



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)



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

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): D75/STATEN ISLAND/

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

SUPERINTENDENT: GARY HECHT

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
James McKeon	*Principal or Designee	
Stephen Clinton	*UFT Chapter Leader or Designee	
Annamarie Murray	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Jeremiah Guilford	Student Representative	
William D'Ambrosio	CBO Representative, if applicable	
Robin Coccozza	Member/Elected Parent	
Dawn Varrone	Member/Elected Parent	
Jeania Moore	Member/Elected Parent	
Anna Florida	Member/Elected Parent	
Donna Dinolfo	Member/Elected Parent	
Fredia McGrew	Member/Elected Parent	
Alfred Arcuri	Member/Elected UFT	
Donna Bianco	Member/Elected UFT	
Robert Gillis	Member/Elected UFT	
Priscilla Kloth	Member/Elected UFT	
Sandi Miller	Member/Elected UFT	
Debra Zarrella	Member/Elected UFT	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

By June 2013, there will be an improvement in targeted instructional planning for student in alternate assessment programs as evidenced by a 20% increase in goals developed using a standard assessment tool to determine functioning levels.

Comprehensive needs assessment

P25R 's alternate assessment program consists of 2 turning five , 6:1:1 classes located at P3 annex, 2, 6:1:1 classes at IS75, 1, 6:1:1 high school program at P25R main South Richmond High school 1 12:1:1 middle school alternate assessment program at IS25 and a 1 6:1:1 HS program at South Richmond HS Annex @ IS25. We currently have 36 students who are alternate assessment. Our students are following The New York State Alternate Assessment (NYSAA) as a part of the New York State Testing Program. It is a data folio-style assessment, in which students with severe cognitive disabilities demonstrate their performance toward achieving the New York State learning standards. The Committee on Special Education (CSE) determines eligibility for participation in NYSAA according to criteria described in the Administrators' Manual. Student performance is recorded through direct observation and documentation and may include other information such as student work products, photographs, audio and videotapes. Students must be assessed once a year beginning in the school year they become 9 years old through the school year they become 14 (grade equivalents 3-8). The secondary level NYSAA is administered during the school year they become 17-18 years of age (high school). A collegial review for our students is a facilitated process in which a Lead Special Education Teacher (hereafter referred to as "teacher") who has compiled a New York State Alternate Assessment (NYSAA) data folio has a colleague, peer, or administrator who is familiar with the requirements of the NYSAA review student data folio contents for errors, omissions or needed revisions.

At a minimum, one collegial review must be conducted for each data folio, after it is completed by the teacher. This review is held during the NYSAA administration period and at a point when any necessary revisions can be made before the end of the administration period. The month of the last collegial review session is documented on the student page of the data folio. A Collegial review does not guarantee that a data folio will meet the procedural requirements for the assessment however our collegial review provides feedback to the teacher on whether the appropriate connections have been made among the Alternate Grade Level Indicators (Aglis), the assessment tasks, and the verifying evidence selected for a given student. Last years data folios showed: 8 Level 1 and 1 Level II 4 Level III and 11 Level IV.

Needs Assessment

After last year's assessment of our programs we needed to continue to demonstrate evidence to show a curriculum's K-12 assessments that would show student progress across P25R's alternate assessment population specifically in our new 6:1:1 turning five programs Our students demonstrate activities that reveal what students can do with language, emphasizing their strengths instead of their weaknesses. Alternative assessment instruments are not only designed and structured differently from traditional tests, but are also graded or scored differently. Because alternative assessment is performance based, it helps instructors emphasize that the point of language learning is communication for meaningful purposes.

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

Features of alternative assessment:

- * Assessment is based on authentic tasks that demonstrate learners' ability to accomplish communication goals
 - * Instructor and learners focus on communication, not on right and wrong answers
 - * Learners help to set the criteria for successful completion of communication tasks
 - * Learners have opportunities to assess themselves and their peers
-
- P25R has been using The SANDI for all of their 6:1:1 and 12:1:1 Alternate assessment programs. After evaluating our turning five using the SANDI we noticed that the functioning levels of the students were not able to be assessed. The functioning levels were that of twelve and thirteen months, we decided to pilot ABBLS.

