to give it: Jose Isaac, Nancy Isaac, Yudelka Ramirez, Emma Castro and Raisa Maruri. This procedure is done only once within two weeks after enrollment as per NYS guidelines (<http://www.p12.nysed.gov/biling/bilinged/faq.html#language2>), ideally 20 business days (<http://schools.nyc.gov/Offices/District75/Departments/ELL/default.htm>).

The ENL teacher, Mr. LaPorta also identifies the students eligible for the NYSITELL by printing a report called the RLAB. It is accessible through Automate the Schools (ATS) and lists all students who should take the NYSITELL and their answer sheets. Upon administration of the NYSITELL, Mr. LaPorta scans the ATS answer documents to determine their proficiency level. As previously stated if the students are eligible for the Spanish LAB, a similar scenario of scanning is performed.

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).  
The HLIS along with the informal interview are reviewed during and after the intake process. For new arrivals, Part 2 of the HLIS (prior educational information) is evaluated to see if the child has any prior educational history. Additionally, CPSE and CSE investigate these areas as well.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).  
All students' surveys that have a home language other than English, as determined by the HLIS, and have an iEP will be evaluated by the language proficiency team (LPT). The team participants include Marcia Pitt (AP), Alex LaPorta (ENL Teacher), Gladys Manosalvas (Bi-lingual School Psychologist), Nancy Isaac (Bi-lingual Unit coordinator) and the parent/guardian of the student being evaluated. The team will assess all information acquired during the informal interview as well as previous work, and make a decision whether the child is eligible to take the NYSITELL. If the parent/guardian requires language interpretation and translation other than Spanish, then the Office of Translation and Interpretation Services is contacted.
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.  
Does not apply to P469X on a school level and is typically distributed through the 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).  
Parents will be informed that they may appeal ELL status within 45 days during and after the decision process at the LPT meeting. In addition, letters will be sent home in English and in the parents native language that states the ELL status of their child and that they may appeal this decision within 45 days. There is a 20 day time frame to accept or reject LPT recommendation.
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.  
All parents and guardians of English Language Learners (ELLs) or Limited English Proficient students (LEPs) are identified and referred to P469X by the CSE (Committee on Special Education). At P469X during the intake process, a student is identified as an ELL and, accordingly, the parents are conferenced about the two programs that we offer at the school, Transitional Bilingual program and Freestanding ENL. Parents are welcomed to tours around the school and introduced to the different programs and teachers. The student is placed in an appropriate program based on his/her IEP recommendation and parent choice. The ELL coordinator updates the ELPC screen in ATS to capture parent's choice.
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.  
P469X sends letters home, calls parents/guardians to remind them and follows up within 30 days before the default program for ELLs is implemented.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
The ENL teacher monitors program selection on a weekly basis by checking the ELPC screen in ATS.
9. Describe how your school ensures that placement parent notification letters are distributed.  
The CSE typically monitors this.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
All ELL documentation is held in the cumulative folder as well as electronically uploaded to SESIS. It is monitored and managed by the LPT.
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.

The ENL teacher (Mr.LaPorta) takes numerous steps to make sure that every child is given the opportunity to take the NYSESLAT. The ESL teachers cross reference ATS reports, such as: RLAT, REXH, and HISE so every student is accounted for. The testing unit coordinator (Mrs. Isaac) keeps the tests in a safe locked cabinet, distributes the tests to the ENL teacher (Mr. LaPorta) who separates the tests based on the students' birthdays to make certain that their testing level is correct. Also, The ENL teacher refers to the students' IEPs to make sure that all testing accommodations are considered. The ENL teacher designs a testing schedule and conference with the classroom teachers and the administrators. Parents and guardians are notified about the upcoming NYSESLAT through letters sent home in their native language and a follow-up call is done as well. The ENL teacher prepares the students throughout the year for the NYSESLAT exam by assisting them in developing their listening, writing, speaking and reading skills. When it comes to helping the students with the preparation for the NYSESLAT, the ENL teachers discuss the importance of the test for their academic advancement. It is also pointed out by them that the students should have their best behavior to take the test.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Entitlement and transitional support information is provided to the parent during the yearly IEP 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).

