

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

**DBN: (i.e. 01M001):**                   **75X723**

**School Name:**                         **P.S. 723**

**Principal:**                               **CHRISTINE WALSH**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: P723X School Number (DBN): 75X723  
Grades Served: K - 12  
School Address: 3540 Bivona Street, Bronx, NY 10475  
Phone Number: 718-320-1222 Fax: 718-320-2213  
School Contact Person: Christine Walsh Email Address: CWalsh3@schools.nyc.gov  
Principal: Christine Walsh  
Jonathan Blaufarb  
UFT Chapter Leader: Faleisha Escort  
Parents' Association President: Jamie Watkins  
SLT Chairperson: \_\_\_\_\_  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): n/a  
n/a  
Student Representative(s): \_\_\_\_\_  
\_\_\_\_\_

**District Information**

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

**Borough Field Support Center (BFSC)**

BFSC: Bronx Director: Jose Ruiz  
1230 Zerega Avenue, Bronx, NY 10462  
Director's Office Address: \_\_\_\_\_  
JRuiz2@schools.nyc.gov  
Director's Email Address: \_\_\_\_\_

Phone Number: 718-828-7776 Fax: \_\_\_\_\_

## Section 2: School Leadership Team (SLT) Signature Page

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Christine Walsh	*Principal or Designee	
Jonathan Blaufarb	*UFT Chapter Leader or Designee	
Faleisha Escort	*PA/PTA President or Designated Co-President	
Gertrudis Centeno	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	
Anna McGovern	Member/ UFT	
Marissa Gutherz	Member/ UFT	
Belinda DiMurro	Member/ UFT	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Francis Parilla	Member/ Parent	
Samantha Fuentes	Member/ Parent	
Jamie Waktins	Member/ CSA	
Ilana Davi	Member/UFT	
Paula Gardner	Member/ Parent	
	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.

P723X is a District 75 school providing educational services for 550 students in grades K – 12. The organization is located in twelve separate locations throughout the Bronx. The school services students in the following categories: severe emotional disturbance, intellectual disability and autism. Our program provides instruction for 180 students participating in alternate assessment and 370 students participating in standardized assessment. Two hundred fifty of our students attend day treatment programs associated with mental health organizations. Students enrolled in the day treatment programs are first admitted by the mental health organization following an intake and medical documentation, which supports the need for a therapeutic environment.

Our school's mission is to prepare our students to attain higher learning standards and reach their potential in a supportive, safe learning environment. Our school's vision is to provide the skills, opportunities and knowledge for all students so they may become lifelong learners and participate in the world of work after leaving school. It is through the collaboration of the school community that we can ensure that students expand their experiences, achieve their goals, and become lifelong learners.

Our school's curriculum is based upon the NYS Common Core Learning Standards and meeting the needs of a diverse population. A standards-based curriculum provides standardized assessment students with relevant instruction in all content areas. Instructional methods are driven by formal and informal assessment results and data analysis. Differentiated instruction is used to address the individual needs of our students including different learning styles and behavioral characteristics that interfere with learning. Our alternate assessment program uses the evidenced based TEACCH (Treatment and Education of Autistic and Related Communication Handicapped Children) methodology to prepare our students for life after school and gain the skills necessary for independence. The Picture Exchange Communication System (PECS) is used to support the development of communication skills for our alternate assessment students. . Verbal Behavior and Applied Behavioral Analysis is used with students in need of this support. Video modeling is used to assist in the acquisition of social skills, play skills and vocational skills. Social stories are created to assist students in dealing with stressful situations. The Get Ready to Learn Program is a movement based program that provides additional support for student learning.

Our school places a high priority on establishing clear rules of behavior to engage students academically. Current practices include the following research based programs: Positive Behavior Intervention and Support (PBIS), Cornell Therapeutic Crisis Intervention (TCI), Character Education and Social Skills training. Additional school interventions include a daily advisory period, leadership clubs and career clubs. Our focus on the social emotional needs supports our students' movement to "Least Restrictive Environments". Students have been referred for general education programs with and without supports, inclusion programs, mainstreaming and special education programs in community schools.

P723X focuses on creating highly effective partnerships with our community organizations. Our strong collaboration with our mental health organizations: Bronx Children's Center, Astor Day Treatment and the Henry Ittleson Center for Childhood Research, enhance our instructional program and provide our students with critical mental health resources. Other resources include character education, advisory periods and social skills development which assist our students with developing appropriate social skills necessary for maintaining relationships with others and coping with difficult situations. Content area collaborations include Teachers & Writers Collaborative, MOMA Education Program and Urban Advantage that provide enrichment programs to assist with positive learning outcomes and address the different learning styles of our students. Community based collaborations include NYPD and the Food Bank of NYC assist in enhancing our learning environment. This school year the Food Bank of NYC is sponsoring the Cook Shop Program in four of our sites. The program encourages healthy habits, healthy choices and provides an exploration of foods through

an instructional cooking program. The program is aimed at helping our staff and students recognize and understand how their emotions affect their learning. Our successful collaboration with Bronx Lab High School, Peace & Diversity HS and PS204 provides our inclusion students with greater access to the general education environment and opportunities for career and college choices after graduation. P723X was the recipient of a RESO A grant and the Bronx Borough President's grant for technology upgrades. Two sites received a Grow to Lean grant to incorporate a garden program at the school. A Catskill Watershed Grant has allowed our students to explore the water systems for NYC. Through a generous donation from the Douglas Watt Family Fund for the Performing Arts, our students at 338X participate in a weekly dance/music therapy program. Our school is in the final year of the Everyday Arts for Special Education grant (EASE). The grant is a professional development project designed to improve student achievement in the areas of communication, socialization, academic learning, and arts proficiency through integrated arts-based approaches.

## 75X723 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05, 06,07, 08,09, 10,11, 12	Total Enrollment	517	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	27	# Music	12	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population	N/A	% Attendance Rate		84.9%
% Free Lunch	80.2%	% Reduced Lunch		1.3%
% Limited English Proficient	7.6%	% Students with Disabilities		98.2%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.5%	% Black or African American		41.8%
% Hispanic or Latino	46.1%	% Asian or Native Hawaiian/Pacific Islander		1.3%
% White	2.9%	% Multi-Racial		0.2%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	8.33	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	0.8%	% Teaching Out of Certification (2013-14)		1.7%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.6%	Average Teacher Absences (2013-14)		8.1
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward	N/A	Recognition		N/A
In Good Standing	N/A	Local Assistance Plan		N/A
Focus District	N/A	Focus School Identified by a Focus District		N/A
Priority School	N/A			
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			



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

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

### Part 1 – Needs Assessment

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

The 2014-2015 Quality Review Report indicates the area of focus is developing teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching. Specifically, while pedagogy provides consistent instructional supports, including questioning and discussion techniques, the use of strategic entry points and extensions varies across the school.

Alternate assessment sites correctly use data to inform their instruction. The delivery of instruction in these classes is individual and meets the needs of each student based on their learning styles and needs.

Standardized assessment classes tend to provide whole group instruction with little differentiation for the various learning styles and academic functional levels of the students.

### Part 2 – Annual Goal

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

By June 2016, there will be improved teacher use of targeted instructional strategies in the area of differentiation that is aligned to the students’ IEPs (Individualized Educational Plan) as evidenced by improved rigorous instruction as measured by observations, formative and summative assessment and implementation of teacher designed individualized professional development that will result in a 10% increase in student outcomes in ELA and Math for grades 3-12 on formative assessments.

### 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>All teachers will participate in professional growth practices, including Inquiry Teams, to increase student access to all lessons through differentiation of instruction.</p>	<p>Teachers, School Based Coach, Inquiry Team Members</p>	<p>September 2015 through June 2016</p>	<p>Assistant Principals, School Based Coach, Lead Teachers, Principal</p>
<p>All teachers will review the Danielson Framework in the area of Planning and Preparation specifically in “Designing Coherent Instruction” in order to improve teacher practice and lesson plans.</p>	<p>Teachers, School Based Coach</p>	<p>October 2015- December 2015</p>	<p>Assistant Principals, School Based Coach, Principal</p>
<p>Teacher teams will meet to share lesson plans, share strategies that support differentiation and promote improved student outcomes.</p>	<p>Teachers, School Based Coach, Inquiry Team Members</p>	<p>October 2015 – June 2016</p>	<p>Assistant Principals, School Based Coach, Principal</p>
<p>Administration will review observation data using the Danielson rubric to measure progress of instructional strategies in the area of Designing Coherent Instruction.</p>	<p>Principal, Assistant Principals</p>	<p>Monthly review beginning in October 2015- June 2016</p>	<p>Administrative Team</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Tax Levy funding for Professional Development, materials, coach support, inter-visitations, inquiry team work</p>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**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.

September – December 2015: Administrative review of teacher participation in Professional Development related to Danielson Framework, schedules and focus of Teacher Team meetings and work of the Inquiry Team.

Administrative team will review formal and informal observations for evidence of improvement in the area of Designing Coherent Instruction based on 2014-2015 observations.

January – June 2016: Administrative review of student outcomes in summative and formative assessments to determine improved instructional strategies in the area of differentiation.

By February 2016 there will be an increase of 5% in formative assessment scores in ELA and math as measured by Performance Series, Lexile growth in Achieve 3000, If the data does not show this progress the action plan will be refined.

**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.

The 2014-2015 NYC School Survey indicates not all students and parents feel their child is safe at school. A review of OORS (Online Occurrence Reporting System) data indicates a slight increase in the number of Level 3, 4 and 5 occurrences.

Our school using Positive Behavior Intervention Support program to promote a safe environment. The program provides students with clear expectations for safe behavior. Students earn points for appropriate behavior throughout the day. Celebrations of student achievement are held on a monthly basis. In addition, we use components of Emotional Literacy in our classrooms. Guidance staff provides training in social skills and character education during group counseling sessions. An Advisory Period has aligned each student with an adult that meets with them daily to check in on their progress, emotional state and or other issues that may be of concern to the student.

PBIS programs require on-going analysis of data to check for effectiveness in promoting a safe environment.

