



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: P25R PS/IS SOUTH RICHMOND HIGH SCHOOL

DBN (i.e. 01M001): 75R025

Principal: JAMES MC KEON

Principal Email: JMCKEON@SCHOOLS.NYC.GOV

Superintendent: GARY HECHT

Network Leader: ARTHUR FUSCO

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

| Name | Position and Constituent Group Represented | Signature |
|------------------|----------------------------------------------------------------------------------------------------------------------------------|-----------|
| James McKeon | *Principal or Designee | |
| Steve Clinton | *UFT Chapter Leader or Designee | |
| | *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 | |
| Brendan Hayes | Member/ | |
| Alfred Arcuri | Member/ | |
| Donna Bianco | Member/ | |
| Ann Sciacca | Member/ | |
| A. Florida | Member/ | |
| Zenaida Martinez | Member/ | |
| Concetta Regeiro | Member/ | |
| Debra Zarella | Member/ | |
| Z. Stokes | Member/ | |
| Emily Donado | Member/ shelter/homeless school based liason. | |
| | Member/ | |

**Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed

| | |
|----------|--------------------------------------------------------------------------------------------------|
| X | School Leadership Team Signature Page |
| | Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements) |
| | ▪ Annual Goal |
| X | ▪ Comprehensive Needs Assessment |
| | ▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal |
| | ▪ Budget & Resource Alignment section (indicating all funding sources) |
| X | Academic Intervention Services (AIS) |
| X | Title I Plan (Only for schools receiving Title I funding) |
| X | Parent Involvement Policy (PIP) |

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2014, students will demonstrate improved content proficiency in ELA as evidenced by 3% increase in Performance Series & successful completion of CCLS-aligned tasks measured to the rubric for successful mastery.

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.

During the conversion to the Common Core Learning Standards (CCLS) by school 2013-2014, our educational teams and students need additional experience in utilizing these standards in lesson planning to provide academic rigor. Our state assessment results for the 2013-2014 school year show that of our 3-8th grade students are performing at level 1 in ELA and at 85%, 12% level 2, 2% level 3. The goal of the Common Core State Standards is to focus on the knowledge and skills needed by all students so they can be successful in college and careers. This goal applies for all students at P25R. P25R has aligned the core curriculum standards to our ELA Pacing Calendar. Teachers are expected to challenge students to excel within the general education curriculum based on the Common Core State Standards. It's not just that students need to go to school; they need to learn in school. Language in the Common Core State Standards outlines the areas that must be available to our students in order for them to demonstrate their conceptual and procedural knowledge and skills in English language arts (including reading, writing, listening, and speaking). Our ELA programs include substantially more literary non-fiction. Our data analysis from Performance Series & Scantron, revealed that our middle school students need the most help with the constructive response performance indicators correlated to the Common Core Standard #1 for reading informational text and writing. Our Learning Communities identified that our Common Core Standards require aligned ELA curriculum materials in Grades 6-12 to include a blend of literature (fiction, non fiction, and poetry) and a substantial sampling of literary non-fiction, including essays, speeches, opinion pieces, biographies, and historical, scientific or other documents written for a broad audience. Most of our ELA programs and materials designed for our students will need to increase substantially the amount of literary non-fiction they include. The Standards emphasize arguments (such as the Founding Documents) and other literary nonfiction that contain informational text structures rather than narrative literary non-fiction that tells a story, such as memoirs or biographies.

Our ELA Learning Community also emphasis the need to mirror the Writing Standards that focus our students abilities to make an argument and write to inform or explain. The shift in both reading and writing constitutes a significant change from the traditional focus in our ELA classrooms on narrative text or the narrative aspects of literary nonfiction (the characters and the story) towards more in depth engagement with the informational and argumentative aspects of these texts. A significant percentage of questions/tasks are text dependent. Our teacher observations show that questions and tasks require the use of textual evidence, including supporting logical inferences from the text. The Common Core Standards require our students to become more adept at drawing evidence from the text and explaining that evidence orally and in writing.

P25r needs to aligned curriculum materials therefore, should include explicit models of high quality evidence-based answers to questions samples of proficient student responses about specific texts from each grade. Questions should require students to demonstrate that they follow the details of what is explicitly stated but also are able to make non-trivial inferences beyond what is explicitly stated in the text to what logically follows from the evidence in the text. P25R's analysis of materials must focus on text based activities rather than activities where text plays an ancillary role. Our new materials aligned to the Common Core Standards will be designed so that the central focus of classroom time is spent on close reading, including writing from sources and conversations (speaking and listening) that center on the text. Rather than consigned to the margins when completing assignments, close and careful reading will be an absolutely essential and central part of our classroom activities. The Common Core Standards require our students to show that they can analyze and synthesize sources and present careful analysis and clear information.

Our literacy program currently is based on the Comprehensive Approach to Balanced Literacy and the K-12 Units of Study developed by P25R until all of the common core materials arrive and teachers are trained. The Units of Study focus on the Reader's and Writer's Workshop model, delivered through mini lessons. During the mini lessons, the teacher provides explicit, direct instruction to students by teaching them specific strategies for effective reading and writing. They also us differentiated instruction to meet the unique learning needs of their students. The main goal is for students to acquire independence in reading and writing. We will program each sixth, seventh, and eight grade schedules with double blocks of reading and writing workshop time. P 25r's goal of the workshop is to foster a respect and love for books and literature in our students, to help them see the connection between reading and improving their writing, to see the many purposes of reading and writing, and to help them become active, engaged readers and writers. P25R's mission is to build classroom libraries throughout all our classrooms in order to help students develop a love and respect for reading and writing. We hope that exposing our students to all kinds of reading genres will enhance their knowledge and their interest in reading. Our main goal is for students to acquire independence in reading and writing.

