



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: PS 373 ROBERT RANDALL SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 75R373

PRINCIPAL: ILENE GOLDSTEIN-HARNETT **EMAIL:** IHARNET@SCHOOLS.NYC.GOV

SUPERINTENDENT: GARY HECHT

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

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

Name	Position and Constituent Group Represented	Signature
Ilene Goldstein-Harnett	*Principal or Designee	
Analia Gerard	*UFT Chapter Leader or Designee	
Maritza Sabato	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Barienne McNamara	Member/Teacher	
Maria Cacace	Member/Teacher	
Dina Vitadamo	Member/Paraprofessional	
Nicole Napoli	Member/ Parent	
Perian Wise	Member/ PTA Vice-President	
Maria Cuffaro	Member/ PTA Secretary	
Nicole Napoli	Member/Parent	
Danielle Simeoli	Assistant Principal	

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

We will provide professional development in order to expand pedagogical competencies as evidenced by a 10% increase in the number of targeted indicators observed during monthly walkthroughs by June, 2012.

Comprehensive needs assessment

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

QR Statement-

Deepen the level of professional support and feedback provided to teachers so that the areas for growth are targeted in order to improve pedagogical practices.

Learning Environment Survey:

Last year's analysis of the 2009-2010 LES Teacher data indicated the need to improve Safety & Respect, Engagement and Communication. After working with teachers in cohorts and inquiry teams this year, we have been able to increase teacher satisfaction in each of these areas by an average of 9%. When reviewing the details of the survey, it is found that there was an increase in teacher satisfaction in all areas except Professional Development. For example, there was a 10% decrease in satisfaction when asked how much teachers agreed the 'The PD I received this year provided me with content support in my subject area.' There was a 7% decrease in satisfaction when asked, 'This year, I received helpful training on the use of student achievement data to improve teaching and learning.'

This year, teachers at each site engaged in a school-level pre and post learning environment survey (with the same questions) that was given in October and again in June. We found similar results when we calculated the data from this survey. Teachers felt that the PD they received this year was not appropriate. We feel that this is due to the unexpected Quality Review evaluation and need for training and PD on new mandated DOE initiatives that needed to be introduced.

Based on the overall feedback from teachers regarding their dissatisfaction with the content of PD that they received this year, we created a PD Needs Survey. A total of 49 completed surveys were collected. When asked, 30 teachers responded that they needed more SESIS PD, 21 stated they needed PD on Behavior Management Strategies, and 19 said that they needed PD in teaching writing. In addition, teachers stated that they would benefit from additional PD on the use of technological resources to improve student learning (22 teachers), Differentiated Instruction (16 teachers) and the Common Core Learning standards aligned to current curricula.

Sixty nine percent of teachers prefer Power Point Presentations as the method of delivery whereas 53% preferred use of internet resources and 29% prefer to see videos. When asked what type of follow up activities were favored, 57% agreed that demonstration lessons would be preferred, 45% preferred classroom inter-visitations, 33% preferred direct coaching and 22% preferred web-support. Teachers had the ability to choose more than one method, therefore the totals do not equal 100%.

Instructional strategies/activities

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

- **September PD day - Introduce all teachers to the Danielson Framework and how it relates to the Professional Teaching Standards (Through the use of DOE Common Core Library Resources)**
- **Self Evaluation - During cohort meetings, navigate with teachers through ARIS Learn. Give teachers time to complete Self-Assessment on ARIS (based on the Danielson Framework) in order for teachers to learn their strengths and weaknesses as they relate to the framework.**
- **Teachers will use ARIS Learn to create goals and Professional Learning Plans, based on the self-evaluation (based on the Framework)**
- **Informal monthly administrative walkthroughs will be conducted to view instructional techniques and competencies. The following calendar will be used to guide focused administrative walkthroughs. We will assess one specified competency per month and progress-monitor the prior month's focus competency to note improvements.**

<u>Month:</u>	<u>Focus Competency:</u>	<u>Progress Monitoring Focus:</u>
October	1c Designing Coherent Instruction	NA
November	2b Establishing a Culture for Learning	1e
December	2d Managing Student Behavior	2b
January	3b Using Questioning and Discussion	2d
February	3c Engaging Students in Learning	3b
March	3d Using Assessment in	3c

	Instruction	
April	All of the above	All of the above
May	All of the above	All of the above

- Teachers will receive feedback regarding walkthroughs within three days of the date of the actual walkthrough. Cohorts, professional development, monthly faculty meetings, etc. will focus on patterns found during walkthroughs and areas in need of improvement.
- Differentiated PD will be provided through external Professional Development, coaching, inter-visitation, cohort meetings and school PD
- Administrators will create a binder of teacher data, inclusive of all formal and informal observations, teacher goals, feedback, progress and plans.
- Mid-Year Teacher Improvement Plans will be devised with teachers in danger of receiving a U or not attaining tenure
- Walkthrough observations will continue for the remainder of the school year
- Teacher Improvement Plan Progress Monitoring will be conducted with teachers who have them.

Evidence:

- *Walkthrough Documents*
- *Formal Observation Document*
- *Teacher Goals*
- *Teacher Improvement Plans and Progress*

Strategies to increase parental involvement

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

Parents are our students' first teachers. When schools, families, and communities work together to support learning, children tend to do better in school. Research shows that schools have an important part to play in determining levels of parent involvement (Epstein, 2001). With that end in mind, it is our responsibility to provide support and opportunities for parental involvement. We will employ the following strategies:

- Provide a method of daily communication between parent and teacher through use of a daily point sheet which must be signed on a daily basis.
- Provide PD on how to utilize RAZ kids, Treasures and Everyday Mathematics on-line at home.
- Clearly communicate goals by sharing progress on IEP goals four times a year.
- Provide monthly newsletters, inclusive of parent resources, through email, via the parent website, and sent home to families.
- Use a variety of assessment data to establish future goals for both home and school. Parents of special needs students are tired of

seeing data that states that their child is far below standards. We will use low-inference data more often to positively share assessments with parents.

- Collaborate with all Related Service Providers who work with students, so all staff and parents work together toward student success.
- Celebrate by providing regular events that showcase students' learning and invite parents to attend or participate. This will include the Science Fair, the Technology Fair, a variety of performances including the school Choir and Dance Troop, etc.

Strategies for attracting Highly Qualified Teachers (HQT)

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

According to Berry et al., 2002; Ingersoll & Smith, 2003; Inman & Marlow, 2004; Patterson, 2005, school administrators should focus on improving administrative support to staff, increasing student motivation and discipline, improving working conditions, encouraging collegiality, and raising teachers' participation in the decision-making process in order to increase teacher retention and attraction. In addition, schools should provide new teachers with concrete timelines, standards and expectations and develop an effective assessment system that provides professional development support to the new teachers.

