2018-19
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 75X811

School Name: P.S. X811

Principal: ROSA NIEVES GREENE
Comprehensive Educational Plan (CEP) Outline

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## School Information

<table>
<thead>
<tr>
<th>School Name:</th>
<th>The Academy for Career and living Skills</th>
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<tbody>
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<td>School Number (DBN):</td>
<td>75X811</td>
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<tr>
<td>BEDS Code:</td>
<td>307500012811</td>
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<tr>
<td>Grades Served:</td>
<td>6-12</td>
</tr>
<tr>
<td>School Address:</td>
<td>1434 Longfellow Avenue</td>
</tr>
<tr>
<td>Phone Number:</td>
<td>718-589-3060</td>
</tr>
<tr>
<td>Fax:</td>
<td>718-589-9551</td>
</tr>
<tr>
<td>School Contact Person:</td>
<td>Rosa Nieves-Greene</td>
</tr>
<tr>
<td>Email Address:</td>
<td><a href="mailto:rnievesgreene@schools.nyc.gov">rnievesgreene@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Principal:</td>
<td>Rosa Nieves-Greene</td>
</tr>
<tr>
<td>UFT Chapter Leader:</td>
<td>Sybil Smith</td>
</tr>
<tr>
<td>Parents’ Association President:</td>
<td>Andrea Daniels</td>
</tr>
<tr>
<td>SLT Chairperson:</td>
<td>Gloria Corsino</td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>N/A</td>
</tr>
<tr>
<td>Student Representative(s):</td>
<td>Mefire Mouliom</td>
</tr>
<tr>
<td>CBO Representative:</td>
<td>n/a</td>
</tr>
</tbody>
</table>

## District Information

| Geographical District: | 75 |
| Superintendent: | Ketler Louissaint |
| Superintendent’s Office Address: | 400 First Avenue, New York, NY |
| Superintendent’s Email Address: | Klouiss@schools.nyc.gov |
| Phone Number: | (212) 802-1503 |
| Fax: | (212) 802-1678 |

## Field Support Center (FSC)

| FSC: | Bronx |
| Executive Director: | Jose Ruiz |
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 and Family Engagement Policy 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rosa Nieves-Greene</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Kareem Simmons</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Andrea Daniels</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>Yvonne Ingram</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>n/a</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
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</tr>
<tr>
<td>Mefire Mouliom</td>
<td>Student Representative <em>(optional for elementary and middle schools; a minimum of two members required for high schools)</em></td>
<td></td>
</tr>
<tr>
<td>n/a</td>
<td>Student Representative <em>(optional for elementary and middle schools; a minimum of two members required for high schools)</em></td>
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<tr>
<td>n/a</td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Erica Diakite</td>
<td>Paraprofessional/UFT</td>
<td></td>
</tr>
<tr>
<td>Ford Latasha</td>
<td>Teacher/UFT</td>
<td></td>
</tr>
<tr>
<td>Jennifer Russell</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
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<tr>
<td>Patterson Trenise</td>
<td>Member/Parent</td>
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<td>Gloria Corsino</td>
<td>Member/Parent</td>
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<td>Judilka Lalane</td>
<td>Member/Parent</td>
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Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, 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 aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

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 five goals and action plans that align with
the first five elements of the Framework for Great Schools (listed below). The sixth element, Trust, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools

| Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. |
| Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. |
| Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. |
| Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. |
| Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations. |
| Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other. |

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 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. Systems 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)

School Quality Guide

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

Title I Requirements and Strengthening Title I Parent Involvement

2018-19 CEP
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click here.

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 and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy 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

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
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<tbody>
<tr>
<td>Our school’s mission statement speaks volumes about our core beliefs and practices that form our community and drive our experience to meet the needs of our diverse student population. At P.S. 811X, we serve students with an array of cognitive and physical disabilities, whose diverse learning needs require highly purposeful and adaptive curriculum to meet their post-secondary and transitional goals in order to achieve greater success and independence in life. Our school serves over 640 students with disabilities (the vast majority of which participate in alternate assessment) from diverse cultural and ethnic backgrounds, to which 40.19 percent of our student body consists of students with limited English proficiency. Through understanding the individual needs of our students as it relates to</td>
</tr>
</tbody>
</table>
their transitional needs, we have developed a program that combines academic rigor with community building and experiences in order to foster the development of our student needs so that we can afford them the best post-secondary outcomes.

2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

As a learning community, curriculum refinements are done each week during Collaborative Teacher Teams (CTT) and Instructional Teacher Teams (ITT) meetings and through our Instructional and Administrative cabinet meetings. All sessions focus on looking at student work utilizing a specific protocol. Teams provide suggestions for modifications to instruction/curriculum based on student needs. Each collaborative inquiry team has a focus/standard and monitored on an ongoing basis. Teachers have input in the curriculum writing process and have been afforded a multitude of resources for implementation, including iPads for instructional use and communication, interactive white boards for all classrooms, our Live Binder website, ReThink and subscriptions to online eBooks, MyOn, Flocabulary, Vital Thirteen, NYC Public Library and more.

In addition to purposeful and rigorous academic practices, the program at P.S. 811X provides our students with vital post-secondary training in functional life-skills and job preparedness so that they may transition into their communities at large ready to face the challenges and demands of daily life. To do so, a whole community approach is taken toward the assessing of student skills, identification of needs, and placement within training programs and opportunities aligned toward post-secondary student outcomes. Our process begins through the identification of student and parent post-secondary outcome concerns through Level 1 surveys and interview, assessment of baseline academic, social-emotional, vocational (community and employment), and gross and fine physical skills, which are translated into long-term and short term benchmark goals for student achievement. Through a community effort, we involve all stakeholders in the creation of student’s individualized program. To develop student skill sets to meet their post-secondary goals, students’ academic foci are coupled with practical community enrichment experiences and community service projects to foster the translation of academic to essential life understandings. Students additionally develop toward their post-secondary outcomes through vocational job training internships within the school community as well as through partnerships with various private local businesses, non-profit organizations, and governmental institutions. Our department of transition additionally works closely with families, governmental agencies, students, and educational staff to ensure appropriate placement following graduation within pre-employment and training programs. The program at P.S. 811X involves the whole school community in the design, instruction, and transitional placement of each student in order to promote post-secondary successes and student achievement beyond graduation.

We have made great strides in improving our practices as they relate to the Six Elements of the Framework for Great Schools. With respect to rigorous instruction, we have set into place high expectations for teachers concerning curriculum implementation and have provided frameworks for adapting the demands of higher order thinking skills and higher complexity skills as they relate to instruction as identified during our Quality Review in March of 2016 in which we received a Well Developed in all components of the instructional core 1.1, 1.2 and 2.2. Student goals have been streamlined into the assessment process with respects to curriculum, Individual Education Plans (IEPs), and by using the highest complexity tasks associated with various English Language Arts (ELA) and Mathematics. In doing so, students engage in project based learning experiences for each instructional unit that is aligned to their individual needs and adaptive to their primary means of communication. We have additionally made tremendous strides in our efforts to be a supportive environment for our students. We have revamped our Positive Behavior Intervention System (PBIS) to include several elements that go beyond the Social and Emotional Learning (SEL) basics of that program to integrate SEL components into our school community. Primarily, we have incorporated a program to highlight positive behaviors of students throughout the building daily in a program called “Gotcha”. We have additionally instilled several PBIS and SEL programs to promote community, problem solving, and team building.
principals amongst our students including Girls and Boys Clubs, Dance Squad, Basketball Teams (mobile as well as wheelchair), Horticulture Club, Performance Choir, and several vocational internships to challenge our students and build a safe and caring environment which earned the school a well-developed in School Culture, 3.4. A third area we have developed well over the past year with respects to the Framework for Great Schools is Collaborative Teachers. We support our teachers through collaborative professional development groups and professional learning communities focused on addressing their needs as they pertain to instruction and student achievement outcomes concerning both curriculum and pedagogy on a weekly basis as well as allot time for teachers to work within their instructional teacher teams to share data and concerns over the needs of individual students. In doing so, teachers work toward improvement of pedagogy collaboratively three times a week with a separate focus for each meeting within different cohorts. In this way we build a strong community of professionals committed to self and school-wide improvement of practice. We additionally worked toward development of family and community ties through hosting several district functions and information sessions for parents and guardians. In addition providing several in-house professional development opportunities and workshops for parents and guardians focused on transition, promotion of academic success, meeting physical needs of children, etc. to empower families. provide vital information and academic support to empower parents and families. We now have incorporated "Parent Fun Days" into our yearly events calendar. Once a month, parents are invited to attend fun activities such as Tea and Paint, Arts and Crafts, Yoga and Zumba classes.

3. Describe any special student populations and what their specific needs are.

At P.S.811X, it is our philosophy that all children have a boundless capacity for learning. We assert that all children are entitled to appropriate, authentic and stimulating learning experiences that will maximize their quality of life. We are committed to establishing our school as a beacon of leadership in the community through sound educational practices that foster student independence and that will facilitate community integration.

We are a special education school with several programs that serve students with a wide spectrum of physical and cognitive disabilities. We provide services for students with Autism, learning disabilities, mental retardation, and multiple disabilities. To best serve our students we adhere to an educational model that is founded upon a rigorous functional academic curriculum. We create learning experiences that empower our students to make choices and experience the outcomes that they desire.

We continue to accomplish our goals by employing a faculty of highly qualified professionals, establishing and sustaining an open-door policy with parents, establishing linkages with community based organizations and by creating partnerships with local businesses. P.S. 811X is not simply a school - we are a community of lifelong learners!

4. Identify 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.

Based on our efforts over the 2017-2018 academic year, we will continue to work toward improvement in the Six Elements of the Framework for Great Schools in the following areas through our annual goals.

1. Looking at our 2017 -2018 IEP data, district and state feedback, we noticed that quality of the annual student goals of IEPs are an area in need of improvement school-wide. By the end of the 2018-2019 school year we will increase the quality of our annual goals on all IEPs by 15% as measured by checklists, rubrics, and SMART guidelines.

2. A second area in need of improvement during the 2018-2019 school year is improving our parent participation and engagement in the school community. By the end of the 2018 -2019 school year 811x will increase parent volunteers for school wide events by 20% from 30 different parents to 36 different parents in order to increase results from 3.68 to 3.71 under Strong Family/Community Ties as measured by Learning Environment Survey.

3. By the end of the 2018-2019 school year, teachers will work collaboratively to develop differentiated hands on activities in ELA in order to increase the percentage of students scoring Level 4 in ELA NYSAA from 34.1 % to 40%.
4. By the end of the 2018-2019 school year, all classroom teachers will work collaboratively to effectively create and utilize informal assessments for students (Check lists, rubrics, data collection sheets, etc.) in Mathematics while increasing the percentage of students scoring Level 4 in NYSAA (MATH) from 52.5% to 60%. Also increasing teachers’ ratings in 3d Using Assessment in Instruction by 5% as measured by Advance data.

5. By June 2018 Level 3 B24 infractions amongst all student populations will decrease by 10% from 29 to 26 as well as decrease the number of line of duties by 11% from 28 to 25 as measured by OORS reports.

In making improvements in the areas outlined above, as a school community we will continue to build toward greater mastery of the six elements of great schools in addressing our largest instructional, transitional, and communal needs in promoting the success of our students.
## School Demographics and Accountability Snapshot for 75X811

### School Configuration (2018-19)
- **Grade Configuration**: 07.08.09,10,11,12,S,E
- **Total Enrollment (2017-18)**: 634
- **SIG Recipient (Y/N)**: No

### English Language Learner Programs (2018-19)
- **Transitional Bilingual**: YES
- **Dual Language**: N/A
- **Self-Contained English as a Second Language**: N/A

### Special Education Programs/Number of Students (2015-16)
- **# Special Classes (ELA)**: N/A
- **# SETSS (ELA)**: N/A
- **# Integrated Collaborative Teaching (ELA)**: N/A
- **# Special Classes (Math)**: N/A
- **# Integrated Collaborative Teaching (Math)**: N/A
- **Types and Number of Special Classes**: N/A

### Student Performance for Elementary and Middle Schools (2017-18)
- **ELA Performance at levels 3 & 4**: N/A
- **Science Performance at levels 3 & 4 (4th Grade)**: (2016-17) N/A
- **Student Performance for High Schools (2016-17)**
  - **ELA Performance at levels 3 & 4**: N/A
  - **Global History Performance at levels 3 & 4**: N/A
  - **4 Year Graduation Rate**: N/A
  - **Regents Diploma w/ Advanced Designation**: N/A

### Overall NYSED Accountability Status (2018-19)
- **Reward**: No Recognition
- **In Good Standing**: Yes
- **Focus District**: Yes
- ** Priority School**: No Focus Subgroups

### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

#### Elementary/Middle School

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<tbody>
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<td>American Indian or Alaska Native</td>
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#### High School

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<th>Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)</th>
<th>Met Adequate Yearly Progress (AYP) in Graduation (2016-17)</th>
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<tr>
<td>American Indian or Alaska Native</td>
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2018-19 CEP 13
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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

The school received a rating of ‘well-developed’ on all components of its most recent Quality Review of 2016.

For the 2018-2019 school year, our curriculum team developed a year-long curriculum map focusing on service learning projects. In addition, our 12:1:4 and 6:1:1: classroom teachers will also use ReThink to support the yearly curriculum map; making it more accessible for our students. The curriculum map is aligned to CCLS, NYSAA, Student Annual Needs Determination Inventory (SANDI) and embeds Career Development Occupational Standards (CDOS) throughout. This decision supports teachers in differentiating instruction for students and suggestions for Understanding by Design (UDL). The curriculum map is age appropriate and includes pre and post assessments for diverse groups of students, check lists, leveled texts and multiple online resources to support teachers. To ensure vertical and horizontal curriculum alignment/ coherence and to support learning/engagement, improve higher order thinking skills and student readiness for post-secondary living the school’s curriculum teams create rigorous performance tasks and rubrics in English Language Arts (ELA), Math, Social Studies, Science and Transition core curriculum.

In determining our strengths and needs as they relate to the annual goals for PS 811X for the 2018-2019 school year we have carefully considered our instructional programs, our achievement data from the 2017-2018 school year, how the data has trended over a multiple year period, and academic resources in order to identify appropriate foci for student growth. Through evaluation of our assessment results from the 2017-2018 school year, we have found that our students are demonstrating strong and consistent scores across multiple years in both the local SANDI assessment as well as the state NYSAA assessment. With assessment measures as a seemingly stable and strong suit of the school annually, we have decided to shift our focus toward improvement of instruction techniques within the classroom.

Our Quality Review report from the 2015-2016 school year paints a picture of well-developed practices within our school and that continued throughout the 2017-2018 school year. Concerning our improvement effort on assessment methodologies, the quality reviewer noted “Across all classrooms, the school uses common assessments and rubrics aligned to its curricula to analyze student work, make adjustments to curricula at the team and classroom levels, and focus on extending the depth of real-time student data analysis.” These practices have been developed over years and support our teaching community’s strong emphasis on reflective teaching practices through the use of data driven decisions aligned to student individual needs.