Our inquiry team utilized the QRI, Periodic Assessments (Acuity Predictive and Ed Performance/ Scantron Series), which enabled us to diagnose students in terms of reading strengths and

weakness. Some assessments provided recommendations for targeted interventions depending on results. Teachers were provided with a master sheet, indicating test results and included the format, skills, content and strategies needed with regarding each test that is offered, an understanding of various assessments, and targeted intervention strategies using ARIS. It is our belief that regardless of content area, teachers need to be aware of this information and collaborate to maximize student preparation. Literacy skills are embedded in all content areas. We also hope to improve our initial assessments of students so that we are better able to provide targeted interventions to our learners. Teachers will use the QRI, which will give them the student functional level for reading. This information will be used to set up the students for the Ed Performance/Scantron assessment, which in turn, will give them the students' performance level. Teachers are encouraged to use this data to drive instruction, and to differentiate instruction in order to meet students learning needs and provide targeted intervention to learners.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

Teachers will collaborate with each other to examine student work samples during common periods (Collaborative Inquiry Teams) (weekly/bi-weekly). The administration will provide support, as identified. Support may include but are not limited to inter-class visitations, in classroom support, Professional dialogue/conversations, sharing of student work during common planning and professional development workshops.

- Training on NYS Common Core Learning Standards (3 times per year – September opening, Election Day and Brooklyn-Queens Day)
New Common Core & Curriculum mapping/unit planning (ongoing)
- Development of school based Units of Study aligned to new Common Core Curriculum. – Standardized and Alternate/ELA and Math (ongoing, monthly)
- Utilization and adaptation of NYCDOE bundles for CCSS alignment (Fall)
- Development of ELA rating 1-4 (Fall)
- Examining student work samples (collaborative inquiries) (weekly/bi-weekly)

1.

B. Key personnel and other resources used to implement each strategy/activity

Teachers
Paraprofessionals
Administrators
District Coaches
Network Leader

1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

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

- Align classroom assessments to Core content standards and Common Core Standards.
- Align professional development initiatives to focus on improving student achievement.
- Continuous planning with teacher involvement. P25 R will use study teams of teachers and school leaders to plan and revise their transition initiatives.

D. Timeline for implementation and completion including start and end dates

- Teachers will plan engaging activities to address the students learning needs of the new common core. (Ongoing through monthly meetings)
- Cabinet will assess informal observations from Teacher Effectiveness Program through weekly cabinet meetings
- Involve teachers in the decision making process in regard to textbook and materials for the 2013-2014 school year.
- Data Analysis: (Ongoing)
- QRI Data ongoing in the fall.
- Test & Analyze Scores-NY ELA test scores
- Scantron results (fall, winter, and spring)
- Performance Series Test (fall. Spring)
- The records of meetings held and actions accomplished. (Monthly)
- Teacher observations from Teacher effectiveness Program. (Ongoing)
- School survey results (November)
- Evaluation data of staff development activities. (Ongoing)
- Response to intervention or AIS progress reports. (Ongoing)

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

Our ELA teacher teams will lead our Literacy program is currently on the Comprehensive Approach to Balanced Literacy and the K-12 Units of Study developed by District 75. (Our new Common Core Curriculum has still not fully arrived yet. (What has arrived is being evaluated by our ELA learning community/administration and teachers) Until the entire core curriculum is in The Units of Study will focus on the Reader’s and Writer’s Workshop model, delivered through mini lessons. During the mini lessons, the teacher provides explicit, direct instruction to students by teaching them specific strategies for effective reading and writing. They also us differentiated instruction to meet the unique learning needs of their students. The main goal is for students to acquire independence in reading and writing. We will program each sixth, seventh, and eight grade schedules with double blocks of reading and writing workshop time. Again, the goal of the workshop is to foster a respect and love for books and literature in our students, to help them see the connection between reading and improving their writing, to see the many purposes of reading and writing, and to help them become active, engaged readers and writers. Our goal here at P25R is to build classroom libraries throughout all our classrooms in order to help students develop a love and respect for reading and writing. We hope that exposing our students to all kinds of reading genres will enhance their knowledge and their interest in reading. Our main goal is for students to acquire independence in reading and writing. Our inquiry team utilized the QRI, Periodic Assessments (Acuity Predictive and Ed Performance/ Scantron Series), which enabled us to diagnose students in terms of reading strengths and weakness. Some assessments provided recommendations for targeted interventions depending on results. Teachers will be provided with a master sheet, indicating test results and included the format, skills, content and strategies needed with regarding each test that is offered, an understanding of various assessments, and targeted intervention strategies using ARIS. It is our belief that regardless of content area, teachers need to be aware of this information and collaborate to maximize student preparation. Literacy skills are embedded in all content areas.

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 No Child Left Behind Act of 2001 (NCLB Act) reauthorized the Elementary and Secondary Education Act of 1965 (ESEA), and is based on four principles that provide a framework through which families, educators, and communities can work together to improve teaching and learning. These principles are accountability for results, local control and flexibility, expanded parental choice, and effective and successful programs that reflect scientifically based research. Specifically, these provisions stress shared accountability between schools and parents for high student achievement, including expanded public school choice and supplemental educational services for eligible children in low-performing schools, local development of parental involvement plans with sufficient flexibility to address local needs, and building parents’ capacity for using effective practices to improve their own children’s academic achievement. P25R defines parental involvement as the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school

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

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

- Achieve higher test scores on assignments that will correlates into higher grades.
- That homework needs to be more consistently turned in.
- Communication with their child: Parent involvement is crucial to ensure their child will succeed in school and in life. One of the most important aspects for parents to follow is to always have open communication channels with their children. Our counselors will help with this process by offering workshops in transition.
- Teacher parent conferences: Parent involvement can be very effective when it is on a one on one basis with their child’s teacher. Teacher parent conferences will allow them to receive feedback regarding the progress their child is making in school. If expectations are not being met, action plans can be developed to help their child succeed in the classroom.
- Parents should set realistic expectations: Make sure goals they set for their child are realistic and in line with the success they desire for their child.
- Parents should participate in school activities: Parent involvement should include a healthy dose of volunteer contributions to the school such as our PTA, School Leadership team and special events. Volunteering for school activities or attending our PTA meetings will help to involve each parent in their child’s education.