With the research in mind, the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified are as follows:

- **Administrative Support:** Administrators will support teachers with classroom discipline issues, support teachers by sending them to professional development conferences and/or purchasing materials for their classrooms. Administrators will also allow for flexible scheduling, provide needed materials and supplies and show respect for educational decisions. Teachers will voice their opinions and make decisions through surveys, cohort meetings, Teacher-Team meetings and Inquiry.
- **Administrator Visibility:** routine face-to-face contact with students, parents and the community, as well as regular staff communication. School "Weekly", published on a weekly basis, will be emailed and posted for all staff. This includes timelines, upcoming events and clearly states school-wide expectations.
- **Professional Development/Support:** Time will be built into schedules for visits with mentors/master teachers to observe strategies that could be modeled and practiced. Administration and district/school-based coach will also provide professional development opportunities in effective curricula and instructional practices with intensive focus on student achievement. This will be provided during cohorts, faculty meetings and professional development days.
- **School Culture:** The implementation of Emotional Literacy has supported the increase of positive school culture over the years. To continue this goal, we will provide more opportunities to celebrate student and teacher achievement, collaborate with teachers on school-wide events, and show/voice more appreciation to the teachers.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - **Emotional Literacy Program used to support students' social/emotional needs**
 - **CookShop program used with parents and students used to encourage healthy eating habits**
 - **Move to Improve and Get Ready To Learn (both physical movement programs infused with content instruction) used with students to increase time on task and decrease acting-out behaviors.**

Budget and resources alignment

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

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, there will be an increase in students' proficiency in ELA as demonstrated by students achieving a level 2 or higher on CCLS-aligned Rubric based on the completion of the CCLS aligned task.

Comprehensive needs assessment

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

2010-2011 ELA State Exams:

A total of 121 students, grades 3-6, were tested. Of those students, 69% achieved a level 1, 23% achieved a level 2 and 8% achieved a level 3. When looking at performance level by grade, we found that for grade 3, 25% achieved a level 2 or 3 and 75% achieved a level 1. For 4th grade, we found that 40% achieved a level 2 or 3 whereas 60% got level 1. In 5th grade, 37% achieved a level 2 or 3 and 73% got level 1. Finally, when looking at our 6th graders, we found that 44% achieved a level 2 or 3 and 56% achieved a level 1 (there were 11 6th graders tested).

2010-2011 ELA NYSAA:

One hundred eleven students participated in the NYSAA. Of those tested, 77% achieved a level 4, 14% achieved a level 3 and 8% achieved a level 1. When looking at students in grade 3, we found that only 50% achieved a level 4 and 20% achieved a level 1.

WRAP Assessments:

A review of independent reading levels for students in grades 4-6 who participated in WRAP assessments indicates that the percentage of total students progressing this year (97%) compares favorably with last year's figures when 91% of our students showed an increase of 1 or more Fountas and Pinnell levels. Only 2 students (3%) made no progress, accounting for a decrease from last year's 9%.

Instructional strategies/activities

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

- Baseline literacy assessments will be conducted by classroom teachers and collected in October, including ECLAS, WRAP, Brigance, SANDI
- Cluster Teachers will review assessments, collaborate with classroom teachers and look at student work in Teacher Teams in order to determine student needs.
- Literacy based Goal Checklists will be created based on assessments in November and will be progress-monitored three times during the year.
- In order to ensure effective collaboration and promote Respect for all staff, review PS 373 School Charter on a monthly basis
- Teacher Teams will engage in activities designed around 'Unwrapping the Common Core Learning Standards' as provided by DOE in September.
- Teacher Teams will create grade-appropriate ELA rubrics based on the selected CCLS during teacher team meetings.
- Teacher Teams will engage in 'Unwrapping Student Bundles' in order to become familiar with examples of tasks embedded into the curriculum that are aligned with CCLS. This will occur on the November PD day.
- Teacher Teams will look at examples of Common Core-aligned Tasks and compare to tasks that are not Common Core-aligned during November and December meetings. In addition, they will determine the characteristics of Common Core-aligned tasks and look at samples from other teachers to determine if they meet the requirements.
- Beginning in January, students will engage in curricular units of study (FOSS, SS Core Curriculum, Music, etc.) aligned to the selected Common Core Learning Standards and begin to produce work based on the task. Student Rubrics will be created and shared with students so that they know the expectations.
- Student Tasks will be completed in April/May and will be assessed using teacher-created rubric.
- Teachers will reflect on the process, determine next steps and present their work during June Professional Development.

Evidence:

- Applicable data from ECLAS, WRAP, SANDI, Brigance*
- Goal Checklists*
- CCLS-aligned Rubric*
- Meeting Agenda and sign-in sheets*

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - Provide a method of daily communication between parent and teacher through use of a daily point sheet which must be signed on a daily basis.
 - Provide PD on how to utilize RAZ kids, Treasures and Everyday Mathematics on-line at home.
 - Clearly communicate goals by sharing progress on IEP goals four times a year.
 - Provide monthly newsletters, inclusive of parent resources, through email, via the parent website, and sent home to families.
 - Use a variety of assessment data to establish future goals for both home and school. Parents of special needs students are tired of

seeing data that states that their child is far below standards. We will use low-inference data more often to positively share assessments with parents.

- Collaborate with all Related Service Providers who work with students, so all staff and parents work together toward student success.
- Celebrate by providing regular events that showcase students' learning and invite parents to attend or participate. This will include the Science Fair, the Technology Fair, a variety of performances including the school Choir and Dance Troop, etc.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
 - **Administrative Support:** Administrators will support teachers with classroom discipline issues, support teachers by sending them to professional development conferences and/or purchasing materials for their classrooms. Administrators will also allow for flexible scheduling, provide needed materials and supplies and show respect for educational decisions. Teachers will voice their opinions and make decisions through surveys, cohort meetings, Teacher-Team meetings and Inquiry.
 - **Administrator Visibility:** routine face-to-face contact with students, parents and the community, as well as regular staff communication. School "Weekly", published on a weekly basis, will be emailed and posted for all staff. This includes timelines, upcoming events and clearly states school-wide expectations.
 - **Professional Development/Support:** Time will be built into schedules for visits with mentors/master teachers to observe strategies that could be modeled and practiced. Administration and district/school-based coach will also provide professional development opportunities in effective curricula and instructional practices with intensive focus on student achievement. This will be provided during cohorts, faculty meetings and professional development days.
 - **School Culture:** The implementation of Emotional Literacy has supported the increase of positive school culture over the years. To continue this goal, we will provide more opportunities to celebrate student and teacher achievement, collaborate with teachers on school-wide events, and show/voice more appreciation to the teachers.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - Emotional Literacy Program used to support students' social/emotional needs
 - CookShop program used with parents and students to provide and encourage healthy eating habits
 - Move to Improve and Get Ready To Learn (both physical movement programs infused with content instruction) used with students to increase time on task and decrease acting-out behaviors.

Budget and resources alignment

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

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, there will be an increase in students' proficiency in Mathematics as demonstrated by students achieving a level 2 or higher on CCLS-aligned Rubric based on the completion of the CCLS aligned task.

Comprehensive needs assessment

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

2010-2011 Math State Assessment:

One hundred twenty one students were tested on the State Math exam. Of those students, 2% achieved a level 4, 9% achieved a level 3, 38% achieved a level 2 and 52% achieved a level one. When broken down by grade level, we found that 41% of third graders achieved levels 2-3 and 60% achieved a level 1. For 4th grade, 47% achieved between levels 2-4 and 53% achieved level 1. Sixty percent of 5th graders achieved levels 2-3 and 41% achieved a level 1. Finally, out of 9 6th graders, 44% achieved a level 2-4 and 56% achieved level 1.

2010-2011 NYSAA Math:

One hundred eleven students participated in the NYSAA in math. No student achieved a level 1, 3% achieved a level 2, 13% achieved a level 3 and 85% achieved a level 4. When comparing the NYSAA in ELA scores to the math scores, students generally did better in math. ELA scores indicate that 8% of students got a level 1, whereas no student got a level one in math. In addition, 85% of students got a level 4 in math, whereas 77% got a 4 in ELA.

