



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME :** PS37R

**DBN:** 75R037

**PRINCIPAL:** ANTHONY FAIELLA

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**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
Anthony Faiella	*Principal or Designee	
Marie Amato	*UFT Chapter Leader or Designee	
Linda LaSheen	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional</i> )	
	CBO Representative, if applicable	
Joyce Birmingham	Member/Teacher	
Lorraine Ferrannini	Member/Teacher	
Patricia Ward	Member/Teacher	
Diane Rodriguez	Member/Parent	
Julie O'Brien	Member/Parent	
Maria LaPreta	Member/Parent	
Jackie Tripodi	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 of 2012 Least Restrictive Environment (LRE) opportunities for students will increase by 5% as evidenced by movement to less restrictive class placements and/or a reduction in related/support services.

### **Comprehensive needs assessment:**

Moving students to a less restrictive environment is the main goal of any special education program. Some statistics pertaining to PS37R students moving to less restrictive programs, during the 2010-2011 academic year, are:

#### *Internal Least Restrictive Environment*

- 5 students, or 1.5% of our student population, moved from self-contained classes to inclusion classes
- 7 students, or 2.2% of our student population, moved within the organization to less restrictive class ratios

#### *External Least Restrictive Environment*

- 4 students, or 1.2% of our total student population, were discharged to classes within District 31 (community school district)

In addition, students moved towards greater independence through decreased reliance on related services:

#### *Students No Longer Requiring Services*

- 3 students, or 1% of our student population, terminated Occupational Therapy services
- 11 students, or 3.4% of our student population, terminated Physical Therapy services
- 6 students, or 1.9% of our student population, terminated Counseling services
- 1 student, or .3% of our student population, terminated Speech services

#### *Decreased Frequency of Mandates*

- 2 students, or .6% of our student population, had reduced Occupational Therapy services
- 3 students, or 1% of our student population, had reduced Physical Therapy services
- 2 students, or .6% of our student population, had reduced Counseling services
- 21 student, or 6.5% of our student population, had reduced Speech services

#### *Larger Interactive Groups for Services*

- 18 students, or 5.6% of our student population, moved to a larger interactive group for Occupational Therapy services
- 8 students, or 2.5% of our student population, moved to a larger interactive group for Physical Therapy services
- 2 students, or .6% of our student population, moved to a larger interactive group for Counseling services
- 53 students, or 16.5% of our student population, moved to a larger interactive group for Speech services

**Instructional strategies/activities:**

This is an ongoing process from September of 2011 – August of 2012.

Assistant Principals will meet with teachers and corresponding related service providers to review and discuss students' current program/services and to identify a target group of students. Progress towards IEP goals is documented through data collection. PPT and IEP meetings are held, with modifications made based on those meetings.

- In September 2011 through January 2012 classroom teachers evaluate students being considered for inclusion.
- In February 2012 staff will visit LRE sites for possible student placement.
- In March 2012 PPT meetings will be scheduled for targeted students. Student data is collected and reviewed to determine LRE options.
- In April 2012 school and program visits are scheduled for targeted students.
- In May 2012 targeted students will visit the inclusion sites.
- In June 2012 IEP meetings will be scheduled and completed for program changes to reflect LRE.

**Strategies to increase parental involvement:**

Parents are involved in determining student placement in both inclusion and less restrictive programs, take part in team meetings to determine ideal placement, invited to visit various placement/transition sites and, ultimately, included in the placement process. Parents are also involved in any decision to reduce related services in an effort to build student independence.

Staff at PS37R work collaboratively to build a school culture that ensures parents that our goal of moving students to a less restrictive environment is a positive approach towards building student independence.

Communication between staff and parents is essential and, in order to foster communication, teachers collaborate on daily basis with parents through the use of daily communication sheets or telephone conversations. This communication provides parents frequent information on student progress and needs, and allows them to reinforce learning at home. In additional, parent-teacher collaboration insures that instructional techniques and behavioral interventions are consistently applied at school and in the home environment.

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

The strategy for attracting highly qualified teachers begins with the hiring process. Prospective teachers are interviewed several times and, as part of the interview process, asked to teach a sample lesson.

New teachers are also required to attend District 75 workshops pertaining to teaching students with disabilities. These workshops address dealing with challenging behaviors, methods of communication, and instructional strategies/methodologies. New hires benefit from guidance from Autism coaches.

Administration also schedule frequent classroom visits with new teachers, using these informal observations as coaching sessions to offer effective feedback on teaching practices within 48 hours of the classroom visit. Praise and constructive criticism given within these coaching sessions build a positive relation between new teachers and administration.

Administrators also meet with second- and third-year teachers frequently to review the tenure process. At these meetings teachers and administration review the 3 qualities used to measure teacher effectiveness: *Impact on Student Learning*, *Instructional Practices*, and *Professional Contributions*. Through these meetings, teachers are clearly informed of what is expected of them in order to gain the privilege of tenure. Specific examples of student work samples/portfolios, common core student data, teacher work products, annual reviews, parent feedback, colleague feedback and teacher-team work products (that are created for the students) are reviewed frequently in order to provide constructive feedback and clear, consistent expectations to untenured teachers.

New teachers are provided with mentors who meet twice each week in an effort to share best practices. Daily/week teacher-team meetings take place at PS37R.

These meetings are strategically set up to pair effective, veteran teachers with new teachers. These meetings also allow for an exchange of ideas between teachers and build a rapport between colleagues. Class intervisitations between teacher-team members are also a part of the process.

**Service and program coordination:**

Some of the school-developed programs within PS37R, that were designed to facilitate student movement to less-restrictive environments, are:

*Positive Behavior Support Program*

Appropriate behavior is essential in moving students along the continuum. At PS37R we have developed pupil-personnel teams consisting of guidance

counselors, school psychologists, teachers, related-service providers, students, parents and paraprofessionals. The team meets to address inappropriate behaviors. A functional-behavior assessment is developed to target the most severe behaviors. Motivational assessment scales, frequency charts, and antecedent-behavior-consequence forms are all essential tools utilized when developing the FBA. The team meets as per student needs.

*Social Skills Program*

Proper social skills are mandatory when moving students to a less-restrictive environment. At PS37R we have a social skills cluster and classroom teacher who work collaboratively with classroom staff and parents in an effort to develop proper social skills, an issue for students with disabilities.

*Scouting Program*

In an effort to build proper social and behavioral skills, PS37R has initiated a Boy and Girl Scout program. The students have monthly meetings along with parents and members of the community. This is a great stepping stone for our students, which helps them build a sense of community and helps them to interact appropriately with their peers, so that they will gain the socialization skills needed to be active and productive members of their community.

*Collaboration with Community School Staff*

PS37R has four inclusion programs within Community School District 31. These are located within PS4, PS30, PS38 and at the Petrides school. PS37R inclusion staff work collaboratively with the community school staff to establish positive learning environments for the students. Constant communication between school administration, teaching staff and related-service providers affords students the opportunity to learn within the general education community.

**Budget and resources alignment:**

Tax Levy funding will provide for Per Diem substitute teachers and teacher coverages for PPT meetings, workshops and visits to inclusion, work and transition sites.

## 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 of 2012 the number of parent workshops and/or training activities will increase by 5% so that parents can better support their children's learning at school and home. In addition, parent participation for parents of older students (ages 12-21) will increase by 5% as evidenced by a schedule of events and attendance data.