Parents should support learning at home: Encouraging life long learning and continuous education will set a positive example for their child with programs such as Achieve 3000 & Lexia Reading programs. Our staff will help parents lay the groundwork to emphasize the great opportunities that can be attained in life with a solid education at home through this response to intervention programs. Parent involvement at home will encourage their child to value education and become creative thinkers leading to better graduation rates.

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

| X | Tax Levy | Title IA | Title IIA | Title III | Set Aside | Grants |
|---|----------|----------|-----------|-----------|-----------|--------|
|---|----------|----------|-----------|-----------|-----------|--------|

List any additional fund sources your school is using to support the instructional goal below.

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

Goal and Action Plan #2

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 2014, teachers will demonstrate improved instructional strategies as evidenced by increased student engagement as measured by low inference data.

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.

Comprehensive needs assessment

P25R will implement the Teacher Effectiveness program (ADVANCE) through out our organization in the 2013-14 school year. It will be used as a supplemental tool that teachers and administrators can use to consider some examples of effective classroom practices that when implanted well meet the expectations embedded in the Danielson framework. Administration will use regular, frequent observations of teacher practice aligned to competencies in the Danielson Framework for teaching. The program will enhance effective teaching practice leading to higher academic rigor in classrooms. The Teacher Effectiveness program will help with alignment in other D.O.E areas including Citywide Instructional Expectations, CCLS implementation, and quality review process. The Teacher Effectiveness Program will help our organization identify strategies administrators can employ to launch the work to create a culture of collaboration and mutual accountability with teachers. This will be a useful tool for administrators and teachers to reference when engaged in pre/post – observation conferences. Through the informal walk through process and collection of data showing trends in teacher practice, administrators will be better informed for the selection of strategies upon which to focus during professional development. Students currently guess on acuity and scantron tests. The QRI assessment will give teachers K-8 a true functional reading level. Students have often told us that they just guessed on Scantron and acuity. Our administrative cabinet wanted a true functional level of reading for our students K-8. Mouse over the timeline above to view past and future milestones in NYC’s transition to a new system of teacher evaluation and development. While Advance will be implemented for stakes for the first time in the 2013-14 school year, P25R has prepared for a more rigorous teacher evaluation and development system by piloting last year this system. At P25R our last years pilot showed 80% effective, 19% developing and 1% U rated. Plans were put in place for anyone who has been U rated to improve through this system.

Pilot Research Studies: Between 2010 and 2013, over 10,000 teachers from across the City participated in research studies using models of teacher evaluation and development that combined frequent classroom observations and feedback with measures of student learning. The teachers and school leaders at participating schools helped to determine what works, and what doesn’t. By soliciting frequent feedback from teachers and school leaders regarding the pilot model’s impact upon teaching and learning in their schools, the NYCDOE has refined its approach to supporting teachers and school leaders as they engage in this important work. With regular feedback and a renewed focus nonstudent outcomes, teacher practice improves. There was a seven percentage-point increase in teachers who received pilot ratings of “Effective” or “Highly Effective” among teachers who participated in the pilot for two years. Teachers want more rigorous and frequent feedback on their practice. 89% of teachers surveyed agreed that “all teachers should be observed regularly throughout the year,” and 96% agreed, “All teachers should receive feedback on their teaching practice throughout the year.” School leaders agreed that the pilot approach produced results aligned to student outcomes. 92% of school leaders surveyed agreed that teachers who demonstrated effective practice as defined by the Danielson rubric are the most effective at accelerating student growth. Pilot school leaders overwhelmingly agreed that the pilot approach supports more meaningful differentiation of teacher performance. 92% of pilot school leaders surveyed agreed that the pilot evaluation and development system is more effective at differentiating teacher performance than the existing S/U teacher evaluation system. The NYCDOE has also developed and field-tested a wide array of locally designed and third party assessments for use in Advance. This work included the creation of over 35 teacher design teams and 10 schools serving as lab sites. Our design teams and lab sites bring NYCDOE practitioners together with national assessment experts to create and field test new Common Core-aligned performance assessments and standard rubrics to help measure student learning for all of NYC’s students. During the 2013-2013 school year P25R participated in the Teacher Effectiveness Pilot Program, which consisted of informal and formal observations throughout the school year. Only one teacher received a U rating. We currently have a plan in place for that teacher.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

- Targeted staff (Principal and Assistant Principals) trained on utilization of Danielson Framework to improve instructional practices.
- Develop and adapt informal observation tools based on the Danielson Framework. Feedback system.
- Teachers self-assess on selected components of a research-based rubric.
- Provide training on Common Core and have teachers conduct item analysis in order to utilize the data to drive student instruction (intervention plan).
- Develop and implement calendar of informal and formal observations, prioritizing areas of greatest need and new staff in need of tenure.
- Develop and implement grade and content specific learning walks.
- Pre- and post-conference conversation will:
- Review observed (low inference) data from observation to document areas for teacher growth based on Danielson Framework and Marshall Feedback System.
- Review various forms of student data to pinpoint areas for student growth (classroom observations, acuity, Common Core Tasks, in-class Assessments, state tests, etc.) And to develop differentiation and intervention strategies for varying students.
- Subsequent observations will assess differentiation and implementation of interventions as well as development in Teacher growth areas

2. Key personnel and other resources used to implement each strategy/activity

Administration
Teachers
Paraprofessionals
District Coach teacher Effectiveness

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

- Create a professional development committee inclusive of school and teacher leaders.
 - Develop a coherent professional development plan that integrates the selected components of Danielson's Framework
 - Provide cycles of professional development on the selected components for all teachers
 - School leaders will conduct cycles of frequent formative observations on the selective competencies and provide frequent, immediate feedback to teachers.
 - Increase of student achievement will demonstrate teacher effectiveness and growth.
 - Activity:
 - Individual teacher goals and professional development plans will be created to promote teacher growth.
 - School leaders will conduct cycles of informal and formal observations will be conducted for all teachers to facilitate teacher growth.
 - Individualized, targeted support with a special emphasis on the selected competences for all teachers.
- The use of data to drive instruction and improve student achievement.