If the parents have selected to keep their children in the Freestanding ENL program; we will provide an English as a New Language (ENL) program that uses strategies for English language development with native language. Instruction is delivered using the integrated and stand-alone model. The following student to staff ratios exist at our schools: 12:1:1, 8:1:1 and 6:1:1.

Our program will also support ELL students to acquire language and content knowledge in English. For those students whose IEPs indicate bilingual education, an alternate placement paraprofessional is assigned to that student. At P469X, we currently have

14

students with bilingual recommendations and 4 alternate placement paraprofessionals who provide language support.

## 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.

See below

- b. TBE program. *If applicable.*

Our organizational model at The Bronx School For Continuous Learners is integrated and stand-alone ENL services and TBE .

The students are grouped based on classification of student to staff ratios of 12:1:1, 8:1:1 and 6:1:1, within three consecutive

grades and IEP recommendations. Depending on these needs, the integrated and stand-alone models are used to assist students

across curricular areas and allow the students to remain in their classroom with their English speaking peers and receive stand-alone

services. Utilizing the integrated model allows the ENL and classroom teachers to collaborate in the facilitation of classroom instruction. As a result the English Language Learners are given the opportunity to acquire the English language across all subject areas. In doing so, the ENL teacher (Mr.LaPorta) provides both English and English Language Arts content instruction simultaneously. The integrated and stand-alone models proceed at the rate mandated by CR Part 154.2 which are determined by level of proficiency. In addition, the program models consist of heterogeneous and homogeneous groupings.

Our

instruction values the students' backgrounds, the need to prepare the students for a college education. Our curriculum is aligned to

the Common Core Learning Standards, the English as a New Language Standards, and the New York State Language

Standards.

Parent and community involvement are of utmost importance. Emphasis is placed on content areas (Science and Social Studies) through the early literacy block, with co-teaching taking place between the ENL teacher and classroom teacher.

c. DL program. *If applicable.*

P469X was selected to begin a dual language program for the 2015-2016 school year - The grant money did not roll over into the 2015-2016 school year; Therefore, at this time, 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)?

The certified ENL instructor (Mr.LaPorta) ensures that the mandated number of instructional minutes is provided, according to the

student's proficiency level through, our Freestanding ENL Program. The plan of the ENL teacher (Mr.LaPorta), is to make certain, that our students are being fully serviced. According to CR-Part 154.2, correct mandated minutes in academic support with instruction in English is delivered. Minutes served are based on students' NYSESLAT and NYSITELL scores. In collaboration with the ENL teacher (Mr.LaPorta) and other pedagogues our school is meeting the New York State – mandated ENL/ELA allotted instruction times. In accordance with CR-Part 154.2 mandates, our ELLs in grades K-2, who scored at the entering and emerging proficiency levels are receiving 360 minutes of ENL integrated and stand-alone services/week. In Spring 2015, our students will be administered the NYSESLAT. According to CR-Part 154.2 mandates, all the P469X English Language Learners who will reach transitioning or expanding level will be given 180 minutes of of integrated and stand-alone ENL/180 minutes of ELA/week. Students participate in the ELA program with their classroom teachers.Emphasis is placed on content areas (Science and Social Studies) through the early literacy block, with co-teaching taking place between the ENL teacher and classroom 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.

The ENL Freestanding Program Model is delivered in the English language. Therefore, the content areas are modified according to the students' proficiency level. Based on the students' different learning styles and individual student needs, the ENL teacher engages each student in their learning process. The instructional approaches and methods used to make content areas comprehensible to enrich language development are:

Balanced Literacy  
Total Physical Response (TPR)  
Cooperative Learning  
Whole Language Instruction  
Community Language Learning  
Native Approach for Acquisition  
Cognitive Academic Language Learning Approach (CALLA)  
Differentiated Instruction

In addition to the above instructional approaches , the ENL teacher also utilizes, Scaffolding, Modeling, Bridging , Contextualization, Schema Building, Facilitation of Language Functions, and Text Representation. The use of Bloom's Taxonomy instruction eases the development of the students' meta-cognition. We meet the demands of the Common Core Learning Standards by incorporating literature, informational text, and foundation skills in our ELA program. In the P469X ENL program, the teacher includes the Math Common Core Learning Standards which include geometry, counting, measurement and data, to name a few concept skills.