### **Comprehensive needs assessment:**

Parent workshops, and collaboration between staff and parents, are essential to increasing student achievement. In order to make sure that these meetings are effective needs assessment surveys are sent home. These are used to determine what types of workshops parents are interested in. The following topics were most frequently requested:

- Activities of Daily Living (33 requests)
- Communication (59 requests)
- IEP-SEIS support (28 requests)
- Family Support (35 requests)
- Access-a-Ride (12 requests)
- Transition (33 requests) - the following topics, related to Transition, were also requested:
  - Case Management/Service Coordination (16 requests)
  - Legal Services/Guardianship (15 requests)
  - Human Resources Administration: Public assistance, Medicaid, Food Stamps (13 requests)
  - ACCESS: Adult Career & Continuing Education Services – Vocational Rehabilitation (14 requests)
  - Office of People with Disabilities (18 requests)

In addition to workshops, small group and individual meetings with staff are held. Teachers and related service providers use these meetings to foster communication with parents, so that students can reinforce what they are learning at school while at home, and to discuss student needs, as well as strategies to meet those needs.

In 2010-2011 sixteen parent workshops were held at PS37, attended by 275 parents. Four workshops with Parent Coordinators were held.

### **Instructional strategies/activities:**

Starting in September 2011 a monthly notification of events and activities is sent to parents through a various channels of communication, including:

- a newsletter
- the ARIS portal
- the PTA website
- our school website
- a message service.

In September a new survey was sent to all parents, to ascertain what workshops they would most benefit from.

In October the Leadership Team:

- reviewed the survey
- charted responses
- noted which workshops would be most advantageous to parents
- worked with the PTA and Parent Coordinator to schedule workshops
- drafted a calendar of Parent Coordinator-hosted events
- drafted a calendar of PTA-hosted events

Our goal is to increase in the number of workshops and events held for parents. By December this will be documented through the calendar of events, which

displays the number of events held.

**Strategies to increase parental involvement:**

Surveys and attendance data will be collected at the end of PTA and Parent Coordinator workshops and shared with administration and SLT members. The family worker will document parent attendance at Person Centered Planning meetings, while SLT members will review survey data on a quarterly basis.

This data will be used to increase parent/guardian participation and interest, and will be utilized in future workshops.

This year we will document parental attendance in evidence of increased parental participation, including participation in Person Centered Planning meetings. Our goal is to have a 2% increase in parent participation for parent of students aged 12-21 and a 5% increase in parent participation for parents of pre-kindergarten aged – 11.9 year old students.

Interventions to increase attendance will be performed by the parent coordinator 2 weeks before a workshop or meeting. This intervention, which is repeated 2 days before the workshop or meeting, includes the following:

- parental outreach by phone
- notices/flyers sent school-wide before workshops
- emailed notifications
- articles in the PS37R monthly newsletter
- updates given in the ARIS portal and the PS37R website
- notification being made available on our school's phone-messenger service

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

The strategy for attracting highly qualified teachers begins with the hiring process. Prospective teachers are interviewed several times and, as part of the interview process, asked to teach a sample lesson.

New teachers are also required to attend District 75 workshops pertaining to teaching students with autism. These workshops address dealing with challenging behaviors, methods of communication, and instructional strategies/methodologies. New hires benefit from guidance from Autism coaches. Administration also schedule frequent classroom visits with new teachers, using these informal observations as coaching sessions to offer feedback on effective teaching practices within 48 hours of the classroom visit. Praise and constructive criticism given within these coaching sessions build a positive relation between new teachers and administration.

Administrator also meets with second- and third-year teachers frequently to review the tenure process. At these meetings teachers and administration review the 3 qualities used to measure teacher effectiveness: *Impact on Student Learning*, *Instructional Practices*, and *Professional Contributions*. Through these meetings, teachers are clearly informed of what is expected of them in order to gain the privilege of tenure. Specific examples of student work samples/portfolios, common core student data, teacher work products, annual reviews, parent feedback, colleague feedback and teacher-team work products are reviewed frequently in order to provide constructive feedback and clear, consistent expectations to untenured teachers.

New teachers are provided with mentors who meet twice each week in an effort to share best practices. Daily teacher-team meetings take place at PS37R.

These meetings are strategically set up to pair effective, veteran teachers with new teachers. These meetings also allow for an exchange of ideas between teachers and build a rapport between colleagues. Class intervisitations between teacher-team members are also a part of the process.

**Service and program coordination:**

PS37 has a parent worker who meets with, and/or makes home visits to, parents to encourage participation in school life. She also works to identify families' needs, assists with student registration and attendance, and consults with school staff concerning social agency referrals.

Various community agencies are involved with PS37R. These agencies are invited to the school to provide parent workshops, or host parent workshops at other, local agencies or district 75 schools.

The agencies are as follows:

- The Institute of Basic Research
- The Office of People with Developmental Disabilities Service Organization
- LifeStyles
- LifeSpire

- On Your Mark
- Eden II
- Heartshare
- A Very Special Place
- Crossroads

Experts in many fields, such as sexuality, sensory integration, nutrition, speech, security, adaptive technology, social skills, behaviorists, transition services and education, provide workshops for parents of PS37R students.

**Budget and resources alignment:**

Parent Coordinator and PTA funding will provide workshop materials, including refreshments.

### 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 of 2012 Professional Development opportunities for staff, as it relates to all subject areas and the use of technology, will increase. This will be evidenced by 80% participation in school-based workshops (for both individuals and small group) and district 75 workshops.

#### **Comprehensive needs assessment:**

There is a constant need to increase teacher knowledge and collaboration in an effort to continue to provide positive student outcomes. During the 2010-2011 school year, classroom teachers met bi-weekly to discuss curriculum, share instructional strategies and analyze student work. Collaborative groups, organized by grade level and by students' instructional level, met during teachers' common planning periods. Groups were focused on English Language Arts, communication skills, socialization skills, the Get Ready to Learn program and vocational skills.

#### **Instructional strategies/activities:**

- In October of 2011 staff completed needs surveys that address the needs of student subgroups.
- In November of 2011 staff chose from the professional development workshops offered by District 75 and/or offered at PS37R throughout the year. These workshops will be presented by trained personnel and turn-keyed by teachers according to their specific subject area or areas of expertise.
- In January and June of 2012 the number and percentage of staff participating in workshops will be compiled and summarized.

D75 workshops relevant to our student populations and needs, including those on adaptive and assistive technology, are registered for by teachers. The integration of technology during instruction is vital to increased student learning, participation and achievements across all subject areas. School-based workshops will include sessions on use of Smartboards, the SmartTable, software applications, iPods and adaptive technology during instruction. These workshops, offered on professional development days, will be presented by technology teachers, the District 75 technology coach and speech providers. Teachers in inclusion sites will have access to workshops offered at PS37's Main Building on professional development days. Additional coaching, on a 1-to-1 basis, will be provided by the technology coach during her visits to our school throughout the year.

There will be opportunities to staff to provide students with interactive instructional strategies that will improve skill mastery.

#### **Strategies to increase parental involvement:**

As teachers expand their knowledge by participating in professional development activities, they will pass their knowledge and strategies along to the parents in an effort to increase positive student outcomes and parent-teacher collaboration.