Instructional strategies/activities

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

-Baseline assessments will be conducted and collected in October, including prior year Everyday Mathematics End of Year Assessments, Brigance, SANDI and/or ECAM as appropriate

-Goal checklists will be created based on the assessments and will be monitored three times during the school year.

- In order to ensure effective collaboration and promote Respect for all staff, review PS 373 School Charter on a monthly basis
- Teacher Teams will engage in activities designed around 'Unwrapping the Common Core Learning Standards' as provided by DOE on November PD day.
- Teacher Teams will look at examples of Common Core-aligned Tasks and compare to tasks that are not Common Core-aligned during November and December meetings. In addition, they will determine the characteristics of Common Core-aligned tasks and look at samples from other teachers to determine if they meet the requirements.
- Teacher Teams will engage in 'Unwrapping Student Bundles' in order to become familiar with examples of tasks embedded into the curriculum that are aligned with CCLS during November PD.
- During November-December, Teacher Teams will analyze the Everyday Mathematics curriculum during small group meetings and determine alignment with the selected CCLS. Teachers will task-analyze the standards to determine everything our students will need to know, understand and be able to do (including behavioral and emotional needs) in order to meet the standard. Activities will be added to the curriculum if necessary.
- Teacher Teams will create math rubrics based on the selected CCLS
- Beginning in January, students will engage in Everyday Mathematics units of study aligned to the selected Common Core Learning Standards and begin to produce work based on the task. Student Rubrics will be shared with students so that they know the expectations.
- Student Tasks will be completed in April/May and will be assessed using teacher-created rubric.
- Final products will be graded according to the rubric
- Teachers will reflect on the process, determine next steps and share during June PD.

Evidence:

- Applicable data from Everyday Mathematics, Brigance, SANDI and/or ECAM*
- Goal Checklists*
- CCLS-aligned Rubric*
- Meeting Agenda and sign-in sheets*

Strategies to increase parental involvement

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

- Provide a method of daily communication between parent and teacher through use of a daily point sheet which must be signed on a daily basis.
- Provide PD on how to utilize RAZ kids, Treasures and Everyday Mathematics on-line at home.
- Clearly communicate goals by sharing progress on IEP goals four times a year.

- Provide monthly newsletters, inclusive of parent resources, through email, via the parent website, and sent home to families.
- Use a variety of assessment data to establish future goals for both home and school. Parents of special needs students are tired of seeing data that states that their child is far below standards. We will use low-inference data more often to positively share assessments with parents.
- Collaborate with all Related Service Providers who work with students, so all staff and parents work together toward student success.
- Celebrate by providing regular events that showcase students' learning and invite parents to attend or participate. This will include the Science Fair, the Technology Fair, a variety of performances including the school Choir and Dance Troop, etc.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
 - Administrative Support: Administrators will support teachers with classroom discipline issues, support teachers by sending them to professional development conferences and/or purchasing materials for their classrooms. Administrators will also allow for flexible scheduling, provide needed materials and supplies and show respect for educational decisions. Teachers will voice their opinions and make decisions through surveys, cohort meetings, Teacher-Team meetings and Inquiry.
 - Administrator Visibility: routine face-to-face contact with students, parents and the community, as well as regular staff communication. School "Weekly", published on a weekly basis, will be emailed and posted for all staff. This includes timelines, upcoming events and clearly states school-wide expectations.
 - Professional Development/Support: Time will be built into schedules for visits with mentors/master teachers to observe strategies that could be modeled and practiced. Administration and district/school-based coach will also provide professional development opportunities in effective curricula and instructional practices with intensive focus on student achievement. This will be provided during cohorts, faculty meetings and professional development days.
 - School Culture: The implementation of Emotional Literacy has supported the increase of positive school culture over the years. To continue this goal, we will provide more opportunities to celebrate student and teacher achievement, collaborate with teachers on school-wide events, and show/voice more appreciation to the teachers.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - Emotional Literacy used to support students' social/emotional needs
 - CookShop program used with parents and students used to encourage healthy eating habits

- **Move to Improve and Get Ready To Learn (both physical movement programs infused with content instruction) used with students to increase time on task and decrease acting-out behaviors.**

Budget and resources alignment

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

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Collaborative grade-level teams will expand upon the preliminary skill-oriented curriculum maps developed last year by devising targeted curriculum maps that cover all content areas aligned to the Common Core Learning Standards by each grade level as evidenced by mastery of 50% of student goals.

Comprehensive needs assessment

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

QR Statement:

Continue the curriculum transition so that all student populations are engaged in academic tasks that challenge higher order thinking abilities and provide coherence across the school

Instructional strategies/activities

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

-Provide weekly opportunities for Teacher Team Meetings

-During September PD, provide professional development on Universal Design for Learning, including strategies used to develop lessons that are geared for every student.

-Introduce and apply new protocol for looking at student work in October.

-Provide opportunity during cohort for teachers to take ARIS self-assessment in order for them to develop personal teaching goals related to citywide expectations (framework)

-Assign roles of Team Members (Team Leader, Recorder, etc.) in order to keep track of data, agendas, binder, etc.

-Engage teachers in looking at student work in order to determine gaps between what students know and are able to do and the curriculum (grade

specific)

- Engage teachers in CCLS activities (such as 'Unwrapping the Standards", etc.) so that they develop a deeper understanding.
- In January, begin to map out all core curricular areas with teachers, month by month, aligned to CCLS and inclusive of UDL strategies
- Continue throughout the remaining of the year to map out appropriate curriculum, providing opportunities to meet after school and/or on Saturday, if funding is available
- Share new curriculum maps with all staff during June PD

Evidence:

- *Copies of initial and adjusted Curriculum Maps aligned to CCLS and students' needs*
- *Analysis of student work as evidenced through assessment data, cohort meetings and notes*

Strategies to increase parental involvement

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

- Provide a method of daily communication between parent and teacher through use of a daily point sheet which must be signed on a daily basis.
- Provide PD on how to utilize RAZ kids, Treasures and Everyday Mathematics on-line at home.
- Clearly communicate goals by sharing progress on IEP goals four times a year.
- Provide monthly newsletters, inclusive of parent resources, through email, via the parent website, and sent home to families.
- Use a variety of assessment data to establish future goals for both home and school. Parents of special needs students are tired of seeing data that states that their child is far below standards. We will use low-inference data more often to positively share assessments with parents.
- Collaborate with all Related Service Providers who work with students, so all staff and parents work together toward student success.
- Celebrate by providing regular events that showcase students' learning and invite parents to attend or participate. This will include the Science Fair, the Technology Fair, a variety of performances including the school Choir and Dance Troop, etc.

