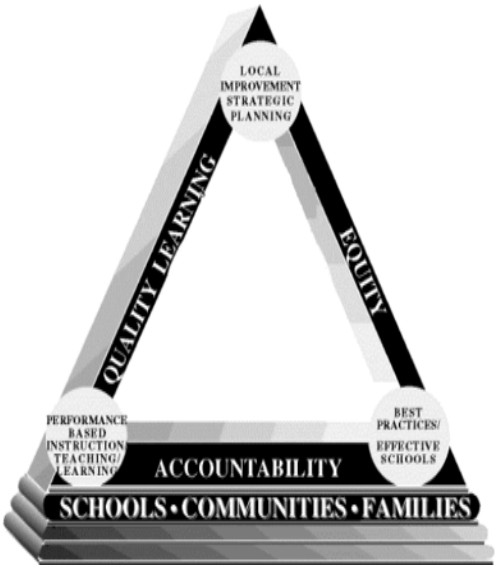
# 2011-2012
# COMPREHENSIVE EDUCATIONAL PLAN (CEP)




**SCHOOL NAME:** P25R P.S. /IS SOUTH RICHMOND HIGH SCHOOL

DBN # 75RO25 DISTRICT 75/ STATEN ISLAND P25R

PRINCIPAL: JAMES MCKEON EMAIL: JMCKEON@SCHOOLS.NYC.GOV

SUPERINTENDENT GARY HECHT

## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. 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 the Chancellor's Regulation A-655, available on the NYC DOE Web site.

**Directions:**

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

| Name | Position and Constituent Group Represented | Signature |
|---|---|---|
| JAMES MCKEON | *Principal or Designee | |
| Clinton Stephen P. | *UFT Chapter Leader or Designee | |
| Julius Bosch | *PA/PTA President or Designated Co-President | |
| | DC 37 Representative, if applicable | |
| | Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)* | |
| | CBO Representative, if applicable | |
| Ann Sciacca | Member/ AGENCY REP. | |
| Sandi Miller | Member/ TEACHER | |
| Zabruna Stokes | Member/ AGENCY REP | |
| Patricia Smith | Member/ PARENT | |
| Robert Gillis | Member/ TEACHER | |
| Priscilla Kloth | Member/ TEACHER | |
| Cherie Nelsen | Member/ PARENT | |

## DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

### WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

### HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

## ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**Annual Goal #1**

**By June 2012, 9th grade students will demonstrate movement towards graduation as evidenced by a 5% increase in credit Accumulation and attendance for promotion.**

**Comprehensive needs assessment**

Our students at P25R find the journey from the middle grades to high school difficult. Studies have found that transition years are a major stumbling block on the way to graduation for many students, due to generally less supportive but more demanding school setting. Research has also found that 9th graders failure rate vary widely across high schools even after taken into account individual risk factors as rates of recovery from 9th grade failure. Our Learning Communities data analysis of NYStart assessment reports have found that the ninth graders are lacking the knowledge and skills necessary for doing high-school-level work, and they do not have the study skills or comprehension skills needed to meet higher standards in ninth grade and beyond. This is affecting our 9th grade high school attendance, which is currently at an average of 63% for our main building students. Our students exhibit the same educational risk factors as many other schools across the city and across the country such as high absences and tardiness, poor class conduct, suspensions, falling grades in academic courses failing one or more courses in 8th grade and raw test scores. The good news is that chronic early absence can be significantly reduced when schools, communities and families join together to monitor and promote attendance, as well as to identify and address the factors that prevent young students from attending school every day. P25R has evidence in some of our ninth grade South Shore students that students must be present and engaged tin order to learn. Other factors that affect student performance are the lack of motivation, poor reading comprehension and critical thinking skills. We also have identified the need to hold students to high standards. P25R has learned through research that students' assignments must be challenging, meaningful and engaging. Such assignments require more teacher planning and greater use of real-world problems and lessons that teach academic knowledge and skills.

Our school is increasingly creating "safety nets" - special programs to help students make the transition to grade nine. One such program created this year is the IPAD Initiative. Some of the strategies that have been assessed include; summer schools for incoming ninth-graders; multi-year programs in the middle grades to accelerate achievement; double doses of English and mathematics in grade nine; programs that provide extra help and extra time; academies and small learning communities of students within a school; and assignment of the best teachers to plan and lead the transition initiative.

Comprehensive Needs Assessment

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  a) Strategies/activities that encompass the needs of identified student subgroups,
  b) Staff and other resources used to implement these strategies/activities,
  c) Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  d) Timeline for implementation.

**Instructional strategies/activities**

In order to address our findings and the students individual needs we are implementing the following strategies:

- Teams of teachers meet regularly to examine student work and data to develop instructional plans that address the needs of all students, including students with disabilities and ELL's.
- The teams focus on using data to understand students' deficiencies and on employing proven practices to close Achievement gaps. They will study what other schools have done to develop effective transition Programs to measure progress in order to make needed changes in their initiatives.
- Teachers will provide effective instruction linked explicitly to the core curriculum and common core standards to all students.
- Teachers will provide direct and explicit comprehension strategy instruction.
- Teachers will use assessments, standardized tests, performance-based assessment. ongoing assessments of student work, teacher observations and attendance as mechanisms.
- Teaching vocabulary development through direct and indirect instruction.
- Teachers use of Discussion –based Approach through strategies like reciprocal teaching, question generating, and summarizing to help students read better and get more meaning from texts including texts in the content areas.
- Use a diversity of texts and self-selection to keep students motivated and engaged.
- Consistent implementation of engaging instructional strategies in every classroom.
- Routine Collaboration (PLC's) to review the impact of instructional strategies.
- Provide additional instructional/intervention opportunities for all students as needed.
- Build school-parent partnerships focused on student achievement.
- Incorporate technology into instruction to increase motivation and to enhance students' literacy by fostering student engagement.
- Align classroom assessments to Core content standards and Common Core Standards.
- Align professional development initiatives to focus on improving student achievement.
- Continuous planning with teacher involvement. P25 R will use study teams of teachers and school leaders to plan and revise their transition initiatives.

**Working together to bridge communication gaps.**

P25R's Transition initiatives involve middle grades and high school leaders and teachers paying attention to instruction and working together to bridge communication gaps from one school to another.

The teachers will focus on:

- Helping middle grades students, parents and teachers understand the rising expectations of high school;
- Communicating clearly what students need to know and be able to do in English Language Arts, Mathematics , History, and Science to do challenging high school work; and following up on the course failure rates of ninth-graders to determine what the Middle grades and the high school can do to increase success.
- High expectations for students who are performing below grade level.
- P25R set high standards, upgrade the curriculum and expect all students to do at least grade-level work beyond drill sheets, engaging students in challenging and meaningful assignments.

**Action Plan & Timeline for P25R**

- Attendance will be discussed at monthly cabinet meetings.
- ATS reports by site will be generated and reviewed at each monthly cabinet meeting, as well as class documentation to determine who are our "at risk" students.
- On first Monday of each month, staff faculty meeting at main building, off-sites, work-study sites and inclusion sites will review attendance information.
- Counselors will work with teachers to address attendance issues with high school students and will incorporate the strategies for improvement on students' FBA and BIP and discussed at monthly, learning community meeting.
- Our all call phone system will be utilized to inform parents/guardians of their children's absences on a daily basis.
- Attendance teacher will make contact and do home visits to students in danger of truancy on a daily basis.
- Personal phone calls will be made home to students whose attendance has improved when needed.
- Bulletin board featuring improvement levels will be created and displayed in central hallway of building. (Monthly)
- 11/30 - attendance baseline will be established for high school student level.
- ATS reports will be reviewed on Cabinet meetings every Friday except holidays.
- Monthly Faculty meetings on first of the month. By February 1st, 2012, we expect a 3% gain, otherwise an emergency cabinet meeting will be called in order to reassess and devise an alternate plan.
- A list will be generated of all students who received an award for effort in this area and published in our school newsletter.

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

(Not Title I)

The No Child Left Behind Act of 2001 (NCLB Act) reauthorized the Elementary and Secondary Education Act of 1965 (ESEA), and is based on four principles that provide a framework through which families, educators, and communities can work together to improve teaching and learning. These principles are accountability for results, local control and flexibility, expanded parental choice, and effective and successful programs that reflect scientifically based research. Specifically, these provisions stress shared accountability between schools and parents for high student achievement, including expanded public school choice and supplemental educational services for eligible children in low-performing schools, local development of parental involvement plans with sufficient flexibility to address local needs, and building parents' capacity for using effective practices to improve their own children's academic achievement. P25R defines parental involvement as the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring that parents play an integral role in assisting their child's learning; that parents are encouraged to be actively involved in their child's education at school; that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child at our school.

Parent involvement at P25R is a crucial component to help ensure the success of our high school students. Even though the traditional household makeup common five to ten years ago is shifting, parent involvement is vital to the success of students in school. Today, our student's households are dual income domiciles, which means the juggle between work and family life can be a struggle for many parents. There are also an increasing percentage of households that are run by only one family member. The long hours, long commutes and the short amount of time to complete tasks throughout the day have put a premium on the time parents have to devote to their child's education. Parent involvement at P25R participation can be as simple as staying informed, volunteering at school or taking ten minutes each day to talk to their child. Our parent coordinator will assist parents in keeping in touch with teachers through parent teacher conferences and email to ensure their child is adequately performing in the class and on target for graduation.

P25R will help parents to understand that in order for our students to graduate they need to:

- Achieve higher test scores on assignments that will correlates into higher grades.
- That homework needs to be more consistently turned in.
- Communication with their child: Parent involvement is crucial to ensure their child will succeed in school and in life. One of the most important aspects for parents to follow is to always have open communication channels with their children. Our counselors will help with this process by offering workshops in transition.
- Teacher parent conferences: Parent involvement can be very effective when it is on a one on one basis with their child's teacher. Teacher parent conferences will allow them to receive feedback regarding the progress their child is making in school. If expectations are not being met, action plans can be developed to help their child succeed in the classroom.
- Parents should set realistic expectations: Make sure goals they set for their child are realistic and in line with the success they desire for their child.
- Parents should participate in school activities: Parent involvement should include a healthy dose of volunteer contributions to the school such as our PTA,School Leadership team and special events. Volunteering for school activities or attending our PTA meetings will help to involve each parent in their child's education.
- Parents should support learning at home: Encouraging life long learning and continuous education will set a positive example for their child with programs such as Achieve 3000 & Lexia Reading programs. Our staff will help parents lay the groundwork to emphasize the great opportunities that can be attained in life with a solid education at home through these response to intervention programs. Parent involvement at home will encourage their child to value education and become creative thinkers leading to better graduation rates.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

NCLB provides flexibility in developing assessments for teachers to demonstrate subject-matter competency. New York state tailor' teacher tests to the subjects and level of knowledge needed for effective instruction.
Highly Qualified Teachers: To be deemed highly qualified, teachers at P25R must have: 1) a bachelor's degree, 2) full state certification or licensure, and 3) prove that they know each subject they teach.
State Requirements: NCLB requires New York) measure the extent to which all students have highly qualified teachers, particularly minority and disadvantaged students, 2) adopt goals and plans to ensure all teachers are highly qualified and, 3) publicly report plans and progress in meeting teacher quality goals.
Demonstration of Competency: Teachers (in high school) must prove that they know the subject they teach with: 1) a major in the subject they teach, 2) credits equivalent to a major in the subject, 3) passage of a state-developed test, 4) HOUSSE (for current teachers only, see below) Teacher portfolios, 5) an advanced certification from the state, or 6) a graduate degree.
High, Objective, Uniform State Standard of Evaluation (HOUSSE): NCLB allows states to develop an additional way for current teachers to demonstrate subject-matter competency and meet highly qualified teacher requirements. Proof may consist of a combination of teaching experience, professional level.