Daily communication will take place via student notebooks and/or parent communication sheets, as well as through telephone conversations. PTA meetings, newsletters, the phone messenger service and the PTA website all serve as sources for updated announcements, research, and strategies related to student learning and behavioral issues.

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

The strategy for attracting highly qualified teachers begins with the hiring process. Prospective teachers are interviewed several times and, as part of the interview process, asked to teach a sample lesson.

New teachers are also required to attend District 75 workshops pertaining to teaching students with autism. These workshops address dealing with challenging behaviors, methods of communication, and instructional strategies/methodologies. New hires benefit from guidance from Autism coaches. Administration also schedule frequent classroom visits with new teachers, using these informal observations as coaching sessions to offer feedback on effective teaching practices within 48 hours of the classroom visit. Praise and constructive criticism given within these coaching sessions build a positive relation between new teachers and administration.

Administrator also meets with second- and third-year teachers frequently to review the tenure process. At these meetings teachers and administration review the 3 qualities used to measure teacher effectiveness: *Impact on Student Learning*, *Instructional Practices*, and *Professional Contributions*. Through these meetings, teachers are clearly informed of what is expected of them in order to gain the privilege of tenure. Specific examples of student work samples/portfolios, common

core student data, teacher work products, annual reviews, parent feedback, colleague feedback and teacher-team work products are reviewed frequently in order to provide constructive feedback and clear, consistent expectations to untenured teachers.

New teachers are provided with mentors who meet twice each week in an effort to share best practices. Daily teacher-team meetings take place at PS37R. These meetings are strategically set up to pair effective, veteran teachers with new teachers. These meetings also allow for an exchange of ideas between teachers and build a rapport between colleagues. Class intervisitations between teacher-team members are also a part of the process.

**Service and program coordination:**

Teachers meet during common planning periods to increase collaboration and professional development opportunities amongst peers by informally sharing best practices. District 75 workshops and intervisitations of exemplary programs also allow for professional collaboration and idea-sharing. In addition, Community organizations will present professional development opportunities on professional development days.

**Budget and resources alignment:**

The District 75 Technology Coach will be used as a resource. Tax levy funding and City Council funding will provide for per diem substitute teachers.

## 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 of 2012 overall student performance in ELA, math, social studies and technology will increase by 2% as measured by the results of the 2011-2012 New York State Alternate Assessment and progress towards mastery of IEP goals.

### **Comprehensive needs assessment:**

It is vital that students generalize skills across all environments, especially at home and in their communities, if they are to achieve their full potential. In light of this individualized social, communication and life-skill goals are developed for each student. These goals are tailored to each student's cognitive levels and behavioral needs.

Last year PS37R continued to make positive gains in ELA, Math, Social Studies and Science with our students in Alternate Assessment classes. This progress was based on a review of summative data and was evidenced by passing NYSAA scores (level 3 or 4) for 2010-2011:

- ELA (91%)
- Math (94%)
- Social Studies (82%)
- Science (97%)

Continued growth in the area of communication is evident across all grade levels as evidenced by results on the Assessment of Basic Language and Learning Skills (ABLLS), Brigance and IEP goal mastery.

During meetings these groups worked to refine curriculum maps, create student data sheets, and create individual student tasks related to their group's focus.

The goals and inquiry questions for each group varied according to the needs of the students. Goals included:

- Students mastering communication skills across all school environments.
- Students using books appropriately as per their IEP goals
- Students initiating peer interaction throughout the day
- Students demonstrating progress in attending and transitioning skills
- Students improving receptive and expressive language skills through participation in the Get Ready to Learn program
- Increasing opportunities for student participation in community-based instruction.

Student progress was reflected through data collection systems such as NYSAA profile "datafolios," as well as the Brigance, ABLLS, ECLAS assessments and student work portfolios.

### **Instructional strategies/activities:**

- In October of 2011 staff identifies students participating in the NYSAA.
- In November of 2011 student assessments (Brigance, ABLLS, Unique, SANDI, Level 1 Vocational Assessment and Person-Centered Plans) were used in conjunction with 2011-2012 IEP goals to target areas in need of improvement for individual students. Progress towards IEP goal mastery was documented.
- Teachers will meet throughout the week to assess the needs of the students.
- In February of 2012 IEP goals will be reviewed and updated to reflect student progress towards goal mastery. Progress towards IEP goal mastery will be documented.
- In March of 2012 teachers will attend workshops related to Common Core Standards and the NYSAA Student Datafolio process.
- In May of 2012 staff will administer Brigance and other assessments. Student progress will be compiled and summarized by Assistant Principals.

Datafolios are submitted for collegial review, while other data is reviewed every three months by supervisory staff.

- In June of 2012 progress towards IEP goal mastery will be documented.
- In June of 2012 there will be an increase, school-wide, in NYSAA student performance results by 2%.

- In June of 2012 there will be a 5% increase in student progress towards projected goals in communication skills, as evidenced by collected data and updated assessments. Student progress is reflected through data collection systems such as NYSAA profile “datafolios,” as well as the Brigance, ABLLS, ECLAS assessments and student work portfolios.

In addition to workshops, teachers meet throughout the week to refine curriculum maps, work on student data sheets, and create math and ELA tasks geared to the needs of their students.

**Strategies to increase parental involvement:**

Parents are contacted by teachers, who discuss the New York State Alternate Assessment goals with them prior to developing student goals. In an ongoing, collaborative effort both parents and teachers develop the ELA, math, science and social students goals (if applicable) for the students. Student IEP goals in other subject areas are also developed collaboratively between parents and classroom staff. Parents are updated throughout the process via notebook letters or daily communication sheets.

NYSAA scores are discussed at Parent-Teacher conferences in March and parents receive a hard copy of the scores. They can also view them on the NYSTART website.

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

The strategy for attracting highly qualified teachers begins with the hiring process. Prospective teachers are interviewed several times and, as part of the interview process, asked to teach a sample lesson.

New teachers are also required to attend District 75 workshops pertaining to teaching students with autism. These workshops address dealing with challenging behaviors, methods of communication, and instructional strategies/methodologies. New hires benefit from guidance from Autism coaches. Administration also schedule frequent classroom visits with new teachers, using these informal observations as coaching sessions to offer feedback on effective teaching practices within 48 hours of the classroom visit. Praise and constructive criticism given within these coaching sessions build a positive relation between new teachers and administration.

Administrator also meets with second- and third-year teachers frequently to review the tenure process. At these meetings teachers and administration review the 3 qualities used to measure teacher effectiveness: *Impact on Student Learning*, *Instructional Practices*, and *Professional Contributions*. Through these meetings, teachers are clearly informed of what is expected of them in order to gain the privilege of tenure. Specific examples of student work samples/portfolios, common core student data, teacher work products, annual reviews, parent feedback, colleague feedback and teacher-team work products are reviewed frequently in order to provide constructive feedback and clear, consistent expectations to untenured teachers.

New teachers are provided with mentors who meet twice each week in an effort to share best practices. Daily teacher-team meetings take place at PS37R. These meetings are strategically set up to pair effective, veteran teachers with new teachers. These meetings also allow for an exchange of ideas between teachers and build a rapport between colleagues. Class intervisitations between teacher-team members are also a part of the process.