### Part 2 – Annual Goal

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

By June 2016, there will be a 10% increase in the number of students earning leadership and high levels in the PBIS programs and a 10% increase in the number of students and parents indicating that they feel safe at school as indicated by the NYC School Survey, reduction of Level 3,4,5 incidents in OORS and PBIS point systems.

### 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)</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>Administration will review OORS, PBIS and attendance data from 2014-2015 school year and identify trends related to classes, locations, time of the day and the number of students achieving levels in the PBIS programs.</p>	<p>Students, teachers</p>	<p>September 2015</p>	<p>Administration</p>
<p>PBIS committees will meet monthly to analyze and monitor data, revise program when needed and report to administration on the outcomes for students.</p>	<p>Teachers, Guidance Staff, Paraprofessionals, Assistant Principals</p>	<p>Sept. 2015-May 2016</p>	<p>Unit Coordinators, Assistant Principals</p>
<p>Administration will review OORS data monthly to identify any increase in occurrences that require additional support.</p>	<p>Students</p>	<p>Oct. 2015-May 2016</p>	<p>Administration</p>
<p>Training of staff members in the area of TCIS to provide staff members with the tools they need to safely deescalate volatile situations and reduce the number of OORS reports.</p>	<p>Teachers, Paraprofessionals, Guidance Staff</p>	<p>Oct. 2015-June 2016</p>	<p>School Based TCI trainers, Administration</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Tax Levy funds to support PBIS programs, level trips, school store, certificates, celebrations, teacher meetings.</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**

**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.

Administration will review OORS and PBIS data on a monthly basis to identify trends on a monthly basis.

PBIS teams will review PBIS data on a monthly basis to identify any needs to revise the program.

By February 2016, there will be a review of OORS and PBIS from Sept. 2015- January 2016 data that indicates 5% in students earning levels and a decrease in the number of Levels 3,4,5. If the data does support the upward trend Bato reach a 10% increase overall, the action plan will be modified.

**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.

Based on information from the 2014-15 Quality Review instructional strategies in the area of differentiation are in need of improvement This was not a focus of our Teacher team or inquiry Teams during the 2014-15 school year. Teacher teams meet weekly to review areas identified by Administration as an area of focus. The area of focus is determined by a needs assessment that includes input by teachers, paraprofessionals, parents, SLT, students and administration. The teams work during common planning periods, lunch time and after school to discuss the area of focus. The lead teacher on the team provides a summary of the meetings to the Administration.

Due to the multiple sites associated with P723X, it is difficult to have grade and subject level meetings on a consistent basis.

### Part 2 – Annual Goal

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

By June 2016, there will be weekly teacher team meetings, monthly site specific Inquiry Team meetings and monthly school-wide Inquiry Team meetings that will result in a ten percent increase in student outcomes in the areas of ELA and Math as measured by formative and summative assessments.

### Part 3 – Action Plan

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <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 teacher-parent collaborations to improve student achievement.</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>The school goals will be presented to the staff at the beginning of the school year through meetings and newsletters.</p>	<p>Teachers, paraprofessionals, guidance staff</p>	<p>September 2015</p>	<p>Principal, Assistant Principals</p>
<p>Teacher team members and Inquiry Teams members will be identified. Dates and times, roles of members, meeting protocols and focus of the teams will be finalized.</p>	<p>Teachers, related service providers</p>	<p>October - June 2016</p>	<p>School Based Coach, Assistant Principals</p>
<p>Professional Development on the use of The National School Reform ATLAS – Learning from Student Work will be provided to staff members. A monthly review of the teams’ work will be provided during PD Mondays.</p>	<p>Teachers, Paraprofessionals</p>	<p>Sept. 2015- June 2016</p>	<p>Administration, School Based Coach</p>
<p>Administration will review the work of the teams on a monthly basis.</p>	<p>Teacher teams, Inquiry teams</p>	<p>October 2015-June 2016</p>	<p>Administration</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Tax Levy funding will be used to pay for professional development, per session activities and materials related to the teacher team and Inquiry Team work.</p>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
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Administration will monitor the consistency, focus and outcomes of the teacher team meetings and Inquiry Teams during monthly cabinet meetings. Administration will provide necessary resources to support the recommendations of the teams.

By February 2016, the Administrative Team will review data from the Performance Series and Achieve 3000 to check that there is a trend towards meeting a 10% increase in ELA and math scores as measured on formative assessments. If the data does not indicate progress towards meeting this goal, the action plan will be revised.

**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.

The 2014-2015 Principal Performance Review noted that I have made strategic decisions to engage the school community in analyzing data related to student assessments, attendance, OORS/Safety, staff attendance, PBIS, moves towards least restrictive environments and developed surveys for students, parents and staff. However, it is recommended that I use the data to identify student learning trends, set goals, monitor and modify instruction as an opportunity to improve student outcomes.

### **Part 2 – Annual Goal**

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

By June 2016, there will be improved student outcomes in mathematics as a result of increased professional development opportunities in the area of math, differentiation and of social emotional needs of our students, as evidenced by 10% increase in scale scores from formative and summative assessments.

### **Part 3 – Action Plan**

<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> <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>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
<p>Administration will analyze data from observations, formative and summative assessments in order to identify student learning trends.</p> <p>Administration will provide opportunities for teachers to attend Professional Development in the areas of Math, Differentiation and Social Emotional Needs. Administration will include these topics during PD Mondays and teacher team meetings.</p>	Students, teachers	Sept. 2015 – Nov. 2015  Sept. 2015- June 2016	Principal, Assistant Principals
<p>Administration will identify areas of need that need to be targeted goals in order to improve student outcomes in mathematics.</p> <p>Teacher teams will meet to discuss and share strategies to improve instructional strategies in the areas of math, differentiation and social emotional needs.</p>	Students, teachers	Sept. 2015- Nov. 2015  Oct.  2015- June 2016	Principal, Assistant Principals
<p>Administration will monitor student progress during observations and on-going review of formative assessment data.</p>	Teachers, students	Nov. 2015 – June 2016	Principal, Assistant Principals
<p>Teachers will modify instruction to meet the targeted math goals for their students.</p>	Teachers	Nov. 2015 – June 2016	Principal, Assistant Principals

#### **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.											
Tax Levy funding will be used for Professional Development opportunities, materials and per session activities related to the math.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

#### **Part 5 – Progress Monitoring**

**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.

Administration will monitor student outcomes during formal and informal observations and a monthly review of assessment data throughout the first semester of school. By February 2016, Administration will review data from formative assessments and observations that will indicate a trend towards meeting the 10% increase in math scores, differentiation and social. If the progress is not evident by the data the action plan will be revised.

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

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

**Section 5E – Framework for Great Schools Element – Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

### Part 1 – Needs Assessment

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

Based on the 2014-2015 NYC School Survey, review of attendance at Parent Workshops, participation on the School Leadership Team and attendance at Parent/Teacher conferences there is a need for more parent participation and involvement.

P723X has an open door policy for parents. Our staff members provide outreach to parents through phone calls, daily correspondence through point sheets and communication books and newsletters. Staff members assist parents with their needs and provide resources outside of school. Parents are invited for monthly celebrations, IEP (Individualized Educational Plans) meeting and Parent/Teacher conferences.

We have partnerships with the Food Bank of NYC which provides the CookShop Program at four sites and offers Professional Development for families at the school. EASE has provided parent workshops. We have a partnership with the Douglas Watts Foundation that provides dancing instruction for our students at 338X. New Kids Rock has provided our students with various musical instruments. Marquis Studios has provided a musical residency for our students. Teachers and Writers Collaborative has provided creative writing opportunities for our students.

### Part 2 – Annual Goal

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

By June 2016, there will be an increase in opportunities for parents to participate in school events, celebrations, workshops and after school and weekend events that will result in improved student outcomes in ELA as evidenced by sign-in sheets for meetings, and an increase in student attendance that will result in a 5% increase in ELA scores for students as measured by formative assessments.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Parent Coordinator will send home a survey to parents during the summer to determine the best days and times for parents to attend events/meetings. Parents will be asked for topics of interest for workshops.</p>	<p>Parents</p>	<p>July – Sept. 2015</p>	<p>Parent Coordinator, Administration</p>
<p>Administrative Cabinet will review the surveys and set up meeting days, times and locations based on the surveys. Topics of interest will be incorporated into the workshops</p> <p>Parents will be invited to attend weekend trips associated with Urban Advantage.</p> <p>Parents will be invited to attend after school track meets with the NYRR ( NY Road Runners) and school staff.</p> <p>Parents will be invited to the D75 Bronx Family Day events held on the weekends.</p> <p>Parents of students age 14-16 will be invited to participate in PROMISE Program with events held during and after the school day and on weekends.</p>	<p>Parents</p>	<p>Sept. 2015 Nov. 2015- June 2016</p>	<p>Administration Parent Coordinator Teachers Administration.</p>
<p>Administration will review monthly attendance sheets, student’s attendance and formative assessment results to note progress towards meeting this goal.</p>	<p>Parents, students , Parent Coordinator</p>	<p>Sept. 2015- Jan. 2016</p>	<p>Administration</p>
<p>Parent Coordinator will make necessary adjustments to the calendar to increase parent involvement in SLT meetings, IEP meetings, workshops and Parent/Teacher Conferences.</p>	<p>Parents</p>	<p>Jan. 2016- June 2016</p>	<p>Administration, Parent Coordinator</p>

**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.											
Tax Levy funding to support parent outreach by the Parent Coordinator for materials, refreshments, metro cards and Blackboard Messaging system.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<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.
Administration and the Parent Coordinator will review parent involvement on a monthly basis through January 2016 to check for increase participation at school events. Modifications will be made based on the monthly review.
By February 2016, Administrative team will review data for the number of opportunities for parents to attend events sponsored by the school, parent sign-in sheets and student ELA data from formative assessments that indicates a trend towards meeting the 5% increase in student scores. If the data does not indicate the trend towards meeting the goal, the action plan will be revised.
<b>Part 5b.</b> In <b>February 2016</b> , 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Assessment results – summative and formative assessments, IEPs, portfolio review	Wilson, Foundations, Achieve 3000, Lexia, Great Leaps, Smile  EdPerformance Series	Small group, 1-1 instruction	During the school day
<b>Mathematics</b>	Assessment results – summative and formative assessments, IEPs, portfolio review	SumDog, EdPerformance Series	Small group, 1-1 instruction	During the school day
<b>Science</b>	Assessments – Summative and formative assessments	Brain Pop, Urban Advantage, FOSS kits	Small group, 1-1 instruction	During the school day
<b>Social Studies</b>	Assessments – formative assessments	Achieve 3000, Debate Team	Small group, 1-1 instruction	During the school day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	OORS reports, PBIS Data, Attendance Data, Low inference data	Emotional Literacy, Social Skill Training, Verbal Therapy, Character Education	Small group, 1-1 instruction	During the school day

## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

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

### Part 2: All Title I Schools

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

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

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

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

### Part 3: TA Schools Only

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

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

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

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

**Part 4: SWP Schools Only**

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

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

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

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

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

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

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

**<sup>1</sup>Explanation/Background:**

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

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

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

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

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

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

**Important Note:** The following funds may not be consolidated:

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

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

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

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

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

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**Parent Involvement Policy (PIP) Template**

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

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

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

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

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

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

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

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

### **School-Parent Compact (SPC) Template**

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

#### **I. School Responsibilities:**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

## **II. Parent/Guardian Responsibilities:**

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

## **III. Student Responsibilities:**

- attend school regularly and arrive on time;

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>723X</u>	DBN: <u>75X723</u>
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: 723X has 533 students in our school. Forty one students are English Language Learners (ELLs) which is 6.33% of our total population. BIS-mandated students have alternate placement paraprofessionals who speak their language (Spanish). Most of our forty one students speak Spanish and are in the following grades: 2 in First Grade, 3 in Second Grade, 4 in Third Grade, 3 in Fourth grade, 2 in Fifth Grade, 4 in Sixth grade, 8 in Seventh grade, 8 in Eighth Grade, 5 in Ninth grade, 1 in Eleventh Grade, and 1 in Twelfth Grade. Presently we have 1 ESL teacher. Our certified ESL teacher will provide English as a Second Language (ESL) push-in /pull out program that consists of 22 students in Standardized Assessment and 19 students in alternate assessment. Forty One ELL students attend ESL only programs. These 41 ELL students receive ESL as required under NYS CR Part 154. Balanced Literacy, the uniform curriculum, and an emphasis on the development of phonemic awareness and comprehension skills through literature-based and standards-based materials and activities, and scaffolding techniques are integrated into instruction at 723X. ESL instruction is aligned with New Language Arts progressions, and New York content-area standards. Some LEP/ELLs in 723X will participate in alternative assessments, ELA, mathematics, science, and social studies via the New York State Alternate Assessment (NYSAA). Students at 723X have the following disability classifications: autism, intellectual disability, emotional disturbance, and multiple disabilities. 723X plans to begin a Title III After school instructional program that will target 6 ELLs of whom six (6) are alternate students placed in 6:1:1 and 8:1:1 ratio in grades 6th, 7th, and 8th. 1 certified ESL teacher, and one bilingual paraprofessional under the direction of the ESL teacher will address New Language Arts Progressions, NYS ELA Common Core Learning Standards and NYS Common Core Content Area AGLIs. This program will be supervised by an administrator. The bilingual paraprofessional will be a class paraprofessional. This ELL class will consist of a 6:1:1 configuration. Based on 2014 NYSESLAT data, these six students are targeted for the title III program because they are at the beginner level and are close to transitioning to the intermediate level in their alternate assessment. The theme of the after school program for these ELLs will be "Exploring our cultures". The language of instruction for the after school Title III program is English. Our Title III instructional program will take place from 3:00 - 5:00 PM on Tuesdays and Thursdays from early January through beginning of May for a total of thirty (30) two-hour sessions for 15 weeks. 723X serves LEP/ELL students with special needs and a major goal of instruction for these students is to prepare them for competitive real world situations. Possessing adequate and appropriate communication and socialization skills, self-directed supports, and the ability to make sound choices in the real world are the greatest predictors of success in the work-world for individuals with cognitive and other severe disabilities (Hughes, C. & Carter, E., 2000, Martin, J., Mithaug, D., Oliphint, J., Husch, J., & Frazier, E., 2002).

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The after school class will be conducted by a certified ESL teacher who will use appropriate ESL methodologies and scaffolding techniques, supported by research, such as the natural approach (Krashen, S., 1985), TPR (Asher, J., 2003), the language experience approach (Wales, M.L., 1994), and Quality Teaching for English Learners (QTEL) scaffolds (Walqui, 2005). As supported by research (Diane Nelson Bryen, D.; Potts, B.D.; & Carey, A.C., 2007; Murphy, J., 1998; Cameron, L. & Murphy, J., 2002 ), IEP driven augmentative and alternative communication (AAC) systems (e.g., single-loop voice output devices, symbols, gestures, etc.) will be used to assist LEP/ELL students who have severe communication disabilities.  
Technology and music will be infused into instruction to enhance student learning, and as a solution to

## Part B: Direct Instruction Supplemental Program Information

the problem of access and equity for ELLs with severe disabilities (Birmbaum, B., 2003). Instruction will address the New Language Arts Progressions, New York State ELA, Common Core Learning Standards and New York State Content Area Learning standards.

The goal of instruction in the Title III after school program at 723X is to provide additional support and opportunities for LEP/ELL students with moderate to severe cognitive and multiple disabilities to increase their listening, speaking, reading, and writing skills in English. The ESL teacher will use the learning experience format to deliver instruction that is differentiated that can give our students to have an opportunity to generalize, apply, and put their skills into practice across content areas and in a variety of situations.

723X will use the following assessments to identify which strategies will be the most beneficial for ELLs: Brigance for Alternate Assessment, NYS ELA Interim Assessment and NYSESLAT results. The title III after school program can better prepare LEP/ELL students by addressing the students listening, speaking, reading, and writing skills in English and their employability skills. Student performance on last year's New York State English as a Second Language Achievement Test (NYSESLAT), the ELA New York State Alternate Assessment (NYSAA), and the Brigance™ Employability Skills Inventory, and as well as teacher-made pre and post checklists will be used to determine the impact that the title III program, "Exploring our cultures," will have on ELL students.

As stated above, the theme of the after school program will be "Exploring our cultures." Students will participate in engaging activities that help them to communicate such as:

- Create a book called "All about our cultures"
- Learn and perform a song and dance from a student's culture
- Identify foods from different countries
- Write family favorite recipes and make it into a book
- Have students explore a culture using books, music & internet sources
- Compare and contrast two different cultures

For the alternate assessment population, each of 6 students will have a job in the classroom for the week, practicing communication skills by using vocabulary taught in alignment with each student's job task, or communicating with picture symbols.

They will also have a chance to utilize ESL Brain Pop as a part of intergrating technology into ESL Afterschool Program.

Our after school program will enrich and reinforce instruction provided during the day by integrating technology and music into our classroom. The computers and music will be used as a part of a lesson and also as a motivating tool for the students. They bring lessons to life and makes them more interesting for the students. Technology is known to have positive affect on ELLs with special needs. According to research, technology integrated classroom has positive effects on the instructional process on basic and advanced skills (Bialo & SivinKachala 1996; Dwyer, 1994).

As a result, students become more independent learners and self-starters. They also gain an ability to teach others about their new knowledge. For the alternate assessment students, technology can help them train visual attending, gaze shift, tracking and also develop receptive language skills for language delayed ELLs. After school activities will include listening to music, playing various musical instruments, moving to music, explore a culture using books and internet, write family favorite recipes, and singing to spark their interest. The music and technology will assist students by enabling them to use their bodily/kinesthetic intelligence in "Exploring our cultures." According to the author of an article "The Benefits of Music Thearapy for Autism," musical awareness has a potential to encourage communication. The music will give an autistic individual a chance to express themselves freely. They can make noise, bang instruments, shout and express and experience the pleasure of emotional satisfaction. Adding music to the after school program will help autistic individuals by teaching them social skills, improving language comprehension and making creative self expression possible.

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### 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: 723X plans to use Title III funds to create a Title III study program for the paraprofessional. The professional development program will focus on communication needs of ELL students who will participate in the Title III after school program by watching ESL related webcast online, read ESL books, and discuss various ESL related topics such as ESL strategies, how to teach English Language Learners, and other important ESL issues.

The study group will focus on creating a standards-based professional development resource kit to enhance staff preparation and planning for instruction of LEP/ELLs in order for students to improve the communication skills necessary for success in everyday situations. The study group's theme will focus on the students' writing with an emphasis on "Exploring our cultures".

This professional development initiative is aligned to the instructional after school program and will provide technical support and resources to the Title III staff. The study group format of our planned professional development is in alignment with research findings that equate successful professional development and application of what's gained during PD to the classroom to teachers having a leadership role in their own training (Galbraith, P. & Anstrom, K., 1995).

The Title III ESL teacher will be the provider of the PD and lead the study group discussions and presentations. The Title III Study Group consisting of the ESL teacher, one paraprofessional and one administrator will meet on Mondays for 3:00-4:00 every week on Mondays from January 7 to May 1 after school for fifteen weeks. Topics covered are the following: "Competitive Real World Situations"; "How to Research Online for Specific Information" and "How to use Picture Symbols to Communicate".

### Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: Parents of LEP/ELL students that participate in the Title III program will attend a weekly parent program that is tied to the instructional after school program. This parent program will be provided by the Title III ESL teacher, and supported by the bilingual paraprofessional. The Parent Involvement Component of the Title III program will take place on 15 Wednesdays from 3:00 - 4:00PM throughout the program, from January 7 through May 1, and will be led by the Title III ESL teacher. Additionally, parents will be invited to participate in the program with their child during the instructional sessions. They will utilize the computer and the internet to explore information sources in English and in their native language (Spanish). Parents will have an opportunity to create and access blogs for themselves and their youngsters, peruse Craig's List, use search engines, learn about resume-writing and preparation for job interviews, in order to support and direct their youngsters in their preparation for the work world. Parents will also have an opportunity to meet with the ESL teacher, one paraprofessional and their youngsters during Title III after school activities to which they are invited. Parental involvement (Kalyanpur, M. & Harry, B., 1999; Dunst, C, 2007) and integration of technology

### Part D: Parental Engagement Activities

(ISTE, 2000; (Fisher, Dwyer, and Yocam, 1996; Cummins and Sayers, 1997) and music into instruction are both supported by research and enhance both parent and student learning, and can be used to narrow the “digital divide” between people of low socio-economic status (SES) and the more affluent (International Reading Association, 1991). A bilingual (Spanish) paraprofessional will provide interpretation and translation support for parents. 723X will send out a letter explaining our Title III program in English and Spanish, including workshops available for parents. The letter will be distributed in early November at parent teacher conferences, it will also be mailed out to the parents or guardians of our ELL students and a copy of the letter will be sent home with all of the Title III students. Bilingual paraprofessional will translate the documents and present oral information effectively to the students and their parents in their native language.

### Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>Per session</li> <li>Per diem</li> </ul>	<u>\$7862.65</u>	Instruction: (\$ 6669.40) <u>1 teacher x 2 days per week x 2 hours per day x 15 weeks x \$50.50 = \$ 3030.00</u> <u>1 paraprofessional x 2 days per week x 2 hours per day x 15 weeks x \$29.05 = \$ 1743</u> <u>1 supervisor x 2 days per week x 1 hour per day x 15 weeks x \$52.84 = \$ 1585.20</u> <u>1 Secretary x 1 hour per day x 10 weeks x \$31.12 = \$ 311.20</u> Professional Development: (\$ 1193.25) <u>1 teacher x 1 day x 1 hour x 15 weeks x \$50.50 = \$ 757.50</u> <u>1 paraprofessional x 1 day x 1 hour x 15 weeks x \$29.05 = \$ 435.75</u>
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	<u>\$ 647.75</u>	Supplies (\$647.75) <u>Colored Paper Chart Paper (5) 24x32 - \$24.45</u> <u>Colored Paper Chart Paper (5) 24x16- \$14.50</u> <u>Composition Book Ruled (30) - \$69.60</u> <u>Sheet Protectors (5) - \$33.50</u> <u>Oxford Decoflex Desktop File Blue (3) - \$54.15</u> <u>Index Card Case (4) - \$6.84</u>

**Part E: Budget**

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<u>Glue Sticks (5) - \$2.95</u> <u>Kids scissors with rack (1) - \$5.72</u> <u>Dixon Pencils Black(5) - \$15.00</u> <u>Clasp Envelopes 6W x 9H (5) - \$44.80</u> <u>Clasp Envelopes 7 1/2W x 10 1/2 - \$54.10</u> <u>Clasp Envelopes 12W x 15 1/2 - \$93.75</u> <u>Composition Black Marble Wide Ruled (40) - \$67.60</u> <u>Staples Tab Dividers (5) - \$20.70</u> <u>Index Cards (2) - \$5.42</u> <u>Dixon Pencil Yellow(7) - \$24.15</u> <u>Pentel Sharp Automatic Pencil 0.9mm(5) - \$13.20</u> <u>Pendaflex Hanging Folders (5) - \$50.28</u> <u>Balt Navigator Floor Stand (1) - \$47.04</u>
Educational Software (Object Code 199)	<u>\$436.00</u>	<u>Brainpop ESL - \$436.00</u>
Travel	<u>_____</u>	<u>_____</u>
Other	<u>\$ 2,253.60</u>	<u>Parental Involvement: (\$ 2253.60)</u> <u>Metro Cards \$5.00 x 15 weeks x 12parents = (\$ 900)</u> <u>1 Paraprofessional x 1day x 1hr x 15 weeks x \$29.05 = (\$435.75)</u> <u>1 teacher x 1 day x 1 hour x 15 weeks x \$ 50.50 =(\$757.50)</u> <u>Refreshments for Parents = (\$160.35)</u>
<b>TOTAL</b>	<b><u>\$11,200.00</u></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>723</b>
School Name <b>723X</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>Christine Walsh</b>	Assistant Principal <b>Ron Rodkin</b>
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher	School Counselor
Teacher/Subject Area	Parent <b>Ancel Hart</b>
Teacher/Subject Area	Parent Coordinator <b>Jaclyn Ortega</b>
Related-Service Provider	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 <b>not</b> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>
Number of certified ENL teachers <b>not</b> currently teaching in the ENL program	<b>0</b>	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>510</b>	Total number of ELLs	<b>43</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 checked="" type="checkbox"/>	5 <input checked="" type="checkbox"/>
	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input checked="" type="checkbox"/>	10 <input checked="" type="checkbox"/>	11 <input checked="" type="checkbox"/>

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

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
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	0	0	0	0	0	0	0	0	0	0	0
<b>Dual Language</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	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>	43	<b>Newcomers</b> (ELLs receiving service 0-3 years)	23	<b>ELL Students with Disabilities</b>	43
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	16	<b>Long-Term</b> (ELLs receiving service 7 or more years)	4

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>	0	0	0	0	0	0	0	0	0	0
<b>DL</b>	0	0	0	0	0	0	0	0	0	0
<b>ENL</b>	23	0	0	16	0	0	4	0	0	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
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: <u>0</u>
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Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	0	7	6	4	3	6	7	4	3	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	1	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other <i>Vit</i>	0	0	0	0	0	0	0	0	1	0	0	0	0	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)	0	0	0	0	3	1	1	3	1	1	0	0	0	0
<b>Emerging</b> (Low Intermediate)	0	0	0	0	0	0	1	0	0	2	2	0	0	0
<b>Transitioning</b> (High Intermediate)	0	0	0	0	0	0	0	0	0	0	2	0	0	0
<b>Expanding</b> (Advanced)	0	0	0	0	0	0	0	0	1	0	1	0	0	0
<b>Commanding</b> (Proficient)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	0	0	0	0	0	0	0	0	0	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	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	0	0	0	0
Integrated Algebra/CC Algebra	0	0	0	0
Geometry/CC Algebra	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math _____	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	0	0	0	0
Geography	0	0	0	0
US History and Government	0	0	0	0
LOTE	0	0	0	0
Government	0	0	0	0
Other _____	0	0	0	0
Other _____	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

**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.

We use ECLAS and NYSESLAT results as our assessment tool to assess the early literacy skills of our ELLs. We also use their portfolios to assess them as well. Based on the result of NYSESLAT, all students show a higher level in listening and speaking. Reading and writing are the areas to focus. The school will concentrate on these areas by providing additional help in the form of teacher collaboration, extended minutes of instruction, and additional help provided by coaches and mentors.

- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

The data patterns across proficiency levels on the NYSITELL and NYSESLAT revealed that the students need to work on their reading and writing skills. In content areas, all the students are performing comparably well to their non-ELL peers. For alternate assessment students, we use portfolios, notebooks and teacher observations in addition to their NYSSA results. The result of the NYSESLAT will guide me to focus more on the areas most of the ELL population need to work on. Professional Development activities need to address the needs of the alternate placement paraprofessionals. The alternate placement paraprofessionals will assist teachers in incorporating reading and writing strategies. They will also incorporate study skills and organizational strategies in student's daily lessons. We look at student portfolios and evaluate their work to assess progress. We will use the 2015 NYSESLAT scores by modalities to drive our ESL instruction.

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

The AMAO tool analyzes student achievement data in the content area.

The data will be used to focus on the progress toward achievement of proficiency for specific subgroups of ELLs, and the design of effective instructional programs and interventions for those students. The RESI report includes home language, grade level, years of ELL service, ELA/math performance and progress, NYSESLAT proficiency and progress, attendance, age, credit accumulation,

holdover status, SIFE status, and disability classification. The tool alerts schools to students who exhibit known risk factors, and allows them to tailor more timely and targeted interventions for at-risk populations before reaching a more critical level.

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

For every grade levels and proficiency levels, we found that they are very strong in speaking and listening portion of the NYSESLAT. However, they need to improve on reading and writing portion of the NYSESLAT. We do not have a dual language program in our school. 723X uses the Performance Series (Scantron) for all of our students. Performance assessments are designed to provide detailed information about individual student's strengths and areas for improvement. The purpose of the performance series assessment is to provide detailed information about individual's strengths and areas for improvement.

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*.]

Instruction for ELLs will be differentiated to meet students' diverse needs. It is tailored to meet ELLs Language needs and incorporated into research based intervention strategies. 723X will focus on improving the quality of ELL instruction and make sure all the ELL students will have ongoing opportunities to succeed. 723X will follow 4 steps to meet Response to Intervention; universal screening, strong core instruction, intensive instruction, and progress monitoring. Universal screening is done to establish a baseline performance. For ELL students, universal screening is Home Language Survey. Strong core instruction will include but not limited to making lessons meaningful, teaching complex thinking, and developing language and literacy curriculum that is easier for ELL students to understand. For more intensive instruction, differentiated I instruction is crucial. It is also important to identify that need further intervention to improve their academic skills. The progress monitoring will help teachers to make an informed academic decision about ELL students. ELL students' progress will be monitored throughout the year and it will be modified accordingly.

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

We evaluate the success of our ELLs by the result of NYSESLAT and other assessments such as NYSSA, ELA, State Math, State Science, and State Social Studies in school. We also look at their portfolios and compare their work to what they've done previously. We will evaluate their portfolio by analyzing rubrics. Because numbers alone can not show the depth of the program, we will use individual interviews, student observations, portfolios of the student's work and the results of the assessments. We do not have any high school ELLs who participates in NYSSA. At 723X, we use assessments from Foundations and teacher created assessments for ELL's. These assessments provide more detailed information about alphabet recognition (lower and upper case), the ability to write the letters of the alphabet, knowledge of letter sounds and how many words a child knows in English. These assessments are given in addition to the NYSITELL which is given to all potential ELL's. We use all of the information from these assessments to group students and set goals for instruction for each child. Data used to inform instruction comes from several sources including standardized tests and teacher assessments. With regards to patterns in proficiency levels reflected in the last NYSESLAT results, the scores indicate more significant increases in listening and speaking. Therefore, there is a need to put a greater emphasis on reading and writing instruction. To fulfill this need we will focus on skills in sound/symbol relationships, vocabulary, word fluency and comprehension. Students are organized and grouped for Guided Reading instruction so that they can read and discuss leveled text at the appropriate level of difficulty. We will also schedule Shared and Interactive Writing activities and Writing Workshops with more frequency and differentiate instruction in small group settings. Our school has not participated in the optional ELL Periodic Assessments due to the large number of other assessments that students are given regularly. These include ELA Predictives, Math Predictives, the Social Studies Practice Exam, and other assessments across various units of study. We evaluate the success of our ESL program based upon student progress and achievement. The NYSESLAT is a good indicator of English language development across the modalities of listening, speaking, reading and writing. We also measure student progress using teacher assessments and student portfolios. We use teacher assessments to monitor concepts that were recently taught and we have found that these assessments measure student progress in more detail. We also use portfolios to reflect authentic activities that students have been learning in the classroom and to provide a multidimensional perspective of student growth over time. An ESL teacher and a classroom teacher will work together based on a student's patterns across NYSESLAT modalities especially reading and writing portion. An ESL teacher and a classroom teacher will analysis NYSESLAT along with other standardized tests to understand the needs of a student. The result of ESL periodic assessments and other standardized test contribute to the way instructions are being focused. We make sure that a child's second language development is considered in instructional decisions by developing an action plan to address the need of the student. It is also crucial

to monitor the action plan along the way.

