



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: PS 373

DBN (DISTRICT/ BOROUGH/ NUMBER): 75R373

PRINCIPAL: ILENE GOLDSTEIN-HARNETT

EMAIL: IHARNET@SCHOOLS.NYC.GOV

SUPERINTENDENT: GARY HECHT

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Ilene Goldstein-Harnett	*Principal or Designee	
Alex Reich	*UFT Chapter Leader or Designee	
Periann Wise	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Brianne McNamara	Member/ Staff	
Maria Cacace	Member/ Staff	
Dina Vitadamo	Member/ Staff	
Nicole Napoli	Member/ Parent	
Barbara Vasquez	Member/ Parent	
Maria Cuffaro	Member/ Parent	
Danielle Simeoli	Member/ Staff	

** 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 improved student proficiency in mathematics as evidenced by a 15% increase of students achieving a level 2 or higher on Common Core aligned or connected Math Tasks.**

Comprehensive needs assessment

2011-2012 Data Analysis:

Final: Common Core-aligned Task Rubric Scores:

A total of 416 students were engaged in a Common Core-Aligned Math Task. Of those who participated, a total of 86% of students achieved a level 2 or greater, whereas only 14% achieved a level 1. It is important to note that there were two important findings when creating and administering the math task. First, it is important to have teachers who did not design a specific task to review and practice taking the task in order to note any errors, omissions, or to clarify before administering to students in order to avoid confusion. In addition, it is very important to use graphs and pictures that the students are familiar with or have been exposed to, for example, from the Everyday Mathematics curriculum. One of the tasks contained a chart that was different than the one used in Everyday Math and this confused some students. An implication of this is that we need to focus more on students applying specific concepts to many areas of study and generalizing information.

Total Number of Students on Levels 1-4 on MATH Task:

<u>Levels</u>	<u>Petrides SA</u>	<u>Main SA</u>	<u>Mini AA</u>	<u>PS 58 AA</u>	<u>PS 65 AA</u>	<u>PS 861 AA</u>
<u>Level 1</u>	11	18	10	0	1	0
<u>Level 2</u>	12	44	20	6	3	0
<u>Level 3</u>	26	63	26	42	8	7
<u>Level 4</u>	15	18	21	21	7	37

SA Common Core Math Task Rubric Scores



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.

<i>Administrative staff to participate in 3 day district workshop titled, “Math Think Tank” on creating common core rubrics for standardized and alternate assessment students as well as monthly CFI common core workshops.</i>	<i>September, 2012</i>
<i>A Citywide Expectation Academic Team will be created for both alternate and standard assessment, consisting of one administrator and three teachers each.</i>	<i>October, 2012</i>
<i>Teams will analyze, discuss and edit District math rubric samples to best meet the needs of our students.</i>	<i>October, 2012</i>
<i>One rubric will be produced for standardized and three will be created for alternate.</i>	<i>October -November, 2012</i>
<i>Each team will roll out the finalized rubrics to staff during Teacher Team meetings. Staff will make suggestions for improvements or edits.</i>	<i>November, 2012</i>
<i>Rubrics will be used to score Fall math tasks.</i>	<i>December, 2012</i>
<i>Additional PD will be provided during Teacher Team meetings regarding the major work of the grade, Everyday Mathematics Common Core-aligned Curriculum Maps, domain focus and Math Rubrics.</i>	<i>October, 2012 – May, 2013</i>

<i>Teacher Teams will plan and develop lesson plans to introduce and teach rubrics to students.</i>	<i>November – December, 2012</i>
<i>Fall, 2012 Math Tasks will be administered.</i>	<i>December, 2012</i>
<i>Academic Teams will analyze and compare school-wide data.</i>	<i>January, 2013</i>
<i>Teacher Teams will analyze and compare classroom data. Discussions will follow with plans beginning to develop regarding plans for the 2013-2014 school-year.</i>	<i>January, 2013</i>
<i>Teams will analyze, discuss and edit District ELA rubric samples to best meet the needs of our students.</i>	<i>February, 2013</i>
<i>One rubric will be produced for standardized and three will be created for alternate, based on the developmental levels of the students.</i>	<i>February – March, 2013</i>
<i>Each team will roll out the finalized rubrics to staff during Teacher Team meetings. Staff will make suggestions for improvements or edits.</i>	<i>March, 2013</i>
<i>Rubrics will be used to score Fall math tasks.</i>	<i>December, 2012</i>
<i>Additional PD will be provided during Teacher Team meetings regarding the major work of the grade, Everyday Mathematics Common Core-aligned Curriculum Maps, domain focus and Math Rubrics.</i>	<i>October, 2012 – May, 2013</i>
<i>Teacher Teams will plan and develop lesson plans to introduce and teach rubrics to students.</i>	<i>November – December, 2012</i>
<i>Spring, 2013 Math Tasks will be administered.</i>	<i>May, 2012</i>
<i>Rubrics will be used to score Spring math tasks.</i>	<i>May, 2012</i>
<i>Academic Teams will analyze and compare school-wide data.</i>	<i>February, 2013 and May, 2013</i>
<i>Teacher Teams will analyze and compare classroom data. Discussions will follow with plans beginning to develop regarding plans for the 2013-2014 school year.</i>	<i>May, 2013</i>

Progress Monitoring:

- *Interim Everyday Mathematics unit assessments*
- *SANDI*

Final Data:

- *Fall Common Core Mathematics Tasks with scored rubrics*
- *Spring Common Core Mathematics Tasks with scored rubrics*

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.
 - **Differentiated PD based on outcomes of monthly walkthroughs will be provided during small group cohorts and teacher team meetings as well as selected PD days. Monthly reports will be generated through Teachscape to determine needs, etc.**
 - **Use of data to make decisions about the content and type of activities that constitute professional development;**

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 XX Other

If other is selected describe here:

***Funds for substitute teachers to cover teachers for cohorts**

***Per-session money to fund teachers to create curriculum maps after school or Saturday**

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).
 - **Emotional Literacy used to support students' social/emotional needs**
 - **CookShop program used with parents and students used to encourage healthy eating habits**
 - **Move to Improve and Get Ready To Learn (both physical movement programs infused with content instruction) used with students to increase time on task and decrease acting-out behaviors.**