Additionally, regarding pedagogy within the school, the reviewer noted that “Strategic curricular decisions build coherence across grades and subject areas that are cognitively appropriate and challenging, engaging all students in academics and life skills. All students have access to curricula and tasks that are relevant, foster and support student independence, academic and behavioral growth, and college and career readiness skills.” This evidences 811x’s long standing effort to clearly align common core learning standards with student needs, both academically and for...
transition in order to produce curriculum that is both purposeful and meaningful to all stakeholders. Furthermore, our quality review report indicates that “All teachers participate in inquiry-based professional learning communities that consistently examine data, student work, and instructional practice. Embedded leadership structures encourage effective teacher leadership in making key decisions.”; demonstrating our focus on the development of teaching professionals who continually improve their practice through collaboration, sharing of best practices, and reflection to strengthen pedagogical decision making.

During the 2017-2018 school year Advance ratings for teachers reflected that Using Assessments in Instruction will be an area of focus moving forward. Totals for the year show that 1% rated Ineffective, 14% Developing, 64% Effective and 22% Highly Effective. Continuing our weekly professional development periods as well as data analysis will allow for the teacher to develop common informal assessments to incorporate within daily instruction.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By the end of the 2018-2019 school year, all classroom teachers will work collaboratively to effectively create and utilize informal assessments for students (Check lists, rubrics, data collection sheets, ReThink, etc.) in Mathematics while increasing the percentage of students scoring Level 4 in NYSAA (MATH) from 52.5% to 60 %. Also increasing teachers’ ratings in 3d Using Assessment in Instruction by 5% as measured by Advance data.
### 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:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

| Target Group(s) | Timeline | Key Personnel
|-----------------|----------|-------------------|
| Who will be targeted? | What is the start and end date? | Who is responsible for implementing and overseeing the activity/strategy?

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will participate in weekly inquiry meetings based on assessment development/maintenance strategies and analysis of data.</td>
<td>All students</td>
<td>September 2018 – June 2019</td>
<td>Master/Model</td>
</tr>
<tr>
<td>Students will participate in SMILE, Feifer Assessment of Math (FAM), RETHINK. Sept.- PD staff in SMILE/FAM, Oct. -screen students/assess Nov. data review/student choice, scheduling Dec.-March first round of AIS with monthly data analysis April-June 2018 second round of AIS assess, review final data.</td>
<td>Targeted Students</td>
<td>September 2018- June 2019</td>
<td>AIS Teachers</td>
</tr>
<tr>
<td>Instructional Teacher Teams will meet weekly to co-plan data collection/assessment strategies.</td>
<td>All students</td>
<td>September 2018 –June 2019</td>
<td>Assistant Principals</td>
</tr>
<tr>
<td>Intervisitations focusing on specific assessment strategies and debriefing with coaches and Master/Model teachers.</td>
<td>Classroom Teachers</td>
<td>September 2018 –May 2019</td>
<td>Master/Model Teachers and Instructional Coach</td>
</tr>
<tr>
<td>All new classroom teachers will participate in SANDI, UDL and RETHINK training.</td>
<td>Classroom Teachers</td>
<td>September, October and November 2018</td>
<td>Administration</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.
In order to engage families in supporting the development of communication skills between the school and home environments, 811X will engage in the following activities.

Parent members from the SLT team and PTA will be invited to work with the Curriculum Development Teams, Master/Model Teachers, Parent Coordinator and School Administration on developing a system of expectations and skills development to be implemented within the home environment for students to work towards achieving their goals also at home.

The before mentioned team will hold a series of workshops for parents to inform parents in the school wide assessments that determine student goals as well as school wide curriculum. The first one of the year will be a Parent Welcome/Open House/Curriculum Day to introduce administrators/teachers/related service providers and curriculum in September 2018.

Ongoing support for parents as it relates to the Curriculum will be provided by the Administration, Curriculum Teams parent coordinator, related services assigned to classes and teachers in the form of identifying and collaborating with specific parents and their needs on a case by case basis. Parents will be surveyed at the mid-year point to bring relevant data regarding parent participation within the system and satisfaction with the system.

Part 4 – Budget and Resource Alignment

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

1. Progress Monitoring Friday schedules so teachers/teams can analyze data

2. Scheduled weekly Inquiry Team meetings to discuss skills, strategies, student data and progress monitoring.

3. Instructional Teacher Team meetings to collaborate on lesson plans.

4. Scheduled observation cycle.

5. PBIS to support social emotional growth.

6. Interactive whiteboards in all new classrooms

7. Laptop for all new classroom teachers

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>C4E</td>
<td></td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

Part 5 – Progress Monitoring

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

By February 2019 there will be a 4% increase in 3D Advance Ratings.

Part 5b. Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

Instrument of Measure:
<table>
<thead>
<tr>
<th>Advance Spring and Fall Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre and Post Unit Assessments</td>
</tr>
<tr>
<td>School created rubrics</td>
</tr>
<tr>
<td>IEP Progress Monitoring</td>
</tr>
<tr>
<td>Advance</td>
</tr>
</tbody>
</table>

**Part 5c. In February 2019,** 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

| Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly. |
| 1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year. |
| 2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year. |
| 3. What policies, practices, and structures are in place to ensure you are supporting the whole child? |

We proactively address the needs of the students through highly integrated supports including School Wide Positive Behavior Supports, Boys and Girls Club, Functional Behavior Assessments and Behavior Intervention Plans. All staff members know and use a strategic and comprehensive system for referral and support for all students that includes researched-based programs and practices intended to promote academic success, family engagement, and student emotional health and wellness by implementing Get Ready to Learn (GRTL) and Social Emotional Literacy (SEL). The data collected by classroom staff has identified areas of needs and strategies to promote students’ social emotional health and is evident by the steady decrease in referrals made from the classroom.

The development of weekly PDP meetings by subject and student population has allowed for staff collaboration in order to communicate the important roles of all stakeholders to ensure proper support for all students. The school has implemented data tracking using SANDI, Social Emotional Standards (SEL) and Get ready to Learn (GRTL) in order to monitor student needs and adjust as needed. Staff meets weekly in Instructional Teacher Teams to discuss and track data across the classes and develop plans and goals for students both academically and socially.

The mission of P 811X’s behavior management system is to promote a safe learning environment for all of our students. We believe that by making expectations clear, and directly teaching the behaviors that we want to see, students will make better choices and thereby experience more positive outcomes in their daily routines. At P 811X, a disruptive behavior is treated as a skill deficit and the necessary supports are provided to ensure student progress.

The development of pro-social behaviors and interpersonal relationship skills is an important part of the educational process. Accordingly, our school has implemented a set of school-wide expectations for behavior. It is our expectation that all of our students will demonstrate the ability to: Be Safe, Be Prepared, and Be Respectful throughout all of their interactions and across every context.

Our three primary expectations are adapted and individualized across the various school environments (cafeteria, classroom, etc.) to ensure that behavioral expectations are clear, teachable, observable, and acknowledgeable throughout the school. Our school-wide expectations are used by the faculty as a framework for designing and implementing instructional plans that emphasize the connection between choices and outcomes.

A key component of our school-wide behavior plan is our data collection system. The performance of each student is tracked and documented on an individualized student performance log. In addition, students demonstrating a pattern of self-defeating behaviors are tracked using the SWIS referral system. This system empowers our behavior team with the ability to design data-driven interventions based on individual student needs. Behavioral support is then differentiated and individualized to the specific needs and abilities of each student through further collaboration with our Dean, Behavior Specialist, and school based counselors who further collect information regarding persistent student behavior using an Antecedent, Behavior, and Consequence (ABC) chart. This measure is in place for students
whose behavior regresses or have one to one crisis paraprofessionals in order to design, implement, and monitor the success of individual student needs when necessary.

Furthermore, on the whole school level we have developed a behavior matrix to clearly define what these expectations mean. The matrix is designed to take each expectation and apply it to all settings our students work and play: classroom(s), hallways, cafeteria, bathroom, etc. In order for PBIS to be effective, we hope to bring a consistent level of effort towards these 3 B’s to all areas of the school, all of the time. In addition, over the past year we have opened a sensory room to provide sensory 6:1:1 students a safe place to de-escalate from overstimulation and return to work readiness.

Our school staff is trained in emotional literacy and its components are used throughout the school environment such as school charter, classroom charters and mood meter daily check-ins. Furthermore, 95% of all paraprofessionals have completed the basic re-think ABA training in order to identify instructional and de-escalation strategies for students.

With the implementation of these systems and structures, our Online Occurrence Reporting System (OORS) reports have shown a significant decrease in incidents. Since the 2011-2012 school year, there has been a 90% decrease in overall incidents, with a 94% decrease in Level 4 incident reports alone.

Through these programs, all adults get to know students very well and personalize their learning for each. Students demonstrate that they are aware of the positive behavior supports and expectations and earn privileges such as participation in dances, parties, trips, basketball games, cooking and art classes as a result.

Counselors who have been trained in Social Emotional Learning collaborate with teachers to implement Social Emotional Literacy strategies including the mood meter, class and school charters. To further support this we had Therapeutic Crisis Intervention Training for 1:1 Crisis paraprofessionals. Students showed an increase in SANDI Social Emotional Scores (SE) of 7.9% during the 2017-2018 school year. The implementation of Social Emotional Literacy across ELA and Math has aided the increases in student data. Students in the most restrictive environments of 12:1:4 and 6:1:1 programs, specifically, 6:1:1 students showed a 7.64% increase (up .06% from last year) in SANDI Social Emotional scores while the 12:1:4 students had an increase of 7.12% (up .05% from last year) in Social Emotional scores.

Despite our consistent gains over the past few years with respects to decreases in OORS incidents and student growth in Social Emotional development as per our SANDI results, we’ve noticed a rise in Level 3 incidents that we addressed for the 2017-2018 school year. In particular, our B24, Level 3 incidents have increased substantially during the 2016-2017 school year from 13 out of 24 total incidents in the 2015-2016 school year to 34 out of our 50 total incidents, or 68% through June of the 2016-2017 school year followed by a decrease of overall incidents (46) and decrease of level 3 incidents (33) but an increase of 71% of the incidents being level 3. These increases demonstrate a near tripling of B24 infractions over the same time span and warrant a substantial focus. As a result of the increase in percentage of B24 Level 3 infractions on the school level, we have additionally seen an increase in staff Workers’ Comp claims. Further information from the OORS system indicates that all other infraction types have remained similar with no more than 1 incident of each infraction type reported throughout the 17-18 school year.

In addressing these issues we will seek to improve upon our systems as well as build staff capacity in order to mitigate the growth of Level B24, 3 infractions school wide. In doing so, we will look to leverage our successes with the sensory room by rolling out a mindfulness space for students to engage in thoughtful reflective practices. Furthermore, we will identify individual students whose behaviors are consistent with level 3 infractions to work with our behavior specialists and counseling staff on developing actionable plans based off of their ABC charts to address the needs of such students throughout the day. In building staff capacity, we will also work towards increasing capacity of our paraprofessionals using the RETHINK system to complete the advanced portions of the training in addition to supplemental in-house trainings focusing on identifying and managing student behaviors through TCI and LSCI techniques.
In order to address the increasing Level 3 infractions during the 2018-2019 school year, 811X has ensured to train 36 staff members in TCI, which includes several members of the BRT. Paraprofessionals were also trained in best practices in crisis intervention by our behavior management team. The training focused on the typical baseline behaviors of students reflective of our school population and the interventions that would be most effective in addressing those behaviors. Our goal is to increase the trainings to focus in on specific needs of our paraprofessional population, thus increasing efficiency of the paras while dealing with student behavior and, as a result, decreasing the number of staff injuries. Included in the paraprofessional training will be the selection of "lead" paraprofessionals as part of a "Paraprofessional Committee" in order to provide PD, support and mentorship to both new and returning staff.

As compared to the 2016-2017 school year, the number of B24 incidents has decreased by 1 and other infractions saw a decrease of 4 in total. We will continue to focus in on decreasing B24 incidents by implementing more PBIS activities and rewards days for students and continuing our professional development efforts for our staff. Additionally, the number of overall incidents has decreased 10% from 51 in 2016-2017, to 46 in 2017-2018.

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Indicate your school’s 2018-19 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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June 2018 Level 3 B24 infractions amongst all student populations will decrease by 10% from 29 to 26 as well as decrease the number of line of duties by 10% from 23 to 21 as measured by OORS reports.</td>
</tr>
</tbody>
</table>
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
</tr>
<tr>
<td>• 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).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who will be targeted?</td>
<td>What is the start and end date?</td>
<td>Who is responsible for implementing and overseeing the activity/strategy?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Review individual student SWIS and OORS records and identify students that require additional interventions and supports as well as create support plans with bi weekly Crisis Intervention Team meetings.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rethink Advanced Training for Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>6:1:1 Teachers</td>
</tr>
<tr>
<td>IEP Coordinator Transition Team ReThink Staff</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TCI and LSCI fundamentals trainings for targeted paraprofessionals.</th>
</tr>
</thead>
<tbody>
<tr>
<td>paraprofessionals</td>
</tr>
<tr>
<td>Behavior Specialist Deans Administration</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rollout of Sensory and Mindfulness Rooms / Identification and scheduling of students and classes to benefit from the rooms with data check ins in bi weekly team meetings.</th>
</tr>
</thead>
<tbody>
<tr>
<td>new students new teachers</td>
</tr>
<tr>
<td>Deans Counselors Administration Lead Teachers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Continued use of PBIS system to encourage positive behaviors as seen during observation cycles.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents, staff, students</td>
</tr>
<tr>
<td>Administration, counselors, deans</td>
</tr>
</tbody>
</table>
Emotional Literacy training to support positive communication and school environment as seen during observation cycles.

On going with bi weekly new teacher meetings from Sept. June

Development of PBIS point sheets and communication logs to develop continuity of expectations for students between the home and school environment.

Development of Paraprofessional Training Guide and Paraprofessional Committee

<table>
<thead>
<tr>
<th>3b – Parent and Family Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.</td>
</tr>
<tr>
<td>In order to engage families in supporting the continuity of behavior expectations and rewards system between the school and home environments, 811X will engage in the following activities.</td>
</tr>
<tr>
<td>Parent members from the SLT team and PTA will be invited to work with the Dean, Behavior Specialist, Master/Model Teachers, Parent Coordinator and School Administration on developing a system of expectations and rewards to be implemented within the home environment for students to earn points towards rewards at home and school.</td>
</tr>
<tr>
<td>The before mentioned team will hold a series of workshops for parents to train parents in the PBIS school system, developing ideas for home based rewards systems, and roll out developed procedures for returning / communicating points earned between the home and school environments. The first one will be a Parent Welcome/Open House/Curriculum Day to introduce administrators/teachers/related services providers and curriculum/PBIS in September 2018.</td>
</tr>
<tr>
<td>Ongoing support for parents as it relates to the PBIS Home and School continuity system will be provided by the school behavior specialist, parent coordinator, counselors assigned to classes and teachers in the form of identifying and collaborating with specific parents and their needs on a case by case basis. Parents will be surveyed at the mid-year point to bring relevant data regarding parent participation within the system and satisfaction with the system.</td>
</tr>
</tbody>
</table>

Part 4 – Budget and Resource Alignment

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

- Teachers will participate in professional development opportunities related to TCI and LSCI provided by school and District 75
School based coach to assist teachers in refining practices in data collection and parent communication efforts related to PBIS systems.