Special Education Teachers
The highly qualified teacher requirements apply only to teachers providing direct instruction in core academic subjects. Special educators who do not directly instruct students in core academic subjects or who provide only consultation to highly qualified teachers in adapting curricula, using behavioral supports and interventions or selecting appropriate accommodations, do not need to demonstrate subject-matter competency in those subjects.

Congress, in the context of the Individuals with Disabilities Education Act (IDEA) reauthorization, is considering modifying how the highly qualified teacher provisions of NCLB apply to special education teachers. P25R looks forward to working with the DOE in addressing this need.

Any vacancy is posted within our school and open market. Most qualified applicants are selected through a teacher interview, which consists of two levels. Tenure is given to teachers after three years of a satisfactory rating and a portfolio to show principal as to why they deserve tenure.

Professional Development: The Ninth Grade Learning Community (Team), will be developed around the concept of a small learning community, is a opportunity within-a-school organized around the assistant principal and interdisciplinary teams of English, math, science, and social studies teachers who share a specific area of the school building to address the close needs of the students. Incoming freshmen are connected to a select team of caring staff who will use research proven best instructional strategies to teach the curriculum as well as address their students' individual needs.
Teachers work in a collaborative environment and are committed to the learning of the students they share.

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

For Our ninth grade attendance initiative P25R is correlating its action plan to the NCLB by:

- Strengthen the core academic program of the school,
- Incorporating use of technology into the lessons to increase motivation and student engagement supported by councilman Title IID
- Giving primary consideration to providing or increasing extended learning time, such as an extended school year, before-and after-school, and summer programs and opportunities, including strategies to address the needs of all children in the school, but particularly low achieving children and those at risk of not meeting the New York Core Curriculum Learning Standards.
  College and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, such as team-teaching strategies, and the integration of vocational and technical education programs. Jewish Board & College of Staten Island

**Under NCLB Part II:**

- The New York state Core Curriculum for students who are members of target populations of our 9th grade program that is consolidated in the school wide program has been met, and is consistent with, and is designed to implement, State and local improvement plans, if any.
- Coordinate with and support the regular education program.
- Provide high quality and on-going professional development for teachers, principals, and paraprofessionals, and if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the Common Core Standards.
- Provide instruction by highly qualified teachers.
- Employ strategies to attract high-quality, highly qualified teachers to high-need schools.
- Employ strategies to increase parental involvement, such as family literacy services.
- Implement measures to include teachers in the decisions regarding the use of academic assessment in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
- Implement activities to ensure that students who experience difficulty mastering the proficient (meets) or advanced (Exceeds) levels of academic achievement standards are provided with effective, timely additional assistance which include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
- Coordinate and integrate Federal, State, and local services, including programs supported under this Act, violence Prevention programs, nutrition programs, housing programs, adult education, vocational and technical Education and job training

**Budget and resources alignment**

- Code 491 snacks for students
- Code 100/130 supplies for awards average $10 per student designated
- Pupil personnel secretary
- PTA donation
- Title IID District Funding for IPAD initiative 40 pads

## ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**Annual Goal #2**

By June 2012 P25R will build teacher capacity in the area of alternate assessment aligning our curriculum and assessments to all of our K-12 by having the students master more skills and be more engaged leading to a better mastery.

**Comprehensive needs assessment**

P25R 's alternate assessment program consists of 2, 6:1:1 classes located at P3 annex, 2, 6:1:1 classes at IS75, 1, 6:1:1 high school program at P25R main South Richmond High school 1 12:1:1 middle school alternate assessment program at IS25 and a 1 6:1:1 HS program at South Richmond HS Annex @ IS25. We currently have 28 students who are alternate assessment. Our students are following The New York State Alternate Assessment (NYSAA) as a part of the New York State Testing Program. It is a data folio-style assessment in which students with severe cognitive disabilities demonstrate their performance toward achieving the New York State learning standards. The Committee on Special Education (CSE) determines eligibility for participation in NYSAA according to criteria described in the Administrators' Manual. Student performance is recorded through direct observation and documentation and may include other information such as student work products, photographs, audio and videotapes. Students must be assessed once a year beginning in the school year they become 9 years old through the school year they become 14 (grade equivalents 3-8). The secondary level NYSAA is administered during the school year they become 17-18 years of age (high school). A collegial review for our students is a facilitated process in which a Lead Special Education Teacher (hereafter referred to as "teacher") who has compiled a New York State Alternate Assessment (NYSAA) data folio has a colleague, peer, or administrator who is familiar with the requirements of the NYSAA review student data folio contents for errors, omissions or needed revisions.
At a minimum, one collegial review must is conducted for each data folio, after it is completed by the teacher. This review is held during the NYSAA administration period and at a point when any necessary revisions can be made before the end of the administration period. The month of the last collegial review session is documented on the student page of the data folio. A Collegial review does not guarantee that a data folio will meet the procedural requirements for the assessment however our collegial review provides feedback to the teacher on whether the appropriate connections have been made among the Alternate Grade Level Indicators (Aglis), the assessment tasks, and the verifying evidence selected for a given student. Last years data folios showed: 8 Level 1 and 1 Level II 4 Level III and 11 Level IV.

Needs Assessment
After last year's assessment of our programs we needed to demonstrate evidence to show a curriculum's K-12 assessments that would show student progress across P25R's alternate assessment population. Our students demonstrate activities that reveal what students can do with language, emphasizing their strengths instead of their weaknesses. Alternative assessment instruments are not only designed and structured differently from traditional tests, but are also graded or scored differently. Because alternative assessment is performance based, it helps instructors emphasize that the point of language learning is communication for meaningful purposes.

Alternative assessment methods work well in learner-centered classrooms because they are based on the idea that students can evaluate their own learning and learn from the evaluation process. These methods give learners opportunities to reflect on both their linguistic development and their learning processes (what helps them learn and what might help them learn better). Alternative assessment thus gives instructors a way to connect assessment with review of learning strategies.
Features of alternative assessment:
* Assessment is based on authentic tasks that demonstrate learners' ability to accomplish communication goals

* Instructor and learners focus on communication, not on right and wrong answers
* Learners help to set the criteria for successful completion of communication tasks
* Learners have opportunities to assess themselves and their peers

**Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  a) strategies/activities that encompass the needs of identified student subgroups,
  b) staff and other resources used to implement these strategies/activities,
  c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  d) Timeline for implementation.

Action Plan & Timeline:

Assess school wide curriculum & assessments for alternate assessment. October 2011

- Professional development periods will be utilized for direct 1:1 academic intervention services for teachers to learn The Unique Curriculum & Lakeshore Assessments. . (All year.)
- D75 will train assistant principal and a lead teacher to go back & turnkey to P25R (Ongoing)
- Assistant Principal & Lead teacher will turnkey trainings.
- Develop a learning Community around alternate assessment. (Monthly meetings
- Create an academic intervention plan for students with SANDI results
- Identify students in need of AIS and establish functional levels.
- Professional development opportunities will be provided to introduce technology tools, classroom strategies, assessments that support differentiation during team meetings and District/city professional development opportunities.
- Academic Intervention Services will be developed for every student scoring in the low proficiency range and below. (Unique Program)
- Staff will use data management systems to accurately and effectively analyze data from SANDI.
- During professional development, staff from different sites will meet and share best practices and conduct planning sessions through learning community meetings each month.
- Coaching support for teachers to implement UNIQUE & Lakeshore.

2011-12 NYSAA Administration Period: October 3, 2011 to February 10, 2012

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
  N/A Not at Title I School

The key factor in the home-school partnership is the relationship between the teacher and the parent, especially with alternate assessment students. Our P25R teachers are professionals who manage a variety of instructional resources. Parents are an essential resource in the learning process of their children.
Organizational support from the school , district administrators, and building principals enables teachers to effectively develop the partnership.

The intent of this collaboration is to result in consciously doing those things already in practice in a more efficient, consistent and effective manner as well as generating new ways of strengthening the partnership between the school and parents.

The partnership between home and school will be supported by:

1. The development of an infrastructure to continually assess, plan and implement strategies that build the partnership.

a. A district-wide committee of parents, teachers, and administrators to guide overall program efforts and serve as a home-school partnership network.

b. Coordination of activities through the staff development system in areas of teacher in service, assessment of teaching strengths, and communication with parents toward creation of the best possible learning experience for each child. Also training in our new curriculum called Unique and assessments called SANDI.

2. Self-study of parental involvement practices by our school leadership team , cabinet, teachers and the administrator in each school using the following seven basic principles considered essential to home-school partnerships.

a. Every aspect of the school climate is open, helpful and friendly.

b. Communications with parents (whether about school policies and programs or about their own children) are frequent, clear and two-way.

c. Parents are treated as collaborators in the educational process, with a strong complementary role to play in their children's school learning and behavior.

d. Parents are encouraged, both formally and informally, to comment on school policies and to share in the decision making.

e. The principal and other school administrators actively express and promote the philosophy of partnership with all families.

f. P 25R encourages volunteer participation from parents and the community at large.

g. The school recognizes its responsibility to forge a partnership with all families in the school, not simply those most easily available.

3. The Parent Coordinator will provide principals. teachers, and parents with Resources .

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

Testing Flexibility
NCLB provides flexibility in developing assessments for teachers to demonstrate subject-matter competency. States may tailor teacher tests to the subjects and level of knowledge needed for effective instruction.

Special Education Teachers
The highly qualified teacher requirements apply only to teachers providing direct instruction in core academic subjects. Special educators who do not directly instruct students in core academic subjects or who provide only consultation to highly qualified teachers in adapting curricula, using behavioral supports and interventions or selecting appropriate accommodations, do not need to demonstrate subject-matter competency in those subjects.

Congress, in the context of the Individuals with Disabilities Education Act (IDEA) reauthorization, is considering modifying how the highly qualified teacher provisions of NCLB apply to special education teachers. P25R looks forward to working with Congress in addressing this need.