ANNUAL GOAL #2 AND ACTION PLAN

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

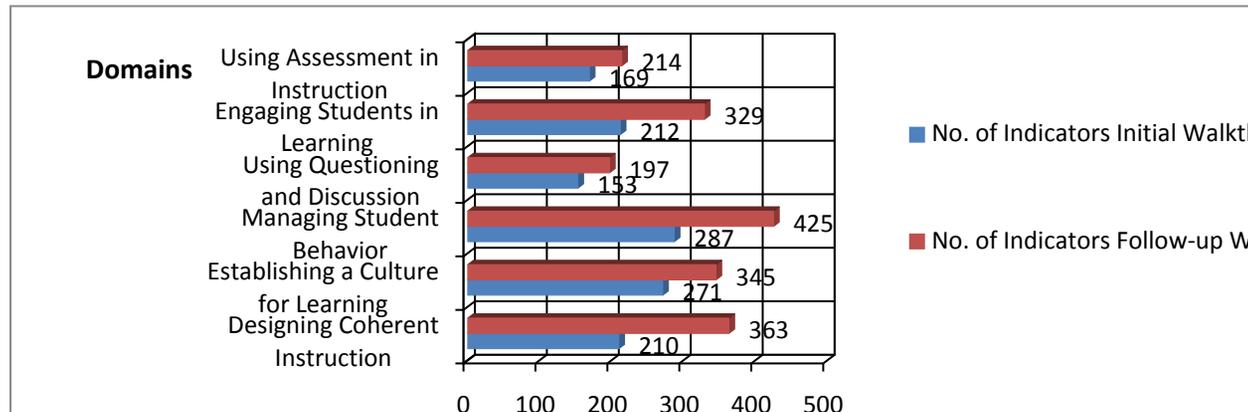
Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
- By June 2013, there will be improved teacher use of targeted instructional strategies as measured by classroom teachers showing improvements when comparing initial walkthroughs to follow-up walkthroughs.**

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.

We conducted six walkthroughs for all teachers this year based on Danielson’s Framework for Teaching. Each walkthrough focused on one of the NYC DOE Priority Competencies based on Danielson’s Framework for Teaching. Based on the results of initial walkthroughs, Professional Development was provided to teachers in cohorts, individually through coaching or inter-visitation and/or through outside workshops provided through the district or DOE. Follow-up walkthroughs focused on a different competency, but also looked at the prior competency to ensure that suggestions and/or PD strategies were implemented. We then compared the number of indicators that were evidenced during the initial walkthrough and compared that to the number of indicators evidenced during the follow-up walkthrough. We found that we increased the number of indicators for each of the six chosen competencies. The largest increase was noted when looking at Designing Coherent Instruction, showing an overall 27% increase in the number of indicators observed during the follow-up walkthrough. The following chart depicts the final gains in specific domains as measured through Teachscape data reports.



A detailed look at the *indicators* under each domain reveal that there is a fluctuation in the number of indicators from initial to follow-up walkthrough ranging from a decrease of 2% (Confidence in ability is evidenced by teacher and students' language and behaviors) to an increase of 56%. The largest increase falls under the domain of Using Questioning and Discussion techniques, where there was a 56% increase in the number of indicators present for "Discussion with the teacher stepping out of the central mediating role". There were also significant increases in the following areas; A 46% increase in the number of indicators for "Questions of high cognitive challenge, formulated by both students and teacher"; A 42% increase in the number of indicators present for "Instructional Maps that indicate relationships to prior learning; A 42% increase in the number of indicators present for "Students highly motivated to work on all tasks and are persistent even when the tasks are challenging"; An increase of 36% in "Activities that represent higher order thinking".

- When looking at the domains, the largest increase was seen in Designing Coherent Instruction, showing an increase of 42% when comparing the initial walkthrough to the follow-up walkthrough. During initial walkthroughs under this domain, we found that teachers were not consistently posting the teaching points and some teachers did not include the skill and strategy in the teaching point. PD was provided to teachers through cohorts and team meetings and this was quickly rectified.
- The domain that showed the least gains was Establishing a Culture for Learning. This was an area of focus in the past when we used the Professional Teaching Standards as our framework, therefore the number of indicators during the initial walkthroughs were already high (271), not allowing for significant growth (21%).
- When looking at the data under the domain of Using Questioning and Discussion, we only saw evidence of 153 total indicators initially and 197 indicators were observed during follow-up. This was the least number of indicators observed, both during initial and follow-up, when comparing to all of the domains. This domain of is an area on which we would like to focus next year, based on the above data, as well as the chancellor's expectations for next year.
- While we met our goal, it is important to note that although there was a large increase in the percentage of indicators in many domains, the initial *number of teachers* who showed evidence of few indicators was low to begin with. For example, initially, there were only 5 teachers who showed evidence of "Discussion with the teacher stepping out of the central mediating role" (Under the domain of Using Questioning and Discussion) which increased to 18 out of a total of 63 teachers. Although this is a significant gain, there are still 71% of the teachers who did not show evidence of this during the walkthroughs. In addition, for the indicator, Questions of high cognitive challenge formulated by both students and teacher" (same domain), there were initially only 8 teachers showing evidence, increasing to 21 out of 63 teachers.

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.