Strategies for attracting Highly Qualified Teachers (HQT)

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

- **Administrative Support:** Administrators will support teachers with classroom discipline issues, support teachers by sending them to professional development conferences and/or purchasing materials for their classrooms. Administrators will also allow for flexible scheduling, provide needed materials and supplies and show respect for educational decisions. Teachers will voice their opinions and make decisions through surveys, cohort meetings, Teacher-Team meetings and Inquiry.
- **Administrator Visibility:** routine face-to-face contact with students, parents and the community, as well as regular staff communication. School "Weekly", published on a weekly basis, will be emailed and posted for all staff. This includes timelines, upcoming events and clearly states school-wide expectations.
- **Professional Development/Support:** Time will be built into schedules for visits with mentors/master teachers to observe strategies that could be modeled and practiced. Administration and district/school-based coach will also provide professional development opportunities in effective curricula and instructional practices with intensive focus on student achievement. This will be provided during cohorts, faculty meetings and professional development days.
- **School Culture:** The implementation of Emotional Literacy has supported the increase of positive school culture over the years. To continue this goal, we will provide more opportunities to celebrate student and teacher achievement, collaborate with teachers on school-wide events, and show/voice more appreciation to the teachers.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - Emotional Literacy Program and Power of Choice used to support students' social/emotional needs
 - CookShop program used with parents and students used to encourage healthy eating habits
 - Move to Improve and Get Ready To Learn (both physical movement programs infused with content instruction) used with students to increase time on task and decrease acting-out behaviors.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
 - Per-session money to fund teachers to create curriculum maps after school or Saturday

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				
K	37	37	N/A	N/A	0	0	0	0
1	44	44	N/A	N/A	0	0	0	0
2	67	67	N/A	N/A	0	0	0	0
3	64	64	N/A	N/A	0	0	0	0
4	79	79	79	79	0	0	0	0
5	66	66	66	66	0	0	0	0
6	16	16	16	16	0	0	0	0
7	8	8	8	8	0	0	0	0
8	6	6	6	6	0	0	0	0
9	NA	NA	NA	NA	NA	NA	NA	NA
10	NA	NA	NA	NA	NA	NA	NA	NA
11	NA	NA	NA	NA	NA	NA	NA	NA
12	NA	NA	NA	NA	NA	NA	NA	NA

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

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

Name of Academic Intervention Services (AIS)	Description
<p>ELA</p>	<p>-Programs include but are not limited to: Wilson (phonetic approach to assist in the development of language to strengthen reading skills in struggling readers), Great Leaps (develops fluency in reading through 5th grade), RAZ Kids (computer program that aids in decoding and fluency), Leap Pads (handheld reading devices), and Starfall (fluency program). All grades are included as needed. Students are selected as per individual need and services are provided during the day. Classroom teachers and paraprofessionals work with children either 1:1 or in small groups in separate areas and/or learning centers within each classroom three to five times per week. For students in Alternate Assessments, we provide opportunities to increase communication and functional skills integrated in the ELA content area through adapted curriculums such as the MeVile to WeVile by Ablenet and reading Milestones. Students use Picture Exchange systems and the use of Assistive-Adaptive Communication Technology to develop, practice and increase communication and functional skills throughout the school day to foster the connection between what is learned in school and connect it to the “real world.” Classroom teachers and paraprofessionals work with students in the classroom either in 1:1 in work station areas, small group instruction, and/or throughout the school environment to practice skills to foster development in spontaneous communication skills through AAC technology.</p>
<p>Mathematics</p>	<p>-Math Steps (supplemental program to reinforce math concepts as needed), ED Math games on line (motivating on line math games), and Everyday Math games (hands-on games to motivate and assist with students who need the hands on manipulatives to learn). All grades are included as needed. Students are selected as per individual need and services are provided during the day. Classroom teachers and paraprofessionals work with children either 1:1 or in small groups in separate areas and/or learning centers within each classroom for the last 15 minutes of the double math block on a daily basis. For students in Alternate Assessments, we provide opportunities to increase functional skills development integrated in the Math content area to increase usability and functionality using math skills.</p> <p>Students use Continental Press Math, Picture Exchange systems and the use of Assistive-Adaptive Technology to develop, practice and increase functional skills throughout the school day to foster the connection between what is learned in school and connect to the ‘real world’. Classroom teachers and paraprofessionals work with students in the classroom either in 1:1 in work station areas, small group instruction and/or throughout the school environment to practice skills to foster development in spontaneous communication skills to express strategies to problem solve including access to</p>

	technology.
Science	-Grades 4-6 are included as needed. Students are selected as per individual need and services are provided during the day. Classroom teachers and paraprofessionals work with children either 1:1 or in small groups in separate areas and/or learning centers within each classroom. For students in Alternate Assessments we provide opportunities to increase functional skills development integrated in the Science content area to increase functional skills. Students will use Picture Exchange systems and the use of Assistive-Adaptive Technology to develop, practice and increase functional skills throughout the school day to foster the connection between what is learned in school and connect to the “real world.” Classroom teachers and paraprofessionals work with students in the classroom either in 1:1 in work station areas, small group instruction and/or throughout the school environment to practice skills.
Social Studies	-Grades 4-6 are included as needed. Students are selected as per individual need and services are provided during the day. Classroom teachers and paraprofessionals work with children either 1:1 or in small groups in separate areas and/or learning centers within each classroom. For students in Alternate Assessments provide opportunities to increase functional skills integrated in the Social Studies content area through adapted curriculums such as the MeVille to WeVille family and Community Units of Study by AbleNet. Students will use Picture Exchange systems and the use of Assistive-Adaptive Technology to develop, practice and increase functional skills throughout the school day to foster the connection between what is learned in school and connect to the “real world.” Classroom teachers and paraprofessionals work with students in the classroom either in 1:1 in work station areas, small group instruction and/or throughout the school environment to practice skills.
At-risk Services provided by the Guidance Counselor	IEP mandated
At-risk Services provided by the School Psychologist	IEP mandated
At-risk Services provided by the Social Worker	IEP mandated

At-risk Health-related Services	IEP mandated
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**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 Gary Hecht/ Arlene Edelstein	District 75	Borough Staten Island	School Number 373
School Name Robert Randall			

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

Principal Ilene Goldstein-Harnett	Assistant Principal Paulette Benevento
Coach Christine Fusco	Coach
ESL Teacher Pamela Salmon	Guidance Counselor Ilene Lazerus
Teacher/Subject Area Cynthia Leitner, 6:1:1	Parent
Teacher/Subject Area	Parent Coordinator Kirsten Rorke
Related Service Provider	Other Tom Scelzo, Testing Coordinator
Network Leader Adrienne Edelstein	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	1	Number of certified bilingual teachers	1	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	400	Total Number of ELLs	36	ELLs as share of total student population (%)	9.00%
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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. 

ELLs are identified through the administration of the Home Language Interpretation Survey in the family's native Language and/or English and with an informal interview in English and in the native language and a formal initial assessment. The Home Language Identification Survey is a survey of the child's home language, administered to the parent or guardian of the child at the time of entry into the New York City School System. This is done usually at the CSE level. However, when this is not the case, it must be administered at the school by the fully certified ESL teacher and a bilingual interpreter who speaks the child's native language if needed. Based on the interpretation of the HLIS, it is determined whether the child is eligible for the LAB-R. Spanish speaking students not passing the LAB-R are administered the Spanish Lab by our Spanish bilingual special education teacher, Cynthia Leitner. After the child has taken the LAB-R, if he/she does not pass the assessment, the child will be placed in either ESL or bilingual services as determined by the CSE. The school then enters placement into the program within 30 days. The same procedures are followed at the school level by a pedagogue (The fully certified ESL teacher along with the parent coordinator). During this process, a video is shown to the parent or guardian, outlining the three options of services. The fully certified ESL teacher, Pamela Salmon, administers the LAB-R if the student has not been given one. Spanish and English are the languages spoken by the teachers in 373R.