· District Coach to support teachers in Emotional Literacy Standards

· Schedule to provide Progress Monitoring Fridays for all classroom teachers, sensory and mindfulness room time allotment, and PBIS rewards day for student activities.

· Parent Coordinator, Deans, SLT, PTA, Administration, Master / Model Teachers to develop standard practices for PBIS and conduct parent workshops and trainings.

· New Teacher Orientation to PBIS, Transition services and IEP planning

· Behavior Specialist and Rethink Liaison / Lead paraprofessionals to conduct PD for paraprofessionals on TCI and LSCI principles and assist in Rethink trainings.

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
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<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

**Part 5 – Progress Monitoring**

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

By February of 2018, 811X will demonstrate no more than 12 B24, Level 3 incidents as measured by OORS reports.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Instrument of Measure:

OORS infraction and behavior reports/SWIS infraction and behavior reports.

Individual and student group ABC charts and data.

RETHINK completion rates.

Student individual and group point sheets.

**Part 5c.** In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

As a learning community, curriculum refinements are done each week during Collaborative Teacher Teams (CTT) and Instructional Teacher Teams (ITT) meetings and through our Instructional and Administrative cabinet meetings. All sessions focus on looking at student work utilizing a specific protocol. They provide suggestions for modifications to instruction/curriculum based on student needs. Each collaborative inquiry team has a focus/standard and monitored on an ongoing basis. Teachers have input in the curriculum writing process and have been afforded a multitude of resources for implementation, including an IPad for instructional use and communication, interactive whiteboards for all classrooms, our Live Binder website, and subscriptions to online eBooks, EPIC, Flocabulary, Vital Thirteen, NYC Public Library and more.

In moving forward in increasing student achievement as it relates to our use of curriculum, we have recognized a need for further development of continuity between teacher cohorts as they pertain to co-development of lessons to further target individual student goals across ELA as well as develop uniformed curriculum progression evaluation criteria through school-wide rubric use, progress monitoring and determination of next steps for individual students in order to achieve greater student gains in SANDI Assessments as well as local and state measures of progress as seen in NYSAA.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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.

1. By the end of the 2018-2019 school year, teachers will work collaboratively to develop differentiated hands on activities in ELA in order to increase writing skills by 4% as measured by SANDI, pre and post unit assessments and rubrics.
### Part 3a – Action Plan

#### Activities/Strategies:
Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

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<td><strong>What is the start and end date?</strong></td>
<td><strong>Who is responsible for implementing and overseeing the activity/strategy?</strong></td>
</tr>
</tbody>
</table>

#### Teachers will participate in weekly inquiry meetings based on specific strategies and analysis of data.

**Teachers**  
October 2018 - June 2019  
Administration  
Master/Model Teachers  
Instructional Coach

#### Instructional Teacher Teams will meet weekly to co-plan ELA lessons using specific strategies.

- **Sept- Assess**
- **Oct/Nov: PD, data check ins Unit 1**
- **Jan/Feb: PD data check ins Unit 2**
- **Mar/Apr: PD data check ins Unit 3**
- **May/June: PD data check ins Unit 4**

**Teachers**  
September 2018 - June 2019  
Administration  
Master/Model teachers  
Instructional Coach

#### Instructional Teacher Teams will meet weekly to create task specific rubrics and analyse student work.

**Teachers**  
September 2018 - June 2019  
Master/Model Teachers  
Instructional Coach

#### Professional development for all paraprofessionals on ELA Curriculum to support instruction will be provided on Nov. and June PD days.

**Paraprofessionals**  
November 2018 - June 2019  
Administration  
Lead teachers

#### Teachers will participate in weekly hands-on professional development sessions on ELA Curriculum.

**All teachers**  
September 2018 - June 2019  
Lead teachers
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
<th>Responsible Party</th>
<th>Timeline</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb/Mar:</td>
<td>PD data check ins Unit 3</td>
<td>All Teachers</td>
<td>October 2018 - June 2019</td>
<td>Administration</td>
</tr>
<tr>
<td>April/May:</td>
<td>PD data check ins Unit 4</td>
<td>All Teachers</td>
<td>October 2018 - June 2019</td>
<td>Administration</td>
</tr>
<tr>
<td></td>
<td>Advance observations and feedback cycle to support ELA instruction</td>
<td>All Teachers</td>
<td>October 2018 - June 2019</td>
<td>Administration</td>
</tr>
<tr>
<td>Oct/Nov:</td>
<td>PD, data check ins Unit 1</td>
<td>All Teachers</td>
<td>Master/Model teachers</td>
<td>Instructional Coach</td>
</tr>
<tr>
<td>Jan/Feb:</td>
<td>PD data check ins Unit 2</td>
<td>All Teachers</td>
<td>Administration</td>
<td>Master/Model Teachers</td>
</tr>
<tr>
<td>Mar/Apr:</td>
<td>PD data check ins Unit 3</td>
<td>All Teachers</td>
<td>Administration</td>
<td>Master/Model Teachers</td>
</tr>
<tr>
<td>May/June:</td>
<td>PD data check ins Unit 4</td>
<td>All Teachers</td>
<td>Administration</td>
<td>Master/Model Teachers</td>
</tr>
<tr>
<td></td>
<td>Intervisitations focusing on specific strategies being used and debriefing with coaches and Master/Model teachers.</td>
<td>All classroom teachers</td>
<td>October 2018 - May 2019</td>
<td>Instructional Coach</td>
</tr>
<tr>
<td></td>
<td>All teachers will plan utilizing the workshop model to support student achievement.</td>
<td>All teachers</td>
<td>October 2018 - June 2019</td>
<td>Administration</td>
</tr>
<tr>
<td></td>
<td>Teachers will participate in D75 professional development sessions and turnkey during faculty conferences.</td>
<td>Lead teachers</td>
<td>October 2018 - June 2019</td>
<td>Administration</td>
</tr>
</tbody>
</table>

**3b – Parent and Family Engagement**

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

In order to engage families in supporting the development of ELA skills between the school and home environments, 811X will engage in the following activities.

Parent members from the SLT team and PTA will be invited to work with the Curriculum Development Teams, Master/Model Teachers, Parent Coordinator and School Administration on developing a system of expectations and skills development to be implemented within the home environment for students to work towards achieving their goals also at home.

The before mentioned team will hold a series of workshops for parents to inform parents in the school wide assessments that determine student goals as well as school wide curriculum. The first one will be a Parent Welcome/Open House Curriculum Day to introduce administrators/teachers /related service provider and curriculum in September 2018.
Ongoing support for parents as it relates to the Curriculum will be provided by the Administration, Curriculum Teams, parent coordinator, related services assigned to classes and teachers in the form of identifying and collaborating with specific parents and their needs on a case by case basis. Parents will be surveyed at the mid-year point to bring relevant data regarding parent participation within the system and satisfaction with the system.

**Part 4 – Budget and Resource Alignment**

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

- Monitoring Friday schedules so teachers/teams can analyze data
- Scheduled weekly Inquiry Team meetings to discuss skills, strategies, student data and progress monitoring.
- Instructional Teacher Team meetings to collaborate on lesson plans.
- Advance observation cycle
- Progress Monitoring Days scheduled every other Friday so teachers/teams can analyze data
- Inquiry Team Meetings on a weekly schedule to discuss behavioral strategies and lesson planning.
- Administrative and Instructional Cabinet meetings to analyze data and provide suggestions/make modifications
- Cluster Team Meetings

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
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<td>C4E</td>
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<tr>
<td>21st Century Grant</td>
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<td>SIG</td>
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<tr>
<td>PTA Funded</td>
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<td>In Kind</td>
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<tr>
<td>Advance Data</td>
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<td>Other</td>
</tr>
</tbody>
</table>

**Part 5 – Progress Monitoring**

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

By February 2018 there will be a 2% increase in SANDI ELA (Reading Writing) scores.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

<table>
<thead>
<tr>
<th>Instrument of Measure: SANDI Fall and Spring Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monthly Rubric Data</td>
</tr>
<tr>
<td>Pre and Post Test Data</td>
</tr>
<tr>
<td>Inquiry Team Data</td>
</tr>
<tr>
<td>Intervisitation Data</td>
</tr>
<tr>
<td>Advance Data</td>
</tr>
</tbody>
</table>

**Part 5c.** In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

In order to improve the quality and compliance of all Individualized Educational Plans there will be a distinct focus on developing academic-challenging and appropriate annual goals for all students. To increase the percentage of students moving along the Less Intensive Service Continuum pedagogues will use SANDI and Rethink as assessment tools to measure students’ academic abilities in reading, writing, communication, social emotional, and math skills. Pedagogues will then use the results to develop specific, measurable, achievable, results-focused, and time-bound (SMART) goals and appropriate PLOPs.

In 2017-2018, 811x increased its compliance rate in the domain of transition planning from 94% to 98%. In addition there was a reduction in services of 37%, thus moving students to a least restrictive environment.

School leadership along with the School Implementation Team (SIT) will implement a structure that includes ongoing trainings and support in writing quality annual goals. In addition, we will continue providing support through review teams and feedback to each individualized goal. Vocational assessments and data will be collected in order to help guide families and staff through the entire IEP process. The assistance of outside agencies will continue to provide families with the necessary support to move forward in the creation of IEPs.

Our IEP Present Levels of Performance as well and Annual Goals will continue to be assessed using For All Rubrics, to meet district/state standards. School leaders, stakeholders, and pedagogues understand that assessment data is an effective approach to drive instruction, create Individualized Education Plan (IEP) goals, and monitor student learning. Following each unit of study, assessments are administered to capture student progress for targeted skills. Student binders are used to maintain varied data such as vocational assessments, IEP goals, monthly unit assessments, and student work samples.” We have worked diligently to increase the quality of IEP’s using rubrics, checklist, inquiry teams, the development of an IEP review team and professional development for staff and families.

Caregivers and students will continue to participate in the writing process of the IEP. In addition, agencies working with students will participate and collaborate in students’ assessments to paint a clear picture of students’ level of performance.

Moving forward, looking at our 2018 -2019 IEP data, district feedback, teacher surveys, and IEP review team feedback, we see that quality of the annual goals section of IEPs are an area in need of improvement school-wide. Areas directly relating to the criteria and method sections of goals were a specific area of need. Through improvement in this field, we will improve the quality of student learning experiences, and better prepare them for post-secondary placement.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 the end of the 2018-2019 school year we will increase the quality of our annual goals on all IEPs by 15% as measured by checklists, rubrics, and SMART guidelines.
### Part 3a – Action Plan

**Activities/Strategies:** Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Who will be targeted?</strong></td>
<td><strong>What is the start and end date?</strong></td>
<td><strong>Who is responsible for implementing and overseeing the activity/strategy?</strong></td>
</tr>
<tr>
<td>IEP focused professional development</td>
<td>Teachers, related service providers, September 2018-May 2019</td>
<td>IEP Coordinators, SIT, Administrative Participation in PD development</td>
</tr>
<tr>
<td>Integration of team members, including students, parents and agencies in the Individualized Education Plan process</td>
<td>Teachers, related service providers, September 2018-May 2019</td>
<td>IEP Coordinators, Weekly Admin Cabinet Data update/analysis</td>
</tr>
<tr>
<td>Integration of team members, including students, parents and agencies in the Individualized Education Plan process</td>
<td>Teachers, related service providers, September 2018-May 2019</td>
<td>IEP Coordinator, Transition team, Bi weekly Data review with Admin</td>
</tr>
<tr>
<td>Use of SIT to review IEPs and provide teachers with feedback</td>
<td>Teachers, related service providers, September 2018-May 2019</td>
<td>IEP Coordinators, Monthly Data review/analysis, SIT</td>
</tr>
<tr>
<td>Use of rubrics to evaluate all annual goals in all the IEPs</td>
<td>Teachers, related service providers, September 2018-May 2019</td>
<td>SIT Team, Administrators, IEP Coordinators</td>
</tr>
<tr>
<td>Use of trans-disciplinary meetings to plan assist in the planning of student goals</td>
<td>Teachers, related service providers, September 2018-June 2019</td>
<td>IEP Coordinators</td>
</tr>
<tr>
<td>Professional development for parents on the IEP process</td>
<td>Parents, November 2018</td>
<td>Parent Coordinator</td>
</tr>
</tbody>
</table>
3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

In order to engage families in supporting and participating in the IEP process, 811X will engage in the following activities.

Parent members from the SLT team and PTA will be invited to work with SIT, Parent Coordinator and School Administration on developing professional development schedule for parents. This will provide them with a forum to fully understand every component of the IEP and its importance.

Ongoing support for parents as it relates to the IEP and relate services.

A continuity system will be provided by the SIT, IEP Coordinators, parent coordinator, counselors assigned to classes and teachers in the form of identifying and collaborating with parents and their needs on a case by case basis. Parents will be surveyed at the mid-year point to bring relevant data regarding parent participation in IEP related conferences or attendance at IEP workshops.

Part 4 – Budget and Resource Alignment

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

- Transition team
- IEP Coordinator
- Job Developer
- District 75 Coach
- Promise
- Community Organizations
- DOE based external PD opportunities for all teachers

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
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<tr>
<td></td>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

Part 5 – Progress Monitoring

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

By February 2019, 811x will increase the quality and completion of the student annual goals of all IEPs by 6% as measured by monthly checklist and rubric.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.
**Monthly Rubric Data**

**Checklist Data**

**Transition Department Data**

**Instrument of Measure SPP13 Quality Indicator feedback**

| **Part 5c. In February 2019**, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

According to 2017-18 Learning Environment Survey results, 93% of parents responded positively that the principal works to promote family and community involvement in the school. All questions to parents regarding school practices under the "Strong Family and Community Ties" section received positive feedback at a rate of 90% or more.

We believe that providing parents/guardians/families the opportunity to engage and interact within the school community will provide them with not only valuable information but built enough trust to honestly complete the Learning Environment Survey.

According to the 2017 -2018 Learning Environment Survey, 94% of parents who responded to the survey feel that school staff regularly communicates with them about how families can help the child learn. Home/school communication has improved, parent completion rates for the Learning Environment Survey increased for the 2017 -2018 by 1.0%.

Parent involvement is crucial for student academic, social emotional and post – secondary success and we offer an array of activities throughout the course of the year to improve it. At the start of the school year introductory letters are sent to families, as well as a “Meet the Principal Day” where parents are introduced to every aspect of the school community. They also have the opportunity to meet the teams involved with their child/children from teachers to related service providers. In addition, they are informed of the school’s goals and curriculum.