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) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation

Action Plan & Timeline:

Assess school wide curriculum & assessments for alternate assessment. December 2012

- Professional development periods will be utilized for direct 1:1 academic intervention services for teachers to learn The FAST/and ABBLS programs. (All year.)
- D75 will train assistant principal and a lead teacher to go back & turnkey to P25R (Ongoing)
- Assistant Principal & Lead teacher will turnkey trainings to all alternate assessment teachers.
- Develop a learning Community around alternate assessment. To discuss student work (Monthly, weekly meetings)
- Create an academic intervention plan for students with SANDI /ABBLS
- Results.
- Create an academic intervention plan with ABBLS results.
- Identify students in need of AIS and establish functional levels. December 2012
- Professional development opportunities will be provided to introduce technology tools, classroom strategies, assessments that support differentiation during team meetings and District/city professional development opportunities.
- Academic Intervention Services will be developed for every student scoring in the low proficiency range and below. (Unique Program)
- Staff will use data management systems to accurately and effectively analyze data from SANDI.
- During professional development, staff from different sites will meet and share best practices and conduct planning sessions through learning community meetings each month.
- Coaching support for teachers to implement UNIQUE & Lakeshore SANDI/ABBLS.

2012-13 NYSAA Administration Period: October 3, 2012 to February 10, 2013

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants X Other

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

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Program Coordination with:

- On Your Mark
- Clove Lakes Nursing Home
- UCP
- Heartshare
- Fedcap
- Jewish Board
- Staten Island Mental Health
- 123pct.
- College of Staten Island
- Teddy Atlas Foundation
- Tottenville High School
- Port Richmond High School
- Curtis High School
- New Dorp High School
- IS 75
- P3 Annex
- Councilman Oddo
- Councilman Iginizzio
- B.P. Molinaro

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

By June 2013, there will be a 3% increase in student proficiency in our (ELA) as evidenced by improved teacher mastery of core competencies demonstrated through administrative observations and Inquiry student scores on QRI.

Comprehensive needs assessment

- P25R will implement the Teacher Effectiveness program through out our organization in the 2012-13 school year. It will be used as a supplemental tool that teachers and administrators can use to consider some examples of effective classroom practices that when implanted well meet the expectations embedded in the Danielson framework. Administration will use regular, frequent observations of teacher practice aligned to competencies in the Danielson Framework for teaching. The program will enhance effective teaching practice leading to higher academic rigor in classrooms. The Teacher Effectiveness program will help with alignment in other D.O.E areas including Citywide Instructional Expectations, CCLS implementation, and quality review process. The Teacher Effectiveness Program will help our organization identify strategies administrators can employ to launch the work to create a culture of collaboration and mutual accountability with teachers. This will be a useful tool for administrators and teachers to reference when engaged in pre/post – observation conferences. Through the informal walk through process and collection of data showing trends in teacher practice, administrators will be better informed for the selection of strategies upon which to focus during professional development. Students currently guess on acuity and scantron tests. The QRI assessment will give teachers K-8 a true functional reading level. Students have often told us that they just guessed on Scantron and acuity. Our administrative cabinet wanted a true functional level of reading for our students K-8.

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) Key personnel and other resources used to implement these strategies/activities,
 - c) Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) Timeline for implementation.

Action plan and timeline:

- P25R's administration will demonstrate an improved mastery of teacher effectiveness.
- QRI First Assessment completed December 1,2012
- Inquiry Teams will meet once a month after ELA Learning Communities.
- Teachers will meet on a weekly basis to discuss student work.
- Through weekly meetings teachers will identify groups of students for AIS and collaborate across other curriculum areas.
- Administration will work with Talent Coaches from Teacher Effectiveness.
- Administrators will collaborate with Network Leaders for frequent classroom walkthroughs and Professional Development in Network meetings.
- Through pre and/ or post observations, teachers and administrators will collaborate on best teaching practices in relation to the Danielson Rubric for walkthroughs.
- Teachers will be part of the decision making process for professional development through the data collected from informal walkthroughs.
- Professional development for teachers during D.O.E professional development days.
- All administrators will take the calibration test through Teacher effectiveness.
- The program has been fully implemented for the 2012 – 2013 school year, starting September 2012.
- QRI Results Phase Two May 31,2013

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Parent Coordinator has facilitated various meeting times for teacher/ parent meetings to get information on a frequent basis. The school has purchased an all call system the can speak 7 different languages to communicate with parents. Progress reports on student achievement go out 3 times a semester. The school website is continually updated to give parents information and access to school events and personnel.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants x Other

If other is selected describe here:

All coaches are provided through Teacher Effectiveness Program. Professional development has been provided through District 75 and Teacher Effectiveness.