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?

723X features ESL program only.

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).  
We also use portfolios to evaluate authentic student work and provide a multi-dimensional perspective of growth over time. We evaluate the success of ELL program by NYSESLAT and other informal assessments.

## 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 options for special education ELLs are discussed with parents during the Educational Planning Conference at the CSE level for the special education students. When ELLs first enroll in our school, our ESL teacher will administer home language questionnaire to determine their eligibility as an ELL student. Next, they will take NYSITELL test to determine their placement. The ELL identification process must be completed within 10 school days of initial enrollment as per CR Part 154. After the test result comes out, a student will be placed in an appropriate program. In spring, ELLs will take the NYSESLAT. If they pass the test, they are no longer an ELL. In order for a student to be identified as an ELL, his home language has to be a language other than English. Afterwards, an informal interview is conducted in native language and English. An informal oral interview in English and when necessary in the native language is conducted for each students whose Home Language Survey and other background information indicate that he or she may be an ELL. The informal interview gives a preliminary assessment of a student's understanding and ability to speak English. This interview is not intended to provide a complete assessment of a student's oral language proficiency. The informal interview does not take the place of the formal identification process. This interview is not intended to provide a complete assessment of a student's oral language proficiency. The informal interview does not take the place of the formal identification process. If a student speaks language other than English and he speaks little or no English, then he needs to take NYSITELL. Finally, a student is placed in either bilingual education or freestanding ESL program. All of the options will be explained to parents during the parent orientation for ELLs. ELL Identification Process will be completed by a licensed pedagogue. Translation services are available during ELL Identification Process. Parents are given information about the existing language programs (TBE, DL and Freestanding ESL) 723 X only features freestanding ESL only program at this time. Also there will be a flyer describing all the options for parents. Most of the documents will be translated in Spanish. We make an appointment with the parents to make sure that entitlement letters, parent survey and program selection forms are returned. All parents or guardians of newly enrolled students are required to complete a Home Language Identification Survey (HLIS), administered by a trained pedagogue. This survey lets school staffs know what language students use in their home. The only way a school can maximize a parent's choice is to continuously monitor whether or not it is meeting parents' needs as indicated on these forms. Parent's demand dictates what ELL programs schools should provide. The Parent Survey and Program Selection Form, which is typically attached to the notification of entitlement to ELL services, provides specific information on how ELL program information is delivered. Parent coordinator and school staff should use the survey portion of this notification to make sure ELL parents are being reached, and that the information that they are getting is useful and timely. Parent coordinator and other designated school personnels have access to these forms and checklists throughout the year in a centralized location. It is also important to talk with district-based ELL specialists about specific strategies for storing and accessing ELL data. Finally, information about the school's ELL population is collected using the Bilingual Education Student Information Survey (BESIS) which is entered into the ATS system at the school. BESIS data is especially significant, as it determines state and federal ELL funding levels and compliance with performance standards for your school. ESL teacher can ensure that information for the BESIS is entered into ATS. If the HLIS indicates that your child uses a language other than English, he or she is administered an English

proficiency test called the New York State Identification Test for English Language Learners (NYSITELL ). Performance on is test determines your child’s entitlement to English language development support services. (If NYSITELL results show that a child is an ELL and Spanish is used in the home, he or she must also take a Spanish LAB to determine language dominance.) Some parents still requests ESL program and some parents do not want the program anymore. The program model offered at our school is aligned with parents’ requests. In New York State, there is a very specific initial identification process designed to determine whether a newly enrolled student maybe limited English Proficient. This initial process must be conducted within the first two weeks of a student’s enrollment. (1) Administration of the Home Language Questionnaire (2) Conducting an informal interview in English and in native language (3) Administration of a formal English assessment (4) Placement in an appropriate Program ATS reports such as RLER is being used to determine NYSESLAT and NYSITELL eligibility. I also check NYSESLAT results by looking at a report called RMSR. I organize students’ information by sites. Then I organize their information by their grade. Finally, I administer NYSESLAT accordingly. Completion of the Home Language Survey upon registration. Within 5 school days of enrollment, ESL teacher will provide students with Home Language Survey if it is not already done by CSE , and administration of NYSITELL. Parent Orientations ensure that parents understand that there are three options of program choices (Transitional Bilingual,Dual Language, Freestanding ESL) for English language learners. The first Parent Orientation is held each fall. Parents and guardians of newly enrolled ELL’s are invited to attend the Orientation through a letter and reminder flyer sent home from the school. During the orientation, parents are informed of the different ELL programs that are available. Parents receive materials about ELL programs in their home language, and ask questions about ELL services (with assistance from a translator, if necessary). At the end of each orientation, school staff collects the Parent Survey and Program Selection Form, which indicate the program that the parent has requested for his/her child. As new ELL students enroll in school throughout the year, individual Parent Orientations are held as needed. All Spanish speaking new students to a NYS school who score at or below the cut scores on the NYSITELL must be adminhistered the Spanish LAB only once during the same testing period in order to determine language dominance for instructional planning in providing bilingual or ESL Services.

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 LENS is a multilingual suite of diagnostics designed to measure the home-language literacy skills SIFE bring with them when they enter New York City schools. This information will be highly informative for teachers of SIFE, since students come in with a range of skills in both literacy and math, and knowing each individual student’s strengths and weaknesses is essential for teachers to plan instruction. The Oral Interview Questionnaire is used during the SIFE identification process to determine if an ELL has had a gap of two or more years in their formal schooling. Also, the Oral Interview Questionnaire should be used to develop a better understanding of a newcomer ELL (potential SIFE) as it has many questions related to literacy and language practices.

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).

Steps within the ELL Identification Process

The following 4 steps and placement into the ELL program chosen by the parent must be completed within 10 school days (20 school days for students entering with IEPs).

Step 1: Administer the Home Language Identification Survey

Step 2: Determination of NYSITELL Eligibility

For students whose home language is not English, the school must administer a more in-depth interview with the student, review his/her school work (if available), and review the Individualized Education Program (if applicable), in order to determine NYSITELL eligibility (whether the student should take the NYSITELL).

Step 3: Administration of the NYSITELL

Schools must print NYSITELL answer documents using the RLBA function in ATS. After the NYSITELL exam is administered, answer documents are scanned into ATS via the attendance scanner within 10 school days of enrollment. Scanning beyond 10 school calendar days will result in noncompliance.

Step 4: Administering the Spanish LAB

All new entrants whose HLIS responses indicate a home language of Spanish and who are newly identified as ELLs based on NYSITELL results must be administered the Spanish LAB at the time of initial enrollment (or reenrollment) during the same 10-day testing window. The Spanish LAB is used to support schools in instructional planning in providing bilingual and English as a new language (ENL) services to these students. Spanish LAB results are not used to determine ELL status or service entitlement.

A qualified interpreter or translator of the language or mode of communication the parent or guardian best understands, must be present at each meeting of the LPT.

These procedures will be used for initial entry into DOE schools or reentry after 2 years. The LPT determines whether the student should take the NYSITELL. The LPT should consider evidence of the student’s English language development.

The LPT members will include but not limited to a certified teacher with TESOL or Bilingual Certification, school administrator (assistant principal), bilingual psychologist, a student's parent or guardian, and interpreter for parent. LPT determines whether the student should take the NYSITELL. The LPT should consider various evidences of the student's English language development such as history of language use in the school and home or community.

The results of the individual evaluation of the student conducted includes assessments administered in the student's home language Information provided by the Committee on Special Education (CSE) as to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English.

Based on the evidence, the LPT will make a determination as to whether the student may have second language acquisition needs or whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiently in English. If the LPT determines that the student may have English language acquisition needs, the student must take the NYSITELL. If the LPT determines that the student does not have English language acquisition needs and should not take the NYSITELL, the recommendation is sent to the principal for review. The principal will choose to accept or reject this recommendation. If the principal accepts the recommendation not to administer the NYSITELL, the recommendation is sent to the superintendent or the superintendent's designee for a final decision. Additionally, the parent or guardian will be notified within 3 school days of the decision in the parent's/guardian's preferred language. The final decision is made by the superintendent or superintendent's designee to accept or reject the LPT's recommendation within 10 school days. If the superintendent determines that the student must take the NYSITELL, the school has 5 additional school calendar days to administer the NYSITELL (if necessary) and to notify the parent or guardian. The form titled Language Proficiency Team NYSITELL Determination Form will be completed and placed in the student's cumulative folder.

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.

The criteria and procedures to place identified ELL students in programs, begins with the Parent Orientation. At Parent Orientations, parents are informed of their choices for programs that offer English language support. Parents receive materials about ELL programs in their home language, and ask questions about ELL services with assistance from a translator, if necessary. Parent volunteers, Parents watch an informative video, created by the NYC Department of Education, in their native language. Parents understand that currently, there are no Bilingual classes offered at 723X because there are not enough students on two contiguous grades to form a bilingual class. Parents also understand that they can opt for another school in the district, or stay in ESL program at 723X. At the end of each orientation, the ESL teacher collects the Parent Survey and Program Selection Form, which indicate the program that the parent has requested for his/her child. English language learners are placed in programs according to their parents' requests. All the ELL parents at 723X selects the ESL program, as it is the only program offered at this school. Thus far, over the past three years, all parents attending an orientation have elected to keep their children at 723X and in ESL. Our program model (ESL) is aligned with parent requests. For the past few years, no parent has requested bilingual services in the school or the district. Parents will constantly be able to communicate with school staff in native language if they are unable to communicate in English.