With this announcement, the U.S. Department of Education intends to use what we've learned from science and the field over the last three years to move the law forward. We are willing to use a more sensible and informed approach regarding how students with persistent academic disabilities will be tested. From now on, more students with academic disabilities will be allowed to take tests that are geared specifically toward their abilities, as long as the state is working to best serve those students by providing rigorous research-based training for teachers, improving assessments and organizing collaboration between special education and classroom teachers.

To implement this policy, P25r will train teachers to demonstrate several activities including improving alternate assessments based on alternate achievement standards, developing modified achievement standards, implementing a strong accountability system, offering high quality professional development, and training individualized education program (IEP) teams and alternate assessment teachers. The Department of Education, for its part, is unveiling a comprehensive technical assistance plan designed to help New York State with these activities. This technical assistance will provide needed resources to improve instruction, assessments, and accountability for all students with disabilities.

In the short-term the P25R will establish state-specific agreements where details about assessment development, AYP transition, and technical assistance will be described. P25R alternate assessment team will use the Raising Achievement principles (such as student achievement, system accountability, and teacher quality) to determine and implement this interim flexibility.

Teachers will receive Professional Development support from D75 and P25R administration on NYSSA, Autism, Classroom Management, Functional Behavior Assessment, Unique Curriculum and SANDI (Lake Shore Assessment)

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Program Coordination with:

- On Your Mark
- Heartshare

- Fedcap
- Jewish Board
- StatenIsland Mental Health
- 123pct.
- College of Staten Island
- Teddy Atlas Foundation
- Tottenville High School
- Port Richmond High School
- Curtis High School
- New Dorp High School
- IS 75
- P3 Annex
- Councilman Oddo
- Councilman Ignizzio
- B.P. Molinaro

**Budget and resources alignment**

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- Bulk Job GDNFI – for tech help.
- NYSTL to purchase textbooks and library books Unique & Sandi
- Code 0337 textbooks / Code 0038 Library books under NYSTL funds
- NYSTL to purchase computer software Code 0199 NYSTL software
- Funding from Per session/Instructional Funds/Inquiry Team
- GDJ11 – Principal funds / GDJ12 Supervisor Funds / GDJ13 – Teacher funds
- Code 332 technology hardware

## ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**Annual Goal #3**

- By June 2012 there will be an improvement in successful post secondary outcomes by increasing our graduation rates 5%, as evidenced by improved targeted instructional practices by low inference observations

**Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Studies have found that declines in academic performance or educational engagement are good predictors of falling off course for graduation, particularly during transition years. With a national high school graduation rate, hovering around 70 percent, far too many of P25R's students are falling through the cracks of the education system and leaving high school without the skills necessary for success in college, work, and life. Anecdotal evidence and national statistics show that educational outcomes for poor and minority children are generally worse than that of their peers. Less tan 6 in 10 graduate among African-American and Hispanic students. Our main goal is to identify those at-risk students early on and develop a plan of action to increase their graduating chances. By preventing students from falling through the cracks and ensuring that they receive the appropriate level of attention, instruction, engagement, and support needed to succeed in their classes, educators can give every student the chance to graduate from high school prepared for college, the modern workforce, and life. P25R supports all students to become independent learners by giving them opportunities to practice the habits of successful learners, such as study and literacy skills, time management, and cooperative learning. Teachers give students easy access to opportunities to meet course standards and graduate on time with their peers. Our school takes pride in supporting a culture of continuous improvement using student assessments, program evaluation data, student portfolios, program enrollment, retention and placement reports, student follow-up reports and advisory committee input to continuously improve school culture, organization, management, curriculum and instruction to advance student learning.

**Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  a) strategies/activities that encompass the needs of identified student subgroups,
  b) staff and other resources used to implement these strategies/activities,
  c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  d) Timeline for implementation.

At P25R we are committed to helping our students achieve their highest potential by:

Identifying students at-risk of dropping out using data from ARIS, NY Start, Acuity and Scantron. (Ongoing)
Using Intervention specialist who provides small group reading and writing interventions for struggling readers and writers.
Sharing students' assessment, attendance and behavior data with all content area teachers.
Using structured research-based interventions like Lexia, Achieve 3000, and Wex to address the needs of struggling readers and writers.
Identifying goals for the interventions through student interviews and inventories.
Teachers will use differentiated instruction and provide extra time for students to complete assignments.
Providing support for students who are struggling with skills or content area work.
Offering lessons on organizational and study skills, information on courses needed for graduation, and information about career and college preparation.

- Target population will include 12:1:1, 6:1:1, and 8:1:1
- Conducting periodic transition parent meetings to work collaboratively with the students and families to get students to an appropriate transition.
- Sponsoring a transition fair in October 2011 with local agencies and possibly another in the spring of 2011.
- Staff will attend District 75 and State transition meeting.
- Using summative data for periodic vocational assessment.
- Use of administrative staff to track graduates progress for postgraduate students from summative data reports.
- P25R will hold professional development trainings from District 75 meetings to continue updated transitional services.
- VESID will meet and greet future graduates to explain and discuss the transition process.
- Starting at age 12, Prevocational Interview (Transition Plan), which needs to be updated to reflect students vocational and personal needs.
- Professional development in C-DOS Curriculum for our 14-21 year old students will be introduced.
- Job Developer will work closely with Human Resources Department of Community Businesses.
- Using students work assessments and interviews as a basis, the Job Coach will support work sites by soliciting new appropriate job sites from the business community.
- Job Coach will support employment by issuing working papers to students at 14 years of age.
- Support Summer Employment for students by distributing applications for summer employment. Support will be offered to families for the completion of the applications.
- P25R will sponsor a Community Luncheon, hosted by our Culinary Arts Program, to thank our community-based organizations for their support.
- Counselor will guide and support college-bound students with college decisions and application
- College fair will be held at the Main Site in the spring of 2012. Summative data reports for transition submitted by Job Coach.
- Job Creations Reports from September 2011 – August 2012.
- Professional Development Meeting Agendas.
- Summative data reports for work study programs (tracking sheets).
- Sign in sheets from the Individual Planning Meetings
- Guidance Counselor will keep track and follow up on necessary paper work for college-bound students.

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

P25R 's evaluation will b be conducted of the content and effectiveness of the parental involvement policy to determine whether there has been increased participation and whether there are barriers to greater participation by parents who are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. To carry out such an evaluationP25R will use The Learning Environment Survey , in conjunction with participating parents, could consider developing methods for successful post secondary outcomes by:

1. Comparing levels of parental participation prior to and following implementation of the newly required policy;

2. Determining whether the levels of participation of parents who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background are represented in adequate proportions;

3. Identifying barriers to greater participation by these groups;

4. Assessing the effectiveness of parental participation activities, procedures, and policy in the improvement of schools;

5. Reporting evaluation findings; and

6. Using evaluation findings to revise school-level policy so that it promotes more specifically the improvement of student academic achievement, the social and emotional welfare of students, and the school's teaching and learning environment.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

NCLB provides flexibility in developing assessments for teachers to demonstrate subject-matter competency. New York state tailor' teacher tests to the subjects and level of knowledge needed for effective instruction.
State Requirements: NCLB requires New York to : 1) measure the extent to which all students have highly qualified teachers, particularly minority and disadvantaged students, 2) adopt goals and plans to ensure all teachers are highly qualified and, 3) publicly report plans and progress in meeting teacher quality goals.

Highly Qualified Teachers: To be deemed highly qualified, teachers at P25R must have: 1) a bachelor's degree, 2) full state certification or licensure, and 3) prove that they know each subject they teach. Any vacancy is posted within our school and open market. Most qualified applicants are selected through a teacher interview, which consists of two levels. Tenure is given to teachers after a portfolio is given to principal as to why they deserve tenure.

Demonstration of Competency: Teachers (in high school) must prove that they know the subject they teach with: 1) a major in the subject they teach, 2) credits equivalent to a major in the subject, 3) passage of a state-developed test, 4) HOUSSE (for current teachers only, see below) Teacher portfolios, 5) an advanced certification from the state, or 6) a graduate degree.
Special Education Teachers
The highly qualified teacher requirements apply only to teachers providing direct instruction in core academic subjects. Special educators who do not directly instruct students in core academic subjects or who provide only consultation to highly qualified teachers in adapting curricula, using behavioral supports and interventions or selecting appropriate accommodations, do not need to demonstrate subject-matter competency in those subjects.
P25R's teachers will be trained in IDEA 2004 [section 614(d)(1)(A)(i)(VIII)] that requires that students age 16 or older have Individualized Education Programs (IEPs) that include appropriate measurable postsecondary goals, based on age-appropriate transition assessments. P25R is required to report on the "[percent of youth aged 16 and above with an [IEP] that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet postsecondary goals [(20 U.S.C. 1416(a)(3)(B)]." Transition requirements under IDEA 2004 include, in summary [section 614(d)(1)(A)(i)(VIII)]: Teachers will be trained on the following:

- An assessment process that focuses on identifying one or more postsecondary goals for students.
- Specification of one or more postsecondary goals in the areas of education/training, employment, and/or independent living, as appropriate.
- Specification of one or more annual IEP goals that are directed to assist students to meet their postsecondary goals.
- Specification of transition services in the IEP (including instruction, community experiences, and other activities as appropriate) , that are designed to facilitate the transition from school to anticipated postschool environment(s) and the achievement of postsecondary goals.

In addition, P25R has to report to D75 on the percentage of students with IEPs who, within 1 year of leaving high school, have been competitively employed, or attended some type of postsecondary education, or both. Our transition coordinator will be supported along with our high school teachers to complete these trainings.

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Coordination with:

Mt. Loretto
Councilman Oddo
Alzheimer Foundation Memory Lane
Staten Island University South
Staten Island University North
Seaview Rehabilitation Center
High Rock Park
P721R
New Dorp High School
Tottenville High School
Curtis HS
Port Richmond HS
PS373R
IS49 R
IS34R
IS75R
IS7 R

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
  - PCEN funds
  - Software code 199
  - Flex funds –training rates
  - Supplies code 100
  - VTEA Funds
  - TOPS Funds
  - Summer Youth Employment (UAU)

## ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**Annual Goal #4**

By June 2012, there will be improved school-home collaboration/participation as evidenced by an increased parent/ home/ school connections measured by a 15% positive increase in results on the parent communication outcomes on the on the Learning Environment Survey.

**Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Research consistently finds that family engagement has a direct, positive effect on students' achievement and is the most accurate predictor of a student's success in school. This is true across socio-economic, racial/ethnic, and educational background for students of all ages (Mapp, 2004). Some of the factors that interfere with parent involvement and communication with schools have to do with their level of literacy, language preference, daily commitments and availability to respond to their children's school. P25R provide a framing of relationships that shows us who is responsible for what actions between school and home. This kind of approach needed can add much to our understandings of home-school relations because it describes the relations in terms of the responsibilities that parents have in our school. Our assessments from our learning survey showed a decline in this objective. In order to involve parents, teachers and administrators need to: organize volunteer staff to recruit and organize parent help and support, help all families establish home environments to support children as students, family support programs to assist families with health nutrition, and other services. assure that all information for and from families is clear, usable, and linked to children's success in school. For teachers, understanding families' backgrounds, cultures, concerns, goals, needs, and views of their children is an important step towards good communication, and show respect for families' strengths and efforts. Understanding of student diversity is very important in order to support the student's learning.

STRATEGIES TO IMPROVE PARENTAL INVOLVEMENT:

- Provide suggestions for home conditions that support learning at each grade level.
- Provide telephone calls or other structures to provide all families with needed information.
- Provide workshops, computerized phone messages on school activities and events for elementary, middle and high school parents.
- Design more effective forms of school-to-home and home-to-school communications with all families each year about school programs and their children's progress.
- Conferences with every parent at least twice a year, with follow-ups as needed.
- Provide language translators to assist families as needed.
- Provide information to all families who want it or who need it, not just to the few who can attend workshops or meetings at the school building.
- Help parents and students become aware of the importance of school.
- Review the quality of major communications such as the schedule, content, and structure of conferences; newsletters; report cards and others.
- Establish clear two-way channels for communications from home to school and school to home considering parents who do not speak English well, do not read well, or need large type.
- Provide clear information on all school policies, programs reforms, and transitions.
- Include students (along with parents) in decision-making groups.
- Provide regular schedule of useful notices, memos, phone calls, newsletters, and other communications.

- Offer parents clear information on choosing schools, or courses, programs, and activities within schools.
- Parent and student pick-up of report card, with conferences on improving grades.
- Provide goal setting for students with families each year, and for future plans for college or work.
- Coordinate family linked homework activities, if students have several teachers.

For Students;

- Awareness of own progress, and actions needed to maintain or improve grades.
- Understanding of school expectations and procedures for behavior attendance and other policies.
- Informed decisions about courses and programs.
- Awareness of own role in partnerships, serving as courier and communicator.

For Parents:

- Understanding school programs and policies.
- Monitoring and awareness of child's progress.
- Conduct of responsive activities to address student's problems as needed.
- Interactions with teachers and ease of communications with school and teachers.
- Input into policies that affect child's education.
- Shared experiences and connections with other families.
- Awareness of school, district, and state policies.

For Teachers:

- Increased diversity and use of communications with families, and awareness of own ability to communicate clearly.
- Appreciation and use of parent network for communications.
- Increased ability in two-way communications for family views of children's programs and progress.
- Provide information and ideas to families about how to help students at home with homework and other curricular-related activities, decisions, and planning.
- Information for families on skills required for students in all subjects at each grade.
- Information on homework policies and how to monitor, and discuss schoolwork at home.
- Information on how to assist students to improve skills on various class and school assignments.
- Provide regular schedule of homework that requires students to discuss and interact with families on what they are learning in class.
- Provide calendars with activities for parents and students at home.
- Better design of homework assignments.

Collaborating with the Community

Goal: Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.
Sample Best Practices

* Information for students and families on community health, cultural, recreational, social support, and other programs or services.
* Information on community activities that link to learning skills and talents, including summer programs for students.
* Planned service integration of school in partnership with businesses, civic, counseling, cultural, health, recreation, and other agencies and organizations.
* Service to the community by students, families, and schools (e.g., recycling, art, music, drama, and other activities for seniors or others, etc.) Alumni to link to school programs for students.

Challenges

* Solve turf problems of responsibilities, funds, staff, and locations for collaborative activities.
* Inform families of community programs for students, such as mentoring, tutoring, business partnerships, and other programs.
* Assure equity of opportunities for students and families to participate in community programs or to obtain services.
* Match community contributions with school goals; integrate child and family services with education.

Results

For Students

* Increased skills and talents through enriched curricular and extra-curricular experiences.
* Awareness of careers, and options for future education and work.
* Pride in community, and in own service to the community.
* Specific benefits linked to programs, services, resources, and opportunities that connect students with the community.

For Parents

* Knowledge and use of local resources by family and child to increase skills and talents, or obtain needed services.
* Family pride in and contributions to community.
* Interactions with other families in community activities.
* Awareness of school's role in the community, and community support and contributions to the school.

For Teachers

* Awareness of community resources to enrich curriculum and instruction.
* Openness to and skill in using mentors, business partners, community volunteers, and others to assist students and teaching practice.
* Knowledgeable, helpful referrals of children and families to needed services.
* Pride and participation in community.

**Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  a) Strategies/activities that encompass the needs of identified student subgroups,
  b) Staff and other resources used to implement these strategies/activities,
  c) Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  d) Timeline for implementation.

Families at P25R send children to school, where they hope their children will become learners with the tools they need to succeed in life. P25R takes children from and send them back to their families, where we assume the families will provide the support that children need to grow and learn. This circle, in which home and school share the resource of children, is one that has been the focus of development, debate, and data collection throughout P25R. According to the latest research most educational institutions have some formal home-school group, whether it is a parent board, a PTA, a School Advisory Council, Room Parents--all working to bridge the space between families and education. The attention to the topic is even framed legislatively with a national education goal whose focus is partnerships: "By the year 2000, every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children." (National Education Goals Panel, 1995). The connections are called by various names--parent involvement, partnerships, home-school relations--but they all represent a deeply held conviction that children will be better off if the adults in their two care settings communicate and collaborate.

At P25R both parents and educators have a large stake in children's success and the linkages promoted to facilitate it. In order to improve our parental involvement we will:

- Conduct a parent survey of parents needs
- Implement procedures to update the school website and increase the amount of information available via the web site on a monthly basis
- Update monthly newsletters by parent coordinator
- Have a transition fair for our alternate population
- Conduct monthly parent workshops at each site.
- Conduct Parent support groups during and after school hours.
- A call system will be used to provide information to parents
- Provide multiple parent information sessions based on the survey
- Create a partnership with The Basic research Institute on Staten Island as a secondary source of support for our organization
- Expand family outreach services by increasing number of home visits by attendance teacher.
- Provide PTA and SLT minutes and newsletters on school website.
- Provide information in multiple languages by setting up multilingual pages on our website when requested.
- Provide interpreters as needed at parent meetings
- Give parents an opportunity on many days/evenings to take The Learning Environment Survey by opening our computer labs
- Give students/parents opportunities to fill out Learning Environment Survey's

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
  Not Title I N/A

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

NCLB provides flexibility in developing assessments for teachers to demonstrate subject-matter competency. New York state tailor' teacher tests to the subjects and level of knowledge needed for effective instruction.
Highly Qualified Teachers: To be deemed highly qualified, teachers at P25R must have: 1) a bachelor's degree, 2) full state certification or licensure, and 3) prove that they know each subject they teach.
State Requirements: NCLB requires New York) measure the extent to which all students have highly qualified teachers, particularly minority and disadvantaged students, 2) adopt goals and plans to ensure all teachers are highly qualified and, 3) publicly report plans and progress in meeting teacher quality goals.
Demonstration of Competency: Teachers (in high school) must prove that they know the subject they teach with: 1) a major in the subject they teach, 2) credits equivalent to a major in the subject, 3) passage of a state-developed test, 4) HOUSSE (for current teachers only, see below) Teacher portfolios, 5) an advanced certification from the state, or 6) a graduate degree.
High, Objective, Uniform State Standard of Evaluation (HOUSSE): NCLB allows states to develop an additional way for current teachers to demonstrate subject-matter competency and meet highly qualified teacher requirements. Proof may consist of a combination of teaching experience, professional level

Special Education Teachers
The highly qualified teacher requirements apply only to teachers providing direct instruction in core academic subjects. Special educators who do not directly instruct students in core academic subjects or who provide only consultation to highly qualified teachers in adapting curricula, using behavioral supports and interventions or selecting appropriate accommodations, do not need to demonstrate subject-matter competency in those subjects.

Congress, in the context of the Individuals with Disabilities Education Act (IDEA) reauthorization, is considering modifying how the highly qualified teacher provisions of NCLB apply to special education teachers. The Department looks forward to working with Congress in addressing this need.

Any vacancy is posted within our school and open market. Most qualified applicants are selected through a teacher interview, which consists of two levels. Tenure is given to teachers after a portfolio is given to principal as to why they deserve tenure.

P25R's teachers will be trained on The Professional Development Standards explain what teachers need to know and be able to do in order to help students reach the new learning standards in New York.
The new Professional Development Standards define the important components of effective professional development for teachers, so that the providers of those services will improve the quality of offerings to P25R teachers.

P25R's staff will be taught through Professional development that parents play an integral role in assisting student learning. In fact, all of the adults who are important in a child's education need to keep learning. Any adult who comes in contact with their children have an opportunity to influence them.
As a parent, they'll be taught skills to continually improve their understanding about their child's school. Through our workshops parents will demonstrate knowledge how the education that their child receives relates to the new expectations for an excellent education. They will learn about the curriculum, which means that they need to be aware of what the school is teaching and why the expectations have changed.

P25 R will do their part by giving parents frequent information and encouraging parents to assist in their child's learning. The school should give you an explanation of the subjects and skills that their child needs to learn when he/she reaches each grade level, along with some specific directions, so that they can participate in the development of those skills. There are many ways that an effective partnership can be built between home and school. We believe when they are informed, they can play the important role of education partner by supporting what their child's teacher does in the classroom.
P25R believes that through parent workshops that this information will be able to have families participate fully in making their child's education successful and have meaningful decision-making at P25R.

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Parents and community members can communicate their support for high-quality professional development for teachers to local councilman members during town hall meetings. In this way our elected representatives will know what parents desire and expect for their child, as well as every child in our school community, which is to receive the best education available.
Parents have the opportunity to serve on local district 75 site- based management team that can prioritize professional development for teachers as a way to improve student learning.

Resources from New York State Include:

No Child Left Behind Legislation – Section III4 – School-wide Programs:
http://www.ed.gov/policy/elsec/leg/esea02/pg2.html#sec1114

No Child Left Behind Legislation – Section III5 – Targeted Assistance Schools:
http://www.ed.gov/policy/elsec/leg/esea02/pg2.html#sec1115

Designing School-wide Programs – U.S. Department of Education – Non-Regulatory Guidance, March 2006:
http://www.ed.gov/policy/elsec/guid/designingswpguid.doc

Federal Register / Vol. 69, No. 127 / Friday, July 2, 2004 / Notices / U.S. Department of Education: Notice
Authorizing School-wide Programs to Consolidate Federal Education Funds and Exempting Them from
Complying with Statutory or Regulatory Provisions of Those Programs
http://www.ed.gov/legislation/FedRegister/other/2004-3/070204a.pdf

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

  - Funding –Per-session /Flex Funds Instructional Funding for web site
  - GCKZ5- flex funds
  - Inquiry Team CW
  - GDJ11- Principal fund - GDJ12 –Supervisor funds – GDJ13 Teacher funds
  - NYSTL, Tax Levy and Project Arts

- 0100 NYSTL and Tax Levy supplies / 0685 Project Arts funds

## ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**Annual Goal #5**

By June 2012, students will demonstrate increased proficiency in ELA by 3% Increase in State ELA Scores as evidenced skill mastery measured by completion of task (s) aligned to the Common Core Standards in NY Start.

**Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

The goal of the Common Core State Standards is to focus on the knowledge and skills needed by all students so they can be successful in college and careers. This goal applies for all students at P25R. P25R has aligned the core curriculum standards to our ELA Pacing Calendar. Teachers are expected to challenge students to excel within the general education curriculum based on the Common Core State Standards. It's not just that students need to go to school; they need to learn in school.
Language in the Common Core State Standards outlines the areas that must be available to our students in order for them to demonstrate their conceptual and procedural knowledge and skills in English language arts (including reading, writing, listening, and speaking. Our ELA programs include substantially more literary non-fiction. Our data analysis from NYStart revealed that our middle school students need the most help with the constructive response performance indicators correlated to the Common Core Standard #1 for reading informational text and writing.

Our Learning Communities identified that our Common Core Standards require aligned ELA curriculum materials in Grades 6-12 to include a blend of literature (fiction, non fiction, and poetry) and a substantial sampling of literary non-fiction, including essays, speeches, opinion pieces, biographies, and historical, scientific or other documents written for a broad audience. Most of our ELA programs and materials designed for our students will need to increase substantially the amount of literary non-fiction they include. The Standards emphasize arguments (such as the Founding Documents) and other literary nonfiction that contain informational text structures rather than narrative literary non-fiction that tells a story, such as memoirs or biographies.
Our ELA Learning Community also emphasizes the need to mirror the Writing Standards that focus on students' abilities to make an argument and write to inform or explain. The shift in both reading and writing constitutes a significant change from the traditional focus in our ELA classrooms on narrative text or the narrative aspects of literary nonfiction (the characters and the story) towards more in depth engagement with the informational and argumentative aspects of these texts.
A significant percentage of questions/tasks are text dependent.

Teacher observation shows that questions and tasks require the use of textual evidence, including supporting logical inferences from the text. The Common Core Standards require our students to become more adept at drawing evidence from the text and explaining that evidence orally and in writing. Aligned curriculum materials therefore should include explicit models of high quality evidence-based answers to questions samples of proficient student responses about specific texts from each grade. Questions should require students to demonstrate that they follow the details of what is explicitly stated but also are able to make non-trivial inferences beyond what is explicitly stated in the text to what logically follows from the evidence in the text.

P25R's analysis of materials must focus on text based activities rather than activities where text plays an ancillary role. Materials aligned to the Common Core Standards should be designed so that the central focus of classroom time is spent on close reading, including writing from sources and conversations (speaking and listening) that center on the text. Rather than consigned to the margins when completing assignments, close and careful reading must be an absolutely essential and central part of classroom activities.
Writing and Research that Analyzes Sources and Deploys Evidence: The Common Core Standards require students to show that they can analyze and synthesize sources and present careful analysis, well defended claims, and clear information.

Our Literacy program is based on the Comprehensive Approach to Balanced Literacy and the K-12 Units of Study developed by District 75. The Units of Study focus on the Reader's and Writer's Workshop model, delivered through mini lessons. During the mini lessons, the teacher provides explicit, direct instruction to students by teaching them specific strategies for effective reading and writing. Teachers also use differentiated instruction to meet the unique learning needs of their students. The main goal is for students to acquire independence in reading and writing. We have aligned the units of study to the Common Core standards 1 and 10 to address the students' need for improvement in reading comprehension of informational text.

We will program each sixth, seventh, and eight grade schedules with double blocks of reading and writing workshop time. Again, the goal of the workshop is to foster a respect and love for books and literature in our students, to help them see the connection between reading and improving their writing, to see the many purposes of reading and writing, and to help them become active, engaged readers and writers.

Our goal here at P25R is to build classroom libraries throughout all our classrooms in order to help students develop a love and respect for reading and writing. We hope that exposing our students to all kinds of reading genres will enhance their knowledge and their interest in reading. Our main goal is for students to acquire independence in reading and writing.

Our inquiry team utilized the QRI, Periodic Assessments (Acuity Predictive and Ed Performance/ Scantron Series), which enabled us to diagnose students in terms of reading strengths and weakness. Some assessments provided recommendations for targeted interventions depending on results. Teachers were provided with a master sheet, indicating test results and included the format, skills, content and strategies needed with regarding each test that is offered, an understanding of various assessments, and targeted intervention strategies using Aris. It is our belief that regardless of content area, teachers need to be aware of this information and collaborate to maximize student preparation. Literacy skills are embedded in all content areas.

We also hope to improve our initial assessments of students so that we are better able to provide targeted interventions to our learners. Teachers will use the QRI, which will give them the student functional level for reading. This information will be used to set up the students for the Ed Performance/Scantron assessment, which in turn, will give them the students' performance level. Teachers are encouraged to use this data to drive instruction, and to differentiate instruction in order to meet students learning needs and provide targeted intervention to learners.

**Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
    a) Strategies/activities that encompass the needs of identified student subgroups,
    b) Staff and other resources used to implement these strategies/activities,
    c) Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
    d) Timeline for implementation.

    - Teachers will be trained on Common Core Standards 1 & 10 during September's professional development
    - Staff will use ARIS, school based coach support, ELA Learning Community to acquire a clear understanding of the expectations of The CCS.
    - ELA Learning Community and school- based coach will collaborate to align existing curriculum with the Standards.
    - ELA Learning Community School based coach & Assistant principals will collaborate to create units of study for ELA aligned with the CCS. Teachers will develop lesson plans
      to the common core .
    - Teachers will plan engaging learning activities by developing lesson plans aligned to CCS standards 1 & 10.
    - Cabinet will identify strategies for high quality instruction through weekly meetings.
    - Teachers will participate in school team meetings and district professional development workshops related to ELA & Common Core.
    - Following the workshops teachers will submit a form detailing the plan on how they used and will continue to use what they have learned.
    - The ELA Learning Community Group along with school - based coach and assistant principals will be charged with making textbook and materials adaption recommendations to the principal. The primary focus will be on middle school grades but issues regarding elementary grades and high school will also be addressed.
    - Textbooks and materials will be ordered to maintain a rigorous core standards aligned curriculums with room for differentiated instruction.
    - Teachers will use assessment data to drive instruction.
    - Teachers will plan engaging activities to address the students learning needs.
    - Cabinet will assess informal observations from Teach-Scape through weekly cabinet meetings
    - Teachers will be invited to meet vendors and familiarize themselves with the latest research-base instructional programs in order to participate in the decision making process in regard to textbooks and materials for the 2011-2012 school year.

Evidence:

- Data Analysis:
- Test Scores-NY ELA test scores
- Scantron results (fall, winter, and spring)
- Acuity results (fall, spring)
- The records of meetings held and actions accomplished.
- Teacher observations from Teachscape.
- School survey results
- Evaluation data of staff development activities.
- Response to intervention or AIS progress reports.

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

NCLB provides flexibility in developing assessments for teachers to demonstrate subject-matter competency. New York state tailor' teacher tests to the subjects and level of knowledge needed for effective instruction.
Highly Qualified Teachers: To be deemed highly qualified, teachers at P25R must have: 1) a bachelor's degree, 2) full state certification or licensure, and 3) prove that they know each subject they teach.
State Requirements: NCLB requires New York) measure the extent to which all students have highly qualified teachers, particularly minority and disadvantaged students, 2) adopt goals and plans to ensure all teachers are highly qualified and, 3) publicly report plans and progress in meeting teacher quality goals.
Demonstration of Competency: Teachers (in high school) must prove that they know the subject they teach with: 1) a major in the subject they teach, 2) credits equivalent to a major in the subject, 3) passage of a state-developed test, 4) HOUSSE (for current teachers only, see below) Teacher portfolios, 5) an advanced certification from the state, or 6) a graduate degree.
High, Objective, Uniform State Standard of Evaluation (HOUSSE): NCLB allows states to develop an additional way for current teachers to demonstrate subject-matter competency and meet highly qualified teacher requirements. Proof may consist of a combination of teaching experience, professional level

Special Education Teachers
The highly qualified teacher requirements apply only to teachers providing direct instruction in core academic subjects. Special educators who do not directly instruct students in core academic subjects or who provide only consultation to highly qualified teachers in adapting curricula, using behavioral supports and interventions or selecting appropriate accommodations, do not need to demonstrate subject-matter competency in those subjects.

Congress, in the context of the Individuals with Disabilities Education Act (IDEA) reauthorization, is considering modifying how the highly qualified teacher provisions of NCLB apply to special education teachers. The Department looks forward to working with Congress in addressing this need.

Any vacancy is posted within our school and open market. Most qualified applicants are selected through a teacher interview, which consists of two levels. Tenure is given to teachers after a portfolio is given to principal as to why they deserve tenure.

Professional development catalog from District 75 discussed with all staff at the beginning of the school year as well as at faculty meetings. School-based Coach meets with teachers in small groups and/or individually to review the District 75 catalog and help them choose appropriate professional development courses relevant to their needs and subject areas. Most of our teachers have already registered for professional development courses with the District for the 2011-2012 school year. Common preparation periods will be used by teachers and coach in order to turn key information throughout our various sites and do team meetings..

Teachers will be trained to use online resources and computer software in a manner that links together various aspects of curriculum planning, including tools for curriculum-based management, management of materials, lesson planning, and the design of differentiated instruction. Teachers will be provided with a flash drive to load and save information from websites related to their content area, pacing calendars, state standards, student test scores reports (ARIS, Ed Performance/Scantron), rubrics, and other resources.

School-based coach and administration will continue to use the Professional Teaching Standards to enhance teachers' skills and to help them reflect on their own teaching.