- NYSTL Software Funds
- Inquiry team funding
- Scheduling of teacher coverage's
- AIS and ELL training money
- Title III funding
- Core Curriculum Funding
- Teacher Effectiveness Funding

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

All resources have been provided by Teacher Effectiveness program. P25R has been given additional funds through the program to assist in funding any after school professional development for teachers and administrators.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- By June 2013, P 25R will increase student movement towards fulfilling graduation requirements by a 5% increase in credit accumulation (standardized assessment students) and a 5% increase in satisfactory attendance (standardized and alternate assessment students).

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.

P25R has twenty two sites for grades 1-12. Teachers meet monthly to discuss student progress by evaluating students work in every subject area. Our students at P25R find the journey from the middle grades to high school difficult. Studies have found that transition years are a major stumbling block on the way to graduation for many students, due to generally less supportive but more demanding school setting. Research has also found that 9th graders failure rate vary widely across high schools even after taken into account individual risk factors as rates of recovery from 9th grade failure. Our Learning Communities data analysis of NY Start assessment reports have found that the ninth graders are lacking the knowledge and skills necessary for doing high-school-level work, and they do not have the study skills or comprehension skills needed to meet higher standards in ninth grade and beyond. This is affecting our 9th grade high school attendance, which is currently at an average of 69% for our main building students. Our students exhibit the same educational risk factors as many other schools across the city and across the country such as high absences and tardiness, poor class conduct, suspensions, falling grades in academic courses failing one or more courses in 8th grade and raw test scores. The good news is that chronic early absence can be significantly reduced when schools, communities and families join together to monitor and promote attendance, as well as to identify and address the factors that prevent young students from attending school every day. P25R has evidence in some of our ninth grade South Shore students that students must be present and engaged in order to learn. Other factors that affect student performance are the lack of motivation, poor reading comprehension and critical thinking skills. We also have identified the need to hold students to high standards. P25R has learned through research that students' assignments must be challenging, meaningful and engaging. Such assignments require more teacher planning and greater use of real-world problems and lessons that teach academic knowledge and skills.

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

I 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) Key personnel 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.

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

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

Working together to bridge communication gaps.

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

The teachers will focus on:

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

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants X Other

If other is selected describe here:

- Code 491 snacks for students
- Code 100/130 supplies for awards average \$10 per student designated
- Pupil personnel secretary
- PTA donation
- Reso-A Funding

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

- Coordination with:
Mount Loretto
Councilman James Oddo
United Cerebral Palsy
Staten Island University-South
Staten Island University-North
Seaview Rehabilitation Center
South Beach Psychiatric Center
AME Zion Church
High Rock Park
New Dorp High School
Tottenville High School
Curtis HS
Port Richmond HS
PS 37R
PS 3R
IS 49 R
IS 34R
IS 75R
IS 7R

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

By June 2013, students across all grades will demonstrate improved mastery of individual goals in academics as evidenced by successfully completing CCLS- aligned tasks documented in portfolios.

Comprehensive needs assessment

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

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

Our Learning Communities identified that our Common Core Standards require aligned ELA curriculum materials in Grades 6-12 to include a blend of literature (fiction, non fiction, and poetry) and a substantial sampling of literary non-fiction, including essays, speeches, opinion pieces, biographies, and historical, scientific or other documents written for a broad audience. Most of our ELA programs and materials designed for our students will need to increase substantially the amount of literary non-fiction they include. The Standards emphasize arguments (such as the Founding Documents) and other literary nonfiction that contain informational text structures rather than narrative literary non-fiction that tells a story, such as memoirs or biographies.

Our ELA Learning Community also emphasis the need to mirror the Writing Standards that focus on students abilities to make an argument and write to inform or explain. The shift in both reading and writing constitutes a significant change from the traditional focus in our ELA classrooms on narrative text or the narrative aspects of literary nonfiction (the characters and the story) towards more in depth engagement with the informational and argumentative aspects of these texts. A significant percentage of questions/tasks are text dependent.

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

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

Our Literacy program is based on the Comprehensive Approach to Balanced Literacy and the K-12 Units of Study developed by District 75. The Units of Study focus on the Reader's and Writer's Workshop model, delivered through mini lessons. During the mini lessons, the teacher provides explicit, direct instruction to students by teaching them specific strategies for effective reading and writing. They also use differentiated instruction to meet the unique learning needs of their students. The main goal is for students to acquire independence in reading and writing.