To ensure that all ELLs receive the NYSESLAT annually, ATS reports such as RLER, RLAT and RHSP are used to determine NYSESLAT eligibility. Pamela Salmon, the fully Certified ESL teacher administers the NYSESLAT. She administered all four parts, completing the Speaking subtest between April 13-May 24th and then administering the Listening, Reading, Writing subtests between May 16th and May 27th, 2011, to all eligible students.

The NYSESLAT scores are reviewed and analyzed upon receipt. The list of languages spoken by all teachers at P373R are Spanish and English. All lessons build on student's strengths and increased instruction is provided to address weaker skill areas using ESL strategies including the Language Experience Approach, the use of writing workshop, and Balanced Literacy enriched with ESL strategies. All ELL's are given the NYSESLAT including those who are formally known as x-coded students

District 75 does not have a Dual Language Program at this time, in which both sets of students learn each other's languages (ie. English/Spanish.) P373R does not have a Bilingual program at this time, where a class is instructed in both English and their native languages by a fully certified bilingual teacher. P373R has a freestanding ESL program where the fully certified ESL teacher, Pamela Salmon, teaches ESL as per CR Part 154. The Parent Coordinator, Kirsten Rorke, and an interpreter meet with parents at all new intake meetings before the child starts in attendance at P373R to help assess student language needs and explain all three choices to parents. The parent Coordinator and the ESL teacher (with the help of the DOE DVD) explain both programs, including the Freestanding ESL program offered at P373R again at the Parent Orientation which is held within the first ten days of school. A translator is present if needed. Also if required, in order to obtain translations we use the resources of District 75's Parent Support Office @400 First Avenue, NY, NY. At the start of school, the Parent Coordinator also organizes a meet and greet where the ESL teacher and other related service providers meet with parents so parents have an opportunity voice their concerns. During the first 30 days of school the child receives placement in a program.

If the entitlement letters and HLIS have not been distributed at the CSE level, it is administered by the fully certified ESL teacher and a bilingual interpreter who speaks the child's native language if needed at the intake meeting. The Parent Survey and Program selection forms are given to the school secretary by the ESL teacher. They are maintained in the student's cumulative file.

P373R offers a Freestanding ESL program as per CR Part 154. Students who come to our school and have been evaluated to receive Bilingual instruction by CSE are served through alternate placement settings. These students receive ESL from a certified ESL teacher and alternate placement para who speaks the child's native language and English. This is explained to the parent by the ESL teacher and an interpreter at the intake meeting.

After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in program choices that parents have requested is that the majority chooses a Freestanding ESL program. This is done usually at the CSE level.

The program model offered at 373R is aligned with recommendations from CSE in conjunction with parents. We offer a Freestanding ESL program and the majority of parents from the past five years (24) do indeed make this selection.

Most of our placements are aligned with parental choice except for those parents choosing Dual Language programs which are not yet offered in District 75.

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="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	0	0	0	0	0	0	0							0
Total	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	36	Newcomers (ELLs receiving service 0-3 years)	33	Special Education	36
SIFE	0	ELLs receiving service 4-6 years	3	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	33		33	3		3				36
Total	33	0	33	3	0	3	0	0	0	36

Number of ELLs in a TBE program who are in alternate placement: 3

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
TOTAL	0													

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
Spanish																			0	0

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Hispanic/Latino: ____	Other: ____
Native American: ____	White (Non-Hispanic/Latino): ____

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	4	1	6	3	7	4	1							26
Chinese		2					1							3
Russian				1										1
Bengali						1								1
Urdu		1												1
Arabic														0
Haitian														0
French														0
Korean														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
Punjabi				1										1
Polish														0
Albanian				1										1
Other		1		1										2
TOTAL	4	5	6	7	7	5	2	0	0	0	0	0	0	36

Part IV: ELL Programming

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?

P373R has an ESL Teacher who works with classroom teachers to provide a multicultural curriculum and also does push-in/pull-out instruction working in collaboration with the classroom teacher to provide the ELL students with content area instruction along with the rest of the class. All Beginning and Intermediate students receive 360 minutes of ESL a week and the Advanced students receive 180 minutes a week of ESL and ELA. All ESL students are grouped heterogeneously together by grade levels and special education classification and all beginning and intermediate students receive 72 minutes a day of ESL instruction. Advanced students in the pull-out model receive 70 minutes of ESL four days a week. P373R has 33 special education students who have had 0-3 years of ESL and 3 special education students who have had 4-6 years of ESL services. Students in 6:1:1 alternate assessment environments are usually in pull-out programs because of class size and student need. Our plans are to move towards more team teaching instruction and to get students to succeed and move them to less restrictive environments when appropriate.

P373R has a freestanding ESL Program using the push-in model for a total of 36 ELL students. All of our Bilingual students are alternate placement students who receive ESL as per CR Part 154 mandates. The students are instructed in English and assigned an alternate

A. Programming and Scheduling Information

placement paraprofessional (fluent in the student's native language as well as English) who supports them instructionally as well as behaviorally. We are following the Core Literacy Units of Study for each grade level and use Treasures reading program for additional support. Instructional strategies used with ESL students are: Total Physical Response, Language Experience Approach, CALLA, AIS, and Cooperative Learning. The use of the writing workshop is enriched by implementation of scaffolding techniques to enhance students writing schema and other performance tasks. Some scaffolding techniques are: modeling, bridging, contextualization and schema building. AIS are used either in small groups or 1:1. .

Presently we have no SIFE students. In the event that a SIFE student enters our program, a school based coach will work with the parent coordinator to call the parent and invite them to a face to face intake meeting. She will give the parent all of the information on NYC Family resources, with a translator if needed, and translated in print. Currently, the parent coordinator is working on enlarging her multilingual library of flyers including one titled, "What is Autism?" for the time that a SIFE student enrolls. This will be followed by a team meeting discussing the student's physical and educational needs, as well as school policy and procedures.

We will follow the IEP mandates and if the student is Bilingual, we will have the alternate placement paraprofessional work with the child on adapting his/her behavior for an academic environment. The NYCDOE offers Adult ESL classes at our offsite (PS58R) and parents are informed about the program and encouraged to attend. We will continue to assess the students to provide remediation from the following including AIS, the Language Experience Approach, the use of the Writing Workshop, Balanced Literacy enriched with scaffolding techniques such as modeling, bridging and contextualization and schema building. Students also will work towards increasing reading skills through infusing ESL strategies into Literacy lessons in the classroom and in our after school CHAMPS program.

The following plan in place for Newcomers: The parent coordinator on the Lap Committee welcomes the newcomers and their families. This involves inviting the parents into the school, involving the community and offering tutoring (AIS) and setting up a buddy system for the child. In addition, we will provide instruction through the Language Experience Approach, the use of writing workshop, Balanced Literacy enriched with scaffolding techniques such as modeling, bridging and contextualization and schema building. Students also will work towards increasing reading skills. ESL strategies will be infused into Literacy lessons in the classroom.

Students receiving an extension of services (4 to 6 years) receive the following intervention services: increased instruction in skill areas for students with below grade level scores in NYSAA assessment as well as in ECLASS. The instruction uses ESL strategies such as the Language Experience Approach, the use of writing workshop, Balanced Literacy enriched with scaffolding techniques such as modeling, bridging and contextualization and schema building. Students also will work towards increasing reading skills through infusing ESL strategies into Literacy lessons in the classroom.