**Service and program coordination:**

New York State provides parents and teachers with support and guidelines for developing New York State Alternate Assessment goals. Teachers attend professional development workshops within District 75 for guidance on developing appropriate New York State Alternate Assessment goals for the students. The IEP goals are developed through a team approach between parents, teachers and related service providers. NYSAA teams review and guide teachers throughout the process. This is an ongoing collaborative effort.

**Budget and resources alignment:**

Tax Levy funding will provide for Per Diem substitute teachers and teacher coverage at meetings, and for additional professional development periods.

## 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 of 2012 transition services for students will improve as evidenced by:

- a) Transition Portfolios: post-secondary goal documentation, Level 1 Vocational Assessment, and IEP transition pages compiled for 100% of 14-21 year old students.
- b) 100% of 18-21 year old students will participate in vocational skill training programs that reflect their IEP transition goals.
- c) Vocational assessments will be initiated for 12-14 year old students. Person-Centered Planning will be updated for 15-21 year old students.

**Comprehensive needs assessment:**

There has been an increase in the number of job sites available for our students in the past few years.

- In 2008-09 we had 15 work sites
- In 2009-10 we had 15 work sites
- In 2010-11 we had 19 work sites

In June of 2011 Person-Centered Plans were completed for students ranging from 19-21 years of age. Eight 2011 graduates were successfully placed in post-graduation day habilitation settings maintained by four different agencies. Three of these eight students work part-time in a supported employment program. There has been an increase in both the number of parent workshops/activities and in parent attendance. Despite this, there is continued need to increase parental involvement for parents of middle- and high school students.

**Instructional strategies/activities:**

The Transition Team is inclusive, seeking input from parents, PS37R's Family Worker and the Transition Linkage Coordinator.

- In September – October of 2011 students were assigned to work sites based on skills, preferences and work site data.
- In November of 2011 complete transition portfolios were developed for targeted students. Team meetings involving parents, teachers, paraprofessionals, the transition staff and the service coordinator were held to create Person-Centered Transition Plans for students in anticipation of post-graduation placement. Level 1 Vocational Assessments were completed for students aged 12-14, and work site data was reviewed.
- In January of 2012 students will be assigned to work sites based on skills, preferences and work site data. IEP goals will be reviewed to note progress and modifications will be made as necessary.

Progress towards transitional goals will be measured by the transition portfolios and Person-Centered Plans completed in January and June of 2012. In addition, the number of students at job sites as well as student IEP goal progress will indicate transition-related progress.

**Strategies to increase parental involvement:**

Parents are invited, along with Medicaid Service coordinators, to develop appropriate transition goals annually for students aged 14 and older. Vocational assessments and Person-Centered Plans are developed in conjunction with classroom staff, parents, service coordinators, agencies and students. Vocational resumes are also created for each student, which proves to be a valuable resource when determining which community agencies and/or work programs the student will attend upon graduation.

Parents are encouraged to be an integral part of the transition process, assisting with the development of vocational assessments/Person-Centered Plans. Student likes, dislikes, preferences and behavioral issues are addressed when developing these plans. Student involvement in work-study programs before graduation increases the likelihood that he or she will be more successful when transitioning into work settings/day habilitation.

Parents are also encouraged to visit agencies two years before the student graduates in order to insure a "good fit" between the student and agency. In addition, the Transition Team provides opportunities for parents to attend agency fairs within the community or at PS37R.

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

The strategy for attracting highly qualified teachers begins with the hiring process. Prospective teachers are interviewed several times and, as part of the interview process, asked to teach a sample lesson.

New teachers are also required to attend District 75 workshops pertaining to teaching students with autism. These workshops address dealing with challenging

behaviors, methods of communication, and instructional strategies/methodologies. New hires benefit from guidance from Autism coaches. Administration also schedule frequent classroom visits with new teachers, using these informal observations as coaching sessions to offer feedback on effective teaching practices within 48 hours of the classroom visit. Praise and constructive criticism given within these coaching sessions build a positive relation between new teachers and administration.

Administrator also meets with second- and third-year teachers frequently to review the tenure process. At these meetings teachers and administration review the 3 qualities used to measure teacher effectiveness: *Impact on Student Learning*, *Instructional Practices*, and *Professional Contributions*. Through these meetings, teachers are clearly informed of what is expected of them in order to gain the privilege of tenure. Specific examples of student work samples/portfolios, common core student data, teacher work products, annual reviews, parent feedback, colleague feedback and teacher-team work products are reviewed frequently in order to provide constructive feedback and clear, consistent expectations to untenured teachers.

New teachers are provided with mentors who meet twice each week in an effort to share best practices. Daily teacher-team meetings take place at PS37R. These meetings are strategically set up to pair effective, veteran teachers with new teachers. These meetings also allow for an exchange of ideas between teachers and build a rapport between colleagues. Class intervisitations between teacher-team members are also a part of the process.

**Service and program coordination:**

Students at PS37R Annex (aged 14 and up) attend many work sites within the community. These community agencies and businesses provide work-study opportunities for the students. Agency and business affiliations include:

- Applebees
- The Christian Pentecostal Church
- St. Clare's Church
- Local pizzerias
- Best Buy
- CVS
- T-Shirt Screening companies such as Possibili-Tees
- Gericke Farm
- The Towne Deli
- Snug Harbor
- Community Resources

The Community Bridges program between LifeSpires and PS37R evolved in 2007 through an anonymous donation to the Far Fund Grant. This grant was applied for by, and awarded to, both the LifeSpires agencies and PS37R. Upon winning this grant 20 students from our school worked with LifeSpires in a community-building program, in conjunction with the Transition Team, and developed Person-Centered Plans for each student. In addition, these 20 students received home visits and, in some instances, were offered a job coach during their last year at PS37R and their first post-graduation year.

PS37R also belongs to the Urban Innovations Learning Community which enables agencies and schools to work together in planning for students' transitions from a school environment to a work environment.

PS37 has a parent worker who meets with, and/or makes home visits to, parents to encourage participation in school life. She also works to identify families' needs, assists with student registration and attendance, and consults with school staff concerning social agency referrals.

Various community agencies are involved with PS37R. These agencies are invited to the school to provide parent workshops, or host parent workshops at other local agencies and/or District 75 schools.

The agencies are as follows:

- The Institute of Basic Research
- The Office of People with Developmental Disabilities
- Marquis Studios
- LifeStyles
- LifeSpires

- On Your Mark
- Eden II
- Heartshare
- A Very Special Place
- Crossroads
- Staten Island Development Disabilities Service Organization

**Budget and resources alignment:**

Tax Levy funding will provide for Per Diem substitute teachers and teacher coverages for PPT meetings, workshops and visits to inclusion, work and transition sites. Resources employed for the provision of transition services include:

- The Office for People with Disabilities
- The District 75 Transition Office Staff
- The PS37R Family Worker
- The PS37R Transition Coordinator

### 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				
<b>K</b>	2	2	N/A	N/A	3	N/A	3	IEP mandated only
<b>1</b>	5	5	N/A	N/A	1	N/A	1	IEP mandated only
<b>2</b>	3	3	N/A	N/A	2	N/A	2	IEP mandated only
<b>3</b>	5	5	N/A	N/A	1	N/A	1	IEP mandated only
<b>4</b>	1	1	1	1	2	N/A	2	IEP mandated only
<b>5</b>	1	1	1	1	1	N/A	1	IEP mandated only
<b>6</b>	1	1	1	1	1	N/A	1	IEP mandated only
<b>7</b>	2	2	2	2	3	N/A	3	IEP mandated only
<b>8</b>	0	0	0	0	1	N/A	1	IEP mandated only
<b>9</b>	0	0	0	0	2	N/A	2	IEP mandated only
<b>10</b>	0	0	0	0	2	N/A	2	IEP mandated only
<b>11</b>	0	0	0	0	2	N/A	2	IEP mandated only
<b>12</b>	0	0	0	0	1	N/A	1	IEP mandated only

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.).