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

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

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

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

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) Strategies/activities that encompass the needs of identified student subgroups,
 - b) Key personnel and other resources used to implement these strategies/activities,
 - c) Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) Timeline for implementation.
- Teachers will be trained on Common Core Standards 1 & 10 during September's professional development
- Staff will use ARIS, school based coach support, ELA Learning Community to acquire a clear understanding of the expectations of The CCS.
- ELA Learning Community and school- based coach will collaborate to align existing curriculum with the Standards.
- ELA Learning Community School based coach & Assistant principals will collaborate to create units of study for ELA aligned with the CCS. Teachers will develop lesson plans to the common core
- Teachers will plan engaging learning activities by developing lesson plans aligned to CCS standards 1 & 10.
- Cabinet will identify strategies for high quality instruction through weekly meetings.
- Teachers will participate in school team meetings and district professional development workshops related to ELA & Common Core.
- Following the workshop teachers will submit a form detailing the plan on how they used and will continue to use what they have learned.
- The ELA Learning Community Group along with school based coach and assistant principals will be charged with making textbook and materials adaption recommendations to the principals. The primary focus will be on middle school grades but issues regarding elementary grades and high school will also be addressed.
- Textbooks and materials will be ordered to maintain a rigorous core standards aligned curriculums with room for differentiated instruction.
- Teachers will use assessment data to drive instruction.

- Teachers will plan engaging activities to address the students learning needs.
- Cabinet will assess informal observations from Teacher Effectiveness Program through weekly cabinet meetings
- Involve teachers in the decision making process in regard to textbook and materials for the 2012-2013 school year.
- Data Analysis:
 - Test Scores-NY ELA test scores
 - Scantron results (fall, winter, and spring)
 - Acuity results (fall, spring)
 - The records of meetings held and actions accomplished.
 - Teacher observations from Teacher effectiveness Program.
 - School survey results
 - Evaluation data of staff development activities.
 - Response to intervention or AIS progress reports.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

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

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

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

- Achieve higher test scores on assignments that will correlates into higher grades.
- That homework needs to be more consistently turned in.
- Communication with their child: Parent involvement is crucial to ensure their child will succeed in school and in life. One of the most important aspects for parents to follow is to always have open communication channels with their children. Our counselors will help with this process by offering workshops in transition.

- Teacher parent conferences: Parent involvement can be very effective when it is on a one on one basis with their child’s teacher. Teacher parent conferences will allow them to receive feedback regarding the progress their child is making in school. If expectations are not being met, action plans can be developed to help their child succeed in the classroom.
- Parents should set realistic expectations: Make sure goals they set for their child are realistic and in line with the success they desire for their child.
- Parents should participate in school activities: Parent involvement should include a healthy dose of volunteer contributions to the school such as our PTA, School Leadership team and special events. Volunteering for school activities or attending our PTA meetings will help to involve each parent in their child’s education.
- Parents should support learning at home: Encouraging life long learning and continuous education will set a positive example for their child with programs such as Achieve 3000 & Lexia Reading programs. Our staff will help parents lay the groundwork to emphasize the great opportunities that can be attained in life with a solid education at home through these response to intervention programs. Parent involvement at home will encourage their child to value education and become creative thinkers leading to better graduation rates.

Budget and resources alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants X Other

If other is selected describe here:

- NYSTL Software Funds
- Inquiry team funding
- Scheduling of teacher coverage’s
- AIS and ELL training money
- Title III funding
- Core Curriculum Funding

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Coordination with:

Mount Loretto
Councilman James Oddo
United Cerebral Palsy
Staten Island University-South
Staten Island University-North
Seaview Rehabilitation Center
South Beach Psychiatric Center
AME Zion Church
High Rock Park
New Dorp High School
Tottenville High School
Curtis HS
Port Richmond HS
PS 37R
PS 3R
IS 49 R
IS 34R
IS 75R
IS 7R

Mathematics	Everyday Math CD Integrate Algebra CD Math.com	One to one or as a group	30 minutes 3x a week at school 30 minutes 3x a week at school 30 minutes 3x a week at home or at school
Science	Urban Advantage		
Social Studies			
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)			

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

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

Strategies for attracting Highly Qualified Teachers (HQT)

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

NCLB provides flexibility in developing assessments for teachers to demonstrate subject-matter competency. New York state tailor' teacher tests to the subjects and level of knowledge needed for effective instruction.

Highly Qualified Teachers: To be deemed highly qualified, teachers at P25R must have: 1) a bachelor's degree, 2) full state certification or licensure, and 3) prove that they know each subject they teach.