In 2011 we requested an extension of services for our students with severe cognitive deficiencies, which caused them to require more time in accessing communication and language. Beginning ESL students receive 360 minutes of ESL per week provided by a fully certified ESL teacher. Advanced students receive 180 minutes of ESL per week provided by a fully certified ESL teacher, and 180 minutes weekly of ELA from the classroom special education teacher.

ELL students for whom we are requesting an extension of services receive the following intervention services: increased instruction in skill areas where students scored below grade/proficiency levels, using ESL research-based strategies including The Language Experience Approach, the use of The Writing Workshop, Balanced Literacy, enriched with scaffolding techniques such as modeling, bridging , contextualization and Schema building. Our school utilizes Treasures and Milestones, both research-based programs, which are employed by the ESL teacher and by Special Education Classroom teachers on a daily basis. These teachers have received Jose P. Training, and provide students with comprehensible input via the ESL methodologies and strategies described below. Consequentially, students will work toward increasing reading skills through the infusion of these ESL strategies into their literacy lessons using smart boards and the above mentioned research-based Treasures curriculum in the classroom. In addition to the services described above, the ESL teacher is using Calla, Total Physical Response, Cooperative Learning, Natural Approach, and The Learning Experience with (UDL) Universal Design for Learning to reach our goals. Scaffolding strategies for ELL students are used in all lessons. Modeling, amplifying, language bridging and text re-presentation are examples of scaffolding strategies used.

Currently we have no Long-Term ELL students but if we did, they would receive the following intervention services: increased instruction in specific skill areas as needed for students with below grade level scores in NYSAA assessment as well as in ECLAS. The instruction

A. Programming and Scheduling Information

uses ESL strategies such as the Language Experience Approach, the use of writing workshop, Balanced Literacy enriched with scaffolding techniques such as modeling, bridging and contextualization and schema building. Students also will work towards increasing reading

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)	Dual Language	Freestanding ESL
100%	all subject areas in the beginning of the school year. Goals are formed based on these		
75%	assessments. Checklists are then created based on these goals and progress is monitored three times a year to ensure that students are		
50%	progressing towards their goals. Interventions are		
25%	counseling services, speech and other related services, assistance of the paraprofessional, use of technology, etc.		
100%			
75%	This year, the ESL teacher will create goals in addition to the literacy teacher to ensure that students are progressing. Goals will be shared		
50%	with all students so that they take ownership of the		
25%			
100%	TS/SL only has a freestanding ESL program and follows a block schedule for math with interdepartmental Everyday Math groups.		
75%	Students are placed in groups based on individual student's assessments including beginning/end year assessments, Acuity and state scores		
50%	in collaboration with individual student IEPs. Differentiated instruction, grouping and AIS are provided for instruction in ELA and		
25%	writing. In addition, the instructional strategies used with ESL students are: Total Physical Response, Language Experience Approach,		
	CALLA, AIS, and Cooperative Learning. The use of the Writing Workshop is enriched by implementation of scaffolding techniques to		

TIME

BEGINNERS

INTERMEDIATE

ADVANCED

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

materials used are All Star English by Addison Wesley, AIS and The Units of Study. Graphic organizers are used in all subjects, including science and SS.

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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A Programming and Scheduling Information

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B. Programming and Scheduling Information--Continued

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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)?

Paste response to questions 1-5 here

Courses Taught in Languages Other than English

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.

September 2011: 1st period Lap Team meets to develop the new LAP

November 2011: 2nd period Discussion: How acquisition differs from training

December 2012: 1st period How to interface and use Talking apps on the Smart Board for the non-verbal ELL learner

January 2012: 2nd period Use of communication devices for Language Acquisition for the autistic child

February 2012: 1st period Kinesthetic Approach to Language Acquisition

April 2012: 2nd period The use of instructional videos to help Autistic ELLs label and express their feelings

May 2012: 1st period Proloquo2go and other communication apps in the ESL Classroom

Additional Professional Development dates, September 6th, November 8th and June 7th are scheduled for meetings including the ESL teacher, assistant principals, guidance counselors, ot and pt, speech therapists, secretaries, parent coordinator, and classroom teachers to develop lessons in order to maximize English language acquisition for ELLs. This year, one focus will be on creating multilingual learning environments in the classroom in order to increase social, emotional and academic confidence in all students. In addition, discussions regarding current research and practices will be developed and data will be discussed and analyzed separately for ELLs.

For students moving into the middle school (6th grade) level, the ESL teacher works collaboratively with the classroom teachers and guidance counselors. To facilitate proper placement, a student's language progress with teachers and fellow students is monitored by the ESL teacher to ensure they are ready to move on. In addition, all students are brought to the new school on a class trip to become familiar with the environment in order to feel more at ease.

Teachers are given Jose P training in two 5 hour sessions on Election Day and Brooklyn Queens Day to complete the 10 hours needed. Certificates are provided if taken at the District 75 department training.

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?

Paste response to questions 1-4 here

Our Parent Coordinator has a meet and greet at the beginning of the school year. 373R has an ELL Support group for Families that meets on the 2nd Tuesday of every month. Guest speakers visit our school on the Third Thursday of every month. We have a variety of school websites where parents can visit to learn about activities that take place during the school year, look at photographs of their children engaged in learning and have access to a variety of resources.

Agencies that we partner with to provide workshops to parents include Kari Sachs, Office of Autism, Miguel Salazar - Resources for

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The needs of parents are evaluated by parent surveys throughout the year in English and their native languages. Results are analyzed in order to prioritize their needs. The Parent Learning Survey is used in the beginning of the year to assess need. Parents have 24 hour access to us through our website.

Because all of our ELL population is all special needs, we have multiple workshops and translators who speak their native languages to meet all our parent's needs. The parent coordinator addresses all needs, including housing issues, and makes referrals on an as needed basis.

In addition, this year we will receive a Title III grant. We have developed "Families Learning Together" Saturday program in order to support curriculum designed to assist ELLs in the attainment of English Language Proficiency, including Reading, Speaking and Listening, in all content areas.

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
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <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
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	

B. Programming and Scheduling Information--Continued

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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)?

Paste response to questions 1-5 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?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

September 2011: 1st period Lap Team meets to develop the new LAP

November 2011: 2nd period Discussion: How acquisition differs from training

December 2012: 1st period How to interface and use Talking apps on the Smart Board for the non-verbal ELL learner

January 2012: 2nd period Use of communication devices for Language Acquisition for the autistic child

February 2012: 1st period Kinesthetic Approach to Language Acquisition

April 2012: 2nd period The use of instructional videos to help Autistic ELLs label and express their feelings

May 2012: 1st period Proloquo2go and other communication apps in the ESL Classroom

Additional Professional Development dates, September 6th, November 8th and June 7th are scheduled for meetings including the ESL teacher, assistant principals, guidance counselors, ot and pt, speech therapists, secretaries, parent coordinator, and classroom teachers to develop lessons in order to maximize English language acquisition for ELLs. This year, one focus will be on creating multilingual learning environments in the classroom in order to increase social, emotional and academic confidence in all students. In addition, discussions regarding current research and practices will be developed and data will be discussed and analyzed separately for ELLs.