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

The school will initiate a review of the ELL status determination upon receipt of a written request from any of the following: A student's parent or guardian, A student's teacher, and A student of 18 years of age or older. The Re-identification Process will be completed within 10 school calendar days of receipt of written notice; however, if the CSE must be consulted, the process must be completed within 20 school calendar days.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

When a new ELL enrolls, we inform parents of the three instructional models available in New York City. To inform parents of these options, our school provides parents of newly enrolled ELLs with a parent orientation where they can view the Parent Orientation video in their preferred language.

During the orientation, we will also provide information on standards, curriculum, and assessments. The parent orientation session must also provide a high quality orientation section on the Common Core Learning Standards, assessments, and school expectations for English language learners, as well as the program goals and requirements for bilingual education and English as a new language (formerly English as a second language but now referred to as ENL) programs. 723X will contact the Translation and Interpretation Unit if they require an interpreter for any language that is not spoken by the school staff.

Afterwards, 723X enters a parent choice as indicated on the Parent Survey & Program Selection Form. The parent's first choice will be entered as noted on the selection form.

The Parent Survey & Program Selection Form will be kept in school. A copy of the completed Parent Survey & Program Selection

Form can be provided to the parent upon request.

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.  
We hand out Parent Survey and Program Selection form to be filled out during the meeting along with explanations when HLIS is administered in the school. School based translator will be provided based on the need of the parent or guardian prior to the meeting.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
We follow up with letters and phone calls. We keep the record of all the forms as much as possible.
9. Describe how your school ensures that placement parent notification letters are distributed.  
Copies of all distributed placement parent notification letters will be kept on file in 723X. ELL Teacher will create class logs listing all ELL students, per class and grade. Logs will track all completed HLIS, entitlement letters, Parent Program Selection forms, and surveys that are distributed, completed, and returned as well as the type of instructional program chosen by the parent of each identified ELL. Logs will also indicate any documentation that is pending completion or not returned. Copies of all LAB-R answer documents, entitlement or non-entitlement letters, Parent Program Selection forms, and surveys will be kept on file. ELL teacher will document date of telephone conferences on Parent Program Selection forms and surveys. Parents who do not attend any of the scheduled meetings and who cannot be contacted via telephone will receive a written notification of their child's placement in the school's default program.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
Logs will track all completed HLIS, entitlement letters, Parent Program Selection forms, and surveys that are distributed, completed, and returned as well as the type of instructional program chosen by the parent of each identified ELL. Logs will also indicate any documentation that is pending completion or not returned. Copies of all LAB-R answer documents, entitlement or non-entitlement letters, Parent Program Selection forms, and surveys will be kept on file.
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.  
All identified ELLs will be administered the NYSESLAT, each spring. ELL teacher will generate and review the BNDC to ensure that all eligible students are administered the NYSESLAT. Parents will receive written notification of the NYSESLAT before testing begins. ELL Teacher will create class rosters listing all students eligible to take the NYSESLAT exam. Rosters will include a checklist where ESL teacher will record each NYSESLAT language modality assessed and ensuring that all eligible students have been assessed in each of the four required modalities. During the NYSESLAT exam period, ESL Teacher will review NYSESLAT logs identifying any students who have not completed all four parts of the NYSESLAT and administer these sections, within the required testing period. During administration of the NYSESLAT, the Speaking subtest will be administered individually and in a separate location. Listening, Reading, and Writing subtests will be administered to students as a group. Make-up test dates will be dates remaining in the primary testing period. English language learners with disabilities will be provided with testing accommodations, as mandated by IEPs and 504 Plans.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
This is addressed during IEP conferences and documented in SESIS and in student's cumulative folder. We use ELL student's list from ATS to make sure continued entitlement and transitional support parent notification letters are distributed.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).  
After reviewing the Parent Survey and Program Selection forms for the past few years, all of parents choose ESL as their choice. The program models offered in our school aligns with parent requests.

# 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.

We have heterogeneous push-in and pull out ESL program in our school. ESL instructional minutes are delivered through providing constant number of minutes everyday of the week. The program models we use at 723X are ungraded and heterogeneous group. 723X does not currently have TBE or Dual Language Program.

- b. TBE program. *If applicable.*

Paste response to questions here:

- c. DL program. *If applicable.*

Paste response to questions here:

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)?

(2) The content area in ESL is delivered in English. Sometimes, if a student is a beginner, his bilingual paraprofessional comes with him to translate for him. We have 35 ELLs who receive ESL services. For the second grade, we have 3 students. For the third grade, we have 3 students. For the fourth grade, we have 2 students. For the fifth grade, we have 4 students. For the sixth grade, we have 4 students. For the seventh grade, we have 7 students. For the eighth grade, we have 4 students. For the ninth grade, we have 2 student. For the tenth grade, we have 1 student. For the eleventh grade, we have 3 student. For the twelfth grade, we have 2 students.

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.

As an instructional approach, I use lots of visual cues along with the vocabularies for the content areas. A free-standing English as a second language program consists of a program of instruction composed of two components: a language arts and a content area component. The language arts component is delivered through instruction in English Language Arts and English as a Second Language. The content area component is delivered through instruction in English and ESL methodologies. Beginner and Intermediate students receive 360 minutes of ESL services. Advanced students also receive 180 minutes of ESL and 180 minutes of ELA. Currently we have no SIFE but at such time that we do they will receive tutoring from a peer tutor to help to develop their initial literacy in native language, and a nurturing environment to facilitate language production. P723X follows the English Language Arts standards as a guide to instructional planning and assessment. Our ESL teacher plans on referencing the NYS Resource Guide for the teaching of Language Arts to long term Limited Proficient/English Language Learners along with the NYS learning Standards for English. Our ESL program will focus on explicit reading instruction with consistent feedback, guided reading, teaching learning strategies, and lots of other reading activities. Audio versions of children's books are particularly helpful for the second language learners because they can listen to the spoken English, follow the printed words, and use the pictures to facilitate meaning. Children's storybooks are now available in audio versions that offer an audio component with a good visual support. Our ESL instructions will be in collaboration with content area teachers. This instructional program will be explicitly aligned with ESL and the New York State ELA learning standards and the content-based learning standards. To ensure that students meet the New York City and New York State standards and pass required state and local assessments, ESL instruction will follow the NYS ESL standards and incorporate ESL strategies such as: Total Physical Response (TPR), graphic organizer, and Cooperative Learning. Students no longer requiring Bilingual or ESL services according to the NYSESLAT will be supported for two years with ESL services. These proficient ESL students are supported through: AIS, Instructional Technology, and visual arts enrichment. We strive to provide opportunities that are multi-sensory and kinesthetic in nature. The school will concentrate on reading and writing areas by providing additional help in the form of teacher collaboration. The ESL teacher will have common planning sessions with the collaborating teachers by using real objects, photographs, graphic organizer, software, ESL materials, classroom libraries, Foundations, Wilson reading program, Head sprout, Read 180, Achieve 3000, Ramp up, and incorporating technology to enhance students' outcomes. We have 24 beginners in our school but there are none for the SIFE population. If we had a SIFE student, we would use lots of modeling, graphic organizers and visual aids. I also would engage beginning level students in using basic social and school vocabularies, phrases and sentence structures along with pictures. I would also encourage peer to peer interactions to increase speaking, listening, reading comprehension and writing skills. As students progress, continue to contextualize instruction of more complex language forms and uses: subject specific academic vocabulary, grammatical forms, and sentence structures used in

listening, speaking, reading and writing. I would also teach and model ways for students to describe their thinking processes verbally and in writing. Instruction is given exclusively in English using ESL methodology in order to foster proficiency and competency in the four modalities of listening, speaking, reading, and writing. Currently, there are 43 students being served in the ESL program. English Language Learners (ELLs) from kindergarten to grade twelve are grouped according to their level of English language proficiency and grade level. The school utilizes 45 minute blocks across eight teaching periods per day.

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

723X does not have a TBE Program. Students with a bilingual mandate are supported by AP Paras. We have alternate bilingual paraprofessionals and some native language books along with multi-media materials. 723X provides a bilingual paraprofessional who can translate lessons, homework, letters, and classwork in native language in the classrooms.

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

Beginner and Intermediate ELL's are mandated to receive 360 minutes of support each week. Advanced ELL's are mandated to receive 180 minutes of support each week. Advanced students require less support and benefit from push-in instruction. Special Education students are served as per their IEP's. Since we have a small population of English language learners, the ESL teacher ensures that the mandated number of instructional minutes is provided according to proficiency levels. Students receive additional minutes and continued support in English through an instructional. All of the content areas are explored in ESL through Guided Reading, Shared Reading, Independent Reading, Word Study and Writing activities. The ESL teacher also actively communicates with the classroom teachers of ELLs in order to maintain a level of consistency between classroom and ESL instruction and the integration of language and content. Students also study in the content areas with their classroom teachers who utilize visuals, gestures, slower speech and highlighting on vocabulary to make content comprehensible to English language learners.