State Requirements: NCLB requires New York) measure the extent to which all students have highly qualified teachers, particularly minority and disadvantaged students, 2) adopt goals and plans to ensure all teachers are highly qualified and, 3) publicly report plans and progress in meeting teacher quality goals.

Demonstration of Competency: Teachers (in high school) must prove that they know the subject they teach with: 1) a major in the subject they teach, 2) credits equivalent to a major in the subject, 3) passage of a state-developed test, 4) HOUSSE (for current teachers only, see below) Teacher portfolios, 5) an advanced certification from the state, or 6) a graduate degree.

High, Objective, Uniform State Standard of Evaluation (HOUSSE): NCLB allows states to develop an additional way for current teachers to demonstrate subject-matter competency and meet highly qualified teacher requirements. Proof may consist of a combination of teaching experience, professional level.

Special Education Teachers

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

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

Any vacancy is posted within our school and open market. Most qualified applicants are selected through a teacher interview, which consists of two levels. Tenure tool kit as provided by central is followed and coordinated with Network leaders to decide on granting tenure.

P25R's teachers will be trained on The Professional Development Standards explain what teachers need to know and be able to do in order to help students reach the new core

curriculum learning standards in New York.

The new Professional Development Standards define the important components of effective professional development for teachers, so that the providers of those services will improve the quality of offerings to P25R teachers.

P25R's staff will be taught through Professional development that parents play an integral role in assisting student learning. In fact, all of the adults who are important in a child's education need to keep learning. Any adult who comes in contact with their children have an opportunity to influence them.

As a parent, they are taught skills to continually improve their understanding about their child's school. Through our workshops parents will demonstrate knowledge how the education that their child receives relates to the new expectations for an excellent education. They will learn about the curriculum, which means that you need to be aware of what the school is teaching and why the expectations have changed.

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

P25R believes that through parent workshops that this information will be able to have families participate fully in making their child's education successful and have meaningful decision-making at P25R.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school would plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

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

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

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

C. Teacher Qualifications [i](#)

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

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

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

Total number of students in school	517	Total Number of ELLs	12	ELLs as share of total student population (%)	2.32%
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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. [i](#)

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

Albanian, Chinese, Italian, Spanish, and Arabic.

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

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

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

Part III: ELL Demographics

A. ELL Programs

<p>This school serves the following grades (includes ELLs and EPs) Check all that apply</p>	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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" 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	To t #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language (50%:50%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

B. ELL Years of Service and Programs

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

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

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

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

C. Home Language Breakdown and ELL Programs

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

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 0

Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish				1	1		1	2	1	2				8
Chinese												1		1
Russian														0
Bengali														0
Urdu														0
Arabic										1				1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian										1				1
Other												1		1
TOTAL	0	0	0	1	1	0	1	2	1	4	0	2	0	12