<i>Administrative team will create new walkthrough surveys through Teachscape that focus on the following:</i>	<i>September, 2012</i>
- Designing coherent instruction, Initial	<i>October, 2012</i>
- Designing coherent instruction, Final	<i>November, 2012</i>
- Using questioning and discussion techniques, Initial	<i>January, 2013</i>
- Using questioning and discussion techniques, Final	<i>January, 2013</i>
- Using assessment in instruction, Initial	<i>February, 2013</i>

- Using assessment in instruction, Final	<i>March, 2013</i>
In order to be a cohesive administrative team, we will plan and conduct walkthroughs and complete surveys as a team or in pairs in each area. This will ensure that we are looking through the same lens.	October – March, 2013
Initial walkthroughs will be analyzed by site to determine PD needs for teachers.	October, January and February
We will provide Teacher Team Meetings as an option for Article 7, Professional Periods, so that all teachers will have 6 th period free for meetings.	
Differentiated PD, based on Initial Walkthrough Surveys, will be provided to teachers during weekly cohorts.	Ongoing
Inter-visitations will be scheduled based on Initial or Follow-up Walkthrough Surveys.	Ongoing
Meetings with teachers will be scheduled within a week of all Initial Walkthroughs to discuss strengths, and next steps.	Ongoing
Meetings will be documented on administrative team-created templates.	Ongoing
Mid-year and Final Data will be analyzed to determine if we are meeting or have met our goal.	February, 2013 and May, 2013

Evidence:

- *An analysis of the following 6 Walkthrough Surveys:*
 - Designing coherent instruction, Initial
 - Designing coherent instruction, Final
 - Using questioning and discussion techniques, Initial
 - Using questioning and discussion techniques, Final
 - Using assessment in instruction, Initial
 - Using assessment in instruction, Final
- Teacher Team Cohorts/PD agenda, signature pages, copies of resources covered
- Schedules of Inter-visitations

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.
 - Provide assistance to parents in understanding City, State and Federal standards and assessments
 - Workshops and PD opportunities provided by school and district.

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 XX Other

If other is selected describe here:

***Purchase of Teachscape program to take and store data**

***Per-session money to fund teachers to create curriculum maps after school or Saturday**

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).

- **Emotional Literacy used to support students' social/emotional needs**
- **CookShop program used with parents and students to provide and encourage healthy eating habits**
- **Move to Improve and Get Ready To Learn (both physical movement programs infused with content instruction) used with students to increase time on task and decrease acting-out behaviors.**

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

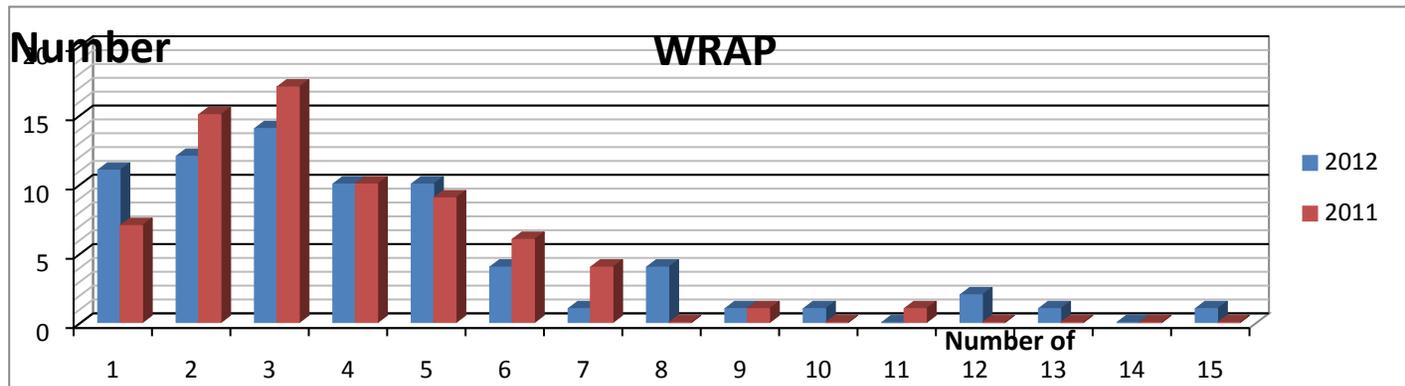
- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
- **By June 2013, students will improve their ELA skill mastery as evidenced by a 20% increase over baseline in successful mastery of targeted skills as evidenced by completion of CCLS aligned tasks.**

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.

2011-2012 Data Analysis:

- We use the ECLAS-2 assessment to assist us in the determination of the skill levels and progress of K-3 students. This year, 121 students participated in this assessment as compared to 111 students last year. A review of our findings indicated that 69% of our students showed progress, compared to 62% last year. Additionally, 28% of our students increased 2 or more levels this year, compared to 29% last year. Significantly, while 10% of our students did not show sufficient increases last year, only 4% of students fell into that category this year.
- We use the WRAP assessment to measure Independent Reading levels for our students in grades 3-6. This year, 70 students participated in the WRAP assessment and last year, 72 students participated. When comparing the data, we found that although more students advanced 1-10 levels last year, this year we had more students who advanced 10 or more levels, showing a bigger increase in Independent Reading skills (7% increased 11 or more levels this year, whereas only 1% increased 11 or more levels last year). The chart below illustrates the number of students who increased specified numbers of levels from last year (red) compared to this year (blue).



- A review of ELA Goal Checklist progress monitoring revealed that throughout the year, a total of 73% (1649 out of 2273) of common core-aligned ELA goals were met for standardized students.

Final Common Core-aligned Task Rubric Scores:

Tasks were designed and implemented using Universal Design for Learning strategies, including highlighting, underlining, vocabulary key, graphic organizers, checklists, etc. Teacher Teams created grade specific rubrics for SA and AA tasks to be used by all teachers, therefore rubrics were consistent across the grades. A total of 91% (398) of students achieved a level 2 or greater, whereas only 9% (38) of students achieved a level 1. The following is a breakdown of Rubric Scores by site, followed by charts illustrating ELA Task scores for Standardized and Alternate students.

Total Number of Students on Levels 1-4 on ELA Task:

<u>Levels</u>	<u>Petrides SA</u>	<u>Main SA</u>	<u>Mini AA</u>	<u>PS 58 AA</u>	<u>PS 65 AA</u>	<u>PS 861 AA</u>
Level 1	1	12	18	2	0	5
Level 2	24	58	18	1	4	4
Level 3	30	78	21	21	6	8
Level 4	3	21	20	45	9	27

SA Common Core ELA Task Rubric Scores



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.