<b>Name of Academic Intervention Services (AIS)</b>	<b>Description</b>
<b>ELA</b>	Small group instruction 5X weekly during Literacy Block periods. Programs include but are not limited to: Teacher’s College Curriculum, Harcourt Storytown, Words Their Way, Starting Comprehension, Good Habits/Great Teachers, Teachers and paraprofessionals work with students in small groups. Instruction is individualized based on students’ needs/levels. Specific skills addressed include: sight word vocabulary, decoding, spelling and comprehension skills.
<b>Mathematics</b>	Small group instruction during Math block periods 3X- 5X weekly. One to one tutoring during extended day periods. Programs include but are not limited to: NY HSP Math, Everyday Math, Integrated Algebra. Instruction is individualized based on students’ needs/levels. Specific skills addressed include: computation, fractions, percentage, money, word problems and algebraic formulas.
<b>Science</b>	Small group instruction during Science periods 3X weekly. Instruction is individualized based on students’ needs and levels. Skills reinforced include vocabulary, concepts and materials presented during science lessons. Assistance with project completion is also provided as needed.
<b>Social Studies</b>	Small group instruction during Social Studies periods 3X weekly. Instruction is individualized based on students’ needs/levels. Skills reinforced include vocabulary and concepts presented during social studies lessons. Assistance with project completion is also provided.
<b>At-risk Services provided by the Guidance Counselor</b>	Small-group instruction is offered during school day with students who are not mandated for counseling. These students work on behavioral and social skills with their peer discussion groups.
<b>At-risk Services provided by the School Psychologist</b>	N/A
<b>At-risk Services provided by the Social Worker</b>	Small-group instruction is offered during school day with students who are not mandated for counseling. These students work on behavioral and social skills with their peer discussion groups.
<b>At-risk Health-related Services</b>	As per IEP man dates

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 will 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 with Title I parents 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 Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, 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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

## **III. Student Responsibilities:**

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

**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 <b>Gary Hecht/Stephanie McCaskill</b>	District <b>75</b>	Borough <b>Staten Island</b>	School Number <b>037</b>
School Name <b>037R</b>			

### B. Language Allocation Policy Team Composition [?](#)

Principal <b>Anthony Faiella</b>	Assistant Principal <b>Deborah Labetti</b>
Coach <b>Lisa Anderson</b>	Coach
ESL Teacher <b>Joyce Felix (Scelzo)</b>	Guidance Counselor <b>Magdalena Cohen</b>
Teacher/Subject Area <b>Darlene Bowman/Special Ed.</b>	Parent
Teacher/Subject Area	Parent Coordinator <b>Donna Cornicelli</b>
Related Service Provider <b>Alisa Cooney-Mandart</b>	Other <b>William Devery - Social Worker</b>
Network Leader <b>Stephanie McCaskill</b>	Other

### 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	<b>1</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>343</b>	Total Number of ELLs	<b>25</b>	ELLs as share of total student population (%)	<b>7.29%</b>
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## 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. 

English Language Learners (ELLs) are initially identified in our school by reviewing several ATS reports. These include the ATS New York City Public Schools Indicator check list for 037 (RCHK) as well as and NCLB Disaggregation Groups (RDGS) report sorted by students' name, RADP for Admissions and Discharged students, a monthly turnaround document is also generated in CAP which identifies ELLS. The HISE report provides the history of individual student exams. In addition to a review of Page 1 of the IEPs, the Home Language Survey is reviewed as well .

Once a student is identified as a possible ELL, the parent is contacted by Joyce Felix (Scelzo) who will arrange a meeting to administer a Home Language Identification Survey (HLIS) if one was not administered at the CSE level. The informal oral parent interview will be conducted in English as well as the native language when necessary. If the parent responds at least one time that another language is spoken in questions 1-4 and at least twice in questions 5-8 that another language other than english is spoken at home the student is eligible for ESL services. If a student is identified as an ELL, a formal assessment will be conducted in English or in the native language.

These ELL students will be administered the LABR by Joyce Felix certified, licensed ESL teacher within the first ten days upon their entry into the school if they have not been given one or have not taken a NYSESLAT. (A LAB can be administered in Spanish when necessary). ATS (RLAT) report is used to determine the NYSELAT and LABR scores. The ATS (RLER) report is used to determine eligibility for LABR and NYSESLAT. If a spanish speaking student does not do well on the English LAB, the Spanish LAB will be administered. All ELLS are given the NYSESLAT including those students who have been Xcoded. When annually evaluating ELLS using the New York State English as a Second Language Achievement Test (NYSESLAT), the results are reviewed to determine student's proficiency level as a whole and in sub-skill areas.

The steps taken to annually evaluate ELLS includes reviewing the total scores as well as the component scores of the students' NYSESLAT.

The evaluation results assist in targeting specific student strengths and weaknesses.

We will track students who have taken the NYSESLAT over the course of two or more years to determine their progress year to year.

All four components of the NYSESLAT are given, individually, to autistic students in need of ELL service. The RNMR (the NYSESLAT combined modalities report) provides individual performance levels for speaking, listening, reading and writing.

To ensure that parents understand the three program choices (Transitional Bilingual, Dual Language, and Freestanding ESL), the parent coordinator and the ESL teacher explain the programs available to assist student language needs. A translator will be present when needed. To obtain translations, we use the resources of District 75's Parent Support Office. The parent coordinator will deliver the translated materials to the parents within ten days. Parents of ELL students will be provided with a parent orientation in the Fall. The parent coordinator organizes a meeting where the ESL teacher and related service providers can meet parents and hear their concerns. Parents will be given a description of school wide programs and a schedule of services.

The ESL teacher at PS37R will contact parents if entitlement letters, parent surveys and program solution forms have not been distributed by the CSE. The ESL teacher will meet with the parents and a translator, if necessary. Entitlement will be fully explained and parent surveys (HLIS) filled out to ensure proper program selection.

Currently PS37R offers a Freestanding ESL program (per CR Part 154). Students who are entitled to receive Bilingual instruction will

be allocated an Alternate Placement Para who speaks the student's native language fluently. The Alternate Placement Para will be able to communicate the program particulars to the parent in their native language.

After reviewing the parent survey and program selection forms, 12 students' IEPs indicate ESL and 7 students IEPs indicate bilingual instruction with an Interim Service Plan (Alternate Placement Para).

Program selection in the past year approximates prior years selections.

The program models at PS 37R are aligned with parent requests. 19 parents have requested the Freestanding ESL program.