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

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

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

A. Programming and Scheduling Information

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

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

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

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

Courses Taught in Languages Other than English

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

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

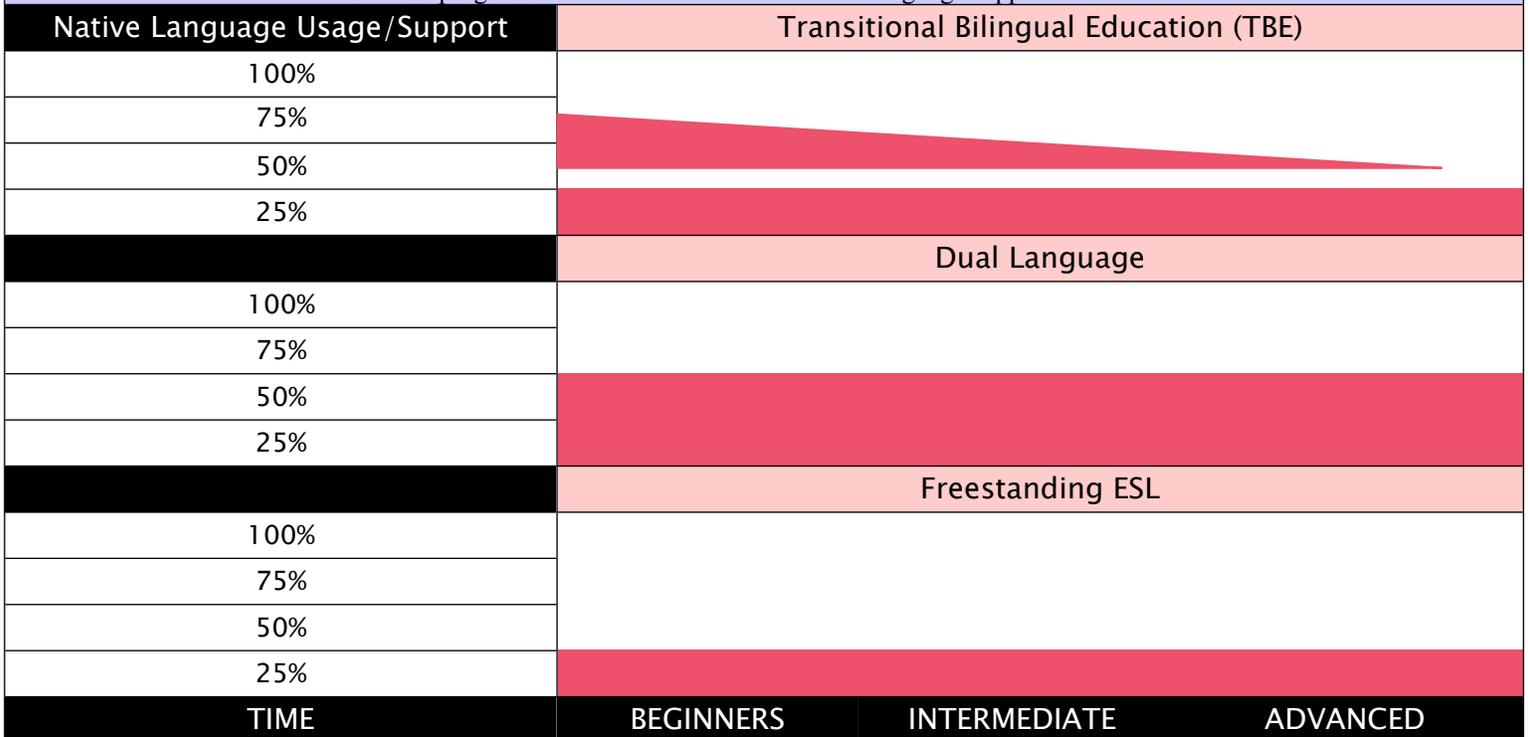
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <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.



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

B. Programming and Scheduling Information--Continued

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

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

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

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)?

N/A

D. Professional Development and Support for School Staff

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

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

E. Parental Involvement

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)				1	1					1				3
Intermediate(I)							1	2		2		2		7
Advanced (A)									1	1				2
Total	0	0	0	1	1	0	1	2	1	4	0	2	0	12

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

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

NYS Math					
	Level 1	Level 2	Level 3	Level 4	Total

Grade	English	NL	English	NL	English	NL	English	NL	
3			1						1
4									0
5									0
6	1								1
7									0
8	1								1
NYSAA Bilingual Spe Ed									0

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native 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 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

- 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.

Our state licensed ESL teacher, Linda Rohrbacher, uses formal/ informal methods to assess the students progress and to evaluate the success of the ESL program. These are inclusive to teacher observations, teacher reports, the EdPerformance Scantron, the Predictive Assessment, and other informal and standardized methods of assessment. Students reaching proficiency in the NYSESLAT will receive a minimum of two years of transitional ESL services in conjunction with ELA to help ease the permanent placement into the content area classes. This consists of 180 minutes a week and is weaned according to the needs of the students. Based on the results of exams,

teachers will alter instruction to bridge the gap of the needs of each student specifically targeting listening, speaking, reading and writing. The data from the NYSESLAT reveals that all ELL students tested made improvements in their proficiency levels. The results also support the students' performance levels in Speaking/Listening to be higher than the performance levels in Reading/Writing. In the elementary grades our ELL students' average Performance Levels on the ELA exam is 1. Though their average Performance Level on the Math exam is 2.

Additional Information

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

Part VI: LAP Assurances

School Name: P25R

School DBN: 75R025

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mr. James McKeon	Principal		
Mrs. Stella Mitchell-Porto	Assistant Principal		
Mrs. Zeneida Martinez	Parent Coordinator		
Mrs. Linda Rohrbacher	ESL Teacher		
	Parent		
Ms. Lori Martin	Teacher/Subject Area		
	Teacher/Subject Area		
Mrs. Maria Diaz	Coach		
	Coach		
Mr. Marc Blank	Guidance Counselor		
	Network Leader		

School Name: P25R

School DBN: 75R025

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: 75R025

School Name: P25R

Cluster: _____

Network: 4

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