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

The teacher will get to know the students as much as she can. ESL teacher will use research based instructional strategies to enhance their learning. The teacher will collaborate with classroom teacher to assist ELLs. ELL's receiving services between SIFE, Newcomer, and Developing ELLs will have more assistance from the teacher. The long term and former ELL students receive more complex curriculum followed by small group activities. The former ELL students will receive more comprehensive support. The ESL teacher will make content even more comprehensible for all students by providing ELLs with alternative ways of accessing key content to help them to learn the same material as other students as they continue to develop their English language skills. We use strategies such as Cooperative Learning, which encourages interactive student participation and promotes social and academic language skills. At 723X we differentiate instruction for our ELL subgroups. One-on-one conferencing is a best practice used throughout the school to research each student and plan academically. Students are grouped by ability and each group is taught a different lesson daily, according to the needs of each group of students. Beginner ESL students receive more support in the content areas since they tend to be behind academically in all subjects. Newcomers also receive additional time and support beyond the mandated instructional minutes. Total Physical Response activities are used in order to accelerate language acquisition through the use of the kinesthetic sensory system. In addition, the Language Experience Approach is used allowing language to be acquired by relating it to the experiences and interests of students. The Cognitive Academic Language Learning Approach is used as a strategy to provide content-based ESL instruction for students at the Intermediate, advanced and transitional levels. Each of these strategies is used as a tool to promote linguistic and academic excellence leading to the increase of State assessment scores for English Language Learners. One of our goals for the invention programs for ELL population is to develop academic language skills. It is important to distinguish academic language skills from conversational language skills. Many ELLs who struggle academically have well-developed conversational English skills. To succeed academically, students need to develop the specialized academic language, which is distinct from conversational language. This is particularly true when we consider the large number of English learners who have good word reading skills but weak comprehension skills. Many of these learners especially in the upper elementary, middle, and high school years have insufficient English vocabulary levels.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12

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

Between 6 and 12 months, the principal reviews the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with a qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal will provide additional support services to the student and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, she will consult with the superintendent or her designee. Final decision notification will be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.

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

Our ESL teacher will make sure to work with all the school teachers, para professionals and counselors to have a better understanding of ELL population in our school. By communicating with parents and all the other school personnel, we will try to communicate with each other as much as possible about the student and constantly use different strategies to improve ESL student's English proficiency as much as possible. We use common core-aligned, content specific materials to support ELLs.

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?

For ELLs in ELA, here are some of the ways 723x addresses the individual needs of ESL student, from lower to higher levels of English language fluency. 723X uses lots of graphic organizers. After listening or reading a book, younger student or newcomers can draw pictures illustrating the beginning, middle, and end of the book on a graphic organizer to gather their thoughts about a book. For ELLs in Math, the main focus will be math vocabulary comprehension to enhance their understanding about math. For ELLs in Social Studies, the main focus will be Social Studies Vocabulary Comprehension. One of our goals for the invention programs for ELL population is to develop academic language skills. It is important to distinguish academic language skills from conversational language skills. Many ELLs who struggle academically have well-developed conversational English skills. To succeed academically, students need to develop the specialized academic language, which is distinct from conversational language. This is particularly true when we consider the large number of English learners who have good word reading skills but weak comprehension skills. Many of these learners especially in the upper elementary, middle, and high school years have insufficient English vocabulary levels

Chart

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

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

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



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

Chart

**CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

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

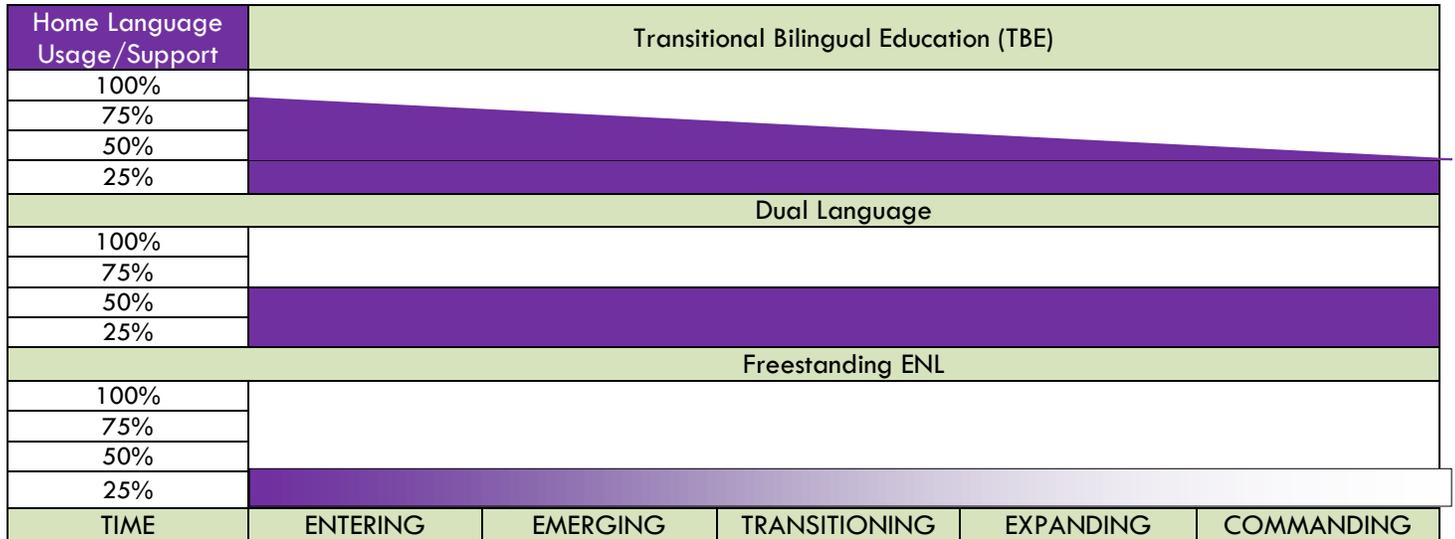


\*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

### Home Language Usage and Supports

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



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. All teachers are aware that they are teachers of ELLs by reviewing their students IEPs. Our ESL teacher will work together with content based teachers to accommodate ELL students. All the teachers will have a meeting to discuss the effectiveness of our ESL program. Identified ELL students are provided with support outside of the regular classroom setting after school. Intensive support for students performing significantly below grade level and needing appropriate differentiated instruction; additional targeted and specific interventions for the lowest achievers will be implemented.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- ELL students have access to all school programs. The ESL students are supported through: AIS, Instructional Technology, and visual arts enrichment Title programs III program will be provided after school for the ELL students. There will be an after school program for the ELL students in our school. All teachers are aware that they have ELL student by reviewing their students' IEP.
12. What new programs or improvements will be considered for the upcoming school year?
- There are no plan for new programs or improvements considered for the upcoming school year yet.
13. What programs/services for ELLs will be discontinued and why?
- There are no plans to discontinue any programs at this time.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- As a guide to instructional planning and assessment, P723X follows the English Language Arts standards. Our ESL teacher plans on referencing the NYS Resource Guide for the teaching of Language Arts to Limited Proficient/English Language Learners along with the NYS Common Core Learning Standards for English and New York State Common Core ESL Standards. We strive to provide opportunities that are multisensory and kinesthetic in nature by using real objects, photographs, graphic organizers, softwares, ESL materials, classroom libraries, inclusive of Native Language books, Foundations, Achieve 3000, Lexia, Wilson reading program, Head sprout, Read 180, Ramp up, incorporating technology to enhance student outcomes. NYSESLAT results will guide the ESL teacher's instructional plans. All students will receive the required units of instruction mandated under Commissioner's Regulation Part 154 (C.R. Part 154). For the K-8 students, beginners are mandated to receive 360 minutes, Intermediate 360 minutes, and advanced students receive 180 minutes. For the high school students, beginners are mandated to receive 540 minutes, intermediate students are mandated to receive 360 minutes, and advanced students are mandated to receive 180 minutes. The afterschool program will be conducted by a certified ESL teacher who will use appropriate communications and socialization skills.
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.
- We do not have TBE or Dual Language Program. Native language support is delivered through native language books, bilingual paraprofessionals, and native language based websites. The Native language support is provided by the bilingual alternate placement paraprofessionals.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
- For the newly enrolled ELLs, I would provide a lot of modeling, tap into student's prior knowledge, use many visuals/manipulatives, teach key vocabularies, speak slowly and utilize cooperative learning methods with them. This instructional program will be explicitly aligned with New York State ESL Learning Standards and the New York State ELA learning standards and the New York State content-based Common Core Learning Standards. For bilingual students, we are providing paraprofessionals who speak their native language. The ESL teacher and a bilingual paraprofessionals are in close collaboration with the classroom teachers. The use of software and multimedia enhances and supports the instructional program. To ensure that students meet the New York City and New York State standards and pass required state and local assessments, ESL instruction will follow the NYS ESL standards and incorporate ESL strategies such as: Total Physical Response (TPR), Language Experience, Whole Language, graphic organizer, and Cooperative Learning and the infusion of the arts and the use of technology. The classroom library contains books in English. Our ESL teacher will use the following books: Longman Photo Dictionary of American English, Get Ready to Write, and English books on folktales, fiction and non-fiction. Our teacher also uses computer and other technology to give students additional instructional support. Multi-sensory and multicultural ESL materials are infused throughout all aspects of instruction. Several staff members

provide support services to English language learners at 723X. All ELL's may receive academic intervention services in addition to ESL support. In addition to ESL services, support services include Academic Enrichment, Speech, Adaptive Physical Education, School Nurses, Psychologists, Social Workers, Counseling, Occupational and Physical Therapy. All ELL's are exposed equal access to both academic and after school programs. School calenders, letters and information regarding extracurricular activities are translated into each students' language to facilitate communication between home and school. ELL's reaching proficiency on the NYSESLAT continue to receive transitional support due to close communication between the classroom teacher and the ESL teacher. If a student is struggling academically, he or she will receive support through the ESL program and additional extra help. All the materials that will be used in our ESL program is age appropriate and NYS common core aligned materials.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

We keep all of the report in school by site and grade.

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).

723X will post signs in multiple languages. The school will enlist a Spanish morning greeter to welcome all newly enrolled ELLs and their families. The classroom will have Spanish book to help them feel welcomed. 723x Willll schedule an enrollment night to give ELL students and their families to learn about the enrollment process and school policies with interpreters on hand. The school will also assign each family a school contact who speaks their language and guides them through the enrollment process. 723X holds Parent Orientations for incoming students. There is also a special Open House and School Tour prior to the first day of school to assist newly enrolled ELL's. Parents and English language learners meet with the Parent Coordinator, teachers and staff. ELL's learn about the layout of the building and how to find their classrooms, the cafeteria and rest rooms. Parents receive information about translation services to assist them during the school year. These activities help English language learners to adjust to their new school environment before the first day of school. For the newcomers, bilingual professional or bilingual parents will help them. There will be a buddy system within a classroom to help them understand their school work and also navigate in the school. The newcomer will have index cards with the most common words or phrases on them to help them and make them feel more comfortable.