## 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 <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	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														To t#
	K	1	2	3	4	5	6	7	8	9	10	11	12	
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	25	Newcomers (ELLs receiving service 0-3 years)	11	Special Education	25
SIFE	0	ELLs receiving service 4-6 years	8	Long-Term (completed 6 years)	6

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
Dual Language										0
ESL	11	0	11	8	0	8	6	0	6	25
Total	11	0	11	8	0	8	6	0	6	25
Number of ELLs in a TBE program who are in alternate placement: <u>0</u>										

### 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
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

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

**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
<b>TOTAL</b>	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):

African-American: 0      Asian: 0      Hispanic/Latino: 0

Native American: 0      White (Non-Hispanic/Latino): 0      Other: 0

**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	2	1	2	1	1	2	3	1					14
Chinese										1		1		2
Russian			1								1			2
Bengali					1									1
Urdu														0
Arabic				1		1			1					3
Haitian														0
French														0
Korean														0
Punjabi														0
Polish								1						1
Albanian									1				1	2
Other														0
<b>TOTAL</b>	1	2	2	3	2	2	2	4	3	1	1	1	1	25

## 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?

PS37R has a total of 25 ELL students. 19 ELL students are entitled to ESL services. 17 of these students receive ESL services in grades K,1,2,3,4,5,6,7,8,11,12 and 2 of these students receive ESL services in grades 9-12. 8 students are currently enrolled in 6:1:1 classes; 3 students in an 8:1:1 class; 5 students in 12:1:4 classes and 3 students in a 12:1:1 class. The remaining 6 students are served as per their IEPs.

All ELL students are participating in Alternate Assessment. Options for Special education ELL students are discussed with parents during the Educational Planning Conferences at the CSE.

### ESL Program

The 19 ELL students are served in the ESL Program by Joyce Felix a NYS/NYC licensed and certified ESL teacher. The total number includes 12 students whose IEPs indicate ESL Only and 7 students whose IEPs indicate Bilingual with interim service plan indicating Alternate Placement. The 6 students not entitled to ESL services are served as per their IEPs. ESL is provided by Joyce Felix a certified ESL teacher through a combination of pull-out/push-in model of instruction. When appropriate some students receive native language supports from paraprofessionals who speak the students' native language. The program model is that of a heterogeneous (mixed proficiency levels) group.

### ESL Instruction

The ESL teacher works with the ELL students during content instruction in a pull-out model. An alternate model allows for push-in instruction with one classroom teacher. All ELLs who are at the beginning and intermediate levels are entitled to 360 minutes of instruction at the Elementary school level and 540 minutes of instruction at the High School level. Students who are at the advanced level will be entitled to 180 minutes of ESL instruction and 180 minutes of ELA as required under CR Part 154. All the students are receiving, to the greatest extent possible, the prescribed number of instructional units. To ensure that the students meet the standards, ESL instruction follows the NYS ESL standards and incorporates ESL strategies such as: Total Physical Response (TPR), Language Experience, Whole Language, Graphic Organizers, differentiated instruction, and cooperative learning where appropriate. The use of technology is incorporated to offer students additional support. The classroom libraries include a variety of books of all levels including adapted books for students with severe disabilities that reflect the needs and strengths of ELL students. Native language literacy student levels are considered in the choice of both instructional materials and specific modifications made for individual students. The school multi-media center contains a variety of instructional materials (books, adapted books, and computer software) which is used to assist students in the acquisition of English. Differentiated instruction is evident in the variety of instructional levels of the children and their proficiency level in listening, speaking, reading and writing. Additionally, differentiation is evident in the variety of communication modes and levels.

## A. Programming and Scheduling Information

In order to maximize English language acquisition for our ELL students the ESL teacher meets with our elementary classroom teachers during common planning times. During these periods the teachers will discuss both curriculum materials and a variety of techniques/ methodologies to promote positive student growth. On the Middle and High School levels the ESL teacher works with teachers in the area of ELA to promote academic-based language skills.

**Newcomers:** Currently we have 11 students who have received ESL service for a period of 0-3 years as indicated on the chart found on page 3. Services available to newcomers include: tutoring, buddy system, small group instruction/cooperative learning, and creation of a nurturing educational environment to facilitate language production.

**Alternate Placement:** Some students in Alternate Placement receive native language supports from paraprofessionals who speak students' native languages. Support may include: translation of individual words, sentences, etc. determined by the functioning levels/needs of the students and individual communication modes.

**Transition Plan:** Students who score "proficient" on the NYSESLAT are entitled to two years of support services. Examples of such services include: ESL, AIS, counseling or participation in an after school program.

Students who are X coded are serviced as per their IEPs and will take the NYSESLAT each Spring as per NYS mandates.

### Content Area Instruction

For all ELL students content area instruction is provided as follows: all subjects areas are taught in English through the use of ESL methodologies by Special Education teachers who have completed the mandated 7.5 hours of Jose P. ESL training. The ESL methodologies employed include: TPR to combine visual, auditory, kinesthetic learning modalities through class participation for children on the Autistic spectrum following TEACCH, and Applied Behavior Analysis methodologies, and students with Multiple Handicaps. Content area lessons reflect a modified balanced literacy approach. Language Experience, TPR, the Natural Approach, Whole Language, multisensory approaches are used in conjunction with augmentative communication devices and Mayer Johnson symbols. Content area instruction follows NYC Scope and Sequence for content area teaching, adaptations of the uniform curriculum and Alternate Grade Level Indicators for ELA, Math, Social Studies and Science. The use of technology and a variety of communication systems are incorporated into ESL and content area instruction to give students additional support. Multisensory and multicultural materials are infused throughout all aspects of instruction.

**English Language Arts:** Literacy instruction for ELLs follow an adapted form of the NYC's Balanced Literacy Program that 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.

**Math:** PS37R uses Everyday Math, adapted to meet the needs of ELL students, if applicable. Adaptations include the use of manipulative and use of augmentative devices. Math instruction is based on the individual needs of each, and is based upon their cognitive levels.

**Social Studies & Science:** Cluster teachers in these areas collaborate with the ESL teacher to prescribe targeted interventions for ELL students.

**SIFE:** At present we have no SIFE students on register. In the event that we have SIFE students we will continue to provide individualized instruction which is adapted to meet students' needs. Skills will increase through ESL methodologies, TPR (Total Physical Response), teacher modeling, peer buddy system, one to one tutoring. Parent workshops will be provided as needed. Students in classes for the Multiply Handicapped will participate in lesson engineered for language development. Picture symbols will be displayed throughout the environment. Students will receive sensory processing and emergent literacy that reinforces balanced literacy approaches through content areas. Communication boards, bilingual storyboards as well as augmentative communication systems and devices displaying picture symbols will be used. Total communication approaches, photographic and transition boards are used to meet and enhance ELA standards to ESL standards. The following materials will be used as appropriate: Graphic organizers, Alphabet Chants, Jazz Chants, Santillana Intensive English levels 1 & 2, Shelter English Books, and Addison Wesley and Amazing- English Journal.

**Long Term ELL:** Currently we have 6 long term ELL students. Students who are in long term ELL are provided with instructional techniques such as TPR (Total Physical Response) to combine visual, auditory, kinesthetic learning modalities through participation in classes for students with autism employing one of the following methodologies: TEACCH, and ABA. Student enrolled in classes for the multiply handicapped

participate in engineered language development classrooms.

Skills will increase through ESL methodologies, TPR (Total Physical Response), teacher modeling, peer buddy system, one to one tutoring.