4. Timeline for implementation and completion including start and end dates

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

- The program has been fully implemented for the 2013 – 2014 school year, starting September 2013.
- QRI Results Phase Two May 31,2014

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

All resources have been provided by Teacher Effectiveness program. P25R has been given additional funds through the program to assist in funding any after school professional development for teachers and administrators. Assessment of Teachers practice using Charlotte Danielson’s 2013 Framework for Teaching, including a greater emphasis on components of teaching related to their classroom environment and instruction. This will be done during TEP hours every Friday embedded into their schedules. Multiple classroom observations by their principal or other administrator, with teachers having a choice between two options for length and frequency of observations. Review of up to eight artifacts (or documents) demonstrating their efforts to plan and prepare instruction and participate in their professional community. Feedback on all observations and artifacts of teacher practice. Student Feedback via the Tripod Student Survey (for teachers in grades 3-12 only; will not count towards annual rating in 2013-14 school year).

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).

Parent Coordinator has facilitated various meeting times for teacher/ parent meetings to get information on a frequent basis. The school has purchased an all call system the can speak 7 different languages to communicate with parents. Progress reports on student achievement go out 3 times a semester. The school website is continually updated to give parents information and access to school events and personnel. providing materials and training to help parents work with their children to improve their achievement levels in ELA and Math, as well as on-going quasi-monthly updates on student progress (every 5 weeks); providing parents with the information and training needed to effectively become involved in planning and decision making in support of their children. 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 to improve outreach in the community

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

| X | Tax Levy | Title IA | Title IIA | Title III | Set Aside | Grants |
|---|----------|----------|-----------|-----------|-----------|--------|
|---|----------|----------|-----------|-----------|-----------|--------|

List any additional fund sources your school is using to support the instructional goal below.

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

Goal and Action Plan #3

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 2014, students will improve their social-emotional skills as evidenced by a decrease in inappropriate behaviors as measured by a 3% decrease in the school SWIS occurrence data system.

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.

All of our standardized & alternate students have Individual Education Plans (IEPs). 100% of our K-8th grade standardized students receive counseling as a

related service to address various behavioral issues. During the school year 2012-2013, we had an average of 10 referrals to the SAFE room (CIT) each day, with a total of 643 incident SWISS reports, which interrupts student learning. We also have 50 students with crisis management paraprofessional (CPs) for this subgroup of students, and continue to aim at improving student behavior and to promote independence by completing functional behavior assessment (FBAs), behavior Intervention Plans (BIPs) and decrease the need for CPs when appropriate. The goal of the emotional literacy program is to give students the skills needed to regulate his/her behavior and ultimately, works on interpersonal relationships and functioning within a community. 39% percent of teachers stated that “order and discipline are maintained at my school” of teachers responding “strongly agree” or “agree” to the statement “I can get the help I need at my school to address student behavior and discipline problems” Our Learning Environment survey showed that our staff does not feel they are safe by giving us a score out of D in school safety.

New training is needed for the new SWISS format (School Wide Information System)

PBIS Assessment is a web-based application that P25R uses to designed and assist in high fidelity, sustained implementation of school-wide positive behavioral interventions and supports (SWPBIS). A major feature of SWPBIS is the commitment to ongoing assessment of implementation. PBIS Assessment provides surveys for teams to take as they examine their level of SWPBIS adoption and guides them through the process for how to improve implementation to benefit students, their families, and the overall school culture. Surveys are completed online with reports immediately available as soon as a survey is submitted.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- **Strategies/activities that encompass the needs of identified subgroups**

Participation in Emotional Literacy in all classrooms, including clusters

Journal writing (daily)

Point system to earn rewards daily, weekly for good behavior.

Development of lessons related to emotional literacy with a focus on vocabulary (3 times a week)

-Therapeutic Crisis Intervention (TCI) training for teachers and paraprofessionals (4 day course as scheduled on DO website) – this course supports teachers in understanding the conflict cycle and provided strategies for de-escalating potentially aggressive and explosive situations with students. In learning and effectively utilizing these strategies programmatically, the need for one to one management paraprofessionals will decrease.

-Completion of Functional Behavior Assessments for students with 1:1 crisis management paraprofessional (annual) with a minimum of 2 weeks of data on a targeted problem behavior. These identify the interventions and support needed for classroom teams in dealing with student behavior and in turn, help in identifying professional development.

-Distribution and implementation of Positive Behavior Intervention Supports (PBIS) manual handbook (on website)

-Utilization of the School Wide Information System (SWIS) program (middle) for reports/data collection (daily) (print and distribute for review during common planning, monthly)

-Behavior Point Sheets (daily)

-Behavior Matrix (daily)

-Implementation of hierarchy of levels earned (initial set-up – fall)

-Ability to earn ‘Clubs’/special activities (theatre trips, cooking programs, science club, etc.)/school store (weekly)

-Monthly assemblies related to Behavioral Matrix (Middle School)

-Development of a Positive Acknowledgement System

-Implementation of SAFE (crisis intervention) room (daily)

-Occurrence Reports (as appropriate)

-On site trainings and PBIS meetings (bi-monthly)

-Pupil Personnel Team Meetings (weekly starting September 2013)

-Consult with district personnel, as needed

- **Key personnel and other resources used to implement each strategy/activity**

- Principal

· Assistant Principals/Coordinators

· Parent Coordinator

· PA Association

- Guidance counselors
- Deans
- Teachers
- School Aide

• **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

Assistant Principals- Interval of Periodic Review: bi-monthly.

Instrument of measure: SWIS data, occurrences/suspensions, mood meter data

Projected Gains: decrease of 2% every 2 months from January through June 2014 as seen in number of occurrences, suspensions and referrals to CIT as

Compared to last year's monthly data sheets.