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Coordination with:

Mt. Loretto
Councilman Oddo
Alzheimer Foundation Memory Lane
Staten Island University South
Staten Island University North
Seaview Rehabilitation Center
High Rock Park
P721R
New Dorp High School
Tottenville HighSchool
Curtis HS
Port Richmond HS
PS373R
IS49 R
IS34R
IS75R
IS7 R

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
  - NYSTL Software Funds
  - Inquiry team funding
  - Scheduling of teacher coverage's
  - AIS and ELL training money
  - Title III funding
  - Core Curriculum Funding

## ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

| | ELA | Mathematics | Science | Social Studies | At-risk Services: Guidance Counselor | At-risk Services: School Psychologist | At-risk Services: Social Worker | At-risk Health-related Services |
|---|---|---|---|---|---|---|---|---|
| | # Of Students Receiving AIS | # Of Students Receiving AIS | # Of Students Receiving AIS | # Of Students Receiving AIS | # Of Students Receiving AIS | # Of Students Receiving AIS | # Of Students Receiving AIS | # Of Students Receiving AIS |
| **K** | 0 | 0 | **N/A** | **N/A** | | | | |
| **1** | 1 | 1 | **N/A** | **N/A** | | | | |
| **2** | 1 | 1 | **N/A** | **N/A** | | | | |
| **3** | 4 | 5 | **N/A** | **N/A** | | | | |
| **4** | 9 | 5 | **5** | **5** | | | | |
| **5** | 4 | 3 | **2** | **4** | | | | |
| **6** | 50 | 36 | 20 | 20 | | | | |
| **7** | 25 | 20 | 10 | 10 | | | | |
| **8** | 21 | 24 | 10 | 20 | | | | |
| **9** | 52 | 51 | 20 | 20 | | | | |
| **10** | 20 | 8 | 10 | 10 | | | | |
| **11** | 21 | 7 | 10 | 10 | | | | |
| **12** | 24 | 9 | 10 | 10 | | | | |

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. Type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. When the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

| Name of Academic Intervention Services (AIS) | Description |
|---|---|
| **ELA** | QRI: Qualitative Reading Inventory, used to form baseline decoding and comprehension skills; 1:1, twice a year, in school<br><br>Lexia: Computer based reading/fluency program, 15 minutes per day, up to 5x per week, in school<br>Don Johnston: using audio and visual learning styles in a technology –based program to improve reading comprehension; 30 minutes, 3x per week, in school<br><br>Achieve 3000: Technology based non-fiction program that enhances fluency, vocabulary, comprehension, writing and math skills; 30 minutes, 2x per week, in school, at home, weekends. |
| **Mathematics** | Math Games: May be technology based to improve subtraction, multiplication, division, word problems, sequencing, numeration, algebraic expressions; 15 minutes per day, up to 5x per week in school<br>Small group |
| **Science** | N/A |
| **Social Studies** | N/A |

| | |
|---|---|
| **At-risk Services provided by the Guidance Counselor** | Provide leadership in developing a safe, caring, and inviting school with a sense of community where contributions of all persons are valued, where there are high expectations of excellence for all students, and where home-school-agency partnerships are valued. Demonstrate strong interpersonal skills and the ability to work, communicate, and collaborate effectively with teachers, other school staff, and families as part of a team within the school setting. Apply sound principles of data based decision making to all aspects of practice (designing interventions, monitoring student progress, consulting with school administrators, and disseminating intervention research findings within the school setting). Participate in planning and or implementation of school or system level crisis response. Identify resources and coordinate services with other professionals and or agencies to address students' behavioral, affective, or social needs.<br>Provide key liaison person that the parents students and at risk outside agencies use as facilities to the students. Our Guidance Counselors make referrals to drug and substance abuse programs. They evaluate at risk students transcripts to plan a program geared towards academic success. |
| **At-risk Services provided by the School Psychologist** | Help schools develop challenging but achievable, cognitive and academic goals for all students. Implement appropriate and alternative ways to monitor and assess the effectiveness of interventions and individual student progress toward goals. Assess students' cognitive abilities using a variety of instruments and techniques that are appropriate for the individual student. Demonstrate expertise in collecting, managing, and interpreting various types of individual and group data. Ensure that students and families know about community services and programs and assist them in accessing these, as appropriate. Participate in planning and implementing prevention programs to address the social and affective needs of students. (Programs to address bullying, school violence, and school safety.) Participate in designing prevention and intervention methods to address programs that influence student learning. Provide direct services to individuals or groups of students (counseling, crisis interventions, mentoring, and individual safety plans, when appropriate) Consult and confer with teachers, staff, and families about strategies to facilitate the social and effective adjustment of students. |
| **At-risk Services provided by the Social Worker** | Social Workers for P25R do many things that provide services for our at risk students. They provide individual and group counseling service with students. Crisis intervention programs are set up in each school supporting students & parents. Outreach is done to various agencies that provide additional support serviced with students and families. Preventative support services for suicide, child abuse neglect, and sexual harassment amongst students. P25r's conduct social history reports and conduct IEP and annual review meetings. They provide transitional services, PPT meetings (Pupil Personal Meeting). They help direct Functional Behavior Assessments and Behavioral Intervention Plans. Social workers escort students to hospital and or other sites when needed to offer additional emotional support. They help provide trainings from outside agencies such as Aids Task Force, Gang Unit, drug & substance abuse. |
| **At-risk Health-related Services** | Our health related services include and are not limited to: Coordinating the activities of the health staff in each school to ensure that every student has a documented new admission examination, a current medical record and to see that other mandated services are provided. Engage in case finding, referral and case manage activities in conjunction with the school health team and the community providers. Implements the OSH standardized tracking system for the follow-up of student referrals. Monitors compliance with health care plans at appropriate intervals. Directs health staff in managing the delivery of first aid. Follows the OSH communicable disease control procedures, informs and advises administration and/or parents regarding school exclusion and readmission. Collaborate with school personnel in the development and implementation of case management plans to meet the health needs of students. Advocates for the student and family in matters pertaining to health assessment and need. Serves as liaison between the medical provider, community groups, the school, and the staff regarding student health concerns. Reports suspected physical abuse, sexual abuse and neglect of children as mandated by law. Provides information to families on health practices including nutrition. Conducts outreach activities for Medicaid-eligible children and families to access Early and Periodic, screening, diagnostic and treatment (EPSDT) program. |

## DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING THE PARENT INVOLVEMENT POLICY (PIP)

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school would plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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## PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our 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 our school community. Our school 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 our school community;

Our 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. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy to improve the academic quality of our 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 parent involvement program. The school will maintain this information.

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, our 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 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 schools 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 our 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 our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office

- Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

- Provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

- Host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- Schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

- Translate all critical school documents and provide interpretation during meetings and events as needed;

- Conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our 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;
- Hosting events to support, men asserting leadership in education for their children. Parents/guardians, grandparents and foster 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*

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

**I. School Responsibilities**

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

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

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

- Conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- Creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- Assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- Sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- Supporting parental involvement activities as requested by parents;
- Ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- Advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

**II. Parent/Guardian Responsibilities:**

- Monitor their child's attendance and ensure that their child arrives to school on time as well as follow the appropriate procedures to inform the school when their child is absent;
- Ensure that their child comes to school rested by setting a schedule for bedtime based on the needs of the child and his/her age;
- Check and assist their child in completing homework tasks, when necessary;

- Read to their child and/or discuss what their child is reading each day (for a minimum of 15 minutes);
- Set limits to the amount of time their 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 their child to follow school rules and regulations and discuss this Compact with the child;
- Volunteer in child's school or assist from home as time permits;
- Participate, as appropriate, in the decisions relating to their child's education;
- Communicate with their child's teacher about educational needs and stay informed about his/her 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 their child;

**III. Student Responsibilities:**

- Attend school regularly and arrive on time;
- Complete my homework and submit all assignments on time;
- Follow the school rules and be responsible for my actions;
- Show respect for myself, other people and property;
- Try to resolve disagreements or conflicts peacefully;
- Always try my best to learn.

# Office of English Language Learners
# Grades K-12 Language Allocation Policy
# Submission Form
# 2011-12

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the ⓘ.

# Part I: School ELL Profile

## A. School Information ⓘ

| | | | |
|---|---|---|---|
| Cluster Leader/Network Leader Mr. Gary Hecht/Mr.Arthur Fusco | District 75 | Borough Staten Island | School Number 025 |
| School Name South Richmond IS/HS | | | |

## B. Language Allocation Policy Team Composition ⓘ

| | |
|---|---|
| Principal Mr. James McKeon | Assistant Principal Mrs. Stella Mitchell-Porto |
| Coach Mrs. Maria Diaz | Coach type here |
| ESL Teacher Mrs. Linda Rohrbacher | Guidance Counselor Mr. Marc Blank |
| Teacher/Subject Area Ms. Lori Martin/ELA | Parent type here |
| Teacher/Subject Area type here | Parent Coordinator Mrs. Zeneida Martinez |
| Related Service Provider Ms.Marie Irizarry | Other type here |
| Network Leader type here | Other type here |

## C. Teacher Qualifications ⓘ

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

| | | | | | |
|---|---|---|---|---|---|
| Number of certified ESL teachers | 1 | Number of certified bilingual teachers | 0 | Number of certified NLA/foreign language teachers | 0 |
| Number of content area teachers with bilingual extensions | 0 | Number of special education teachers with bilingual extensions | 2 | Number of teachers of ELLs without ESL/bilingual certification | 0 |

| | | | |
|---|---|---|---|
| Number of teachers who hold both a bilingual extension and ESL certification | 1 | Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification | 0 |

## D. School Demographics

| | | | | | |
|---|---|---|---|---|---|
| Total number of students in school | 517 | Total Number of ELLs | 12 | ELLs as share of total student population (%) | 2.32% |

# Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

We identify our ELL students using the Home Language Identification Surveys, ATS reports, and the students IEPs within 10 days of the students entry date into the NYCDOE. Home Language Identification Surveys are given to the parents at CSE. Our state licensed and certified ESL teacher, Linda Rohrbacher, administers the HLIS to the parent if CSE did not administer the document. Only one can be administered through the student's school years. An informal interview is then performed whereby language skills and preferences are discussed. Based on the parent's responses to the Home Language Identification Survey it is determined whether the student be administered the LAB-R. The LAB-R is given to the student by CSE. If it is not given to the student by CSE, our ESL teacher administers the LAB-R to the student. In conjunction with the parents and results of the HLIS and LAB-R, it is determined whether the student receives ESL or Bilingual Services. If the student was not successful taking the LAB-R and his/her home language is Spanish, the student is given the Spanish LAB. This administration is conducted by CSE, but if it is not, our ESL teacher will use the assessment with the assistance of a Spanish speaking pedagogue. We determine the language spoken and understood by the parents. The primary language is then maintained in ATS and on the student emergency card. A list of names of parents who require language assistance services is then generated and given to the pupil personnel secretary and parent coordinator. Our 2011-2012 school year enrollment is 517 students. 12 of the students have been identified as English Language Learners. Their parents are provided with written translation and oral interpretation in

Albanian, Chinese, Italian, Spanish, and Arabic.

Our school provides written translation to parents determined to be in need of language assistance services. Documents containing student-specific information and school and city-wide information are distributed to the parents in their native or primary language. In the event that we are unable to provide the document in their native language, we attach a cover letter to the face of the English document in the parent's primary language, provided with information on how a parent can request free translation of the document.