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

In order to ensure that our new English Language Learners are appropriately evaluated in the Spanish language the Bilingual teachers, Yudelka Ramirez, Nancy Isaac and Jose Isaac administer the Spanish Lab. P469X has an alternate paraprofessional who can help our students who have been in the system. Also, teacher-made assessments and books in the students' native languages are used to evaluate ELL students.

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

The P469X teachers evaluate their ELL students in all four modalities of English acquisition throughout the year by using the following assessments: Assessment of Basic Language and Learning Skills-Revised (ABLLS-R), Brightstart, Foundations and Go math. The ENL teacher/s do constant assessments using teacher-made materials throughout the school year.

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

P469X has an instructional plan for Students with Interrupted Formal Education (SIFE) if they become part of our organization. The ENL teacher/s would provide support in the form of literacy, mathematics, technology, Academic Intervention Programs and buddy systems. The certified ENL teacher (Mr.LaPorta) would service the students with the necessary amount of time according to their mandates , following the integrated and stand-alone models using differentiated instruction/materials during their ELA classes. The instructional goal for newcomers is that they learn to use English to make progress in all academic areas and social settings. Recognizing that students might be kinesthetic , visual and/or auditory learners, ENL teacher uses a multitude of education resources to address these learning styles. For example, cooperative learning groups, play a significant role in the ELL teaching approach. When these groups meet , students present their writing , pictures, and stories to their peers. In other instances, the Total Physical Response (TPR) method may be used by the ENL teachers to create activities for improving the listening skills of students. In these activities, students follow small commands related to action words that are used in lessons. In addition, graphic organizers are used to assess students in organizing ideas for understanding a text. The ENL teacher provides the mandated amount of minutes necessary to comply with CR-Part 154.2. Mr.LaPorta provides integrated and stand-alone delivery of service alternatively according to the individual levels of proficiency. For ELLs receiving services for 4-6 years the goal is for them to increase their English literacy in the four modalities: listening, speaking ,reading and writing. Critical thinking development is essential for this group of students. The ENL certified teacher always differentiates instruction to meet the needs of the students. The entering and emerging students receive 360 minutes of integrated and stand-alone ENL instruction/week. The students who scored at a transitioning and expanding level on the NYSITELL or NYSESLAT will receive 180 minutes/week of ENL instruction. The integrated and stand-alone models is applied based on the collaboration between the homeroom teacher and the ENL instructor. The ENL teacher and the classroom teachers usually meet during a common planning time to discuss the appropriate differentiated curriculum for the ELL students. Our educational plan for the long-term English Language Learners is to facilitate academic literacy skills in English. The ENL teacher recommends that explicit literacy instruction should be integrated in all content area subjects, such as, Math, Science, Social Studies, ENL and English Language Arts classes. Our ENL program model approach to literacy instruction is coordinated across all subject areas to support the development of students' academic language and literacy skills. Long-term English Language Learners are taught separately from new arrivals so that instruction can focus on academic literacy in English. The certified ENL teacher collaborates with classroom teachers and related service providers to ensure that long-term ELLs receive the instruction needed. When the ELL students score proficiency on the NYSESLAT exam, the ENL teacher will continue to support them by going into the classroom and listening to their language needs. The ENL teacher meets with classroom teachers and related service providers to discuss the progress of the former ELL students. The ENL teacher contacts the parents of the proficient students to make sure that they are doing well at home and in their communities. ELL proficient students and all ELL students are advised to participate in the 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

Chart (10 months after the re-identification has been established). Refer to ELL Policy and Reference Guide, Re-Identification of ELL Status section.

not applicable at this time.

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?

P469X is a District 75 school and our instructional strategies and grade-level materials are created to meet the diverse needs of English Language Learners-Students with Disabilities (SWDS) within the least restrictive environment. We use core curriculum early literacy and early mathematics programs (Core Knowledge, Go Math, Foundations, BrightStart).

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?

The ENL teacher uses curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals based on best practices. Examples of best practices are: cooperative grouping, collaborative learning, adapted and modified materials,

co-teaching and planning, ongoing assessment, differentiated instruction, connecting prior knowledge, the use of SMART boards,

and incorporating the Common Core Standards, in conjunction with the English Language Proficiency Standards.

### 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 <u>per week</u> (360 min.)	2 units of study <u>per week</u> (360 min.)	1 unit of study <u>per week</u> (180 min.)	1 unit of study <u>per week</u> (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.)	
Chart		.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> 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 DUALY 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(u) 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.