For students moving into the middle school (6th grade) level, the ESL teacher works collaboratively with the classroom teachers and guidance counselors. To facilitate proper placement, a student's language progress with teachers and fellow students is monitored by the ESL teacher to ensure they are ready to move on. In addition, all students are brought to the new school on a class trip to become familiar with the environment in order to feel more at ease.

Teachers are given Jose P training in two 5 hour sessions on Election Day and Brooklyn Queens Day to complete the 10 hours needed. Certificates are provided if taken at the District 75 department training.

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?

Paste response to questions 1-4 here

Our Parent Coordinator has a meet and greet at the beginning of the school year. 373R has an ELL Support group for Families that meets on the 2nd Tuesday of every month. Guest speakers visit our school on the Third Thursday of every month. We have a variety of school websites where parents can visit to learn about activities that take place during the school year, look at photographs of their children engaged in learning and have access to a variety of resources.

Agencies that we partner with to provide workshops to parents include Kari Sachs, Office of Autism, Miguel Salazar - Resources for

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Agencies that we partner with to provide workshops to parents include Kari Sachs, Office of Autism, Miguel Salazar - Resources for Special Needs Children, Jackie Tripodi - Developmental Disabilities Council, Mary Alice Feeley-Parent to Parent (NYS), Ann Marie Caminiti-Parent to Parent (SI), and Nicole Kirby-YAI/Project Grow.

The needs of parents are evaluated by parent surveys throughout the year in English and their native languages. Results are analyzed in order to prioritize their needs. The Parent Learning Survey is used in the beginning of the year to assess need. Parents have 24 hour access to us through our website.

Because all of our ELL population is all special needs, we have multiple workshops and translators who speak their native languages to meet all our parent's needs. The parent coordinator addresses all needs, including housing issues, and makes referrals on an as needed basis.

In addition, this year we will receive a Title III grant. We have developed "Families Learning Together" Saturday program in order to support curriculum designed to assist ELLs in the attainment of English Language Proficiency, including Reading, Speaking and Listening, in all content areas.

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)	4	5	4	3	3	2	1							22
Intermediate(I)	0	1	0	1	1	1	0							4
Advanced (A)	0	0	3	2	1	1	1							8
Total	4	6	7	6	5	4	2	0	0	0	0	0	0	34

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	0	1	0	0	0	0	0						
	I	0	1	2	0	1	1	0						
	A	0	1	2	0	2	2	0						
	P	0	0	3	3	2	0	4						
READING/ WRITING	B	0	3	2	0	3	1	0						
	I	0	0	1	1	1	1	1						
	A	0	0	4	1	1	1	1						
	P	0	0	0	0	2	0	2						

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			1		1				2
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				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

Our assessment data enables us to understand our student's strengths and weaknesses on schoolwide and individual basis.

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.

The ECLAS-2 is designed to meet the literacy needs of New York City's students in the early childhood grades , and to fulfill the requirements of Reading First (No Child Left Behind). Informed by reasearch data, the ECLAS-2 Kit assess the five elements of Reading First--Phonemic Awareness, Phonics, Vocabulary, Fluency, and Reading omprehension--along with Listening, Writing, and Oral Expression.

The primary purpose of ECLAS-2 is to guide instruction and help ensure that all children are developing the knowledge and skills they need to become literate. The assessment activites are child friendly, developmentally appropriate, and easily interpreted in terms of what is being assessed. The activites include both individual and group activites. These assessment activities will show where a child is making progress and where he or she may need further instruction. We trust this valuable diagnostic information will enable instuction to be tailored in ways that foster growth. The activites in the ECLAS2-Kit are standardized and systematic, giving parents, teachers, and administrators a common lanuage and reference for sharing ideas and information.

Part VI: LAP Assurances

School Name: Robert Randall

School DBN: 75R373

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ilene Goldstein- Harnett	Principal		10/31/11
Paulette Benevento	Assistant Principal		10/31/11
Kirsten Rorke	Parent Coordinator		10/31/11
Pamela Salmon	ESL Teacher		10/31/11
	Parent		
Cynthia Aponte	Teacher/Subject Area		10/31/11
	Teacher/Subject Area		
Cristine Fusco	Coach		10/31/11

School Name: Robert Randall

School DBN: 75R373

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Coach		
Ilene Lazerus	Guidance Counselor		10/31/11
Adrienne Eldstein	Network Leader		
Tom Scelzo	Other <u>Testing Coordinator</u>		10/31/11
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: 75R373 School Name: P373R

Cluster: 1 Network: 1

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

Part A: Needs Assessment Findings

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

We determine our parents' written and oral translation and interpretation needs via the HLIS and follow-up interventions. We have 60 parents who speak different languages, including (50) Spanish, (3) Chinese, (1) Urdu, (2) Punjabi, (2) Bengali, (1) Russian, and (1) Albanian. 20 Parents require oral and written interpretation and 40 require written translation. We intend to share our findings with the school community at the next PTA meeting. Parents discuss service supports for special education ELLs at the CSE level during the Educational Planning Meeting. P373R follows up with a Parent Orientation regarding ELL program choice with available Bilingual staff members to translate. Bilingual staff members also attend after school and Saturday programs and PTA meetings where ELLs and/or their parents are attending. If necessary we use District 75's Parent Support Office @ 400 First Avenue NYC, NY in order to obtain written translations or parent volunteers. Our in-house staff then prints a translation and gives it to the parents in their native language.

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

Our findings indicated that we required translation/interpretations in the languages here-in listed. All appropriate school signage and forms in the language of parents of ELL students are sent home in both the native language and English. Translation services are provided in a timely manner by in-house staff using Google translate and Bilingual Spanish staff members translations into Chinese, Urdu, Spanish, Punjabi, Bengali, Russian, and Albanian and completed by in-house staff as soon as they are needed. Citywide documents are received already translated by the Office of Family Engagement including the Bill of Rights and Responsibilities which is given to the parents at our first open house and newcomers meetings. Home Language Interpretation Surveys are completed within 10 days of school for testing purposes and then the school enters their plan for the student within 30 days.

Part B: Strategies and Activities

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

P373R has Parent Orientation regarding the interpretation needs for ELLs and training on topics such as Behavior Management, Balanced Literacy and Everyday Math, Looking at Alternate and Standardized Assessment scores and results with Parents who speak a language other than English is also covered. All appropriate school signage and forms are provided in the language of parents of ELL students and are sent home in both the native language and English. Written translation services are provided in a timely manner by in-house staff using Google translate and Bilingual Spanish staff members translate into Chinese, Urdu, Spanish, Punjabi, Bengali, Russian, and Albanian by in-house staff is completed as soon as they are needed. Citywide documents are received already translated by the Office of Family Engagement including the Bill of Rights and Responsibilities which is given to the parents at our first open house and newcomers meetings. Home Language Interpretation Surveys are completed within 10 days of school for testing purposes and then the school enters their plan within 30 days. Parent support staff meets with parents at all new intake meetings to assess parent language needs and if written translations are required we use the resources of District 75's, Parent Support Office @ 400 First Ave. NY, NY and in-house staff to provide this. The in-house staff then prints a translation and gives it to the parents as soon as they are needed. All appropriate school signage and forms in the language of parents of ELL students are sent home in both the native language and English. Citywide documents are received already translated by the Office of Family Engagement including the Bill of Rights and Responsibilities which is given to the parents at our first open house and newcomers meetings. Home Language Interpretation Surveys are completed within 10 days of school for testing purposes and then the school enters their plan for the student within 30 days.