<i>School-based Coach will attend a 4 day "Train-the-Trainer" Thinking Maps workshop in order to become a certified trainer</i>	<i>September, 2012</i>
<i>We will provide full day Thinking Map PD to 10 teachers during September</i>	<i>September, 2012</i>
<i>Follow-up meetings will cover topics such as "How to use Thinking Maps to foster independence in our</i>	<i>One time per month</i>

<i>students while engaging in a common core-aligned Task?"</i>	<i>October – May, 2013</i>
<i>Teacher Team(s) may use this topic for Inquiry to determine best practices when encouraging the use of Thinking Maps with common core writing tasks.</i>	<i>Weekly Teacher Inquiry Team Meetings</i>
<i>We will provide full day Thinking Map PD to 8 additional teachers In February.</i>	<i>February, 2013</i>
<i>School-based coach will provide training in the classroom, additional PD, mentoring sessions and inter-visitation schedules for trained teachers.</i>	<i>Ongoing October – May, 2013</i>
<i>Teacher Teams will analyze Fall ELA Tasks and then research, discuss and determine how to best teach students to use Thinking Maps for their Tasks.</i>	<i>January – February, 2013</i>
<i>Teaching Points and lesson plans on the use of Thinking Maps will be included in Units of Study leading to Spring ELA Tasks.</i>	<i>February – May, 2013</i>
<i>Spring Tasks will be administered.</i>	<i>May, 2013</i>
<i>Fall ELA tasks and rubric will be compared to Spring ELA tasks and rubrics to determine areas of gain, areas still in need of improvement and areas that still need to be taught.</i>	<i>May, 2013</i>
<i>Academic Team will compare gains in tasks of students who utilized Thinking Maps in their tasks and those who did not to determine which group made the most gains.</i>	<i>May, 2013</i>

Evidence:

- *Fall ELA Tasks and rubrics*
- *Spring ELA tasks and rubrics*
- *PD agenda, signature pages and resources*

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.
 - **Share and communicate best practices for effective communication, collaboration and partnering with all parents, guardians and families.**
 - **Use of Parent Survey**

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 _____ Other

If other is selected describe here:

- **Thinking Maps Implementation – Purchase binders for 20 teachers; include funding for subs for teacher coverage during training.**

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).

- **Emotional Literacy used to support students' social/emotional needs**
- **CookShop program used with parents and students used to encourage healthy eating habits**
- **Move to Improve and Get Ready To Learn (both physical movement programs infused with content instruction) used with students to increase time on task and decrease acting-out behaviors.**

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service	When the service is provided
ELA	Programs include but are not limited to: Wilson (phonetic approach to assist in the development of language to strengthen reading skills in struggling readers), Great Leaps (develops fluency in reading through 5 th grade), RAZ Kids (computer program that aids in decoding and fluency), Leap Pads (handheld reading devices), and Starfall (fluency program). Picture Exchange systems and the use of Assistive-Adaptive Technology are used to develop, practice and increase functional skills throughout the school day to foster the connection between what is learned in school and connect to the “real world”.	Small group and/or 1:1	During the School Day
Mathematics	-Math Steps (supplemental program to reinforce math concepts as needed), ED Math games on line (motivating on line math games), and Everyday Math games (hands-on games to motivate and assist with students who need the hands on manipulatives to learn). Picture Exchange systems and the use of Assistive-Adaptive Technology are used to develop, practice and increase functional skills throughout the school day to foster the connection between what is learned in school and connect to the “real world”.	Small group and/or 1:1	During the School Day
Science	-Grades 4-6 are included as needed. We provide opportunities to increase functional skills development integrated in the Science content area to increase functional skills. Students use FOSS, Picture Exchange systems and the use of Assistive-Adaptive Technology to develop, practice and increase functional skills throughout the school day to foster the connection between what is learned in school and connect to the “real world”.	Small group and/or 1:1	During the School Day
Social Studies	-Grades 4-6 are included as needed. We provide opportunities to increase functional skills integrated in the Social Studies content area through adapted curriculums such as the DOE Core Curriculum, MeVille to WeVille family and Community Units of Study by Ablenet.	Small group and/or 1:1	During the School Day
At-risk services	As indicated on Students’ Individualized Education Plans	Small group and/or 1:1, as indicated on IEP	During the School Day

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:

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

Activities:

- Differentiated PD based on outcomes of monthly walkthroughs will be provided during small group cohorts and teacher team meetings as well as selected PD days. Monthly reports will be generated through Teachscape to determine needs, etc.
- ARIS access, Science Fair, SS/Technology Fair
- Use of data to make decisions about the content and type of activities that constitute professional development;
- All activities are referenced to student learning
- Professional development activities are based on research-validated practices
- Hands-on Professional Development activities and materials match the content that is being instructed
- Professional development activities are fully evaluated
- Professional development is aligned with state standards, assessment, and the curriculum

**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 will 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
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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 Gary Hecht/ Arlene Edelstein	District 75	Borough Staten Island	School Number 373
School Name Robert Randall			

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

Principal Ilene Goldstein-Harnett	Assistant Principal Paulette Benevento
Coach Christine Fusco	Coach
ESL Teacher Pamela Salmon	Guidance Counselor Ilene Lazerus
Teacher/Subject Area Cynthia Leitner, 6:1:1	Parent
Teacher/Subject Area	Parent Coordinator Kirsten Rorke
Related Service Provider	Other Tom Scelzo, Testing Coordinator
Network Leader Adrienne Edelstein	Other

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

D. School Demographics

Total number of students in school	400	Total Number of ELLs	36	ELLs as share of total student population (%)	9.00%
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Part II: ELL Identification Process

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

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

ELLs are identified through the administration of the Home Language Interpretation Survey in the family's native Language and/or English and with an informal interview in English and in the native language and a formal initial assessment. The Home Language Identification Survey is a survey of the child's home language, administered to the parent or guardian of the child at the time of entry into the New York City School System. This is done usually at the CSE level. However, when this is not the case, it must be administered at the school by the fully certified ESL teacher and a bilingual interpreter who speaks the child's native language if needed. Based on the interpretation of the HLIS, it is determined whether the child is eligible for the LAB-R. Spanish speaking students not passing the LAB-R are administered the Spanish Lab by our Spanish bilingual special education teacher, Cynthia Leitner. After the child has taken the LAB-R, if he/she does not pass the assessment, the child will be placed in either ESL or bilingual services as determined by the CSE. The school then enters placement into the program within 30 days. The same procedures are followed at the school level by a pedagogue (The fully certified ESL teacher along with the parent coordinator). During this process, a video is shown to the parent or guardian, outlining the three options of services. The fully certified ESL teacher, Pamela Salmon, administers the LAB-R if the student has not been given one. Spanish and English are the languages spoken by the teachers in P373R.