Our school provides oral interpretation services to the parents designated to be in need of language assistance services. Our school staff is utilized to provide oral interpretation in Albanian, Chinese, Italian, Spanish, and Arabic. We have many sites in our organization. If a face-to-face meeting is not possible, we provide a telephone conference in the parent's primary language.

Every spring our ELL students are administered the NYSESLAT by our ESL teacher, Linda Rohrbacher. Our school makes sure that all four components of the NYSESLAT are properly administered. To determine whether the students are required to take the NYSESLAT, we utilize the following ATS reports: RLAT, RNMR, HISE, etc.

# Part III: ELL Demographics

## A. ELL Programs

| This school serves the following grades (includes ELLs and EPs) Check all that apply | K ◉ 1 ◉ 2 ◉ 3 ❄ 4 ❄ 5 ◉ 6 ❄ 7 ❄ 8 ❄ 9 ❄ 10 ◉ 11 ❄ 12 ◉ |
|---|---|

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

| | | | |
|---|---|---|---|
| Transitional bilingual education program | Yes ◉ | No ❄ | If yes, indicate language(s): |
| Dual language program | Yes ◉ | No ❄ | If yes, indicate language(s): |

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

| ELL Program Breakdown | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Tot # |
| **Transitional Bilingual Education** (60%:40% → 50%:50% → 75%:25%) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | **0** |
| **Dual Language** (50%:50%) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | **0** |

| ELL Program Breakdown | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Tot # |
| Freestanding ESL | | | | | | | | | | | | | | |
| Self-Contained | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Push-In | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 2 | 1 | 4 | 0 | 2 | 0 | 12 |
| Total | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 2 | 1 | 4 | 0 | 2 | 0 | 12 |

## B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|---|---|---|---|---|---|
| All ELLs | 12 | Newcomers (ELLs receiving service 0-3 years) | 4 | Special Education | 12 |
| SIFE | 0 | ELLs receiving service 4-6 years | 6 | Long-Term (completed 6 years) | 2 |

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

| | ELLs by Subgroups | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | |
| | All | SIFE | Special Education | All | SIFE | Special Education | All | SIFE | Special Education | Total |
| TBE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Dual Language | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| ESL | 4 | 0 | 4 | 6 | 0 | 6 | 2 | 0 | 2 | 12 |
| Total | 4 | 0 | 4 | 6 | 0 | 6 | 2 | 0 | 2 | 12 |

Number of ELLs in a TBE program who are in alternate placement: 0

## C. Home Language Breakdown and ELL Programs

| Transitional Bilingual Education | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | | | | |
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Spanish | | | | | | | | | | | | | | 0 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | | | | | | | 0 |
| Haitian | | | | | | | | | | | | | | 0 |

| Transitional Bilingual Education | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | | | | |
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Yiddish | | | | | | | | | | | | | | 0 |
| Other | | | | | | | | | | | | | | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Dual Language (ELLs/EPs) K-8 | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | | | | | | | | | | |
| | K | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | | 8 | | TOTAL | |
| | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL | EP |
| Spanish | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Chinese | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Russian | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Korean | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Haitian | | | | | | | | | | | | | | | | | | | 0 | 0 |
| French | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Other | | | | | | | | | | | | | | | | | | | 0 | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Dual Language (ELLs/EPs) 9-12 | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | |
| | 9 | | 10 | | 11 | | 12 | | TOTAL | |
| | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL | EP |
| Spanish | | | | | | | | | 0 | 0 |
| Chinese | | | | | | | | | 0 | 0 |
| Russian | | | | | | | | | 0 | 0 |
| Korean | | | | | | | | | 0 | 0 |
| Haitian | | | | | | | | | 0 | 0 |
| French | | | | | | | | | 0 | 0 |
| Other | | | | | | | | | 0 | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| This Section for Dual Language Programs Only | |
|---|---|
| Number of Bilingual students (students fluent in both languages): 0 | Number of third language speakers: 0 |
| Ethnic breakdown of EPs (Number):<br>African-American: ___ Asian: ___ Hispanic/Latino:<br>Native American: ___ White (Non-Hispanic/Latino): ___ Other: | |

| Freestanding English as a Second Language | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | | | | |
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Spanish | | | | 1 | 1 | | 1 | 2 | 1 | 2 | | | | 8 |
| Chinese | | | | | | | | | | | | 1 | | 1 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | | | 1 | | | | 1 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | 1 | | | | 1 |
| Other | | | | | | | | | | | | 1 | | 1 |
| TOTAL | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 2 | 1 | 4 | 0 | 2 | 0 | 12 |

# Part IV: ELL Programming

## A. Programming and Scheduling Information

## A. Programming and Scheduling Information

1. How is instruction delivered?
    a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
    b. What are the program models (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])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
    a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
    a. Describe your instructional plan for SIFE.
    b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
    c. Describe your plan for ELLs receiving service 4 to 6 years.
    d. Describe your plan for long-term ELLs (completed 6 years).
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?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

The South Richmond IS/HS P25R program is located on Staten Island at several sites. Within this program, we have numerous Inclusion and Work Study sites located throughout Staten Island. Presently, we have 517 students. 12 students are English Language Learners. Seven Asian/Pacific Islander, 115 Hispanic, three American Indian/Alaskan Native, 193 Black, 196 White, and one Multi-Racial student are enrolled in our school.

We offer the Freestanding ESL Program where ELL students are grouped heterogeneously and use both the "Push-In" and "Pull-Out" models of instruction to our entire ELL population. All of our ELL students are Standardized Assessment. Our school and class schedules ensure that the mandated number of ESL instructional minutes are provided according to the proficiency levels of the students. Our ELL students in elementary and junior high school at the Beginner and Intermediate Levels of English Language proficiency are entitled to receive 360 minutes of service. Students at the Advanced Level are entitled to receive 180 minutes of ESL instruction and 180 minutes of ELA instruction. Our ELL students in high school at the Beginner Level of English Language proficiency are entitled to receive 540 minutes of ESL instruction, at the Intermediate Level, 360 minutes and the Advanced Level, 180 minutes of ESL instruction and 180 minutes of ELA instruction. Presently, we have no SIFE students. We have four Newcomers (new to English Language School System). Should we receive Students With Interrupted Formal Education, they will and our newcomers will be provided with services that include the buddy system, developing initial literacy in native language, a nuturing environment to facilitate language production and student orientation. The teachers will work closely with our ESL teacher and provide an extension of our Balanced Literacy Program, District 75's ELA Units of Study, our Academic Intervention Services, through enrichment and parental involvement. This will provide our ELL students with an array of opportunities for skill acquisition. All newly hired teachers will be required to have the appropriate teacher certification with a minimum of ten hous in the Jose P. ESL training. It is recommended that these teachers attend ELL Professional Development

## A. Programming and Scheduling Information

workshops in-house and/or District-Wide programs available to them.

To provide continued support for our Long-Term ELLs, and the students who may require extension of services, we offer additional assistance. (AIS) - Students will be provided targeted instruction in listening, speaking, reading, and writing. (Target Instruction) - Students will receive small group, targeted instruction for ELA, Math, Science, and Social Studies. (Differentiated Instruction) - Teachers will tailor instruction based on individual student's assessed needs. (Summer School Program) - Students will participate in summer school programs. (Push - In Program) - Teachers team teach with thematic approach and small group instruction. (Test Prep) - Students will participate in RCT, Regents, and NYSESLAT preparatory sessions. (Counseling) - Students will receive individual or group counseling based on their needs.

ESL strategies are infused into content areas. All content areas are taught in English by Special Education teachers. ELA, Math, Science, and Social Studies are taught using ESL methodologies. All materials used in the content areas are age and grade level appropriate. Our school ensures that all ELL students with disabilities receive all services mandated on the students IEPs. All students IEPs recommend ESL. However, should we have any bilingual students enroll, they will receive ESL by our licensed and certified ESL teacher, Linda Rohrbacher, and an alternate placement paraprofessional will be assigned to the student. This paraprofessional will speak the student's native language and English. To insure that students meet the standards and pass the required state and local assessments, ESL instruction follows the NYS ESL Standards and incorporates ESL methodologies and/or strategies such as: (CALLA) Cognitive Academic Language Learning Approach, Scaffolding, (LEA) Language Experience Approach, Think-Pair-Share, graphic organizers, and (TPR) Total Physical Response. The use of technology is incorporated to give students additional instructional support.

In response to the State Citation, P25R provides ESL to all students as per their IEPs.

**Courses Taught in Languages Other than English**

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

| Class/Content Area | Language(s) of Instruction | | Class/Content Area | Language(s) of Instruction |
|---|---|---|---|---|
| Native Language Arts | | | | |
| Social Studies: | | | | |
| Math: | | | | |
| Science: | | | | |
| | | | | |
| | | | | |

| | |
|---|---|
| | |
| | |

| | |
|---|---|
| | |
| | |

| NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8 | | | |
|---|---|---|---|
| | Beginning | Intermediate | Advanced |
| ESL instruction for *all* ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for *all* ELLs as required under CR Part 154 | | | 180 minutes per week |
| **For TBE /DL programs:** Native Language Arts | 60-90 minutes per day | 45-60 minutes per day | 45 minutes per day |

| NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12 | | | |
|---|---|---|---|
| | Beginning | Intermediate | Advanced |
| ESL instruction for *all* ELLs as required under CR Part 154 | 540 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for *all* ELLs as required under CR Part 154 | | | 180 minutes per week |
| **For TBE /DL programs:** Native Language Arts | 45 minutes per day | 45 minutes per day | 45 minutes per day |

## Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.

| Native Language Usage/Support | Transitional Bilingual Education (TBE) | | |
|---|---|---|---|
| 100% | | | |
| 75% | | | |
| 50% | | | |
| 25% | | | |
| | Dual Language | | |
| 100% | | | |
| 75% | | | |
| 50% | | | |
| 25% | | | |
| | Freestanding ESL | | |
| 100% | | | |
| 75% | | | |
| 50% | | | |
| 25% | | | |
| TIME | BEGINNERS | INTERMEDIATE | ADVANCED |

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

## B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

Our school ensures that our ELL students receive the mandated CR Part 154 ESL services via ESL methodologies and strategies such as CALLA, Scaffolding, Language Experience Approach, Think-Pair-Share, graphic organizers, and Total Physical Response, provided by our state certified and licensed ESL teacher, Linda Rohrbacher, for their mandated minutes of ESL instruction per week. Our Special Education teachers provide instruction in English through all content areas: ELA, Math, Science, and Social Studies. Our ELL students are further supported through additional targeted intervention programs such as, the District 75 ELA Units of Study, Differentiated Instruction, Academic Intervention Services, and Achieve 3000. These additional intervention services are provided one period, daily, for 45 minutes each. Through this series of instuctional interventions, which are research based, such as Achieve 3000, the students' deficits in reading, writing, speaking, and listening are addressed.