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 translation services are provided by in-house staff members during the school day whenever possible. Bilingual guidance counselors and psychologists are contracted or deployed for IEP meetings and testing if bilingual staff is unavailable in the student's native language.

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

To fulfill section VII of the Chancellor's Regulations A-663, we determine (within the mandatory 30 days of student enrollment) what the primary language spoken by the parents is through the Home Language Survey. An interpreter is available for translation if the parent requires language assistance. We will ensure that all documents, memos, and all school information is distributed in the ELL'S native Language.

We have posters in a conspicuous location at the main entrances (in the prominent covered languages) that indicate the availability of interpretation services. We have a translator available in the parents' languages at all meetings and/or events, during and after school. As per CR-663 all schools have a translation and interpretation unit.

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

“Families Learning Together”

P373R is a District 75 Special Education school that has five sites located throughout Staten Island. Our core mission is to support student success with individualized programs developed within the core curriculum based on formative and summative student data and to provide an educational environment that will enable all students to recognize, understand, label, express and regulate their emotions in order to be successful in all academic programs. Our vision is "Teamwork in the Best Interest of Children."

To further ensure the academic growth of our ELL community, this year, we will use our title III funding to assist in bridging language and communication gaps for English language learners. We will initiate a “Families Learning Together” Saturday program for ELL students and their families.

“Families Learning Together” is in the initial stages of development. As research reflects, most of our students do best when supported by their families in extra-curricular activities (Ortiz, 2001). With this in mind, the team determined that a Saturday group that engaged both parents and ELLs in varied activities would be a viable option for supporting our ELLs and their families. We are planning for one class of students who require a student to staff ratio of 12:1:1 and one class of students who require a student to staff ratio of 6:1:1. Three paraprofessionals will participate in the Title III instructional program, one of whom is a one to one health paraprofessional. One certified ESL teacher and one certified Spanish bilingual special education teacher will instruct the Title III program. The program will be supervised by an assistant principal.

We are in the process of sending out an official Title III letter to parents of ELL students in their native languages, explaining the program and encouraging them to take advantage of it for their children and for themselves. The planned program will build basic language and communication skills, as families work side by side with students and instructors. We will use new communication devices and Applications on the ipad and smart board, as well as create basic adaptive phonics skills-based books, take home books and photo journals. This will be accomplished through the use of computer technology and through multisensory activities.

There are 36 students who have been identified as ELLs out of the 400 students in our current population at PS373R. Our English Language Learners speak the following languages: Spanish, Chinese,

Part B: Direct Instruction Supplemental Program Information

Punjabi, Bengali, Albanian, Russian, Urdu and Yiddish.

In the 2010-2011 school year, 30 students participated in the NYSESLAT. They received the following scores: eight students scored at the Beginner level, three students scored at the Intermediate level, eight students scored at the Advanced Level and two scored at the Proficient level. The overall NYSESLAT report indicates that the majority of our ELL students scored either at the Advanced or Beginning Levels. In reviewing the NYSESLAT data, our team found that the students' strengths are in the listening/speaking modalities of the NYSESLAT across the board, except for the 9 students with no score who are deemed beginner. In the current school year, 4 students took the Lab R and scored at the beginner level.

The instructional institute will run for four-hour sessions on a series of six Saturdays: December 3rd, 10th, 17th, January 7th, 21st and 28th. Our Saturday instructional institute entitled: "Families Learning Together" will begin on December 3rd. Workshop hours will run from 9am until 1pm. Student IEP goals will be addressed during the implementation and delivery of instruction. Grouping and differentiation will be implemented, as learners will be placed according to ability levels. One to one instruction will also take place as necessary in designated areas of student support. Staffing will remain in line with IEP mandates. Children will be grouped accordingly in 6:1:1/ 12:1:1 ratios.

The Language of instruction will be English.

Instructions for the Title III program will be provided by a certified ESL teacher and a Spanish bilingual special education teacher, supported by three paraprofessionals, one of whom is a one to one health paraprofessional. One Assistant Principal will supervise and assist in facilitation of the program. Instructional groups will have the opportunity to work with both teachers in order to provide students with the opportunity to access all smart board activities. The ESL and Bilingual teacher, both of whom utilize different smart board activities, will switch groups. There will be Title III staff members and Bilingual paraprofessionals representative of various cultures who will also assist in facilitation of language.

Student instruction is supported by several types of materials including: Foundations, leveled libraries, Me-Ville to We-Ville, Everyday Mathematics, SMILE, Get Ready to Learn, RAZ Kids, and Treasures Reading Program. Learning methods such as Universal Design for Learning, Move To Improve and technology software, as well as ongoing collaboration between the ELL teacher and classroom teachers to create a collaborative approach to student achievement will be employed for all students, including students with Limited English Proficiency (LEP).

In past years, we have purchased a variety of programmable Alternate Augmentative Communication (AAC) devices to increase expressive communication skills for AA limited and non-verbal students with Autism to increase communication throughout the school day. These devices are easy to program and have become an integral part of classroom instruction for engaging all students in listening, speaking and writing. Additional AAC devices were displayed throughout the school environment providing access to all students to increase independent communication skills. In addition our students are eligible

Part B: Direct Instruction Supplemental Program Information

to receive ipads as communication devices through a grant our school has in place. We plan to purchase an additional ipad with Title III funds to introduce students to proloquo2go, a communication App for children who have difficulty with verbal communication. We also plan to purchase the Lion Operating system to interface our ipad to our smart board where we will use such programs as ABA, Talking Apps, Literacy Apps, Starfall Apps, Matching Apps and instructional videos such as Facial Expressions which teaches children how to label their feelings and express their emotions. The element that ties our Title III program together is the manner in which we engage our parents in learning how to support their child's social, emotional and academic learning.

Part C: Professional Development

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

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

Begin description here:

Title III professional development topics include: 1. The facilitation of visual communication to enhance socialization (Dec. 5) and work-study skills among the ELL community (Dec. 12). 2. Engaging staff in activities which integrate technology with literacy (Dec. 19). 3. Workshops on the use of the use of the Prolow2go App, using the lion operating system to interface ipad Apps with the Smart Board and doing so with such Apps as ABA, Talking Apps, Literacy Apps, Starfall Apps, and Matching Apps (Jan. 9). 4. The use of instructional videos on facial expression to explore emotions (Jan. 23) and how to create fun Photo Journals, to be tailored to students' lifestyles and levels of literacy. (Jan 25). 5. We will review of the latest research regarding educating ELLs in our two preliminary 1.5 hour sessions on Tuesday and Thursday November 29th and December 1st, respectively, from 3:30 - 5:00 p.m. (see below). These PD sessions will be provided by Pamela Salmon the certified ESL teacher and Cynthia Leitner the certified Spanish Bilngual special education teacher. The six (6) PD sessions, following the two (2) preliminary sessions, will take place on Mondays from 3:30 -5:30 on the above-listed dates, with the exception of the last session, which will take place on Wednesday, January 25 from 3:30-5:30 p.m.

The staff taking part in the Title III program will be made up of the following: Danielle Simeoli and Paulette Benevento - Assistant Principals and three paraprofessionals who are part of the Title III program.

The focus of the Title III PD program will be to incorporate technology and hands-on activities in order to build literacy and functional communication in the ELL community.