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

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

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

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

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

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

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

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

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

K 1 2 3 4 5
6 7 8 9 10 11 12

This school offers (check all that apply):

Transitional bilingual education program	Yes <input 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
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	0	0	0	0	0	0	0							0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	36	Newcomers (ELLs receiving service 0-3 years)	33	Special Education	36
SIFE	0	ELLs receiving service 4-6 years	3	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									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
Dual Language										0
ESL	33		33	3		3				36
Total	33	0	33	3	0	3	0	0	0	36

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

C. Home Language Breakdown and ELL Programs

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

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

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

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	4	1	6	3	7	4	1							26
Chinese		2					1							3
Russian				1										1
Bengali						1								1
Urdu		1												1
Arabic														0
Haitian														0
French														0
Korean														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Punjabi				1										1
Polish														0
Albanian				1										1
Other		1		1										2
TOTAL	4	5	6	7	7	5	2	0	0	0	0	0	0	36

Part IV: ELL Programming

A. Programming and Scheduling Information

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

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

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

A. Programming and Scheduling Information

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

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

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

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

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

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

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

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

A. Programming and Scheduling Information

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

All of our ELLs have been identified as having special needs including the students in alternate placement settings who have paraprofessionals that speak their native language and English and support their instructional needs.

All of our special education ELLs are assessed in all subject areas in the beginning of the school year. Goals are formed based on these assessments. Checklists are then created based on these goals and progress is monitored three times a year to ensure that students are progressing towards their goals. Interventions are given for students not making progress. These interventions may be in the form of counseling services, speech and other related services, assistance of the paraprofessional, use of technology, etc.

This year, the ESL teacher will create goals in addition to the literacy teacher to ensure that students are progressing. Goals will be shared with all students so that they take ownership of their learning.

PS373R only has a freestanding ESL program and follows a block schedule for math with interdepartmental Everyday Math groups. Students are placed in groups based on individual student's assessments including beginning/end year assessments, Acuity and state scores in collaboration with individual student IEPs. Differentiated instruction, grouping and AIS are provided for instruction in ELA and writing. In addition, the instructional strategies used with ESL students are: Total Physical Response, Language Experience Approach, CALLA, AIS, and Cooperative Learning. The use of the Writing Workshop is enriched by implementation of scaffolding techniques to enhance students writing schema and other performance tasks. Some scaffolding techniques are: modeling, bridging, contextualization and schema building. Modeling, amplifying language, bridging and text representation are examples of the scaffolding strategies used. Some materials used are All Star English by Addison Wesley, AIS and The Units of Study. Graphic organizers are used in all subjects, including science and SS.

Our students are using Everyday Math infused with ESL Strategies to strengthen skills for solving problems with our ELL students. In English Language Arts, Standardized Assessment ELL students who scored below grade level on ECLAS and WRAP, work towards mastering skills at grade level through use of leveled libraries, Leap Pads and technology infused with ESL strategies. This is in addition to the standard Language Arts instruction where they continue to work towards mastery at the next level. Standardized Assessment ELL students with below grade level scores in the ECLAS also receive increased instruction in skill areas using ESL strategies including the Language Experience Approach, the use of writing workshop, Balanced Literacy enriched with scaffolding techniques. Students also work towards increasing reading skills through infusing ESL strategies into Literacy lessons in the classroom. Standardized Assessment students follow the same instructional programs for all content areas as the mainstream students. All of our intervention programs are in English with alternate placement paraprofessionals translating. These interventions may include AIS, Counseling, guidance and/or after school programs.

The proficient students as per NYCESLAT receive services for a minimum of one year and a maximum of two years after achieving proficiency. These services may include, ESL, AIS, Counseling, guidance and our title III Saturday program.

Cultural discontinuity between home and school can have negative effects on students' academic performance and sense of well-being and belonging at school. According to Gay (2000), "The larger the gap between these two experiences (home and school), the greater the disadvantage of cultural discontinuity". Therefore, in order to bridge the gap between home and school for English Language Learners and make all students' languages visible and valuable, we will adopt the following practices in the classrooms: 1) Creating an instructional climate that includes all students' languages, 2) Encourage students to bring their home languages into the classroom, 3) Encourage ELLS from the same background to cooperate with each other to improve progress, 4) Expand the school's cultural repertoire by exposing students to subtitled movies, expanding libraries of bilingual books, providing materials in students languages through the internet and 5) teaching songs in different languages.

In addition, we are reformatting our ELL program to be primarily a push-in program. This will allow maximum contact with those ELL students that share similar grades. We believe this will be a value added approach to stretch limited resources across our multi site organization. In addition, the ESL teacher will participate in ongoing professional development and cohort meetings with literacy teachers

A. Programming and Scheduling Information

and collaborate on upcoming projects.

All programs in our school will continue next year.

To ensure that ELLS are appropriately evaluated in their native languages, bilingual guidance counselors and psychologists are contracted or deployed for IEP meetings and testing if bilingual staff is unavailable in the student's native language.

ELL students and parents participate in the visiting Poets program and the Artists in the schools program as well as using technology to have students produce and present published writing pieces during publishing celebrations in our school as well as at our District Literacy Fair. In addition, our school uses The PAWS program to involve students, parents, teachers, counselors and administrators in making a commitment to work cooperatively to ensure that 373R is a safe and supportive school where every child can reach his/her academic and behavioral goals. The ESL teacher is fully certified and the classroom library supports our special needs students in ESL instruction through literature in English and other languages. Currently we have no Long-Term ELL students but if we did we would provide services for students receiving an extension of services receive: increased instruction in skill areas for students with below grade level scores in NYSAA assessment as well as in ECLAS. The instruction uses ESL strategies such as the Language Experience Approach, the use of writing workshop, Balanced Literacy and Treasures Reading Program enriched with scaffolding techniques such as modeling, bridging and contextualization and schema building. Students also will work towards increasing reading skills through infusing ESL strategies into Literacy lessons in the classroom. We have no newcomers but have the following plan in place: the parent coordinator on the Lap Committee welcomes the newcomers and their families which involves inviting the parents into schools, the community and, offering tutoring and setting up a buddy system for the child. At such time that we do we will provide the following: AIS and Balanced Literacy enriched with scaffolding techniques such as modeling, bridging and contextualization and schema building. Students also will work towards increasing reading skills. ESL strategies will be infused into Literacy lessons in the classroom. All ELLs at the beginning and intermediate levels in K-8 receive CR Part 154 mandated 360 minutes of ESL per week.