Student progress/data is shared with parents during monthly curriculum workshops, Parent/Teacher Conferences as well as PDs with the parent coordinator and transition department. The teachers share student portfolios, SANDI results, IEP goals, formal and informal assessments and student work. Furthermore, student data has been streamlined from assessments such as SANDI, curriculum assessments, school report cards and IEP updates. School staff also reaches families through phone calls and our automated system; School messenger.

In order to increase parent involvement, we have added a School Family worker to assist with parent engagement as well as the addition of a Bilingual Transition Coordinator to assist families with post-secondary outcomes. The Parent coordinator has also started monthly curriculum PDs for parents so that they can support students at home with homework. Furthermore, the parent coordinator has begun to survey parents regarding their direct needs as they relate to wide array of topics from transition planning and agency support to strategies. Based on this survey (conducted in September), the parent coordinator then works with relevant staff and outside agencies to design and facilitate parent trainings based on expressed need.

Part 2 – Annual Goal

2018-19 CEP
Indicate your school’s 2018-19 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 the end of the 2017-2018 school year 811x will increase parent volunteers for school wide events by 20% from 30 different parents to 36 different parents in order to increase results from 3.68 to 3.71 under Strong Family/Community Ties as measured by Framework Elements.
### Part 3a – Action Plan

**Activities/Strategies:** Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Activity/Strategy</th>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent / Guardian Workshop Interest Survey</td>
<td>Parents/Guardians</td>
<td>September 2018</td>
<td>Parent Coordinator, School Departments, Language Access Coordinator</td>
</tr>
<tr>
<td>Develop workshops for parents based on responses interest survey and complete a calendar of workshops, trainings and activities for the year.</td>
<td>Parents/Guardians</td>
<td>September 2018 – June 2019</td>
<td>Parent Coordinator, School Departments, Administration</td>
</tr>
<tr>
<td>Transition Department and parent coordinator to contact state and local agencies to establish Front Door and Guardianship workshops for parents.</td>
<td>Parents/Guardians</td>
<td>September 2018 – June 2019</td>
<td>Transition Department, Parent Coordinator,</td>
</tr>
<tr>
<td>Language Access Coordinator to ensure the documents (fliers, agendas, calendars, surveys, etc.) for parent training and notification of workshops are translated into languages spoken by parent members, and interpretation services are provided for parents at workshops / trainings.</td>
<td>Parents</td>
<td>September 2018 - June 2019</td>
<td>Language Access Coordinator, Parent Coordinator, School Departments</td>
</tr>
<tr>
<td>Cluster teachers and related service providers to plan and lead engagement activities for parents and students.</td>
<td>Parents</td>
<td>September 2018 – May 2019</td>
<td>Cluster Teachers, Parent Coordinator, Related Services</td>
</tr>
<tr>
<td>The school will host a Parent Welcome/Open House/Curriculum Day to introduce administration/teachers related service providers and curriculum</td>
<td>Parents</td>
<td>September 2018</td>
<td>Master/Model Teachers and Instructional Coaches, Parent Coordinator Administration</td>
</tr>
<tr>
<td>Parent teacher conferences will provide a forum to discuss students' academic and behavioral supports and include opportunities to reach out to parents to volunteer.</td>
<td>Parents</td>
<td>November 2018 and March 2019</td>
<td>Parent Coordinator teachers, Administrators</td>
</tr>
<tr>
<td>School Messenger, our telephone service will provide families with important updates and information on a weekly basis and opportunities to volunteer.</td>
<td>Parents</td>
<td>September 2018 – June 2019</td>
<td>Parent Coordinator</td>
</tr>
</tbody>
</table>

2018-19 CEP
Parent workshop on Emotional Literacy and communication skills facilitated by School Based Coaches. Parents November 2018 Parent Coordinator

Our 3rd Annual Parent BBQ in May 2019 will provide parents/families with information/resources available for individuals with disabilities. Parents May 2019 Parent Coordinator

3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

In order to increase family engagement efforts to support their needs, we will strengthen existing systems to garner interest in workshops held at the 811X site. Beginning in September, we plan to survey student families in order to gauge what their interests and needs are in supporting student development and meeting student long-term transition needs. Based on school-wide survey results, we will plan a professional development / workshop calendar tailored to their expressed interests.

We will additionally leverage community resources and state / local agencies in order to provide parents with high quality workshops that move toward establishing their needs. Such agencies include OPWDD to conduct our front door trainings and Medicaid service agencies to enroll families in students for supplemental services. Additional community resources that will be leveraged for parent and guardian workshops include lawyer representing parents in custodial rights cases for guardianship claims. Additionally informational sessions including the new STHP Outreach program and how it benefits/supports families in NYC Shelters and how all families can support.

We will further ensure that families and guardians are informed of workshops and trainings by leveraging the language access coordinator to ensure that all workshop and survey documents are in parent preferred languages as well as to provide interpretation services at the workshops and trainings themselves. Moreover, we will leverage cluster teachers (i.e. gym, music, art, horticulture, culinary arts, etc.) to assist in engaging parents and students in purposeful bonding activities, trainings, and celebrations.

Part 4 – Budget and Resource Alignment

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

- Transition Department to Host Parent Trainings and Workshops and invite agencies to provide support and service orientation for parents.
- Parent Coordinator to facilitate parent interest survey, organization of workshop calendar, inform parents of upcoming workshops, and facilitate workshops.
- Language access coordinator to ensure parents receive communication regarding workshops and that workshops are provided in their preferred language.
- School based departments to facilitate trainings and workshops based on parent survey results (Speech, OT/PT, Vision, Hearing, Counseling, Curriculum, Safety and Behavior)
- Promise
- Community Organizations
- State and local governmental agencies
- Medicaid and Transition based agencies
- Scheduling for cluster teachers to plan and provide for parent engagement activities.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th>Tax Levy</th>
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2018-19 CEP 37
Part 5 – Progress Monitoring

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

By February 2019, 811x will increase parents volunteering in school wide events by 10% in attendance per meeting as measured by monthly participation of parents at Family Events/ Workshops/ Meeting attendance records.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Parent Workshop and Trainings Survey Results.

Transition Based Workshop Attendance Records.

Instrument of measure: Parent Coordinator Workshop and Training Attendance Records.

School Department Workshop and Training Attendance Records.

**Part 5c.** In February 2019, 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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services <em>(For additional guidance, refer to NYSED’s memo.)</em></th>
<th>Type of program or strategy <em>(e.g. repeated readings, interactive writings, etc.)</em></th>
<th>Method for delivery of service <em>(e.g. small group, one-to-one, tutoring, etc.)</em></th>
<th>When the service is provided <em>(e.g. during the school day, before or after school, etc.)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>Students from all populations. Participants are determined by the needs of students who have problems with phonemic awareness, and who have failed to learn to speak or read through other approaches. Wilson directly teaches the structure of the language to students who have been unable to learn with other teaching strategies, or who may require multisensory language instruction. FAR – Assessment to determine appropriate interventions.</td>
<td>[Structured Methods in Language Education] SMILE is a multisensory program that teaches speech, reading and writing to children with severe language and communication delays. SMILE uses expressive and receptive modalities to improve the reading skills of our target populations. Wilson contains a host of resources to provide research-based, high-quality instruction and progress monitoring to struggling students. Resources support differentiating instruction, tiered intervention, motivation, practice, and assessment. FAR is a comprehensive assessment of reading and related processes that will help you determine the examinees</td>
<td>5 days a week 1 period per day in 1:1 instruction outside of the regular classroom environment. Small groups within our ELA cluster classrooms.</td>
<td>During the school day. 5 days a week 1-2 periods per day in small group and 1:1 settings. 5 days a week 6 teachers in small group settings across all populations.</td>
</tr>
</tbody>
</table>
| Mathematics | **SANDI** is used to determine participants. | **EQUALS** (Math pedagogy coupled with three levels of instructional strategies for students with disabilities.) Functional math program for 12:1:4 and 6:1:1 classes. It encompasses pre-readiness math skills (attending, cause and effect, etc.), fundamental math skills (numbers and operations, measurement, and estimation), and higher order math skills (data analysis, probability, spatial sense, geometry, algebra, and problem solving). Each lesson provides three levels of instruction for students with mild, moderate, and severe disabilities. | Instruction is delivered in both one on one assessment sessions as well as whole group lessons.  
5 days a week up to 2 periods per day in whole and small group instruction. | During the school day. |
<table>
<thead>
<tr>
<th><strong>Science</strong></th>
<th>The program targets students with sensory integration issues who need assistance with stress, focus attention, and behaviors in the classroom and beyond.</th>
<th>Get Ready To Learn (A daily therapeutic classroom routine designed to address problems with self-regulation, motor planning, attention, auditory processing and motor performance.)</th>
<th>10 classes 5 days a week up to two times per day for 20 minutes in small group.</th>
<th>During the school day.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Social Studies</strong></td>
<td>Students who are in repeated crisis on a case by case basis and based on SWIS, BIP and teacher referral.</td>
<td>Method of helping teach social behavior) The Life Space Crisis &amp; Therapeutic Crisis Interventions provide specific intervention procedures throughout the conflict cycle. Students are supported through the process in order to help them resolve or prevent conflict appropriately. The</td>
<td>As directed on IEP and as determined by counselors and incidents.</td>
<td>During the school day.</td>
</tr>
<tr>
<td>Life Space Crisis Intervention encourages appropriate decision making and to facilitate positive behavior school wide. TCI works on deescalating both staff and students.</td>
<td></td>
<td></td>
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<tr>
<td>---</td>
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</tr>
<tr>
<td><strong>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</strong></td>
<td>Students participate based on past SWIS data and antidote behavior records from classrooms.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boys &amp; Girls Club- While there is not formalized AIS specifically for this area, many of our students received counseling mandates on their IEP’s and therefore received school based counseling as an intervention as well as students who received it, not mandated, on a triage basis. Our guidance staff also have “groups” during the Indirect Service Time which is targeted at an at risk population that may change on a weekly or monthly basis. Many of our students who are part of this targeted AIS group take part in social skill lessons and behavior interventions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>As directed on IEP and as determined by counselors.</td>
<td>During the school day.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Section 7: Support for Students in Temporary Housing (STH)

**Directions:**
- All Title I schools must complete Part A of this section.
- All Non-Title I schools must complete Part B of this section.

**Supporting Students in Temporary Housing (STH)**


#### Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

<table>
<thead>
<tr>
<th>N/A</th>
</tr>
</thead>
</table>

2. Please describe the services you are planning to provide to the STH population.

<table>
<thead>
<tr>
<th>n/a</th>
</tr>
</thead>
</table>

#### Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

<table>
<thead>
<tr>
<th>50 students</th>
</tr>
</thead>
</table>

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
</table>

**Note:**
- All Title I schools must complete Part A of this section.
- All Non-Title I schools must complete Part B of this section.
After school and Saturday Workshops for Families

Supplies, clothes, personal items, transportation for students and families

Professional development for staff

Outreach Committee

Creation of Care Closet, access to all students with personal needs

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.

50, 807
## Section 8: 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(s) where the response can be found.
- For additional information, visit the [Title I Intranet webpage](#).

### Part 1: Title I Status

<table>
<thead>
<tr>
<th>Schoolwide Program (SWP)</th>
<th>Targeted Assistance (TA) Schools</th>
<th>Non-Title I</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

### Part 2: All Title I Schools

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

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

N/A

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

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

N/A

### Part 3: TA Schools Only

**3a. Use of Program Resources**

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

N/A

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

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

N/A
Part 4: SWP Schools Only

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

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

N/A

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

N/A

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

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. 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. 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.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, section references where a related program activity has been described in this plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>31,310</td>
<td></td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>3, 311</td>
<td></td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\[1\] 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 – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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.

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 and Family Engagement 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 and Family Engagement Policy and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

---

### Parent and Family Engagement Policy

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. 75X811, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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.

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.

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### Support for Parents and Family Members of Title I Students

P.S. X811 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;

Parental Involvement and School Quality

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., ESSA/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
• host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the ESSA;
• 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;

Encouraging School-Level Parental Involvement

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)

P.S. X811, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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: High Quality Curriculum

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 Every Student Succeeds Act (ESSA);

I. School Responsibilities: Supporting Home-School Relationships

Support home-school relationships and improve communication by:

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

### I. School Responsibilities: Providing Parents Reasonable Access to Staff

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;

### I. School Responsibilities: Providing General Support to Parents

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 Title I requirement for Every Student Succeeds Act (ESSA) 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;

<table>
<thead>
<tr>
<th>III. Student Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>- attend school regularly and arrive on time;</td>
</tr>
<tr>
<td>- complete my homework and submit all assignments on time;</td>
</tr>
<tr>
<td>- follow the school rules and be responsible for my actions;</td>
</tr>
<tr>
<td>- show respect for myself, other people and property;</td>
</tr>
<tr>
<td>- try to resolve disagreements or conflicts peacefully;</td>
</tr>
<tr>
<td>- always try my best to learn</td>
</tr>
</tbody>
</table>
Title III Supplemental Program for ELLs for the 2018-19 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. Any updates or revisions to this plan must be made through the iPlan portal by June 30.

### Part A: School Information

| Name of School: _______ | DBN: _______
| This school is (check one): | conceptually consolidated (skip part E below) | 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):
- **Before school**
- **After school**
- **Saturday academy**

| Total # of ELLs to be served: _______ |
| Grades to be served by this program (check all that apply): |
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

| Total # of teachers in this program: _______ |
| # of certified ESL/Bilingual teachers: _______ |
| # of content area teachers: _______ |
### 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: ____

Our P811X Title III afterschool program will target 42 ELLs with group ratios consisting of one 6:1:1 class, one 12:1:1 class and two 12:1:4 class with ELLs in grades 9-12. Our target population for the Title III after school program will be selected using the following criteria:

* Performance at the Entering and Emerging Levels in the reading and writing modalities of the NYSESLAT (12:1:1, 6:1:1) *Performance at the "Not Engaged" and "Engaged" in the SANDI assessments (12:1:4). Instruction for the Title III after school program will be delivered in English. Four teachers will be running the Title III program with the support of an additional teacher once a week to facilitate physical activity under the program. All five teachers will be licensed ENL or Bilingual providers. Support staff will include 6 paraprofessionals who are bilingual in Spanish. An administrator will oversee the program, whose official hours are from 7:30 am to 3:30 pm. The program will run from the Last week in January 2019 through mid March 2019 for a total of 17 sessions. Mondays and Wednesdays from 3:00-5:15 pm. The purpose of the P811X Title III supplemental program is to create an after-school ELL program that will not only advance our students’ English Language Proficiency, but will provide them with an ADL-based curriculum to enrich their understandings of self-care and community involvement. Students will be given the tools to make informed choices and decisions regarding their overall health in order to lead more independent and active lives. This theme has been aligned with the current school curriculum which is based on “Connecting for the future school, Home, Community and Adult Life” in order to create continuity between the instructional day and our after school program.