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

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

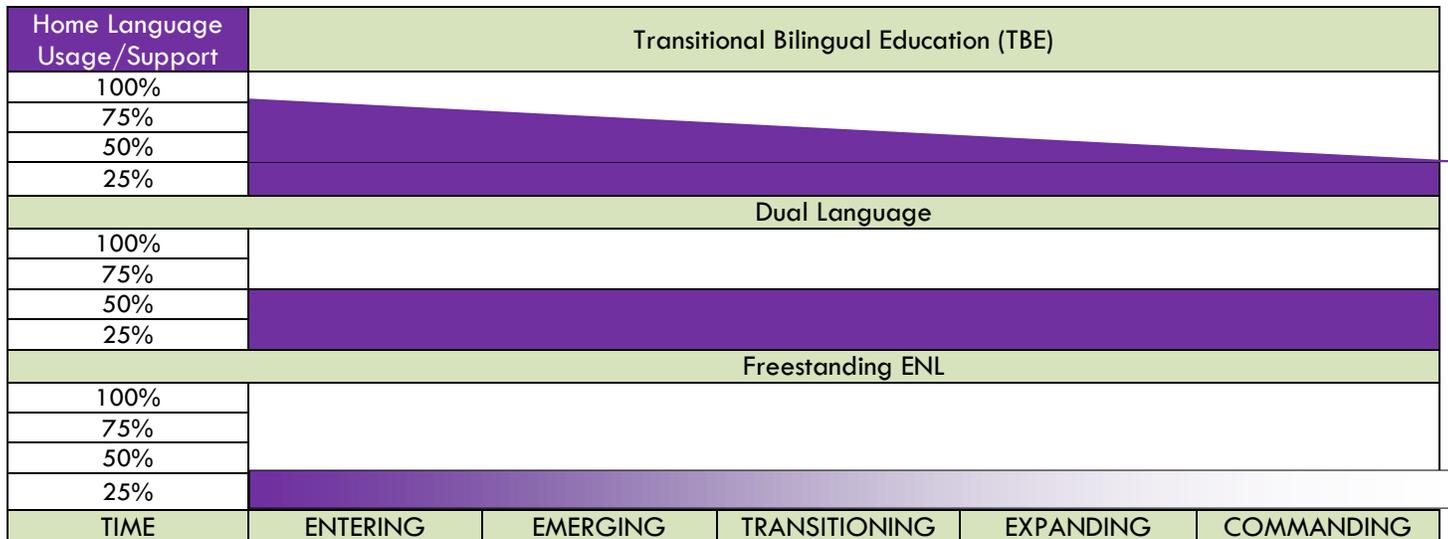


\*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

**Home Language Usage and Supports**

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



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. The target intervention for English Language Learners incorporated in all content areas used at P469X are: Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP). While an ELL student may learn the social skills rapidly, it may take up to seven or more years to develop academic skills. The intervention programs for ELLs are: Balanced and Integrated Literacy, Applied Learning, Adapted Technology, Getting Ready to Learn, Social Emotional Literacy Program and Foundations. Academic Intervention services are provided by the Special Education teachers in English using alternate assessments.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
P469X is an evidence based school that uses data to drive student needs. The main assessment tool (ABBLIS-R) has shown more than a 30% increase in a wide range of skills. The high effectiveness of the entire school program is sufficient to support the needs of all of our students and is meeting the needs of our ELLs in both content and language development based on IEP goals.
12. What new programs or improvements will be considered for the upcoming school year?  
In the 2015-2016 school year, P469X will implement the following programs: Monthly newsletter, family engagement every Tuesday, our health fair and a title III weekend enrichment program. Our school newsletter will have an ENL section that will provide the community with updates, information and a frequently asked question section. Our parents are encouraged to participate in our weekly family engagement days so they can track their child's progress, make suggestions, and collaborate with the teacher to set proper IEP goals for their child. Our volunteer health fair is a community based learning fair that encourages mental, physical and emotional health.
13. What programs/services for ELLs will be discontinued and why?  
At the present time, P469X is a new school and all of our programs and services for ELLs at The Bronx School For Continuous Learners are being implemented and data is being collected. In order to afford that every student in our school receives equal access to our school programs, the students' daily schedule is designed to fulfill their academic requirements that are aligned with the content area curriculum. The IEP mandated services offered in our school for ELLs are: Speech Therapy, Counseling, Physical Therapy, Occupational Therapy, and Positive Behavior and Intervention Supports.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
Our English Language Learners are supported in their academic programs by having the opportunity to participate in all school programs. Their alternate bilingual paraprofessionals and their related support service providers make certain that they are provided supplemental services. P469X is a District 75 school and therefore, all SWDs are offered a Chapter 683 program to continue education all year round.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.  
The following instructional materials are used to instruct all level English Language Learners in standardized and alternate assessment classes: ENL Standards, ELA Standards, Common Core Standards, Alternate Grade Level Indicators (AGLI), Performance Indicators, Bloom Taxonomy, Smart Board, Picture Symbols, Microsoft Word PowerPoint, Balanced Literacy Program, dictionaries, fictional and non-fictional library books, and leveled library books. In order for English Language Learners to develop reading comprehension, we (Ms. Silva and Ms. Pearlstein) use different types of textbooks and resources. Therefore, they will be able to make the connection to text to text, text to self, and text to the world. :
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