Instructional materials used are Treasures and Milestones, Words Their Way (ESL version), Santillana Intensive English, leveled classroom libraries, The Literacy Units of Study for each grade, Leap Pads and laptop carts.

Academic Language development is part of our school plan for SWD and ELLs. We have inclusion programs to maximize time spent with non disabled peers. For Bilingual students in alternate placement settings, all classes are instructed in English with our alternate placement paraprofessionals assessing their students' level of literacy in their native languages and support them academically in their native languages and in English. The classroom library supports our special needs students in ESL instruction through literature in English and student's native languages. The ESL teacher is fully certified and collaborates with classroom teachers and counselors by assisting them in the use of ESL strategies, techniques as well as help using the Teacher's Resource Center where there are books and materials available in the student's native languages.

Required services support and resources correspond to ELLs ages and grade levels. The P373R Parent Coordinator, a member of our LAP Team is a parent of a student currently enrolled in our program. Service Supports for Special education ELLs are discussed with parents during the Educational Planning Conference at the CSE level. P373R has Parent Orientation regarding programs for ELLs and training on topics such as Behavior Management, Balanced Literacy, Everyday Math, and Looking at Alternate and Standardized Assessment Scores and results. Parent support staff meets with parents at all new intake meetings to assess parent language needs. If required, to obtain translations we use the resources of District 75's, Parent Support Office @ 400 First Ave. NY, NY. The Parent Coordinator then prints a translation and gives it to the parents in their native languages.

Below please find our schools response to the NYSED/OBEFLS request for information regarding Part 154 and LAP reviews compliance/concerns:

1. Special Education Students not Served: P373R has 4 Spanish-speaking ELL students and 1 Russian-speaking student who are served as per the Individual Educational Program (IEP). (Please review your June 2010 BESIS, where one Russian speaking student is served as per

A. Programming and Scheduling Information

IEP. Note how I have altered your original statement which claimed that there are no Russian-speaking students in your school).

2. Form A-2 Sufficient number of SE LEP Students for a bilingual education program: P373R has 15 Spanish-speaking ELL students who attend different locations of our school. Furthermore, the students have different student to teacher to paraprofessional ratios and are in grades ranging from K to 6.

3. Comments: P373R has 7 ELL students, whose IEPs recommend Bilingual instruction, who are served by a fully certified ESL teacher and an alternate placement paraprofessional, who speaks English and the student's native language. These students are not in a Bilingual program for the above mentioned reasons (#2).

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:				

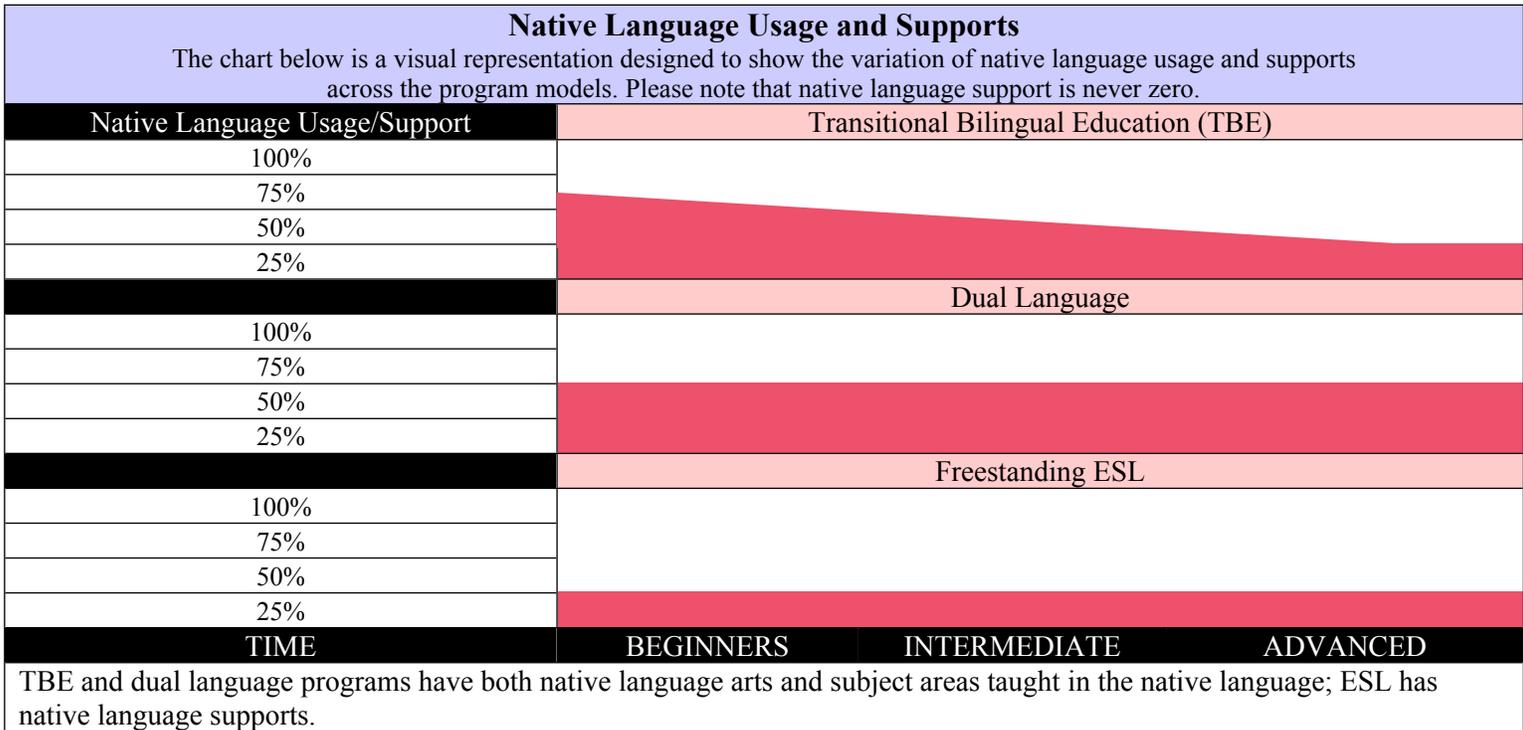
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	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
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B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
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 follows a block schedule for math with interdepartmental Everyday Math groups. Students are placed in groups based on individual student's assessments including beginning/end year assessments, Acuity and state scores in collaboration with individual student IEPs. Our targeted intervention program for ELLs in ELA, math and science and social studies include differentiated instruction, grouping and AIS. In addition, the instructional strategies used with ESL students are: Total Physical Response, Language Experience Approach, CALLA, AIS, and Cooperative Learning. The use of the Writing Workshop is enriched by implementation of scaffolding techniques to enhance students writing schema and other performance tasks. Some scaffolding techniques are: modeling, bridging, contextualization and schema building. Modeling, amplifying language, bridging and text representation are examples of the scaffolding strategies used. Some materials used are All Star English by Addison Wesley, AIS and The Units of Study. Graphic organizers are used in all subjects, including science and SS.