• **Timeline for implementation and completion including start and end dates**

Participation in Emotional Literacy in all classrooms, including clusters -September 2013

Training in the new SWISS (School Wide Information System) September 2013

Journal writing September 2013

Point system to earn rewards daily, weekly for good behavior. September 2013

Development of lessons related to emotional literacy with a focus on vocabulary October 2013

-Therapeutic Crisis Intervention (TCI) training for teachers and paraprofessionals (4 day course as scheduled on DO website) – this course supports teachers in understanding the conflict cycle and provided strategies for de-escalating potentially aggressive and explosive situations with students. In learning and effectively utilizing these strategies programmatically, the need for one to one management paraprofessionals will decrease. October 2013 for some staff

-Completion of Functional Behavior Assessments for students with 1:1 crisis management paraprofessional (annual) with a minimum of 2 weeks of data on a targeted problem behavior. These identify the interventions and support needed for classroom teams in dealing with student behavior and in turn, help in identifying professional development.

-Distribution and implementation of Positive Behavior Intervention Supports (PBIS) manual handbook September 2013

-Utilization of the School Wide Information System (SWIS) program (middle) for reports/data collection (daily) (print and distribute for review during common Planning, monthly)

-Behavior Point Sheets September 2013

-Behavior Matrix September 2013

-Implementation of hierarchy of levels earned (initial set-up – fall)

-Ability to earn 'Clubs'/special activities (theatre trips, cooking programs, science club, etc.)/school store (weekly)

-Monthly assemblies related to Behavioral Matrix (Middle School)

-Development of a Positive Acknowledgement System

-Implementation of SAFE (crisis intervention) room (daily)

-Occurrence Reports (as appropriate)

-On site trainings and PBIS meetings (bi-monthly starting in October)

-Pupil Personnel Team Meetings (weekly) starting in October

-Consult with district personnel, as needed starting in September 2013

• **Describe programmatic details and resources that will be used to support each instructional strategy/activity**

Teachers and administrators will monitor inappropriate behavior on a daily basis. Teachers will meet during their team meetings to discuss students progress on behavior based on SWISS data that the school aide will print out weekly on certain students. Teachers will write up SWISS reports before they put students into the SAFE room to be given to the dean and uploaded by our school aides in each building's designee. Points will be collected on Thursday's so students know their awards for the next day. School aides and assistant principal will be trained on new SWISS application. Guidance Counselors will lead PPT meetings weekly to discuss patterns of inappropriate behavior. School safety meeting will take place monthly to support the student/staff school environment. Parents will be called in when needed to support student's progress. The dean will incorporate PBIS into the SAFE room procedures. All occurrences will be reported on OORS and data will be looked at weekly.

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).

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

Budget and Resource Alignment

| | | | | | | | | | | |
|-------------------------------------------------------------------------------------------------------|-----------------|--|-----------------|--|------------------|--|------------------|--|------------------|---------------|
| Indicate using an "X" the fund source(s) that your school is using to support the instructional goal. | | | | | | | | | | |
| X | Tax Levy | | Title IA | | Title IIA | | Title III | | Set Aside | Grants |
| List any additional fund sources your school is using to support the instructional goal below. | | | | | | | | | | |
| | | | | | | | | | | |

Goal and Action Plan #4

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

Annual Goal #4

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|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals. |
| By June 204, students in alternate assessment programs will improve literacy skills as evidenced by a 10 point increase in scale score as measured by the appropriate formative assessment in SANDI/FAST. |

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. |
| <p>P25R 's alternate assessment program consists of 2 turning five (now 1st grade), 6:1:1 classes located at P3 annex, 2, 6:1:1 classes at IS75, 1, 6:1:1 high school program at P25R main South Richmond High school, 1 12:1:1 middle school alternate assessment program at IS25, 1 12:1:1 high school alternate assessment program at IS25 and a 1 6:1:1 HS program at South Richmond HS Annex @ IS25. We currently have 48 students who are alternate assessment. Our students are following The New York State Alternate Assessment (NYSAA) as a part of the New York State Testing Program. It is a data folio-style assessment, in which students with severe cognitive disabilities demonstrate their performance toward achieving the New York State learning standards. The Committee on Special Education (CSE) determines eligibility for participation in NYSAA according to criteria described in the Administrators' Manual. Student performance is recorded through direct observation and documentation and may include other information such as student work products, photographs, audio and videotapes. Students must be assessed once a year beginning in the school year they become 9 years old through the school year they become 14 (grade equivalents 3-8). The secondary level NYSAA is administered during the school year they become 17-18 years of age (high school). A collegial review for our students is a facilitated process in which a Lead Special Education Teacher (here after referred to as "teacher") who has compiled a New York State Alternate Assessment (NYSAA) data folio has a colleague, peer, or administrator who is familiar with the requirements of the NYSAA review student data folio contents for errors, omissions or needed revisions.</p> <p>Committees of teachers, who served as content experts, and special educators were brought together to review the CCLS for the content identified in the new test blueprint, 2 to develop. Essence statements to narrow the depth and breadth of the CCLS, and draft "Extensions" (the new Extensions are analogous to the current Alternate Grade Level Indicators). Extensions are descriptions of student performance expectations that realigned to the CCLS for students with severe cognitive disabilities. The proposed Essences and Extensions were reviewed</p> |

extensively during the summer of 2012, and draft documents were posted for public comment in September 2012. In October 2012, the committees were reconvened to review the revisions to the Essences and Extensions, and to draft Assessment Tasks to measure student performance on the CCLS. Following the meeting, the draft Assessment Tasks were reviewed and vetted by content and special education teachers, and then were posted for public comment from December 2012 to January 2013. Public comments from the first review and the second review were incorporated, as appropriate, into the draft Extensions and draft Assessment Tasks. The new assessment was ready in September 2013. Teachers and administration of P25 R need to be trained on this new system.