P469X is a Freestanding ENL Program model, therefore, Native language support is developed through different types of thematic units. These will be created taking into account the multicultural backgrounds of our ELL students. Students will be able to learn about one another as well as share information about their own culture. In this way, Mr. LaPorta and the Bilingual teachers (Yudelka Ramirez, Nancy Isaac, and Jose Isaac) are developing the pride of their heritage. Learning about different countries, different foods and holiday celebrations with the sense to create one community is our goal. Utilizing the Total Physical Response is another approach through modeling, body motions and visual aid, which will help students to internalize the meaning of the lesson. Another reference for native language support is the classroom library filled with books and dictionaries in the students' native language. Finally, alternate bilingual paraprofessionals in the classroom supplement extra support for native language, if needed.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
Required services support and resources for ELLs correspond to the English Language Learners' ages and academic grade level. The purpose of this is to tap into the students' academic cognitive development in an appropriate manner.
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).

P469X in alignment with the New York State English as a New Language Learning Standards and English Language Arts Standards, and Common Core State Standards engage in programs and activities to assist newly enrolled ELL students after the first day of school. The newcomers are provided with the following services: ENL integrated and stand-alone models in collaboration with the classroom teachers and paraprofessionals. We also encourage our students to buddy up with newly enrolled English Language Learners as an additional support system.

19. What language electives are offered to ELLs?

Not applicable. Since The Bronx School For Continuous Learners is a K-3 building and the language of academic instruction is English.

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)?

Not applicable. P469X does not offer a dual language program at this time.

## 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.)

At P469X, there is a professional development plan for all ELL personnel, and teachers of ELLs. On Mondays and Tuesdays of every week, our staff opted for repurposed work days for professional developments and parent interactions.

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

2) The District 75 English Language Learner Department hosts professional development courses for all ELL teachers. After the ESL teacher (Mr.LaPorta) attends their professional developments, the information acquired by them is distributed to all staff of ELLs. The purpose is for all the personnel (teachers, paraprofessionals, related service providers, secretaries, parent coordinator and administrators) who are involved with ELLs to be aware of teaching best practices, Common Core Learning Standards, methodologies, approaches and strategies that will help our ELL students to be successful.

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

P469X serves students from kindergarten to second grade. The ESL teacher (Mr.LaPorta) will collaborate with the instructors from the third grade on. This will facilitate the students' transition to higher levels. The ESL teacher will thoroughly discuss the strengths and weaknesses of the ELL students, their learning styles, and their NYSESLAT proficiency levels. Furthermore, when the ELL student is transitioning from the second grade to third grade, the ESL teacher (Mr.LaPorta) will be part of the team to decide the best placement for the student.

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.

P469X allocates Mondays, between 2:20PM and 3:40PM, for professional development. Over the course of the year, 15% of the professional development sessions will comprise of ELL-specific professional development and will be provided by the ENL and Bilingual teachers in collaboration with district 75 ELL department. All P469X ENL and bilingual teachers will receive 50% ELL-specific professional development from the district ELL office courses. All attendance is mandatory and records are kept on file by the unit coordinators and administration.