Our students are using Everyday Math infused with ESL Strategies to strengthen skills for solving problems with our ELL students. In English Language Arts, Standardized Assessment ELL students who scored below grade level on ECLAS, work towards mastering skills at grade level through use of leveled libraries, Leap Pads and technology infused with ESL strategies. This is in addition to the standard Language Arts instruction where they continue to work towards mastery at the next level. Standardized Assessment ELL students with below grade level scores in the ECLAS also receive increased instruction in skill areas using ESL strategies including the Language Experience Approach, the use of writing workshop, Balanced Literacy enriched with scaffolding techniques. Students also work towards increasing reading skills through infusing ESL strategies into Literacy lessons in the classroom. Standardized Assessment students follow the same instructional programs for all content areas as the mainstream students. All of our intervention programs are in English with alternate placement paraprofessionals translating. These interventions may include AIS, Counseling, guidance and/or after school programs.

The proficient students as per NYCESLAT receive services for f two years after achieving proficiency. These services may include, ESL, AIS, Counseling, guidance and/or Title III Saturday programs.

All programs will continue next year with also the instution of UDL in the provision of our instruction.

Cultural discontinuity between home and school can have negative effects on students' academic performance and sense of well-being and belonging at school. According to Gay (2000), "The larger the gap between these two experiences (home and school), the greater the disadvantage of cultural discontinuity". Therefore, in order to bridge the gap between home and school for English Language Learners and make all students' languages visible and valuable, we will adopt the following practices in the classrooms: 1) Creating an instructional climate that includes all students' languages, 2) Encourage students to bring their home languages into the classroom, 3) Encourage ELLS from the same background to cooperate with each other to improve progress, 4) Expand the school's cultural repertoire by exposing students to subtitled movies, expanding libraries of bilingual books, providing materials in students languages through the internet and 5) teaching songs in different languages.

In addition, we are reformatting our ELL program to be primarily a push-in program. This will allow maximum contact with those ELL

students that share similar grades. We believe this will be a value added approach to stretch limited resources across our multi site organization. In addition, the ESL teacher will participate in ongoing professional development and cohort meetings with literacy teachers and collaborate on upcoming projects.

Another improvement we will make this year is to incorporate more progress monitoring into our ESL program by creating goal checklists and ensuring that our students are making adequate progress towards those goals and making changes to the instructional program as necessary based on their successes.

Ells are represented in all our school programs including Title III Saturday program and Champs after school program. The title III program introduces ELLs to proloque2go and the lion operating system interfaces our smartboards to programs such as ABA, talking Apps, Liteacy Apps, Starfall Apps, Matching Apps, and instuclional videos for K-8 grade and age levels. ELL students and parents participate in the visiting Poets program and the Artists in the schools program as well as using technology to have students produce and present published writing pieces during publishing celebrations in our school as well as at our District Literacy Fair. In addition, our school uses The PAWS program to involve students, parents, teachers, counselors and administrators in making a commitment to work cooperatively to ensure that 373R is a safe and supportive school where every child can reach his/her academic and behavioral goals. The ESL teacher is fully certified and the classroom library supports our special needs students in ESL instruction through literature in English and other languages. Currently we have no Long-Term ELL students but if we did we would provide services for students receiving an extension of services receive: increased instruction in skill areas for students with below grade level scores in NYSAA assessment as well as in ECLAS. The instruction uses ESL strategies such as the Language Experience Approach, the use of writing workshop, Balanced Literacy enriched with scaffolding techniques such as modeling, bridging and contextualization and schema building. Students also will work towards increasing reading skills through infusing ESL strategies into Literacy lessons in the classroom. We have no newcomers but have the following plan in place: the parent coordinator on the Lap Committee welcomes the newcomers and their families which involves inviting the parents into schools, the community and, offering tutoring and setting up a buddy system for the child. At such time that we do we will provide the following: the Language Experience Approach, the use of writing workshop, Balanced Literacy enriched with scaffolding techniques such as modeling, bridging and contextualization and schema building. Students also will work towards increasing reading skills. ESL strategies will be infused into Literacy lessons in the classroom.

No language electives are offered to our students beside English.

Instructional materials used are Words Their Way (ESL version), Santillana Intensive English, leveled classroom libraries, The Literacy Units of Study for each grade, Leap Pads and laptop carts.

Academic Language development is part of our school plan and all classes are instructed in English with our alternate placement paraprofessionals assessing their students' level of literacy in their native languages and support them academically in their native languages and in English. The classroom library supports our special needs students in ESL instruction through literature in English and student's native languages. The ESL teacher is fully certified and collaborates with classroom teachers and counselors by assisting them in the use of ESL strategies, techniques as well as help using the Teacher's Resource Center where there are books and materials available in the student's native languages.