ELL students reaching proficiency on the NYSESLAT will receive a minimum of two years of transitional ESL services in conjunction with ELA to help ease the permanent placement into the content area classes. This consists of 180 minutes per week and is weaned according to the needs of the students. For the upcoming school year, our school has implemented Achieve 3000 at all of our sites. This technological instructional material offers support to our ELL students that is specific to each student's needs on his/her level. Currently, our school has not discontinued any programs/services for our ELL students. All of our ELL students are afforded equal access to all school programs and activities. They are invited and participate in school projects, fairs, sporting events, and shows. Multisensory and multicultural ESL materials are infused throughout all aspects of instruction. Literacy instruction for ELLs follows the NYC's Balanced Literacy Program which is supported by multicultural library books, the use of technology, and the adaptation of literacy materials to meet the needs of students with severe disabilities. The students' native language is taken into consideration for their level of literacy. The classroom library includes a variety of books of all levels in English and an ample representation of literacy materials in our ELLs native languages. Our instructional materials are carefully selected to support literacy and reflect the backgrounds, needs, and strengths of our ELLs. Depending on the grade and ability of the student, we use materials such as: The Wilson Program, Lexia Reading, Achieve 3000, and Brain Pop. Our school offers Italian and Spanish language electives to all of our ELL students.

## B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

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ELL students reaching proficiency on the NYSESLAT will receive a minimum of two years of transitional ESL services in conjunction with ELA to help ease the permanent placement into the content area classes. This consists of 180 minutes per week and is weaned according to the needs of the students. For the upcoming school year, our school has implemented Achieve 3000 at all of our sites. This technological instructional material offers support to our ELL students that is specific to each student's needs on his/her level. Currently, our school has not discontinued any programs/services for our ELL students. All of our ELL students are afforded equal access to all school programs and activities. They are invited and participate in school projects, fairs, sporting events, and shows. Multisensory and multicultural ESL materials are infused throughout all aspects of instruction. Literacy instruction for ELLs follows the NYC's Balanced Literacy Program which is supported by multicultural library books, the use of technology, and the adaptation of literacy materials to meet the needs of students with severe disabilities. The students' native language is taken into consideration for their level of literacy. The classroom library includes a variety of books of all levels in English and an ample representation of literacy materials in our ELLs native languages. Our instructional materials are carefully selected to support literacy and reflect the backgrounds, needs, and strengths of our ELLs. Depending on the grade and ability of the student, we use materials such as: The Wilson Program, Lexia Reading, Achieve 3000, and Brain Pop. Our school offers Italian and Spanish language electives to all of our ELL students.

## C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?

## D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Our teachers and paraprofessionals who serve ELLs will be supported through coaching services provided by the District's instructional coaches. In addition, we will ensure the attendance of ESL, monolingual teachers, paraprofessionals, principal, assistant principals, and related service providers at District and City wide conferences focusing on the education of ELLs. Presently, our licensed and certified ESL teacher, Linda Rohrbacher, attends our District wide compliance and Professional Development Workshops. She shares the information acquired at those meetings with the entire staff at our Professional Development Workshops. We are planning three workshops during the course of the year which will be conducted by our ESL teacher. They will be held in November, March, and June. The topics she is planning to discuss include: Ways to Assess ELLs, Instructional Strategies for ELLs, and Preparing for the NYSESLAT. All non-ESL and non-Bilingual teachers will be recommended to attend a minimum of ten hours of Jose P training. A copy of the certificate awarded is kept in each teacher's file.

## E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Through our Parent Coordinator, we offer parents of ELLs ongoing information in their home languages and training on different aspects of their children's education such as: effective parent participation in school activities, home activities to support learning, assessments, standards, and achievement and information of upcoming conferences regarding ELLs. Options for ELLs in Special Education are discussed with parents during the Educational Planning Conference by CSE. Our school partners with Staten Island Mental Health Facility, Community Action, Lifestyles, On Your Mark, Staten Island University Hospital, and Seaview Rehabilitation to provide workshops and services to ELL families. We offer open lines of communication between our school and our parents to better serve the needs of families. In order to keep our students and parents informed and involved, we have created the P25R website: http://p25rsouthrichmondhs.org/home.aspx.

# Part V: Assessment Analysis

## A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

**OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)**

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Beginner(B) | | | | 1 | 1 | | | | | 1 | | | | 3 |
| Intermediate(I) | | | | | | | 1 | 2 | | 2 | | 2 | | 7 |
| Advanced (A) | | | | | | | | | 1 | 1 | | | | 2 |
| Total | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 2 | 1 | 4 | 0 | 2 | 0 | 12 |

| NYSESLAT Modality Analysis | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Modality Aggregate | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| Listening /Speaking | B | | | | | | | | | | | | | |
| | I | | | | | | | | | | 1 | | 1 | |
| | A | | | | | | | 1 | 1 | | 1 | | | |
| | P | | | | 1 | 1 | | | 1 | 1 | | 1 | 1 | |
| Reading/ Writing | B | | | | 1 | 1 | | | | | 1 | | | |
| | I | | | | | | | 1 | 2 | | 1 | | 2 | |
| | A | | | | | | | | | 1 | | 1 | | |
| | P | | | | | | | | | | | | | |

| NYS ELA | | | | | |
|---|---|---|---|---|---|
| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3 | 1 | | | | 1 |
| 4 | | | | | 0 |
| 5 | | | | | 0 |
| 6 | 1 | | | | 1 |
| 7 | | | | | 0 |
| 8 | 1 | | | | 1 |
| NYSAA Bilingual Spe Ed | | | | | 0 |

| NYS Math | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| Grade | English | NL | English | NL | English | NL | English | NL | |
| 3 | | | 1 | | | | | | 1 |
| 4 | | | | | | | | | 0 |
| 5 | | | | | | | | | 0 |
| 6 | 1 | | | | | | | | 1 |
| 7 | | | | | | | | | 0 |

| NYS Math | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| Grade | English | NL | English | NL | English | NL | English | NL | |
| 8 | 1 | | | | | | | | 1 |
| NYSAA Bilingual Spe Ed | | | | | | | | | 0 |

| NYS Science | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 4 | | | | | | | | | 0 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | | | | | 0 |

| New York State Regents Exam | | | | |
|---|---|---|---|---|
| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
| | English | Native Language | English | Native Language |
| Comprehensive English | 1 | | 0 | |
| Integrated Algebra | 1 | | 1 | |
| Geometry | | | | |
| Algebra 2/Trigonometry | | | | |
| Math | | | | |
| Biology | | | | |
| Chemistry | | | | |
| Earth Science | | | | |
| Living Environment | 1 | | 1 | |
| Physics | | | | |
| Global History and Geography | 1 | | 0 | |
| US History and Government | 1 | | 1 | |
| Foreign Language | | | | |
| Other | | | | |
| Other | | | | |
| NYSAA ELA | | | | |
| NYSAA Mathematics | | | | |
| NYSAA Social Studies | | | | |

| New York State Regents Exam | | | | |
|---|---|---|---|---|
| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
| | English | Native Language | English | Native Language |
| NYSAA Science | | | | |

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

## B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
    a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
    b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
    c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
    a. How are the English Proficient students (EPs) assessed in the second (target) language?
    b. What is the level of language proficiency in the second (target) language for EPs?
    c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Our state licensed ESL teacher, Linda Rohrbacher, uses formal/ informal methods to assess the students progress and to evaluate the success of the ESL program. These are inclusive to teacher observations, teacher reports, the EdPerformance Scantron, the Predictive Assessment, and other informal and standardized methods of assessment. Students reaching proficiency in the NYSESLAT will receive a minimum of two years of transitional ESL services in conjunction with ELA to help ease the permanent placement into the content area classes. This consists of 180 minutes a week and is weaned according to the needs of the students. Based on the results of exams, teachers will alter instruction to bridge the gap of the needs of each student specifically targeting listening, speaking, reading and writing. The data from the NYSESLAT reveals that all ELL students tested made improvements in their proficiency levels. The results also support the students' performance levels in Speaking/Listening to be higher than the performance levels in Reading/Writing. In the elementary grades our ELL students' average Performance Levels on the ELA exam is 1. Though their average Performance Level on the Math exam is 2.

| Additional Information |
| --- |
| Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted. |
| |

# Part VI: LAP Assurances

| School Name: P25R | | School DBN: 75R025 | |
| --- | --- | --- | --- |
| Signatures of LAP team members certify that the information provided is accurate. | | | |
| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
| Mr. James McKeon | Principal | | |
| Mrs. Stella Mitchell-Porto | Assistant Principal | | |
| Mrs. Zeneida Martinez | Parent Coordinator | | |
| Mrs. Linda Rohrbacher | ESL Teacher | | |
| | Parent | | |
| Ms. Lori Martin | Teacher/Subject Area | | |
| | Teacher/Subject Area | | |
| Mrs. Maria Diaz | Coach | | |
| | Coach | | |
| Mr. Marc Blank | Guidance Counselor | | |
| | Network Leader | | |
| | Other | | |
| | Other | | |
| | Other | | |
| | Other | | |

# LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

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

**DBN:** 75R025 **School Name:** P25R

**Cluster:** _____ **Network:** 4

**Goal:** To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

## Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

We identify our ELL students using the Home Language Identification Surveys, ATS Reports, and the students' IEPs within ten days of the student's entry date into the New York City Department of Education. Home Language Identification Surveys are given to the parents at CSE. In conjunction with the parents and the results of the Home Language Identification Survey and the LAB-R, it is determined whether the student receives ESL or Bilingual services. We determine the language spoken and understood by the parents. The primary language is maintained in ATS and on the student emergency card. A list of names of parents who require language assistance services is then generated and given to the pupil personnel secretary and the parent coordinator.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Our 2011-2012 school year enrollment is 517 students. 12 of the students have been identified as English Language Learners. Their parents are provided with written translation and oral interpretation in Spanish, Albanian, Italian, Arabic, and Chinese.

**Part B: Strategies and Activities**

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

Our school provides written translation to parents determined to be in need of language assistance services. Documents containing student-specific information and school and city-wide information are distributed to the parents in their primary or native language. In the event that we are unable to provide the document in their native language, we attach a cover letter to the face of the English document in the parent's primary language, provided with information on how a parent can request free translation of the document.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Our school provides oral interpretation services to the parents designated to be in need of language assistance services, Our school staff is utilized to provide oral interpretation in Spanish, Albanian, Italian, Arabic, and Chinese. We have many sites in our organization. If a face-to-face meeting is not possible, we provide a telephone conference in the parent's primary language.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf.

Our school provides parents who have been designated to be in need of language assistance services with a copy of the Bill of Parent Rights and Responsibilities in their native or primary language. We also post in our main office, a sign in covered languages indicating the availability of interpretation services. Our school's safety plan contains procedures for parents ensuring that they may reach the school's administrative offices when in need.