Our Title III program will utilize a combination of physical fitness through the use of Power Brain Education, and ADL activities based on the Attainment Core Curriculum. In using a multi-disciplinary and multi-sensory approach to our health and wellness program, we will offer students the opportunity to develop their physical and academic understandings necessary to address their needs as they pertain to success within the community. Additionally, students will learn about media literacy and how we use it to make decisions. The National Association for Media Literacy Education defines media literacy as “the ability to access, analyze, evaluate, create, and act using all forms of communication.” In doing so, we will engage our students in an intensive academic, media awareness, and physical program to promote overall wellness through instruction in nutrition, hygiene, controlled fine and gross motor movement, and promotion of Common Core Learning Standards and New Language Arts Progressions competencies.

This Title III Health and Wellness after school program will integrate learning standards from multiple content areas, using physical fitness and a Balanced Literacy approach. “Many studies support a balanced literacy program as appropriate for students whose first language is not English. A balanced literacy program provides opportunities for both explicit instruction and student-directed activities.” (Goldberg & Gallimore, 1991). We believe that through content area instruction, media awareness and participation in physical activity and nutrition-conscious meal preparation training, we will provide student-centered directed activities and explicit instruction in wellness. This program will provide “meaningful instructional contexts” (North Central Regional Educational Laboratory) to help students learn and which will enrich their lives.
### Part B: Direct Instruction Supplemental Program Information

and language development. We believe that through content area instruction, media awareness and participation in physical activity and nutrition-conscious meal preparation training, we will provide student-centered directed activities and explicit instruction in wellness. This program will provide “meaningful instructional contexts” (North Central Regional Educational Laboratory) to help students learn and which will enrich their lives and language development. We believe that through content area instruction, media awareness and participation in physical activity and nutrition-conscious meal preparation training, we will provide student-centered directed activities and explicit instruction in wellness. This program will provide “meaningful instructional contexts” (North Central Regional Educational Laboratory) to help students learn and which will enrich their lives and language development.

### 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: ____

All staff for the Title III Health and Wellness after school program will participate in the Title III Professional Development workshops. There will be three PD sessions: one on the Monday prior to the commencement of the program from 3:00 p.m- 5:15 pm, one mid way through the program on Monday March 20th, and a third prior to the program’s completion to take place on Wednesday April 17th. Research shows that trained and informed staff is the most important school related factor influencing student achievement. All teachers of the Title III staff will facilitate each PD session. Pedagogues and paraprofessionals will be invited to participate in the Title III professional development series so that they can further incorporate ELL based strategies into their instruction and benefit from implementing program theory and themes and goals into student learning and community experiences. In his article "Professional Development and Teacher Change" (Guskey, 2002), Thomas Guskey emphasizes the importance of ongoing professional development in their daily practice, noting that teachers are hoping to gain "through professional development are specific, concrete, and practical ideas that directly relate to the day-to-day operation of their classrooms (Fullan & Miles, 1992). Development programs that fail to address these needs are unlikely to succeed."- Wednesday, October 17th, 3:00 PM: Incorporating Wellness concepts and Physical Activity into the ENL Program Model and Bilingual Program Modelpresenter- All teachers of the Title III afterschool program.
- Wednesday, December 19th, 3:00 PM: Academic Language Proficiency And Social Language Proficiency within Thematic Units such as Nutrition, Hygene, and Physical Education- Wednesday, January 16th, 3:00 PM: Helping ELLs create and execute a personal plan involving theory and practice.

### 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
Part D: Parental Engagement Activities

- name of provider
- how parents will be notified of these activities

Begin description here:

Parents will be informed of P811X's Title III program through phone calls, email, and a letter sent home in the mail, and a flyer sent home with students. All communication will take place in English and in the family's native language. Parents of participating ELLs will be invited to an orientation session on January 15th, regarding the Title III Health and Wellness Program (all disseminated information will be translated into parents' preferred languages). Parents will be invited to six workshop sessions to participate in the information, materials, and practices that will be utilized during the Title III program. The workshop sessions will center on the application of the Power Brain movement program and the technology involved to develop and reinforce language skills through student physical development, the development of nutritional wellness and vocabulary for students to monitor their habits in order to make informed choices, and the development of wellness strategies and goals to increase the success of students within their home and community experiences.

Three of these sessions will take place during the school instructional day at no additional cost to the program, and three will be held during the after school program. The workshops will be led by the ENL Coordinator, Wellness Educator, and Parent Coordinator, Title III after school program supports staff (paraprofessionals), and ELL Administrator at no cost to the TITLE III program. The sessions will be held at the P811X main site.

1st session will take place on Wednesday February 6th during the beginning of the program at 3:00 PM. 2nd session will take place on Monday February 11th at 12:00 PM. 3rd session will take place on Wednesday February 13th at 3:00 PM. 4th session will take place on Monday March 4th at 12:00 PM. 5th session will take place on Wednesday March 6th at 3:00 PM. 6th session will take place on Wednesday March 11th at 12:00 PM.

At the end of the 12 week session (Wednesday April 17th), there will also be a culminating session for parents to: 1. Look over student portfolios from the Title III program. 2. A culminating presentation from the students from the Title III program on their wellness plans. 3. Share in a multicultural experience where they will share photos, projects, etc., from the Title III program. During the parent workshops, facilitators will use the "My Plate and You" curriculum to teach parents about nutrition, fitness and other aspects of health that can impact their lives. Caregivers will have a chance to participate in movements exercises, and identify unhealthy lifestyles choices through research and self assessment activities. At the end of the program, caregivers will have access to the wellness curriculum used by Title III, which will include all the recipes and wellness materials taught throughout the program. In addition, parents will continue using the computers purchased in the past as support to further research about health and wellness.
## Part E: Budget

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

Allocation Amount: $

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
</table>
| Professional salaries (schools must account for fringe benefits) | $24,345.40      | Instructional Program-4 teachers x 2.25 hours per day x 17 days x $60.65 per hour = $9,279.45
-1 teacher x 2.25 hours per day x 7 days x $60.65 per hour =$955.24
-6 Paras x 2.25 hours per day x 17 days x $34.73 per hour = $7,970.54
-1 supervisor x 1.75 hours per day x 17 days x $63.45 per hour = $2,426.96

Healthy Eating Workshop (For Parents):
1 teacher x 1.75 hours per day x 3 days x $60.65 per hour = $318.41

Subtotal= $20,950.60

Professional Development -4 teachers x 1.75 hour per day x 4 days x $60.65 per hour rate = $1,698.20
-6 Paras x 1.75 hour per day x 4 days x $34.73 per hour para bulk rate = $1,458.66
-1 supervisor 1.25 hour per day x 3 days x $63.44 per hour = $ 237.94
Subtotal = $3,394.80

Total: 24,354.40

<table>
<thead>
<tr>
<th>Purchased services</th>
<th>____</th>
<th>____</th>
</tr>
</thead>
<tbody>
<tr>
<td>• High quality staff and curriculum development contracts.</td>
<td>____</td>
<td>____</td>
</tr>
</tbody>
</table>

| Supplies and materials | $6,411.83 | Bundle of Ipads: $3618.00
Datamation Gather Round Charging Security Cart for iPads & Tablets : $1,390
ION Audio Tailgater (iPA77) | Portable Bluetooth PA Speaker |
|------------------------|-----------|---------------------------------|--------------------------|

Part E: Budget

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

Allocation Amount: $

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Must be clearly listed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
<td>$249.99</td>
<td>Proloquo2Go: $249.99</td>
</tr>
<tr>
<td>Travel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>$302.78</td>
<td>Refreshments for Parents: $200 Metro-cards for Parents: $102.78</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$31,310</td>
<td>31,310</td>
</tr>
</tbody>
</table>
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>75</td>
<td>Bronx</td>
<td>811</td>
</tr>
</tbody>
</table>

| School Name | PS 811X |

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.

<table>
<thead>
<tr>
<th>Principal</th>
<th>Rosa Nieves- Greene</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Principal</td>
<td>Nichole Floyd</td>
</tr>
<tr>
<td>Coach</td>
<td>Karina Feliz</td>
</tr>
<tr>
<td>ENL (English as a New Language)/Bilingual Teacher</td>
<td>Robert Sanchez</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Shakira Damiron/ENL</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Edgar Bazurto / BIL</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>Ruby Castanos</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Other (Name and Title) Kawalewski Aviles / Bilingual</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Type of Certification</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of certified ENL teachers currently teaching in the ENL program</td>
<td>4</td>
</tr>
<tr>
<td>Number of certified bilingual teachers not currently teaching in a bilingual program</td>
<td>1</td>
</tr>
<tr>
<td>Number of teachers who hold both content area/common branch and TESOL certification</td>
<td>0</td>
</tr>
<tr>
<td>Number of certified bilingual teachers currently teaching in a bilingual program</td>
<td>3</td>
</tr>
<tr>
<td>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12)</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers who hold both a bilingual extension and TESOL certification</td>
<td>0</td>
</tr>
<tr>
<td>Number of certified ENL teachers not currently teaching in the ENL program</td>
<td>0</td>
</tr>
<tr>
<td>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)</td>
<td>0</td>
</tr>
<tr>
<td>Number of special education teachers with bilingual extensions</td>
<td>0</td>
</tr>
</tbody>
</table>

D. Student Demographics

<table>
<thead>
<tr>
<th>Description</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of students in school (excluding pre-K)</td>
<td>652</td>
</tr>
<tr>
<td>Total number of ELLs</td>
<td>267</td>
</tr>
<tr>
<td>ELLs as share of total student population (%)</td>
<td>40.95%</td>
</tr>
</tbody>
</table>
Part II: ELL Demographics

A. ELL Programs

This school offers (check all that apply):

- Transitional bilingual education program (TBE) Yes [ ] No [ ] If yes, indicate language(s): SPANISH
- Dual language program (DL) Yes [ ] No [ ] If yes, indicate language(s):
- Freestanding ENL Yes [ ] No [ ]

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBE</td>
<td></td>
<td>(e.g., 2013-14)</td>
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<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>TBE</td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
<td>1</td>
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<td>TBE</td>
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<tr>
<td>Total</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
</tr>
</tbody>
</table>

Part III: Assessment Analysis

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

   Early literacy and literacy based academic skills of our ELLs are assessed through the Student Annual Needs Determination Inventories (SANDI) and teacher-made assessments. The SANDI assessment is a comprehensive tool which measures literacy skills from pre-primer through grade 9. Student performance on this assessment helps inform program placement and instructional decisions related to each student's IEP. Additionally, Based on SANDI results, we are able to identify and target specific CCLS aligned benchmark skills and goals as they relate to language needs for receptive, expressive and written communication in addition to content area instructional needs, transition skills, and social-emotional progressions for each individual student. Teacher made assessments provide further insight into individual student needs as they relate to language acquisition needs as they pertain to the school curriculum and engaging within the curriculum materials which are directly aligned to SANDI results pertaining to specific CCLS aligned benchmark skills.

2. What structures do you have in place to support this effort?
To support the assessment of student skills and inform instructional planning for our ELLs, school instructional leadership reviews the Spring and Fall SANDI results as well as curricular achievement of ELL students in addition to looking at school based curricular needs. Teacher made assessments are aligned to the needs of various learner populations through curriculum development of leveled teaching points and assessments. Annual student placement protocols are also utilized by school staff to place students into classrooms in accordance to SANDI achievements levels to ensure coherence in instructional needs and programs for each student.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?

Summative assessments are also an important component of our ELL program. All of our ELLs participate in assessments throughout the school year to gain the insight we would from the use of standardized curriculum and tests. This includes but is not limited to: School-Created checklist assessment which outlines indicators of proficiency across all four domains of language, Student Annual Needs Determination Inventories (SANDI), periodic assessments created on the school level using SANDI and CCLS tasks from NYSAA as a guideline, six reporting periods when teachers analyze data to make conclusions on progress and ascertain if current goals have been met or need modification, portfolios and teacher created materials additionally are used to monitor student progress across the program. AYP is determined through student scores on the NYSAA examination that outlines student progression within the core content areas in all testing modalities when students are assessed at their given age. NYSESLAT progression is considered when applicable to students who are able to receive a reportable score in all modalities and their progress is measured using decision level and raw score data. Students are primarily assessed for progression in the language arts from the SANDI raw score data in conjunction with progression toward meeting individual IEP goals. Student progress is then considered for ELL groups, sub-groups, and individuals.

4. What structures do you have in place to address interventions once the summative data has been gathered?

In order to address interventions based on the data from our measurement systems, the school leadership team reviews and identifies programs and processes that had a positive impact on student learning and identify improvement systems when forecasting needs and interventions in the Comprehensive Education Plan (CEP) for the upcoming year. Summative data from SANDI and the school curriculum is also utilized by classroom teachers to complete the student placement protocol to align student academic levels.

5. How does your school use 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.] Currently, our school serves ELLs in grades 6-12.

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].

As we are a predominantly alternate assessment school the NYSESLAT examination is used sparingly as a measure of student achievement on the school level since the majority of our students who sit for the exam are unable to receive a score because they could not complete all four modalities. Students who receive scores above the Entering level of the NYSESLAT examination are considered when assigning students to programs in consideration with other measures of achievement and needs. Most students are counted as beginners for overall proficiency and modality analysis. Many of these students are unable to read or write in conventional manners due to their cognitive disabilities. Some of them are limited in areas of verbal and listening skills as well. Therefore, we are unable to ascertain any information on gains towards proficiency for these students. Because of this, we utilize a combination of the SANDI, NYSAA, and teacher made assessments, rubrics and checklists in order to accurately gauge student levels in all modalities in addition to various content and social emotional achievement benchmarks.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?

The school leadership team reviews the data from NYSESLAT and class and individual student progress in the SANDI assessment to make determinations as to student levels for instructional grouping. School leadership additionally references behavior data from SWIS and OORS to make determinations as to appropriate settings for students such as work readiness and prevocational programs. Teachers additionally evaluate individual student performance using SANDI, teacher made
assessments, and behavior data to make recommendations for program placement as well as identify program changes at the beginning, mid, and end of year benchmarks.