At a minimum, one collegial review for P25R must be conducted for each data folio, after the teacher completes it. This review is held during the NYSAA administration period and at a point when any necessary revisions can be made before the end of the administration period. The month of the last collegial review session is documented on the student page of the data folio. A Collegial review does not guarantee that a data folio will meet the procedural requirements for the assessment however our collegial review provides feedback to the teacher on whether the appropriate connections have been made among the Alternate Grade Level Indicators, the assessment tasks, and the verifying evidence selected for a given student. After last year’s assessment of our programs we needed to continue to demonstrate evidence to show a curriculum’s K-12 assessments that would show student progress across P25R’s alternate assessment population specifically in our new 6:1:1 turning five programs, now first grade. We decided that the MOSL for our alternate teachers would be the SANDI/FAST to show student progress. Teachers need to be trained on this new system. Through our learning communities we found out that the alternative assessment instruments are not only designed and structured differently from traditional tests, but are also graded or scored differently. Because alternative assessment is performance based, it helps our teachers emphasize that the point of language learning is communication for meaningful purposes. Alternative assessment methods work well in learner-centered classrooms because they are based on the idea that students can evaluate their own learning and learn from the evaluation process. These methods will be taught to teachers giving them opportunities to reflect on both their linguistic development and their learning processes. P25r’s alternative assessment thus will give our teachers a way to connect assessment with review of learning strategies. Teachers will also need to be trained on the new features of alternative assessment: Assessment will be based on authentic tasks that demonstrate learners' ability to accomplish communication goals. The teacher and learners will focus on communication, not on right and wrong answers. The students will help to set the criteria for successful completion of communication tasks. The students have opportunities to assess themselves and their peers.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

Strategies/activities that encompass the needs of identified subgroups

Teachers will collaborate with each other to examine student work samples during common periods (Collaborative Inquiry Teams) (weekly/bi-weekly in math. The administration will provide support, as identified. Support may include but are not limited to inter-class visitations, in classroom support, Professional dialogue/conversations, sharing of student work during common planning and professional development workshops.

- Training on NYS Common Core Learning Standards (3 times per year – September opening, Election Day and Brooklyn-Queens Day)
New Common Core & Curriculum mapping/unit planning in math (ongoing)
Development of differentiation of the common core for P25R learners based on student’s assessment. –
(Fall)
- Examining student work samples (collaborative inquiries) (weekly/bi-weekly)
- Collegial review
- Alternate assessment Learning Communities

6.

Key personnel and other resources used to implement each strategy/activity

- Principal
- Assistant Principals/Coordinators
- Parent Coordinator
- PA Association
- Guidance counselors
- Deans
- Teachers

Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

Assistant Principals- Interval of Periodic Review: Bi-Monthly
 Instrument of measure: SANDI/FAST data and NYSSA data
 Projected Gains: increase of 1% by February then 2% by May and compared to last year's monthly data sheets.
 Monthly learning communities in alternate assessment
 Two separate Collegial review done by assistant principal and district.

Timeline for implementation and completion including start and end dates

- At all sites, a grade representative will be designated by other staff members to meet in small groups with administration.
- Professional development and mentoring will be teacher-guided. Starting September 2013
 - SANDI/FAST will be administered in September –November 8th then again in the spring.
 - At teacher meetings, teachers will analyze genuine student work; develop baseline, unit assessments and rubrics connected to –Monthly starting October 2013
 - School-based coach and district coaches will work with staff within classrooms, during teacher meetings and professional development days.
 - The new NYSSA format will be introduced to staff in September 2013.
 - Summative student data will be analyzed, progress tracked and differentiated instructional strategies will be utilized Monthly starting October 2013
 - Teachers will brainstorm next steps and set goals. Monthly starting October 2013
 - Common Core Learning Standards with focus on tasks and units will continue. Teachers will adapt pacing calendars aligned to CCLS units. September 2013
 - Teachers will access the Common Core Library and utilize the diagnostic tasks provided by grade.

Describe programmatic details and resources that will be used to support each instructional strategy/activity

- At all sites, a grade representative will be designated by other staff members to meet in small groups with administration.
- Professional development and mentoring will be teacher-guided.
 - At grade conferences, teachers will analyze genuine student work; develop baseline, unit assessments and rubrics connected to CCLS.
 - Assistant Principals, district coaches, will work with staff within classrooms, during teacher team meetings and professional development days.
 - Summative student data will be analyzed, progress tracked and differentiated instructional strategies will be utilized.
 - Teachers will brainstorm next steps and set goals.
 - Common Core Learning Standards with focus on tasks and units will continue. Teachers will adapt pacing calendars aligned to CCLS units.
 - Teachers will access the Common Core Library and utilize the diagnostic tasks provided by grade.
 - Observations will be conducted using sections of Danielson's Framework and Professional Teaching Standards.

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).

All Parents, including parents/guardians of English Language Learners, are encouraged to actively participate in all aspects of the P25R organization including School Leadership Team, PTA, IEP meetings, assemblies and celebrations, Parent Teas, etc. P25r is committed to fostering a caring and effective home-school Partnership. The Parent Coordinator gives workshops, with collaboration between other District 75 schools and P25R staff. The Parent Coordinator, acting As a liaison between home and school, maintains logs of events and activities for each month and files this with the Parent office. Computers are available for Parents to use for the completion of the Learning Environment Surveys with incentives provided upon completion. PTA meetings and SLT meetings are planned at The start of the school year with notifications sent home on brightly colored paper. Translations are done as needed. Interpretation and translations are available for All events. Behavior sheets and communication books are sent home daily detailing homework assignments, accomplishments, concerns, etc. IEP meetings, Parent Teacher Conferences and report card distribution are times taken to discuss academic goals and achievements, promotion policy, assessments taken and Their results. Additionally, related service personnel work closely with families, providing assistance in connecting with outside agencies, afterschool programs, Respite and/or tutoring.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

| X | Tax Levy | Title IA | Title IIA | Title III | Set Aside | Grants |
|---|----------|----------|-----------|-----------|-----------|--------|
|---|----------|----------|-----------|-----------|-----------|--------|

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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

Annual Goal #5

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

By June 2014, students will improve targeted math skills as evidenced by a 3% increase in math proficiency over baseline as measured by formative assessments.

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.

P 25R's needs assessment in math scantron scores of 86% level 1, 12% level 2 and 3% level 3, identified the need to align standards; curriculum, instruction, and assessment goals with proven instructional practices that use developmentally appropriate teaching methods to address the needs of all student subgroups. Training will be needed in our new purchased math programs; Go Math K-5 and Connected Math (6-8). Teachers will systematically organize around the critical areas from the Common Core standards.