Required services support and resources correspond to ELLs ages and grade levels. The P373R Parent Coordinator, a member of our LAP Team is bilingual and a parent of a student currently enrolled. Service Supports for Special education ELLs are discussed with parents during the Educational Planning Conference at the CSE level. P373R has Parent Orientation (September 9, 2009) regarding programs for ELLs and training on topics such as Behavior Management, Balanced Literacy, Everyday Math, and Looking at Alternate and Standardized Assessment Scores and results. Parent support staff meets with parents at all new intake meetings to assess parent language needs. If required, to obtain translations we use the resources of District 75's, Parent Support Office @ 400 First Ave. NY, NY. The Parent Coordinator then prints a translation and gives it to the parents in their native languages.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

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

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

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

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

February 2012: 1st period Kinesthetic Approach to Language Acquisition

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

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

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

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

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

E. Parental Involvement

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

Paste response to questions 1-4 here

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

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

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

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	4	5	4	3	3	2	1							22
Intermediate(I)	0	1	0	1	1	1	0							4
Advanced (A)	0	0	3	2	1	1	1							8
Total	4	6	7	6	5	4	2	0	0	0	0	0	0	34

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING	B	0	1	0	0	0	0	0						

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

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

New York State Regents Exam

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

Native Language Tests

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

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

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

6. Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

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

All students have progressed in English language acquisition based upon focused testing for skill improvement.

The Patterns of Proficiency based on results of the NYSESLAT scores shows that students improved in one or more areas. The Kindergarten, First and Second graders all improved in Speaking and Speaking/Listening and maintained their levels in all modalities. In Third through Sixth grade all students improved in all four modalities. The Proficient students scored at the high end, showing the most improvement. Across all grade levels except the Proficient students who excelled, all students maintained or made small improvements in the Listening area, suggesting the need for more practice in this area and maintenance support for the Proficient students. This may also be due to the fact that they are not allowed to use their communication devices during the NYSESLAT or their attention deficits which will be addressed through selected practice in maintaining attention by teaching listening specific skills like eye contact, paraphrasing etc.

Generally because we are not allowed to use communications devices such as ipads on the NYSESLAT to obtain proficiency levels of some ELL students it is necessary to substitute scores from the NYSSA, Brigance or ECLAS. This is true for both the Alternate Assessment and Standardized Assessed students who require these devices.

This year's break down of our 36 ELL students is as follows:

Of the 36 students, four are formally known as x-coded. Of these, two students are SA and two are AA. Of the remaining ELLs, 28 are AA and 6 are SA.

NYSESLAT Scores for 26 students in LISTENING/SPEAKING: Beginning: 1 first grader, Intermediate: 1 first grader, 2 second graders, 1 fourth grader and 1 fifth grader. Advanced: 1 first grader, 2 second graders 2 fourth graders and 2 sixth graders. Proficient: 3 second graders, 3 third graders, 2 fourth graders and 4 sixth graders. (These scores include 4 students who articulated out and do not include Kindergarten and no score students.)

NYSESLAT Scores for 26 students in READING/WRITING: Beginning: 3 first graders, 2 second graders, 3 fourth graders, 1 fifth grader. Intermediate: 1 second grader, 1 third grader, 1 fourth graders, 12 fifth graders, and 1 sixth grader. Advanced: 4 second graders, 1 third grader, 1 fourth grader, 1 fifth grader, 1 sixth grader. Proficient: 2 fourth graders and 2 sixth graders. (These scores include 4 students who articulated out and do not include Kindergarten and so score students.)

The school leadership team and teachers are using the results of the NYSESLAT to target student's individual needs and create goals. These students are receiving enrichment instruction, targeting areas of weakness using ESL strategies to strengthen skills. Students will work towards mastering skills at grade level through use of a leveled library, leap pads, Wilson Foundations and technology infused with ESL strategies. The standardized assessment ELL students who scored below grade level and will continue to work towards mastery.

The implications for 373's LAP and instruction based on ELL performance on content area exams suggests that there is a need to continue to monitor their progress and provide the appropriate individualized instruction. The results of what is learned will dictate how the instructional focus and materials will be modified.

We have not administered ELL periodic assessments last year. Our population is largely Alternate Assessment and because only a standardized periodic assessment protocol is available we are working to develop an assessment that meets our ELL students' needs. In order to evaluate the effectiveness of our program, we must first set a goal and be accountable for meeting that goal. The following is our goal for English Language Learners for the school year beginning September, 2011 to June, 2012:

The chart indicating the success of our ELL program can be found on Chart A.

We are also introducing ELL SMART Goals: By June, 2012, 50% of all English Language Learners will show a 50% increase of academic goals as measured by ELL Goal Checklists.

In order to evaluate the success of our program, we also implement progress monitoring benchmarks for all students three times during the school year. ELL Goal checklists will be created for our alternate assessment students based on staff developed assessments and will be shared with our LAP team. Such assessments as ECLAS, WRAP, Brigance and Acuity will be used to assess the needs of each student. Instruction will be drawn from students' strengths and prior knowledge. Students will review their own assessments and review with the ESL teacher their needs and goals. The program will be monitored three times during the school year and progress will be noted. Checklists will be completed during these benchmarks and adjustments made as necessary. Final success will be measured by meeting or not meeting our goal.

Additional Information

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

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

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

School Name: Robert Randall

School DBN: 75R373

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ilene Goldstein- Harnett	Principal		10/31/11
Paulette Benevento	Assistant Principal		10/31/11
Kirsten Rorke	Parent Coordinator		10/31/11
Pamela Salmon	ESL Teacher		10/31/11
	Parent		
Cynthia Aponte	Teacher/Subject Area		10/31/11
	Teacher/Subject Area		
Cristine Fusco	Coach		10/31/11
	Coach		
Ilene Lazerus	Guidance Counselor		10/31/11
Adrienne Eldstein	Network Leader		
Tom Scelzo	Other <u>Testing Coordinator</u>		10/31/11
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: 75R373 School Name: P373R

Cluster: 1 Network: 1

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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