### Part IV: ELL Programming

#### 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.**

      Instruction is delivered through the organizational models of 4 ENL teachers who do both integrated as well as and stand alone models of ENL instruction. Our school is a self-contained special education program where all of our students participate in Alternate Assessment and are considered ungraded. Therefore classes are comprised of students from “grade levels” 9-12. This is why our ELL Program Breakdown chart seems to have information that is different then what we are stating in our narrative since technically all teachers serve all grades. Our ENL teachers select a caseload of students based on student class rosters. The ENL teachers then create a schedule for integrating language development and stand alone services for their caseloads by evenly distributing the experience of stand alone and integration across their caseload. Each ENL teacher is additionally assigned to deliver ENL instruction to one of the three Bilingual self contained classes through integration and stand alone services. The remaining bilingual students who are in alternate placements and students who are mandated for ESL services only are also placed in classes according to their classifications, mandated ratios, and level of functioning (both academic and social). We have classes where the ELL students are both heterogeneously and homogeneously grouped in reference to their English language proficiency level. The ENL teachers instruct, utilizing ESL methodologies in both the stand alone and integration services and will support language development for ELLs who are not on their caseloads.

   b. **TBE program. If applicable.**

      Instruction is delivered through the organizational models of 3 Spanish Transitional Bilingual Education programs all three of which serve grades 9-12. As mentioned earlier our school is a self-contained special education program where all of our students participate in Alternate Assessment and are considered ungraded. Therefore classes are comprised of students from “grade levels” 9-12. The home language is delivered through the core content areas by the bilingual certified teacher to which Home Language Arts instruction is delivered in conjunction with mathematics and social studies. The TBE program is additionally supported by an ENL teacher assigned to each class to deliver the ENL mandated minutes as per CR Part 154. In the TBE program, students are grouped along levels of cognition and student IEP mandated ratios in order to group students as homogeneously as possible to aid instruction. Students are additionally assigned to TBE classes based on three contiguous grade levels. All Bilingual mandated ELLs that do not have a placement within a TBE class are assigned an Alternate Placement Paraprofessional in order to assure language development and coherence in both their new and home languages as well as support communication efforts regarding instruction between the school and home environments.

   c. **DL program. If applicable.**

      NA

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)?**
ALL 3 Spanish TBE programs have students who are all Entering as per their NYSESLAT, NYSITELL and or LAB-R scores. We therefore give the maximum percentage of Native Language Support as outlined in the TBE chart. Students in our TBE program receive a minimum of 540 minutes of ENL instruction and 180 minutes of HLA as mandated by CR Part 154 for beginner ELLs. Additionally students within the TBE program and ENL only instruction students have a split between integrated and stand alone minutes as per CR Part 154. HLA instruction follows the tenets of Balanced Literacy and is parallel to the instruction imparted in monolingual classes and are delivered in the core content areas throughout the day for 2 periods a day in the Mathematics and Social Studies or Science. The certified Bilingual teacher provides all mandated minutes outlined above for the Home Language Arts. Bilingual teachers also teach all content areas: ELA, Math, Social Studies, and Science. Our ENL program as stated earlier is run by 4 ENL teachers. ENL teachers select classes to work with, therefore maximizing group size and increasing the number of mandated minutes each student receives as per CR Part 154; which additionally helps us to ensure that all ELL students are served via the integration model. ENL minutes are delivered using the integrated and stand alone model to their instructional groupings so that students are on similar cognitive and academic levels in their groupings. Students are given native language support as needed in our ESL program from either our ENL teachers who are Spanish bilingual or Paraprofessionals who are bilingual in student’s native language. ELA minutes are provided by ESL students’ classroom teacher incorporating ESL methodologies under the guidance of the ENL providers. ENL teachers

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.

In our TBE program model, content area instruction is given by the certified self-contained bilingual teacher. Teachers in our TBE program use elements of the SIOP model for planning and delivering instruction. When considering the SIOP model teachers first consider the approach which best fits the content being taught and the students’ cognitive abilities. The approaches most commonly used in our TBE program are Whole Language Experience, Total Physical Response and Cooperative Learning. As per the SIOP model language objectives are outlined in conjunction with content objectives to ensure that language instruction is always at the forefront. Objectives are chosen based on students’ needs, Bilingual Progressions and The New York State Common Core Learning Standards. Teachers also build background knowledge by linking objectives to students’ everyday life and information they have already been taught or exposed. Our instructional approach also outlines that teachers introduce new concepts and vocabulary words. In our TBE program a minimum of two content areas are taught in students’ native language per day through direct instruction within the home language in mathematics, science, or social studies. Our ENL program is similar to our TBE program in that ENL teachers use the same approaches for delivering instruction as outlined in our TBE program. (i.e. the use of the SIOP model, ENL strategies such as Whole Language Approach and Cooperative learning, the use of the Standards and building background knowledge) Content area instruction in our ENL program is determined and delivered with collaboration between the ENL teacher and the self-contained classroom teacher who is responsible for the majority of these students’ instruction. Classroom teachers choose content goals based on students current needs and the school-wide curriculum map which is updated as needed. The classroom teacher then collaborates with the ENL teacher to create a Student Instructional Priority Plan which covers all content areas. The ENL teacher provided the classroom teacher with insight on incorporating language objectives into the plan and approaches he or she can use to help the gain the content area knowledge while moving along the English Language Proficiency continuum. The ENL provider will either integrate their teaching to support with lessons the classroom teacher is engaging in or conduct stand alone, delivering instruction based on the student plan mentioned above and any additional language needs. Both the ENL provider and the classroom teacher collect data on progress towards these goals. ENL teachers then meet with classroom teachers approximately every six week to discuss progress made on Students Instructional Priority Plan. These common meeting times happen during the classrooms teachers prep or PDP. ENL teachers are given the flexibility to adjust their prep for the day to accommodate the need for these meetings. Classroom teachers are also given access to books in students’ native language. Students in Alternate Placement receive additional support from a paraprofessional who speaks the students’ native language. The schedule created for teachers allows for students to be fully served. ENL teachers push-in during instrutional meal times as well as during instructional time. Multi-sensory and multicultural materials are infused throughout all aspects of instruction in both our TBE and ENL programs. Both programs also use visual scaffolding, regalia, interactive read-aloud and graphic organizers during instruction as we find these meet their needs both as ELLs and special education student. Instructional emphasis for both programs is based on: School-wide curriculum created by B11X teachers and coaches Career skills and Work-study programming Instruction in the Activities of
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

ELLs are assessed in their home language annually through individual teacher adaptation to the curriculum. Students within TBE classes and students with alternate placement paraprofessionals receive additional supports to translate their formative assessments into the home language of the student. Additionally, student goals are determined annually by the SANDI assessment to which student benchmark achievement goals are determined for all modalities. These goals in turn are translated toward curriculum experiences that include assessment in all four modalities. The classroom teacher then monitors student progression within the curriculum in accordance to English acquisition and home language achievement.

5. 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

SIFE and newcomer students are often assigned priority caseloads within our ENL and Bilingual programs. In this manner we try to ensure their development of their new language skills quickly while reinforcing instruction within their home language. Additionally, newcomer and SIFE students are immediately assessed for their levels of skill attainment in all four modalities and in other academic and social fields utilizing the SANDI system in order to appropriately place them homogeneously within classes amongst their peers. Newcomer and SIFE ELLs additionally are assigned an alternate placement paraprofessional to promote language acquisition and transfer of knowledge from the home language into their new language. Students additionally work toward individual benchmark goals for language development which are tracked and monitored by their ENL and Bilingual providers. Students curriculum is adapted to meet the individual student needs based on learning style, level of achievement, and assistive technology and other IEP based accommodations as necessary. Developing ELLs are provided all of the same considerations as Newcomer and SIFE students and are additionally placed within priority caseloads as well as provided the same adaptations. Our school provides services for long term ELLs for as long as they need it and according to their IEPs. The majority of our Long Term ELLs have made great gains in their English Language Proficiency but are unable to demonstrate this on NYSESLAT due to the nature of their disabilities. Our school also provides after school programs (Title III and Project Champs) to help foster gains in their English Language Proficiency. This year select groups of our Long Term ELLs have also been enrolled in our AIS program and as the focus of a student based data inquiry team. Due to the cognitive and physical delays of our students, many ELLs do not achieve proficiency on the NYSESLAT examination. If students were to test out of NYSESLAT, they would continue to be supported by ENL and BIL teachers for up to two years by providing their mandated minutes. In addition, former ELLs would continue to be exposed to individual language development target goals through baseline assessment and IEP goal creation as well as continue to receive their IEP mandated accommodations and services to develop skills in the English language and adapt curriculum as necessary.

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

All ELL students within our program are students with disabilities. ELLs receive the same individualized and focused instruction as the rest of our students as mentioned above with respects to IEP accommodations, instructional programming, annual skills evaluation, and curricular adaptations. Instruction is focused on development and support of access/foundation skills such as functional communication approaches for ELLs with severe communication disabilities including Mayer Johnson, real images, and Carol Goosens symbols, and emergent literacy strategies such as The Workshop Model, centers and word walls. Opportunities for skill acquisition included Balanced Literacy approaches, creation of bilingual communication boards and
bilingual story boards, augmentative and alternative communication systems in the native language and in English, total communication approaches (transition boards, photographs, paraprofessional who speaks native language and English) and New York State Common Core Standards via adaptive curriculum.

7. **How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to attain English proficiency within the least restrictive environment?**

   As our school is entirely comprised of students with special education mandates all ELL students naturally receive accommodations for program needs for their disability diagnosis, mandated class size ratio as well as related services such as speech, counseling, physical therapy and occupational therapy. These ELLs students are placed with teachers who are highly qualified to meet their special needs. The formative assessments align with the ELA and Math curriculum of the school and informal assessments are the teachers checking for understanding. The environment is determined by the CSE at initial intake. Student goals in all ELA modalities are created for each student on an annual basis in conjunction with student ENL providers based off of individual student needs derived from SAN DDI baseline assessments. Student progression is monitored between the classroom and ENL teacher respectively to determine goal achievement. Instructional flexibility is determined by the teacher and ENL provider to make appropriate adaptations to each student's learning experience so that they may achieve their individual goals which are embedded within our curriculum. Students who demonstrate academic and social growth are re evaluated for lesser restrictive environments based on teacher and school psychologist recommendation and evaluation.

8. **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.**

   Students placement in District 75 is an intervention in it self. District 75 offers ELLs who are in special education small student to staff ratio and teachers who are highly qualified in differentiating and scaffolding objectives and curriculum to make it accessible to all types of learners. They also receive supplemental interventions as needed, such as PT, OT, Speech and counseling. These services further allow them to achieve academic and language goals. Additionally ELLs participate in several of the academic interventions used in our school. We currently use SMILE and AIS which teaches the basic elements for reading and writing to non-readers with special needs. This program is especially useful for newcomers since students need not have any phonemic awareness to participate. Picture cues are used throughout the program which is a strategy which aligns perfectly with our practice for ELLs. This year we will also begin using Rosetta Stone language development software for our newcomers to help build proficiency in their speaking and listening skills. EQUALS is a math intervention we use which is aligned with needs of ELL and students in special education as it is hands-on program with concepts taught being taught in a concrete manner with the use of manipulatives. We additionally utilize an adaptive curriculum (ATTAINMENT) that is directly linked to our SANDI measurement of student achievement in all core content areas. All curriculum is adapted to suit the learning style and language development needs of all students, and is additionally further adapted to student home language as applicable by Bilingual staff and alternate placement paraprofessionals in their home language.

9. **Based on data and trends, what new programs or improvements will be considered for the upcoming school year?**

   We continually strive to improve our program for ELLs. This year we will be seeking a highly qualified teacher to open a 6:1:1 Spanish Bilingual program. Furthermore, we will be incorporating ENL providers into our curriculum design teams for all content areas so that ENL methodologies are built into the learning experience of all ELLs through regular classroom instruction. This year ENL teachers will begin using a collaboratively developed data collection skills assessment which will capture gains in English Language proficiency across all four domains based on the SANDI and NYSESLAT achievement for our ELLs. This assessment looks at skills which not only align with the degrees of proficiency but with students cognitive abilities as well. Therefore we will be able to analyze progress for all ELL students even those with severe physical and cognitive delays through curriculum and SANDI aligned rubrics, checklists, and data collection sheets in order to better target individual student needs as they relate to English language progression. We have also formed a professional learning community comprised of all our ELL staff to monitor progress of our ELLs, share knowledge, and discuss need as they arise. This community will also be providing professional development and support for all teachers in our school so they can better serve our ELL population through regularly scheduled PDP and collaborative inquiry groups. Additionally, literacy support staff will be involved in preparing students for the NYSESLAT examination through targeting interventions to support learners in each of the four assessed modalities.
10. If you had a bilingual program, what was the reason you closed it?

NA

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

All ELLs in our school have access to all our supplemental programs and services. ELLs can choose from several clubs to participate in during school hours. Clubs include study in dance, art, music, technology and physical fitness. These programs allow ELL students to practice their social and communication skills with peers whose native language is English. Furthermore, ELLs are also encouraged to participate in our after school Title III program. This year the program will focus on English language instruction through health and wellness curriculum and experiences. Many of our ELLs participate in Project Champs which is an after school physical fitness program as well. We will not discontinue any existing programs.

12. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

Native language support is naturally built into our Spanish TBE programs. NLA is taught in Spanish and is provided for a minimum of 180 minutes of instruction per week. HLA follows the guidelines of the Balanced Literacy program. The HLA instruction is provided by a bilingual teacher who adapts materials to meet the needs of cognitively delayed students who are following the alternate curriculum. Students receive adaptive technology as per their IEP mandates. In addition, each Bilingual class is equipped with a smart board interactive system as well as an Ipad to assist students with access to the curriculum. Each classroom is additionally equipped with a Promethean Board to develop interactive instruction with the use of purchased supplemental leveled texts that include illustration. The curriculum is adapted from the general education curriculum and common core learning standards from the ATTAINMENT company which in turn directly link to student SANDI assessments and IEP goals for development. All ELLs have access to classroom technology, curricular adaptations and IEP mandated accommodations as necessary to access and develop in the core content areas.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?

The students literacy skills in their Native Language varies based on abilities and cognitive delays and the teachers use differentiated instruction to meet their individual needs. Home Language support needs for our TBE classrooms is assessed through student achievement information based off of teacher observation and data collection in regards to our curriculum as well as NYSESLAT achievement levels of each student and necessary IEP driven supports. Home language support needs in our ENL program is assessed through teacher observation and data collection as it relates to curriculum and student needs pertaining to the four language modalities assessed under the NYSESLAT examination. Home language supports for TBE and ENL programs are provided through adapted materials including books, student created projects, Mayer Johnson Symbols, workbooks, augmentative devices and communication boards. Similarly native language support is provided as needed during instruction of all content areas through translation and interpretation of materials by staff speakers of the native language for our students. Teachers also have access to materials to help build native language libraries in the classrooms for student who are not in our TBE program but are assessed through observation as needing additional native language supports. Native language support is naturally built into our Spanish TBE programs. NLA is taught in Spanish and is provided for a minimum of 180 minutes of instruction per week. HLA follows the guidelines of the Balanced Literacy program. The HLA instruction is provided by a bilingual teacher who adapts materials to meet the needs of cognitively delayed students who are following the alternate curriculum. Students receive adaptive technology as per their IEP mandates. In addition, each Bilingual class is equipped with a smart board interactive system as well as an Ipad to assist students with access to the curriculum. The curriculum is adapted from the general education curriculum and common core learning standards from the ATTAINMENT company which in turn directly link to student SANDI assessments and IEP goals for development. All ELLs have access to classroom technology, curricular adaptations and IEP mandated accommodations as necessary to access and develop in the core content areas.