The Go Math program includes five tiers of instruction that teachers will learn for every lesson, including standard lessons, three levels of intervention for students who struggle, and enrichment materials for students who are ready to go beyond the standard lesson. The various mathematical models throughout the curriculum build from concrete to abstract and there are explicit opportunities for students to engage in mathematical discourse with a focus on reasoning and constructing mathematical arguments. The curriculum will form a basis from which we can meet our students where they are and continue to build toward grade-level skills using their professional judgment. Teachers will learn to prioritize providing learning experiences for students to engage with grade-level content in ways that connect to and reinforce prior knowledge rather than provide direct instruction to address gaps. Teacher teams will develop an assessment plan that makes best use of the assessment opportunities and types available by first identifying the types of data and evidence of student understanding that would be most helpful. Go Math! Include many options for both formative and summative assessment, including baselines, check-points, partner quizzes, unit projects, unit tests, reflections, and additional problems.

The Connected Mathematics is the program we selected for middle school. The program is designed to combine curricula aligned with the National Council of Teachers of Mathematics standards with authentic, relevant problem-solving practices to help students build math skills in a useful multidisciplinary context. The curriculum was written to help students and teachers understand important and grade-level appropriate math concepts, skills, procedures, and ways of thinking and reasoning. The Connected Math curriculum developed four mathematical strands: number and operation, geometry and measurement, data analysis probability, and algebra. The four to seven lessons in a unit each contain one to five problems that the teacher and students explore in class. Typical implementation consists of three phases: launch, explore, and summarize. First, the teacher launches the problem to the whole class. During the exploratory phase, depending on the problem, the teacher guides students—individually, in pairs, in small groups, or occasionally as a whole class—to gather data, share ideas, look for patterns, make conjectures, and develop problem-solving strategies. And in the summary phase the teacher guides students as they present and discuss their solutions and the strategies they used to approach the problem, to organize the data, and to find the solution. Additional problem sets (applications, connections, and extensions) help students practice, apply, connect, and extend their understanding and skills.

Our math learning community suggested not all assessments would be given in the program. Teachers will use the assessments that make sense given the overall assessment picture for their class and school. The Math teachers will be making adjustments as they choose which problems to give to students at P25R as they practice new learning. By carefully selecting these problems, teachers will be able to better address the individual needs of their students, while also making more effective use of class time. Grappling our student's instructional decisions is essential to the implementation of new curricula. Teachers and teacher teams, in consultation with our administration, will engage in professional dialogue about adapting the materials to meet their students' learning needs. This can happen as part of ongoing lesson planning and/or during teacher team time.

Based on our Fast benchmark pilot of last year our level one students are at benchmark 1 Level 1. The assessment shows students need to improve informational text, visual tracking, details, ask and answer questions about key details, and engage in informational reading in ELA. The mean average of students received 3/5 correct on these leveled questions. P25R purchased licenses in two programs Lexia and Don Johnston to help increase levels by 10% making it a 4/5 mean average for students.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

Teachers will collaborate with each other to examine student work samples during common periods (Collaborative Inquiry Teams) (weekly/bi-weekly). The school Based, assistant principal, as well as other administration will provide support, as identified. Support may include but are not limited to inter-class visitations, in classroom support, professional dialogue/conversations, sharing of student work during common planning and professional development workshops.

-Training on NYS Common Core Learning Standards (3 times per year – September opening, Election Day and Brooklyn-Queens Day)

- Math Curriculum mapping/unit planning (ongoing)

-Development of Math programs (ongoing, monthly)

-Utilization and adaptation of new curriculums (Fall)

-Development of Math rubric including rating 1-4 (Fall)

1. -Examining student work samples (collaborative inquiries) (weekly/bi-weekly)

B. Key personnel and other resources used to implement each strategy/activity

Principal

· Assistant Principals/Coordinators

· Parent Coordinator

· PA Association

· Guidance counselors

· Deans

· Teachers

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

- Teams of teachers meet regularly to examine student work and data to develop instructional plans that address the needs of all students, including students with disabilities and ELL's.
- The teams focus on using data to understand students' deficiencies and on employing proven practices to close
- Achievement gaps. They will study what other schools have done to develop effective transition Programs to measure progress in order to make needed changes in their initiatives. Teachers will provide effective instruction linked explicitly to the core curriculum standards to all students. Teachers will provide direct and explicit comprehension strategy instruction.
- Teachers will use assessments, standardized tests, performance based assessment ongoing assessments of student work, teacher observations and attendance as mechanisms.
- Teaching math vocabulary development through direct and indirect instruction.
- Teachers use of Discussion –based Approach through strategies like reciprocal teaching, question generating, and summarizing to the students read better and get more meaning from texts including texts in the content areas.
- Use a diversity of texts and self-selection to keep students motivated and engaged.
- Consistent implementation of engaging instructional strategies in every classroom.
- Routine Collaboration (PLC's) to review the impact of instructional strategies.
- Provide additional instructional/intervention opportunities for all students as needed.
- Build school-parent partnerships focused on student achievement.
- Incorporate technology into instruction to increase motivation and to enhance students' literacy by fostering student engagement.
- Align classroom assessments to Core content standards and Common Core Standards.
- Align professional development initiatives to focus on improving student achievement.
- Continuous planning with teacher involvement. P25 R will use study teams of teachers and school leaders to plan and revise their transition initiatives.
 - Teachers will plan engaging activities to address the students learning needs of the new common core. (Ongoing through monthly meetings)
 - Cabinet will assess informal observations from Teacher Effectiveness Program through weekly cabinet meetings
 - Involve teachers in the decision making process in regard to textbook and materials for the 2013-2014 school year.
 - Data Analysis: (Ongoing)
 - QRI Data ongoing in the fall.
 - Test & Analyze Scores-NY Math test scores
 - Scantron results (fall, winter, and spring)
 - Performance Series Test (fall. Spring)

- The records of meetings held and actions accomplished. (Monthly)
- Teacher observations from Teacher effectiveness Program. (Ongoing)
- School survey results (November)
- Evaluation data of staff development activities. (Ongoing)
- Response to intervention or AIS progress reports. (Ongoing)

1.