### 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?  
P469X is a district 75 school and all parents attend IEP meetings to discuss their child's progress, goals, concerns, language development and revise or add goals to fit the needs of the student. Our bilingual teachers/school psychologists are utilized to translate and interpret in the parents' home language. If we do not have a bilingual teacher staff member that is proficient in the parents/guardians language, then the translation and interpretation unit will be utilized (718-752-7373).
2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [\*ELL Policy Reference Guide, Parent Selection and Program Placement\*](#) section.  
All records are tracked through IEP's.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Currently, P69X has a small population and the parental involvement at The Bronx School For Continuous Learners is enhanced and encouraged through the entire staff. Our Bilingual teachers communicate with the families and guardians of English Language Learners by providing translated school documents and any other information that needs to be sent home. In addition, interpretation services will be provided, as it is needed in the fifteen foreign languages that the Department of Education offers. Translators will be available to come to the school or be accessible by phone with any of the translation or interpretation needs of the ELL parents. Parent outreach includes opportunities for parents to come to P469X on Tuesdays throughout the school year. Parents of ELLs are always invited and encouraged to participate in parent-teacher conferences, IEP meetings, and Chapter 683 programs. At these gatherings, parents are always asked by the ENL teachers if they have any questions or concerns about their child's progress in the ENL program.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? The Bronx School For Continuous Learners is partners with The Bronx Chester Little League for autistic children and Love heals (A HIV awareness foundation)
5. How do you evaluate the needs of the parents?  
P469X evaluates the needs of parents surveys, phone calls and IEP goals.
6. How do your parental involvement activities address the needs of the parents?  
Throughout the school year, parents are invited to different workshop programs in and out of school. Our staff organizes these workshops ensuring that the requests and needs of the parents will be achieved. All the information provided will be translated in the parents' native language. Our goal is to raise parental involvement as well as to ensure that the parents will be comfortable and confident in their child's academic development.

### 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: **P469X**

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)
Janine Tubiolo	Principal		10/30/15
Marcia Pitt/Paul Schropfer	Assistant Principal		10/30/15
n/a	Parent Coordinator		
Alex LaPorta	ENL/Bilingual Teacher		10/30/15
Digma Antigu	Parent		10/30/15
Yudelka Ramirez	Teacher/Subject Area		10/30/15
	Teacher/Subject Area		
	Coach		
	Coach		
	School Counselor		
	Superintendent		
	Borough Field Support Center Staff Member _____		
Gladys Manosalvas	Other <u>School Psychologist</u>		10/30/15
Ericka Barrera	Other <u>Speech Therapist</u>		10/30/15
	Other _____		



## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **75X469**      School Name: **P469X**  
Superintendent: **Gary Hecht**

### Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training ([www.learnndoe.org/tiu/lac](http://www.learnndoe.org/tiu/lac)) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

### Part A: Identification and Assessment of Limited-English-Proficient Parents

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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.

At intake and the completion of the Home Language Identification Survey, parents are asked to indicate their language of choice for both oral and written communication.

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

Spanish  
English

### 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.)

Monthly Newsletter  
Parent Teacher Conference Announcements  
School Closings  
Title III Saturday Program  
IEP Meeting Notices and completed IEPs  
General school correspondence in the language of communication indicated by the parent  
Annual School Handbook

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.

Curriculum Night - September  
Meet and Greet - September  
Parent Teacher Conferences - November and May  
Parent Workshops - Monthly  
Face to face meetings with parents - as needed  
Weekly parent outreach via the atelephone (extended workday - Tuesdays)

### **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.

Translation and Intepretation will be provided in house by school staff when possible  
Translation & Interpretation Unit  
IEPs will be written and meeting held at least 1 month to compliance date so that the document can be sent to the Unit to be translated. For IEPs (completed document) - the Translation & Interpretation Unit

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

Both in-house and over the phone services will be utilized depending upon our immediate 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.)

Staff will participate in Professional Development designed to inform them on how to access the over the phone interpretation services, and the protocols and procedures to request translation services. The telephone contact number for the unit will be posted by the telephones in the offices

#### **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

Parents will be informed at our Parent IEP and other monthly parent engagement activities.

#### **Part F: Monitoring and Quality Control**

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Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Parents are asked to complete an evaluation survey at the end of all our meetings to provide feedback