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

All instructional materials used to educate ELLs in our school are age appropriate as they are often modified by our teachers to meet the cognitive needs of our students. These materials included but are not limited to school-created curriculum, adapted books, picture books, communication boards, and picture dictionaries, audio and video programs for learning English and.
functional based curriculum which prepare our ELLs who will soon be transitioning out of school. Technology plays an important role in the instruction of ELLs. All teachers of ELLs have access to two media rooms where teachers can conduct lessons with student each using their own desktop computer. We also have several laptop carts which teachers can also use to conduct computer based lessons in their classroom. Additionally each Spanish TBE class has a smart board in it. This allows the teacher to incorporate hands-on, visual learning in to the students’ everyday experiences. All students have access to augmentative communication devices if needed which can be programmed to speak in both English and the students’ native language. All ELLs service are tracked and monitored by the District 75 office of English Language Learners through the Google DOCS system as far as schedules, caseloads, minutes served, and additional student information. In house, ENL and Bilingual teachers work together to optimize student service needs based on scheduling and student grouping considerations. ELLs and teachers of ELLs additionally have access to all items purchased using TITLE III funding such as Ipads, computers (laptops and desktops), and instructional software to support their needs throughout the instructional day. Furthermore, ENL providers work along-side curriculum teams and classroom teachers to adapt our core and transition based curriculum (ATTAINMENT) in order to develop school curriculum that incorporates ENL strategies and home language supports into the daily learning experience for our ELLs by adapting readings, assessments, lessons, and teaching points to meet student needs.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?
Our main site is a self contained building. We do have 2 off sites at the Bronx HS for the Visual Arts (4 self contained 8:1:1 classes and 4 SETS classes ) and Lehman College (1 self contained 12:1:1 working program class and 19:1:2 SETSS class). To support our ELLs within these programs, one of our ENL providers will travel to the BHSVA site one day per week to deliver instruction to students who require language development supports in which the curriculum for our 8:1:1 classes mirrors that of the main site. For our 9:1:2 SETSS program, students will receive pull-out instruction to support language transfer needs based off of the general education curriculum that is followed through the program. Our 12:1:1 working class at Lehman College receives language services from our ENL providers at the main school site every Friday and during morning hours for students who transition to the site from school on a Monday through Thursday basis. These students additionally follow the school adaptive curriculum mentioned earlier and receive the same supports and technological access as categorized in prompt 14.

16. 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).

ELLs in our program which is focused on transitioning students into their adult life have the resources and support services they need to do so. We have an excellent transition team which works with students and parents to help facilitate plans for the future. Our role included connecting them with community resources and agencies for adults with disabilities in addition to helping them find appropriate program and/or job placements. These activities are coordinated by our parent coordinator Miriam Luciano in conjunction with our Bilingual Transition team consisting of Jaime Sanchez and Sonia Williams. These services are immediately offered to all incumbent students to align additional outside agency supports for students to develop academic and social skills. Newcomer ELLs additionally are immediately assessed via Level 1 vocational surveys (both by parents and students) as well as SANDI in order to develop an accurate picture of student wants, needs and ability levels. These institutions help identify student levels of achievement and align their wants and needs for their transition out of our program into their instructional experience. Newcomer ELLs additionally have priority seating within ENL and Bilingual classes to assist in development of their language skills in English and transfer existing skills from their home language. Newcomer ELLs are additionally supported by ELL department technology including Ipads, computers, and instructional software to accelerate their acquisition of English language skills. All school support staff additionally evaluate newcomer ELLs to generate a baseline of student skills and develop student needs (i.e. counseling services are offered to students and parents, Speech baselines are conducted, PT and OT levels of achievement are identified). Our Speech and Language department additionally evaluates the communication needs of all newcomer ELLs in order to identify methodologies and technology to support student language acquisition needs; i.e. dynavox communication systems, ipads, etc. which are then added to student IEP mandates as necessary.

17. What language electives are offered to ELLs?
Currently our school does not offer language electives to ELL’s
18. 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)?

Currently, our school only features ENL and TBE programs

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**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 and non-pedagogic staff.) 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 Program for all staff responsible for delivery and instruction and services to limited English proficient students-The ELL Compliance person, a member of the LAP Policy team has been designated to attend District 75 professional development on Compliance issues including, program mandates, instructional accountability, and the administration of NYSESLAT. The ELL Compliance person then provides professional development bases on the information obtained to all teachers of ELL students. The PDs for the ELL teachers help align tasks and curriculum to the Common Core standards in order to comply with the Common Core Standards and instruction of ELLs. Additionally ESL and Bilingual Teachers also attend District 75 ELL training. These outside sources of professional development help our teachers of ELLs to develop sound practices as they relate to common core instruction for ELL students with disabilities. These trainings include: Planning Thematic Units for ELLs with Disabilities, Home Language Arts Instructional PD Series: Designing Effective Classroom Assessments using the Home Language Arts Progressions (HLAP) for ELLs with Disabilities, Designing Effective Classroom Assessment for ELLs with Severe Disabilities (suffices as Jose P. Training, Part 2), Supporting Language Acquisition of ELLs with Disabilities through Visual and Performing Arts, New ELL Teacher PD Series: Designing Effective Classroom Assessments for ELLs with Severe Disabilities, Co-teaching for ENL teachers and non-ENL/non-bilingual Collaborating and Content-area Teachers or Related Service Providers (suffices as Jose P. Training, Part 2), How to Support the Instruction of ELLs in a Monolingual Classroom for ENL teachers, classroom teachers and alternate placement paraprofessionals, Home Language Arts Instructional PD Series: Co-teaching for bilingual teachers - Grades 7-12, Introduction to ENL Methodologies (suffices as Jose P. Training, Part 1), New ELL Teacher PD Series: Incorporating the Language Experience Approach (LEA) into Instruction for ELLs with Severe Disabilities. Beyond district trainings, all staff that serve our ENL and Bilingual departments are encouraged to take part in trainings and workshops offered at the city level by the Department of English Language Learners (DELLs).

   Teacher of ELLs additionally conduct professional workshops in-house pertaining to student placement, collaborative inquiry, and sharing of best practices. In these sessions, the ELL Compliance person facilitates the ELL staff understanding in the changes of mandates as per CR Part 154. Furthermore, ELL providers engage in planning committees to design common practices to be utilized in supporting ELL students through stand alone and integrated models of instruction to norm operational practices throughout the building. ELL teachers also turn-key information and practices from the before-mentioned district level professional development opportunities as well as plan how outside strategies can be implemented across all classrooms to support ELLs. These practices help us in ensuring program continuity for our ELLs by coordinating city mandates, aligning school instruction to educational techniques for ELLs, sharing and turn-keying best practices, and unpacking student data.

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

   In order to meet the 50% total professional development hours for our ENL and Bilingual Education providers, we conduct both in-house professional development activities and encourage our providers to attend a minimum of two professional development workshops at the district level annually. In meeting these hours at the school level, ENL and Bilingual education
providers are engaged in several activities on mandated full professional development days as well as meet regularly on a weekly basis to unpack instructional and best practices as well as compliance information and turn-key professional development for one another. Additionally, all staff for the ENL and Bilingual program will meet to create specific goals and assessments for the school curriculum twice per week at the beginning of every instructional unit. Outside sources of professional development help our teachers of ELLs to develop sound practices as they relate to common core instruction for ELL students with disabilities. These trainings include: Planning Thematic Units for ELLs with Disabilities, Home Language Arts Instructional PD Series: Designing Effective Classroom Assessments using the Home Language Arts Progressions (HLAP) for ELLs with Disabilities, Designing Effective Classroom Assessment for ELLs with Severe Disabilities (suffices as Jose P. Training, Part 2), Supporting Language Acquisition of ELLs with Disabilities through Visual and Performing Arts, New ELL Teacher PD Series: Designing Effective Classroom Assessments for ELLs with Severe Disabilities, Co-teaching for ENL teachers and non-ENL/non-bilingual Collaborating and Content-area Teachers or Related Service Providers (suffices as Jose P. Training, Part 2), How to Support the Instruction of ELLs in a Monolingual Classroom for ENL teachers, classroom teachers and alternate placement paraprofessionals, Home Language Arts Instructional PD Series: Co-teaching for bilingual teachers - Grades 7-12, Introduction to ENL Methodologies (suffices as Jose P. Training, Part 1), New ELL Teacher PD Series: Incorporating the Language Experience Approach (LEA) into Instruction for ELLs with Severe Disabilities. Beyond district trainings, all staff that serve our ENL and Bilingual departments are encouraged to take part in trainings and workshops offered at the city level by the Department of English Language Learners (DELLs). When staff attend outside PD, they prepare a presentation for teachers of ELLs upon their return in addition to conducting a workshop on how the material can be applied to our program. Record keeping of professional development activities will be maintained within the school alongside the ELL Compliance Binder Documents in the form of agendas and sign-in sheets.

As per Jose P. a minimum of 15 percent of Professional Development will be provided to all teachers as institutes during their professional development periods. PD’s will be given by ELL and literacy support staff in our school that are familiar with the population of students we serve in our school. The following is the schedule of PD planned for the 2017-2018 school year.

- **Supports for ELLs in Daily Literacy and Core Content Areas**
  - Presenters- Shakira Damiron, Edgar Bazurto, Kawalewski Aviles (2-50 minute sessions)
- **Collaborating and Co-Planning for Integrated ENL Services (2-50 minute sessions)**
  - Presenters- Eleyna Rivas, Elisa Leigh, Reyna Hart, Nerlande Gilbert Shakira Damiron
- **Considerations for ELLs in Lesson and Unit Planning**
  - Presenters- Edgar Bazurto, Jose Zuleta, Elisa Leigh, Shakira Damiron (3- 50 minutes sessions)
- **Resources and Strategies to Help ELLs Succeed in Developing Academic and Social Language**
  - Presenters-Kawalewski Aviles Nerlande Gilbert, Reyna Hart, Elisa Leigh (2-50 minute session)

In addition, staff members are encouraged to attend conferences at the district, city, and state wide level focusing on the education of ELLs and we are presently exploring outside consultants which can provide us with further professional development. Targeted staff members also enroll in District 75 Professional Development opportunities specifically aligned to ELL student populations including, questioning techniques for ELLs, Jose P training, etc. Record keeping of professional development activities will be maintained within the school alongside the ELL Compliance Binder Documents in the form of agendas and sign-in sheets.

### Parental Involvement

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

   In addition to the parent orientation and two parent teacher conference sessions annually, the school provides several opportunities for parents of ELLs to discuss goals and language development as it relates to their children. On a monthly basis, the parents meet within the counsel to discuss language development within the curriculum and student goals as they pertain
to the school and individual programs. Additionally, once a month the parents meet with each content area cohort to discuss how language skills are embedded within the curriculum and discuss additional ways language development can be supported within the home. Parents of ELLs are also invited to meet the Bilingual and ENL teachers within the school in order to discuss goals and methodology and are extended an open line of communication throughout the year. Parents are also given the opportunity meet all BIL and ENL teachers as well as support staff through program meetings held annually from October to November in 4 separate sessions where school curriculum is discussed in alignment to individual and group needs. Additionally, the parents of the students who attend the TITLE III after school program are invited to both orientation for the program as well as events to highlight student learning and progression. Furthermore, as all students within our school have IEPs, progress in language development for ELLs is discussed in length at each student’s annual review. During annual review and triennial meetings, parents are informed of student assessment results pertaining to NYSESLAT, SANDI, NYSAA (when appropriate), and teacher made formative assessment results which are structured into the present levels of performance section of the IEP for every ELL student.

Records for these meetings and events are kept and reviewed by the team to measure parent involvement and student progression within the curriculum. Records are kept in various ways including binders for ELL, TITTLE III, Parent Outreach, Datafolios / SESIS, etc. as well as curriculum and attendance statistics for invitational and open meetings retained within the school. The records of attendance, encounters, and use of services are kept by the Parent coordinator in addition to the ELL Compliance Liaison to track and monitor parent attendance for routine and scheduled school functions. All records of parent contact and ELL documentation are kept by the ELL Compliance Liaison on record within the school and within student cumulative folders. Provisions for interpretation and translation of information are as follows: All communication with parents is provided in English and Spanish by school based staff. All written and verbal communication is offered in service from coordination of events through the use of the city’s interpretation and translation services in both written and oral form to discuss student needs in languages other than Spanish. We have full time staff members to provide interpretation in the following languages aside from Spanish (French, Haitian/Creole, Italian, Wolof, Bengali, Arabic).

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

Parent involvement is an extremely important part of our program. Parents are invited to attend PTA meetings and support groups once a month. During these meetings our Parent Coordinator assesses the needs of our parents and offers workshops based on their requests. Workshop topics that we have given or that are being scheduled based on the evaluation of our parents needs included social security, guardianship, Medicaid services, health benefits, employment opportunities and programs for learning English. In addition to the parent orientation and two parent teacher conference sessions annually, the school provides several opportunities for parents of ELLs to discuss goals and language development as it relates to their children. On a monthly basis, the parents meet within the PTA and School Leadership Team to discuss language development within the curriculum and student goals as they pertain to the school and individual programs alongside ENL and Bilingual service providers in order to further address accommodations and adaptations for the curriculum as well as how they may reinforce instruction within the home. Parents of ELLs are further supported at annual and unit curriculum meeting in which school curriculum and instructional design are discussed at length in order to foster continuity and collaboration between instruction within the school and home, to which resources and instructional support strategies are shared with parents. Parents of ELLs who attend our TITLE III program additionally are invited to a series of PD and meetings regarding what the program will entail, goals of the program, etc. and will additionally attend a celebration of learning activity at the end of the program. Furthermore, parents attend each student’s IEP meeting annually to discuss individual needs of their children and assist in developing the educational plan for their child as it relates to academic, social emotional, and transition needs. In addition to these regularly scheduled activities, we have developed a parent resource room for all parents that includes access to technology, information on services and school instructional foci, as well as provides a space for trainings and workshops. In these ways parents of ELLs are continually engaged within the school operations on a regular basis in order to discuss student achievement and transition planning.

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.