Parent workshops will be provided as needed. Students in classes for the Multiply Handicapped will participate in lessons engineered for language development. Picture symbols will be displayed throughout the environment. Students will receive sensory processing and

## 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)

## A. Programming and Scheduling Information

emergent literacy that reinforces balanced literacy approaches through content areas. Communication boards, bilingual storyboards as well as augmentative communication systems and devices displaying picture symbols will be used. Total communication approaches

## 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?

### ESL Instruction

The ESL teacher works with the ELL students during content instruction in a pull out model. An alternate model allows for push in instruction with one classroom teacher. All ELL's are at the beginning level and are entitled to 360 minutes of instruction at the Elementary school level and 540 minutes of instruction at the High School level. All the students are receiving to the greatest extent possible the prescribed number of instructional units. To ensure that the students meet the standards, ESL instruction follows the NYS ESL standards and incorporates ESL strategies such as: Total Physical Response (TPR), Language Experience, Whole Language, Graphic Organizers, differentiated instruction, and cooperative learning where appropriate. The use of technology is incorporated to offer students additional support. The classroom libraries include a variety of books of all levels including adapted books for students with severe disabilities that reflect the needs and strengths of ELL students. Native language literacy student levels are considered in the choice of both instructional materials and specific modifications made for individual students. The school multi-media center contains a variety of instructional materials (books, adapted books, and computer software) which is used to assist students in the acquisition of English.

In order to maximize English language acquisition for our ELL students the ESL teacher will meet with our elementary classroom teachers during common planning times. During these periods the teachers will discuss both curriculum materials and a variety of techniques/ methodologies to promote positive student growth. On the Middle and High School levels the ESL teacher works with teachers in the area of ELA to promote academic based language skills. As our students participate in NYS Alternate Assessment content area instruction is modified to reflect the students' instructional levels. Curriculum is adapted to meet the learning styles of the students. Intervention services are provided through small group instruction in english and native language when necessary.

Newcomers: Currently we have 11 newcomers. Services available to newcomers include: tutoring, buddy system, small group instruction/cooperative learning, and creation of a nurturing educational environment to facilitate language production. Biligual paraprofessionals assist new students. The use of dictionaries and modified bi-lingual books are utilized.

The methodologies employed for ELL students receiving service for 4-6 years include:

TPR to combine visual, auditory, kinesthetic learning modalities through class participation for children on the Autistic spectrum following TEACCH, and Applied Behavior Analysis methodologies, and students with Multiple Handicaps. Content area lessons will reflect students' prior knowledge through a modified balanced literacy approach. Language Experience, TPR, the Natural Approach, Whole Language, multisensory approaches and cooperative learning are used in conjunction with augmentative communication devices and Mayer Johnson symbols. Content area instruction follows NYC Scope and Sequence for content area teaching, adaptations of the uniform curriculum and Alternate Grade Level Indicators for ELA, Math, Social Studies and Science.

PS37R offers after-school programs to all of our students. Currently we have 5 ELL students are enrolled in CHAMPS and 3 are enrolled in On Your Mark. A new program was implemented and PS37R, called Get Ready to Learn. It is offered during the school day and 5 ELL students are participating.

## Courses Taught in Languages Other than English

### 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?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language models are used (with/without separation of the two)?

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:

### 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.

During the 2011-2012 school year, PS 37R's professional development plan will include topics pertaining to the education of ELLs such as: strategies, the NYS ESL Standards, balanced literacy in classrooms collaboratively with the ESL teacher. Staff development will be ongoing. All teachers working with ELL students were trained in the mandatory 7.5 hours of Jose P. ESL training. Newly hired teachers will receive the required training. The ESL teacher will model instructional strategies to classroom teachers as well as to all related service staff. The teaching of ESL is addressed incorporating all content areas: Math, Social Studies and Science linked through literacy in Alternate Assessments methods. The ESL teacher in collaboration with classroom teachers will adapt curriculum, and the use of technology in ESL education. Additional adaptations of ESL materials will be made for education of ELL students with severe disabilities. Thematic instruction provided in the units of Study for students in Alternate Assessments will be used to promote literacy. Engineered classrooms for language development and communication utilizing augmentative communication systems will include augmentative devices and picture symbols to assist instruction. These areas will be addressed during professional development periods and common prep periods. The ESL teacher supports Middle and HS staff in aligning instruction to vocational/career education opportunities and in students' work site assignments.

PS 37R's teachers and paraprofessionals serving ELL students will also be supported through the ESL teacher. In addition, PS37R will encourage the attendance of ESL, and monolingual teachers and paraprofessionals at district, City, and statewide conferences focusing on the education of ELL students.

The ELL teacher meets with the paraprofessionals and teachers of ELL students on Professional Development Days (11/8/2011 and 6/7/2012) to discuss updated ELL policies and procedures.

### 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?

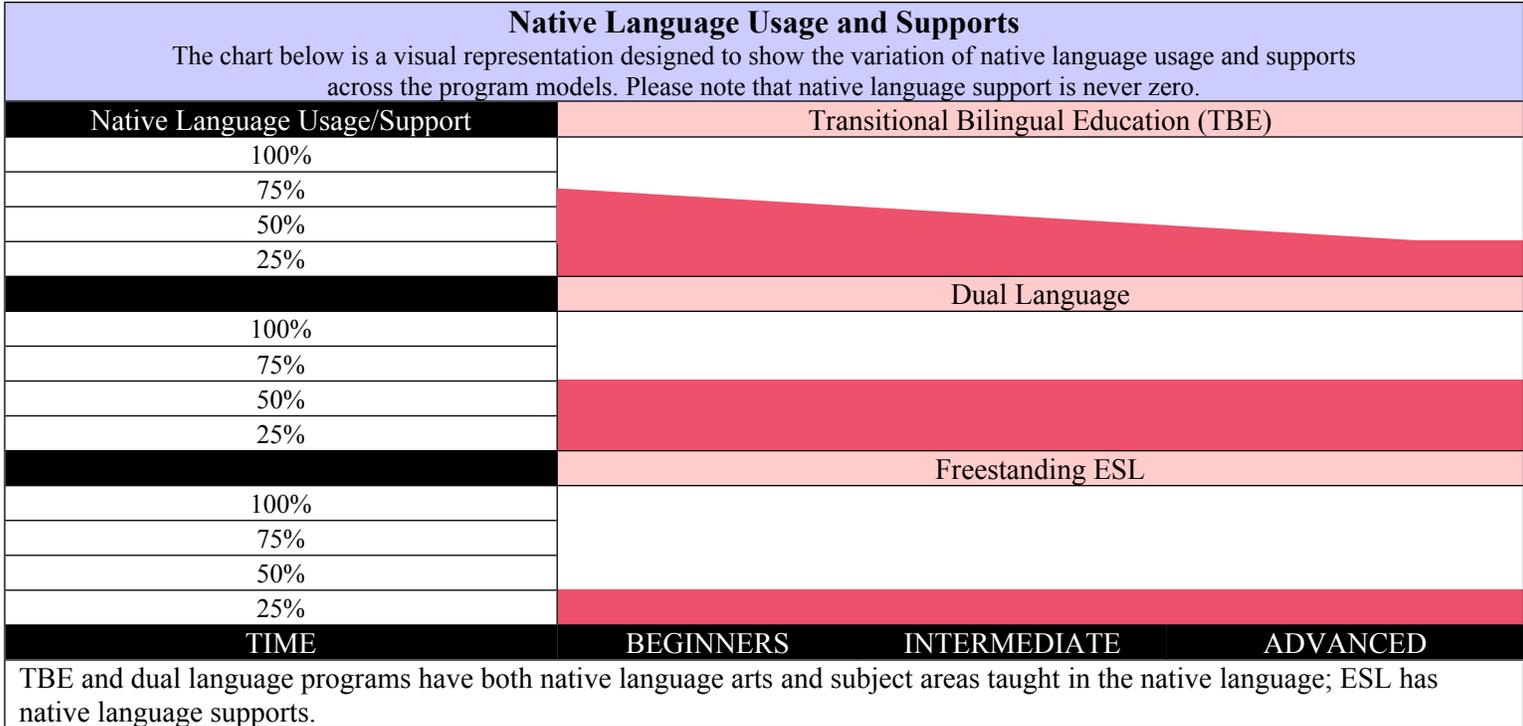
Through the school's Parent Coordinator, PS37R will offer parents of ELLs information in their home languages and training on different aspects of their children's education such as, effective parent participation in district conferences, school activities, and home activities to support learning, assessments, standards and achievement of goals. Parents of ELL students will be provided with parent orientation in the Fall. Parents of ELL students will be given a description of school wide programs and how the Language Allocation Policy will impact on their child's education. A language needs assessment survey is sent home to the parents of all ELL students to assess their needs, and those of their child. The school will make every effort to provide translators for parents who speak in their native language. The school's partnership with the GRACE foundation, On Your Mark and SI Disabilities Council benefit the needs of all parents and students. Guest speakers at monthly PTA meetings address the needs of our parents. PS37R's Boy and Girl Scout programs are open to all students, including ELL students, and help to build a sense of community.

#### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> 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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



## 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?

### ESL Instruction

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## 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.
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## 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?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

## 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.

Paste additional information here

## 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?
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## E. Parental Involvement

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3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Through the school's Parent Coordinator, PS37R will offer parents of ELLs information in their home languages and training on different aspects of their children's education such as, effective parent participation in district conferences, school activities, and home activities to support learning, assessments, standards and achievement of goals. Parents of ELL students will be provided with parent orientation in the Fall. Parents of ELL students will be given a description of school wide programs and how the Language Allocation Policy will impact on their child's education. A language needs assessment survey is sent home to the parents of all ELL students to assess their needs, and those of their child. The school will make every effort to provide translators for parents who speak in their native language. The school's partnership with the GRACE foundation, On Your Mark and SI Disabilities Council benefit the needs of all parents and students. Guest speakers at monthly PTA meetings address the needs of our parents. PS37R's Boy and Girl Scout programs are open to all students, including ELL students, and help to build a sense of community.

# 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	2	2	3	2	2	2	4	3	1	1	1	1	25
Intermediate(I)														0
Advanced (A)														0
Total	1	2	2	3	2	2	2	4	3	1	1	1	1	25

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	1	2	2	3	2	1	2	4	2	1	1	1	1
	I						1			1				
	A													
	P													
READING/ WRITING	B	1	2	2	3	2	2	2	1	3	1	1	1	1
	I													
	A													
	P													

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
6									0
7									0
8									0
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA	18		15	
NYSAA Mathematics	18		15	
NYSAA Social Studies	2		2	
NYSAA Science	9		9	

**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.

Students in standardized assessment are evaluated with the ECLAS-2. Students in Alternate Assessment are evaluated with the ABLLS, BRIGANCE Assessment and through their NYSAA portfolios. The data indicates that our students are below grade level in literacy skills. NYSESLAT data for our ELL students indicated that while the majority of our students are at the beginning level, two out of twenty-five students moved to the Intermediate level in listening and speaking. Our students, who exhibit severe communication deficits, require additional small group instruction in order to improve their reading, writing, listening and speaking skills. Continued support is provided by classroom teachers, speech and language teachers and ESL teacher. Questions 4 and 5 are not applicable to our school population. The success of our programs for ELL students is measure by the NYSESLAT and mastery of IEP goals. The above-mentioned assessments (ABLLS, BRIGANCE and NYSAA) are analyzed and used to develop instructional plans and IEP goals for students, based upon the cognitive needs of each student.

### 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.

Paste additional information here

## Part VI: LAP Assurances

School Name: **037R**

School DBN: **7**

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Anthony Faiella	Principal		12/1/11
Deborah Labetti	Assistant Principal		12/1/11
Donna Cornicelli	Parent Coordinator		12/1/11
Joyce Felix (Scelzo)	ESL Teacher		12/1/11
	Parent		12/1/11
Darlene Bowman	Teacher/Subject Area		12/1/11
	Teacher/Subject Area		12/1/11
Lisa Anderson	Coach		12/1/11
	Coach		12/1/11
Magdalena Cohen	Guidance Counselor		12/1/11
Stephanie McCaskill	Network Leader		12/1/11
Alisa Cooney-Mandart	Other <u>Related Service</u>		12/1/11
	Other		12/1/11
	Other		12/1/11
	Other		12/1/11

## LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

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

DBN: 75R037 School Name: 37R

Cluster: 75 Network: 2

**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**

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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.

The ESL teacher works in conjunction with the parent coordinator reviewing all ELL home language surveys. The parent coordinator meets with parents of newly admitted students to assess language needs. If translation services are required the D75 Parent Resource Office is contacted for assistance. The parent coordinator also sends a survey to all classroom teachers to inquire as to whether parents of students need translation.

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.

Parents of students currently on register speak English, Spanish or Russian as their primary languages. D75 provides documents in a variety of languages, which are made available when necessary. The total number of parents who speak the above-mentioned languages is 19. 11 of these 19 do not require translation services. The total number of parent requiring Spanish-translation services is 8. All 8 Spanish-speaking families require oral and written translation services. School-based staff translates for parents at phone and/or school-based conferences. Findings are reported at PTA meetings and faculty/cohort meetings.

## Part B: Strategies and Activities

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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.

Written translations will be provided in timely manner, as needed, with the assistance of school staff. School staff (specific teachers and paraprofessionals) provide written translations within the first two weeks of school. In addition these staff members meet with parents on a 1-to-1 basis. PS37R has staff member fluent, and able to write, in Polish, Spanish, Albanian and Egyptian. We have one family that speaks Mandarin. PS37R has no staff member fluent in Mandarin so, when needed, the school contacts the NYCDOE Office of Family Engagement and Advocacy Translation and Interpretation Unit services at (718) 752-7373 x4. The siblings of the Mandarin-speaking student are fluent in English, mitigating the need to contact outside agencies.

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.

Oral translations will be provided in timely manner, as needed, with the assistance of school staff. School staff (specific teachers and paraprofessionals) provide verbal translations within the first two weeks of school. In addition these staff members meet with parents on a 1-to-1 basis. PS37R has staff member fluent in Polish, Spanish, Albanian and Egyptian. We have one family that speaks Mandarin. PS37R has no staff member fluent in Mandarin so, when needed, the school contacts the NYCDOE Office of Family Engagement and Advocacy Translation and Interpretation Unit services at (718) 752-7373 x4. The siblings of the Mandarin-speaking student are fluent in English, mitigating the need to contact outside agencies.

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>.

Parents whose native language is not English will receive the translated Parent Bill of Rights & Responsibilities in order to be made aware of their rights regarding translation and interpretation services. A sign in each of the covered languages is posted near the main entrance of the school indicating the availability of interpretation services.