19. What language electives are offered to ELLs?

Presently, 723X does not offer any language electives to ELLs.

20. For schools with dual language programs:

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

Presently, 723X features ENL program only.

## 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.)

We only have 1 ELL Personnel at our school. She will attend Professional Development on ELL Compliance PD Series. During the school year on professional development days, the school will be incorporating workshops that will teach ESL strategies for ELL students. Teachers will also be sent to workshops that are offered through the Department of Education and through the District Office. We will also take advantage of the offerings from Learning Times that pertain to ESL issues. Teachers will work collaboratively with the ESL teacher. ESL strategies, Identification of ELLs, NYSESLAT, Title III program and ELLs in Content area will be presented to P723X staff members during professional development during 2015 – 2016 school year. All of our staff including but not limited to assistant principals, common branch teachers, subject area teachers, paraprofessionals, guidance counselors, special education teachers, psychologists, occupational therapists, physical therapist, speech therapists, secretaries and a parent coordinator will participate in professional developments throughout the year. Training will be on going during the school year during “push in periods” and “pull out periods” with the ESL teacher and classroom teachers. Our ESL teacher will attend all professional developments offered by the Department of Education during the school year. It is important that all staff members receive training in language acquisition, cultural awareness, and instructional strategies for ELL students.
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?

Professional development is offered to ESL teacher to support ELLs to engage in the common core learning standards. ESL teacher will sign up for Professional Development online. 723X will consider structuring professional development around strengthening educational staff in the following areas: student-centered instruction, content-based sheltered English instruction, balanced literacy instruction, and alternate assessments. Intervisitations will be arranged in order to enhance new teacher’s skills. It is important to develop academic English and build knowledge of content subjects. It is also important for other staff to know an effective instruction with attention to subject specific language use. Teachers should be trained to teach academic literacy and incorporate ESL methodologies. The ELLs need to understand the ways to assess their knowledge accurately.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

We also need to help our middle and high school ELLs by knowing where they are on the path to academic literacy. We all need to practice an effective instructional practices. For example, we need to build and activate prior knowledge and vocabulary. We need to pay extra attention to language in every lesson. Most importantly, we need to reinforce reading and writing processes and comprehension strategies. Non-ESL and Bilingual teachers will be exposed to theories of first and second language acquisition, ESL methodologies/ past and present, and they will experience hands-on practice in the approaches and strategies used to foster second language acquisition. There will be lots of staff development supports that features first language development and second language acquisition, success of ELL students, and instructional and support strategies for modifying instruction in the content areas. High standards for the education of ELL students cannot succeed without high standards for professional development. The functions of staff development should be in-service education, organizational development, communication and coordination, leadership, and evaluation. Once the planning stage is underway, resources should be developed to support the school district’s professional development plan. Resources might include print and non-print materials, videotapes and audiotapes, and computer- and technology-based resources. Evaluating and following-up professional development is critical to the determination of its success. Assessing the progress of each individual toward his or her professional development goals and objectives are important.
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.

Depending on the nature of the professional development, evaluations are done in a variety of ways. Staff can use journals to document the procedures they are implementing and to record their reflections on what worked and why and what didn’t work and why not. Also, open-ended surveys that ask questions about the effectiveness of professional development provide school district planners with important feedback about the experiences. Professional development is focused on building the competency of staff members that serve ELL students. The varied professional development needs of district and school building-level administrators, school board members, content area classroom teachers, paraprofessionals, special education staff, school psychologists, speech and language therapists, bilingual and migrant education staff, ELL teachers and tutors, and other instructional and support staff can be met through simultaneous and multiple professional development interventions. Give them information about language progression, language scaffolds, and language support. The staff will be inform that it is important to learn to encourage cooperative groups enriching the opportunities in the classroom. We will also inform them about how to evaluate the content and language demands as they need to

build curriculum, lessons, assignments, and how to reate scaffolds for enabling student's learning. 723X will continue to develop productive and supportive relationships with staff to create strong relationships and build trust. Professional Development will be placed on training the classroom teachers who have students mandated for ESL service in their classrooms with Jose P. ESL training so that they will be able to support all of our ELLs. All pedagogical staff participates in professional development least one a month. The ESL teacher is also supported by workshops through the Department of Educations Office of English Language Learners. These workshops support the ESL teacher in all aspects of instruction from data analysis to designing curriculum. Classroom teachers of ELL's receive professional development for English language learners through DOE Professional Development Courses, and staff meetings, Topics to be addressed regarding English Language Learners include, but are not limited to, the identification process of ELLs, legal mandates in regard to services provided to ELLs in special education, assessment procedures for ELL's, the role of the teacher and other support staff, strategies and methodologies to differentiate instruction and support ELL learners in the regular classroom setting, cultural awareness, and assessment procedures for ELLs. 723X ensures that important documents are translated into the students' home language and that translators are available, if needed. They also maintain an open-door policy if parents have questions or concerns. All teachers, other than those who hold ESL and bilingual licenses, are required to attend 10 hours of ELL training. The following professional developments are incorporated into the 7.5 hours of ELL training for all staff. These workshops will benefit our staff to have a better understanding of our ELL students in the school. These workshops will include but not limited to differentiate instruction, second language acquisition and ESL strategies. Interpreters are available in my school to communicate effectivly with ELL parents. Using telephone conference calls to involve interpreters in meetings and attending web-based meetings, can offer the interpreter and the family more opportunities to pick up on subtle meaning and non-verbal feedback to improve communication in ways that cannot be accomplished by telephone alone. Translation is frequently used on special education forms and other important school documents for the parents. This can help parents to make informed decisions and contribute to their children's Individual Education Program.

### 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?

The Parent Coordinator at P723X will offer parents of ELLs ongoing information in their home language and training on different aspects of their child's education such as, home activities to support learning, outside support in their community, and other topics identified as an area of parent's interest from a survey. Our goal is to increase parent outreach and increase parent participation. Our school will periodically describe the program to ELL parents by providing parent orientation meetings or letters sent home.

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

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. ELL parents are part of the school community and participate in all meetings and events. At 723X, our parents are involved in the Parent Association (PA). PA meets once a month. The PA helps parents become involved in their children's education, support school life and activities, share ideas and enrich their school community. The Parent Coordinator holds several workshops each year to inform parents about topics like promotional policies, ELA testing, and strengthening literacy. The coordinator works closely with staff and students in a collaborative effort to establish concrete programs for students and families through local organizations and community Outreach. Parents are also encouraged to participate in cultural events sponsored by the school. Such events include Cultural Food Celebration and the Family Day in which families take part in the recognition and celebration of various cultures represented in our school building and around the world.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Our school does not have agencies or community based organization to provide workshops or services to ELL parents.

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

We evaluate the needs of our parents through our teachers who are most often in direct contact with our parents and periodic school surveys. The PA also helps parents become involved in their children's education and polls parents for suggestions and ideas for the school. Attending school sponsored activities maintaining open channels of communication to monitor children's progress in school. All the documents are translated by bilingual school personnel. It is crucial for schools to communicate effectively with families about progress their child is making in school. Parents can involve in their child's education by helping their child on their homework.

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

We will evaluate the needs of the parents by establishing reliable communication between parents and the school staff working with the child. Communication is important to the assessment and to ensure parents are well informed about the process and their rights as parents of children who may have learning disabilities. All English Language Learner's parents will be well informed about their educational rights under the Individuals with Disabilities Education Act. They will also be fully informed about the assessment process and its implications. The first and most important thing schools can do is to establish a climate that encourages growth in cultural responsiveness, sensitivity, and appreciation to entice ESL parents to participate in IEP team meetings and other important school functions. An This provides immediate communication and reduces misunderstanding.

### 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: 723

School DBN: 75X723

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)
Christine Walsh	Principal		10/6/15
Ron Rodkin	Assistant Principal		10/6/15
Jaclyn Ortega	Parent Coordinator		10/6/15
Natalie Lim	ENL/Bilingual Teacher		10/6/15
Ancel Hart	Parent		10/6/15
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	School Counselor		
	Superintendent		
	Borough Field Support Center Staff Member _____		
	Other _____		
	Other _____		
	Other _____		

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **75X723** School Name: **723**  
Superintendent: **Gary H**

### 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.

ATS reports, blue emergency cards, the Home Language Information Survey and informal interviews with parents are used to determine if they require assistance (use of native language) when communicating with staff at the school. 723X ensures that all parents are provided with appropriate and timely in a language they can understand.

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.

Our school services 43 ELLs whose parents are mostly Spanish speaking and require translation and interpretation services. Based on the ATS report, RHLA, 6 languages such as Bengali, Chinese, English, Johkha, Spanish, and Vietnamese are identified as home languages at 723X. The primary languages are English and Spanish.

## 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.)

Parent Handbook, newsletters, fliers, school notices, letters, IEP notices, IEP's upon request & our DOE monthly documents

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.

Monthly parent workshops, PA meetings, daily attendance calls & IEP meetings and borough wide events hosted by FACE or the district office for family support.

## 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.

723X will meet the needs using home language survey as a guide. We will use in-house school staff as well as Translation & Interpretation Unit. We will also collect data regarding the primary language spoken by the parent of each child enrolled in school and whether such parent requires language assistance to communicate with the school.

We are planning to increase more parental awareness regarding their rights and the availability of language services by developing school-based language access plans.

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.

Use of translation/interpretation unit, school staff

## 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.)

Language Access Coordinator will have resources to help support staff in monitoring parent language needs, allocating funding to provide language assistance, and informing parents of the availability of language assistance services.

## 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

We will be providing each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. We will also provide parents with the Department's website that provide info in each of the covered languages concerning the rights of parents to translation and interpretation program and how to access such services.

## 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)

Conduct surveys for parents to provide to classroom teachers about the academic progress of students.  
Assist parents in learning how to create conditions that support learning at home.  
Help parents develop more awareness of the need for literacy and learning in the home.  
Collaborate with support programs.  
Provide calendars of school activities and events.  
Include parents in the active recruitment of other parents for involvement and participation.