NA
In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Rosa Nieves Greene, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status, relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
# Part VI: LAP Assurances

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rosa Nieves-Greene</td>
<td>Principal</td>
<td></td>
<td>6/28/17</td>
</tr>
<tr>
<td>Nichole Floyd</td>
<td>Assistant Principal</td>
<td></td>
<td>6/18/18</td>
</tr>
<tr>
<td>Miriam Luciano</td>
<td>Parent Coordinator</td>
<td></td>
<td>6/28/17</td>
</tr>
<tr>
<td>Edgar Bazurto / BIL</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>6/28/17</td>
</tr>
<tr>
<td>Judilka LaLane</td>
<td>Parent</td>
<td></td>
<td>6/28/17</td>
</tr>
<tr>
<td>Kawalewski Aviles / BIL</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>6/28/17</td>
</tr>
<tr>
<td>Alexandra Astwood / BIL</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>6/18/18</td>
</tr>
<tr>
<td>Karina Feliz</td>
<td>Coach</td>
<td></td>
<td>6/18/18</td>
</tr>
<tr>
<td>Robert Sanchez</td>
<td>School Counselor</td>
<td></td>
<td>6/28/17</td>
</tr>
<tr>
<td></td>
<td>Superintendent</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Field Support Center Staff Member</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shakira Damiron / ESL</td>
<td>Other Teacher</td>
<td></td>
<td>6/28/17</td>
</tr>
<tr>
<td>Nerlande Gilbert / ESL</td>
<td>Other Teacher</td>
<td></td>
<td>6/28/17</td>
</tr>
<tr>
<td>Reyna Hart/ ESL</td>
<td>Other Teacher</td>
<td></td>
<td>6/18/18</td>
</tr>
</tbody>
</table>
2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 75X811   School Name: PS 811X   Superintendent: LouissaintKetl

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Miriam</td>
<td>Luciano</td>
<td>Parent Coordinator</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

**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 that cannot communicate in English (not just parents of ELL students).

**Part A: Identification and Assessment of Parents that Cannot Communicate in English**

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - Surveys conducted by your school.

   The following methods have been used to assess the school’s needs for translation and interpretation services.

   a. The Home Language report on ATS indicates that roughly 40% of our student population has a home language other than English.

   b. Analysis of our Parent Preferred Language Report shows that almost 36% of our parents prefer to have communication, both written and spoken in a language other than English. Thirty Four percent (34%) of our parents have indicated a preference of Spanish.
c. Analysis of our ELL population shows that we have 58 students who are mandated for bilingual services, 89 who are mandated for ESL services and 120 students who are X-coded and served as per their IEP, indicating 267 total ELLs.

d. The Ethnic Census report on ATS indicates that over 60% of our student population is of Hispanic origin.

e. The school also uses blue emergency cards to monitor parent contact preference on an annual basis to identify if any parent members are not able to be contacted by the school in case of an emergency.

2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Written Percent</th>
<th>Oral Preferred</th>
<th>Oral Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. The dominant preferred</td>
<td>566</td>
<td>62.47</td>
<td>566</td>
<td>62.54</td>
</tr>
<tr>
<td>language for the school for</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>written and oral communication</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>is English.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. The second most dominant</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>preferred language for the</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>school for written and oral</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>communication is Spanish.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARABIC</td>
<td>4</td>
<td>0.44</td>
<td>4</td>
<td>0.44</td>
</tr>
<tr>
<td>BENGALI (BANGLA IN BANGLADESH)</td>
<td>10</td>
<td>1.1</td>
<td>10</td>
<td>1.1</td>
</tr>
<tr>
<td>BHILI</td>
<td>1</td>
<td>0.11</td>
<td>1</td>
<td>0.11</td>
</tr>
<tr>
<td>FRENCH</td>
<td>3</td>
<td>0.33</td>
<td>3</td>
<td>0.33</td>
</tr>
<tr>
<td>HAUSA</td>
<td>1</td>
<td>0.11</td>
<td>1</td>
<td>0.11</td>
</tr>
<tr>
<td>ITALIAN</td>
<td>1</td>
<td>0.11</td>
<td>1</td>
<td>0.11</td>
</tr>
<tr>
<td>MANDINKA (AKA MANDINGO)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>SUKUMA</td>
<td>2</td>
<td>0.22</td>
<td>2</td>
<td>0.22</td>
</tr>
<tr>
<td>TWI</td>
<td>1</td>
<td>0.11</td>
<td>1</td>
<td>0.11</td>
</tr>
<tr>
<td>UKRAINIAN</td>
<td>1</td>
<td>0.11</td>
<td>1</td>
<td>0.11</td>
</tr>
<tr>
<td>VIETNAMESE</td>
<td>1</td>
<td>0.11</td>
<td>1</td>
<td>0.11</td>
</tr>
<tr>
<td>WOLOF</td>
<td>3</td>
<td>0.33</td>
<td>3</td>
<td>0.33</td>
</tr>
</tbody>
</table>
3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

NA

Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum overview, Transition information packet, meet the principal MTG</td>
<td>September 22, 2017</td>
<td>Documents will be translated in Spanish, Bengali, Italian, French, Haitian / Creole and Arabic by school based staff members. Other languages will be sent to the Language Translation Unit for translation during the summer of 2017 in order for documents to be kept on file and disseminated early in the 2017-2018 school year. Since these documents do not change from year to year, this will be done once.</td>
</tr>
<tr>
<td>Level 1 Assessments</td>
<td>September 8, 2017</td>
<td>Documents will be translated in Spanish, Bengali, Italian, French, Haitian / Creole and Arabic by school based staff members. Other languages will be sent to the Language Translation Unit for translation during the summer of 2017 in order for documents to be kept on file and disseminated early in the 2017-2018 school year. Since these documents do not change from year to year, this will be done once.</td>
</tr>
<tr>
<td>IEP Notices and Packages (ongoing throughout the school year by the classroom teacher)</td>
<td></td>
<td>Documents will be translated in Spanish, Bengali, Italian, French, Haitian / Creole and Arabic by school based staff members. Other languages will be sent to the Language Translation Unit for translation during the summer of 2017 in order for documents to be kept on file. We will request that staff</td>
</tr>
<tr>
<td>Event Type</td>
<td>Dates</td>
<td>Additional Information</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Parent Teacher Conferences</td>
<td>Ongoing as per annual review or triennial date.</td>
<td>Staff members add necessary information to copies of the SESIS based notice and accompany them with the SESIS version. Staff members will also be directed to follow-up notices to parents in languages other than those provided by SESIS to ensure guardians understand the contents of the notices. Documents will be translated in Spanish, Bengali, Italian, French, Haitian / Creole and Arabic by school based staff members. Other languages will be sent to the Language Translation Unit for translation once parent teacher conference dates are identified in order for documents to be kept on file and disseminated. Since these documents do not change from year to year, this will be done once and the dates altered on an annual basis. Documents will be sent home with students. Since our TITLE III program currently is offered to Bilingual and ENL students whose native language is Spanish, the documents will be translated by in-house Spanish literate staff. Documents for TITLE III will be disseminated for students to bring home at the determined date as per the TITLE III plan. Champs documents will be translated in Spanish, Bengali, Italian, French, Haitian / Creole and Arabic by school based staff members. Other languages will be sent to the Language Translation Unit for translation during the summer of 2017 in order for documents to be kept on file and disseminated to students when program dates are determined.</td>
</tr>
<tr>
<td>School Based Events</td>
<td>Early November 2017, Early March 2017</td>
<td>Ongoing throughout the year</td>
</tr>
<tr>
<td>After-School enrollment forms</td>
<td>Ongoing throughout the year</td>
<td>Members add necessary information to copies of the SESIS based notice and accompany them with the SESIS version. Staff members will also be directed to follow-up notices to parents in languages other than those provided by SESIS to ensure guardians understand the contents of the notices. Documents will be translated in Spanish, Bengali, Italian, French, Haitian / Creole and Arabic by school based staff members. Other languages will be sent to the Language Translation Unit for translation once parent teacher conference dates are identified in order for documents to be kept on file and disseminated. Since these documents do not change from year to year, this will be done once and the dates altered on an annual basis. Documents will be sent home with students. Since our TITLE III program currently is offered to Bilingual and ENL students whose native language is Spanish, the documents will be translated by in-house Spanish literate staff. Documents for TITLE III will be disseminated for students to bring home at the determined date as per the TITLE III plan. Champs documents will be translated in Spanish, Bengali, Italian, French, Haitian / Creole and Arabic by school based staff members. Other languages will be sent to the Language Translation Unit for translation during the summer of 2017 in order for documents to be kept on file and disseminated to students when program dates are determined.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Event Type</th>
<th>Dates</th>
<th>Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>After-School enrollment forms TITLE III and Champs</td>
<td>Ongoing throughout the year</td>
<td>Members add necessary information to copies of the SESIS based notice and accompany them with the SESIS version. Staff members will also be directed to follow-up notices to parents in languages other than those provided by SESIS to ensure guardians understand the contents of the notices. Documents will be translated in Spanish, Bengali, Italian, French, Haitian / Creole and Arabic by school based staff members. Other languages will be sent to the Language Translation Unit for translation once parent teacher conference dates are identified in order for documents to be kept on file and disseminated. Since these documents do not change from year to year, this will be done once and the dates altered on an annual basis. Documents will be sent home with students. Since our TITLE III program currently is offered to Bilingual and ENL students whose native language is Spanish, the documents will be translated by in-house Spanish literate staff. Documents for TITLE III will be disseminated for students to bring home at the determined date as per the TITLE III plan. Champs documents will be translated in Spanish, Bengali, Italian, French, Haitian / Creole and Arabic by school based staff members. Other languages will be sent to the Language Translation Unit for translation during the summer of 2017 in order for documents to be kept on file and disseminated to students when program dates are determined.</td>
</tr>
</tbody>
</table>
Calendar Updates (half-days, holiday recesses, etc. as per the DOE calendar),

Ongoing throughout the year

TITLE III: December 1st, 2017
Champs Afterschool: September 22nd 2017 / January 5th 2017

Documents will be translated in Spanish, Bengali, Italian, French, Haitian / Creole and Arabic by school based staff members as per the DOE Calendar. Other languages will be sent to the Language Translation Unit for translation during the summer of 2017 in order for documents to be kept on file and sent home with students close to school based closings / half days.

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, when they will occur, and plans to provide interpretation at those meetings.
<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Teacher Conferences</td>
<td>Twice Annually: Same Day Afternoon / Evening Sessions as determined by the DOE Calendar and SBO Vote.</td>
<td>Parents will be notified of meetings in Spanish, Bengali, Italian, French, Haitian / Creole and Arabic by school based staff members. Other languages will be sent to the Language Interpretation Unit for services. Parents will be asked in advance if they will be able to attend in order to secure interpretation services from both in-house and outside services in advance. All teachers will be trained in utilization of the interpretation unit services if no staff member on hand is able to successfully interpret for guardians in attendance.</td>
</tr>
<tr>
<td>Monthly Parent Meetings</td>
<td>As determined by the Parent Coordinator and PTA representatives.</td>
<td>Parents will be notified of meetings in Spanish, Bengali, Italian, French, Haitian / Creole and Arabic by school based staff members. Other languages will be sent to the Language Interpretation Unit for services. Parents will be asked in advance if they will be able to attend in order to secure interpretation services from both in-house and outside services in advance. Interpretation unit services will be utilized if no staff member on hand is able to successfully interpret for guardians in attendance.</td>
</tr>
<tr>
<td>ELL Parent curriculum overview and trainings</td>
<td>Four times from October to November as determined by the Parent Coordinator and ELL Department.</td>
<td>Parents will be notified of meetings in Spanish, Bengali, Italian, French, Haitian / Creole and Arabic by school based staff members. Other languages will be sent to the Language Interpretation Unit for services. Parents will be asked in advance if they will be able to attend in order to secure interpretation services from both in-house and outside services in advance. Interpretation unit services will be utilized if no staff member on hand is able to successfully interpret for guardians in attendance. As this is a district-wide weekend event, we will coordinate with outside agencies in attendance to have as many interpreters as possible prior to the event.</td>
</tr>
</tbody>
</table>
Health and Resource Fair

Parent Guardianship and Transition Workshops

Saturday May 5th

12 annual workshops 4 in October, Three in November, Two in December, Other dates TBD
As determined by the Parent Coordinator and Transition Departments.

Parents will be notified of meetings in Spanish, Bengali, Italian, French, Haitian / Creole and Arabic by school based staff members prior to annual review or triennial meetings. Other languages will be sent to the Language Interpretation Unit for services to remind parents of their annual review dates and meeting times. Interpretation unit services will be utilized if no staff member on hand is able to successfully interpret for guardians and appointments for interpretation will be made in advance.

Parents will be notified of meetings in Spanish, Bengali, Italian, French, Haitian / Creole and Arabic by school based staff members. Other languages will be sent to the Language Interpretation Unit for services. Parents will be asked in advance if they will be able to attend in order to secure interpretation services from both in-house and outside services in advance. Interpretation unit services will be utilized if no staff member on hand is able to successfully interpret for guardians in attendance.

As determined by individual student IEP Annual
3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

In the event of an emergency, the school has several provisions in place to reach limited English proficient guardians and families. Primarily, we utilize emergency blue cards at the beginning of each year to identify parents and
guardians as well as family members of LEP families who are able to successfully communicate in English as an emergency measure if there are no staff members who are capable of interpretation for direct guardians. The main office additionally has a folder for each non-English and Spanish language, in which in the event of an emergency will be leveraged by an in-house speaker of the native language in order to call parents in the event of an emergency. Third, an inventory is kept by the main office of language proficiency for all staff members in order to successfully delegate family contact to specified individuals in case of an emergency; to which all staff are aware that they may be needed to contact families. Last, in the case that the above procedures are unavailable due to absenteeism or lack of third party family members who can interpret for the guardian, the language interpretation unit will be contacted by the parent coordinator or designated language access coordinator to inform parents of the nature of the emergency.

Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

All staff members will be trained by the parent coordinator and language access coordinator on Chancellor's Regulations A-663 during the designated professional development day in September prior to the commencement of the school year. Furthermore, all pertinent information related to the LAP and LTI regarding parent contact will be shared with all school staff members during this initial training. In addition, staff members will be provided with the DOE welcome poster to display for parents in their classrooms in order for parent or guardian members to indicate preferred languages at any face to face meetings, and given contact information for the interpretation and translation unit for use in daily operations.

Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

- We have posted a large DOE welcome poster which is translated in the common languages covered by the DOE which indicates who are parent coordinator is and who our Family Advocates are.

- A sign in the common covered languages has been posted in the main lobby near the welcome poster which lets that parents know that translation services are available and for families and guardians to indicate language of preference.

- There are copies on file of the Parents Bill of Rights and the Family Guide in the 8 covered languages in the parent coordinators office.

- The phone number for Translation services has been distributed to all school personnel (718-752-7373)

- The school will ensure that written communication is translated in the parent’s native language within a reasonable amount of time.
Part E: Monitoring Provision of Language Services

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

In order to gather feedback from parents on the quality and availability of services, the school primarily uses the parent survey to gain insight into the the quality of communication between the staff and the school. In addition to the survey, the school examines the attendance rates for school functions and IEP meetings to ensure that effective communication takes place for vital processes. The school also monitors attendance of students on a weekly basis and the communication logs of teachers and students to ensure that effective, appropriate, and timely outreach occurs on a regular basis. The parent coordinator informally collects data related to communication and outreach efforts and events and maintains the information to share with school leaders. The school leadership team monitors the use of language translation and interpretation services by the office and classroom staff and compiles data to make informed decisions regarding school based policies and procedures regarding translation and interpretation needs. Using these methodologies the school both formally and informally monitors our outreach efforts.