D. Timeline for implementation and completion including start and end dates

1. Baseline assessment conducted in early fall: Performance Series Baseline to 2013 state exams;
2. Data gathered will generate changes in instruction and student groupings: targeting gaps in student performance for improvement.
3. Comparing baseline to on-going Scantron (November, March)
4. On-going cycle of targeted skill assessment and interventions, including assessment of teacher practices via formal and informal observation.
5. Utilization of PSO resources (coaches) to refine and guide practice (Weekly)
6. On-going assessment of Fountas & Pinnel Running Records (October, January, May)
1. 7. On-going assessments of Common Core Tasks (Fall and Spring)

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

- P25R's administration will demonstrate an improved mastery of teacher effectiveness in math.
- Scantron for math, first assessment completed November 11, 2013
- Inquiry Teams will meet once a month after Math Learning Communities.
- Teachers will meet on a weekly basis to discuss student work.
- Through weekly meetings teachers will identify groups of students for AIS and collaborate across other curriculum areas.
- Administration will work with Talent Coaches from Teacher Effectiveness to help in math.
- Administrators will collaborate with Network Leaders for frequent classroom walkthroughs and Professional Development in Network meetings.
- Teachers will be part of the decision making process for professional development in math through the data collected from informal walkthroughs.
- Professional development in math for teachers during D.O.E professional development days.

1.

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).

In order to increase parental involvement, our parent coordinator will be hosting a parent workshop to inform parents about the implementation of bundles with a corresponding memo notifying them of the upcoming units in Math. In addition, students will receive homework related to the units for parents to work on with his/her student at home.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

| X | Tax Levy | Title IA | Title IIA | Title III | Set Aside | Grants |
|---|----------|----------|-----------|-----------|-----------|--------|
|---|----------|----------|-----------|-----------|-----------|--------|

List any additional fund sources your school is using to support the instructional goal below.

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Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

| Type of Academic Intervention Service (AIS) | Type of Program or strategy (e.g. repeated readings, interactive writings, etc.) | Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.) | When the service is provided (e.g. during the school day, before or after school, etc.) |
|-------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| ELA | In order to increase parental involvement, our parent coordinator will be hosting a parent workshop to inform parents about the implementation of bundles with a corresponding memo notifying them of the upcoming units in Math. In addition, students will receive homework related to the units for parents to work on with his/her student at home. | Small Group & 1:1 Services | School Day |
| Mathematics | Math Games: May be technology based to improve subtraction, multiplication, division, word problems, sequencing, numeration, algebraic expressions; 15 minutes per day, up to 5x per week in school | Small Group & 1:1 Services | School Day |
| Science | Students receive AIS services in Science using ELA strategies through Science content. Games, videos, and picture books are included. | Small Group & 1:1 Services | School Day |
| Social Studies | Students receive AIS services in Social Studies using ELA strategies through Social Studies content. Games, videos, and picture books are included. | Small Group & 1:1 Services | School Day |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | Guidance Counselors Provide leadership in developing a safe, caring, and inviting school with a sense of community where contributions of all persons are valued, where there are high expectations of excellence for all students, and where home-school-agency partnerships are valued. Demonstrate strong interpersonal skills and the ability to work, communicate, and | Small Group & 1:1 Services | School Day |

collaborate effectively with teachers, other school staff, and families as part of a team within the school setting. Apply sound principles of data based decision making to all aspects of practice (designing interventions, monitoring student progress, consulting with school administrators, and disseminating intervention research findings within the school setting). Participate in planning and or implementation of school or system level crisis response. Identify resources and coordinate services with other professionals and or agencies to address students' behavioral, affective, or social needs.

Provide key liaison person that the parents students and at risk outside agencies use as facilities to the students. Our Guidance Counselors make referrals to drug and substance abuse programs. They evaluate at risk students transcripts to plan a program geared towards academic success.

School Psychologist helps our school develop challenging but achievable, cognitive and academic goals for all students. Implement appropriate and alternative ways to monitor and assess the effectiveness of interventions and individual student progress toward goals. Assess students' cognitive abilities using a variety of instruments and techniques that are appropriate for the individual student. Demonstrate expertise in collecting, managing, and interpreting various types of individual and group data. Ensure that students and families know about community services and programs and assist them in accessing these, as appropriate. Participate in planning and implementing

prevention programs to address the social and affective needs of students. (Programs to address bullying, school violence, and school safety.) Participate in designing prevention and intervention methods to address programs that influence student learning. Provide direct services to individuals or groups of students (counseling, crisis interventions, mentoring, and individual safety plans, when appropriate) Consult and confer with teachers, staff, and families about strategies to facilitate the social and effective adjustment of students.

Social Worker:

Social Workers for P25R do many things that provide services for our at risk students. They provide individual and group counseling service with students. Crisis intervention programs are set up in each school supporting students & parents. Outreach is done to various agencies that provide additional support serviced with students and families. Preventative support services for suicide, child abuse neglect, and sexual harassment amongst students. P25r's conduct social history reports and conduct IEP and annual review meetings. They provide transitional services, PPT meetings (Pupil Personal Meeting). They help direct Functional Behavior Assessments and Behavioral Intervention Plans. Social workers escort students to hospital and or other sites when needed to offer additional emotional support. They help provide trainings from outside agencies such as Aids Task Force, Gang Unit, drug & substance abuse. Our health related services include and are not limited to: Coordinating the activities of the health staff in each school to ensure that every student has a documented new admission examination, a current medical record and to see that other

| | | | |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
| | <p>mandated services are provided. Engage in case finding, referral and case management activities in conjunction with the school health team and the community providers. Implements the OSH standardized tracking system for the follow-up of student referrals. Monitors compliance with health care plans at appropriate intervals. Directs health staff in managing the delivery of first aid. Follows the OSH communicable disease control procedures, informs and advises administration and/or parents regarding school exclusion and readmission. Collaborate with school personnel in the development and implementation of case management plans to meet the health needs of students. Advocates for the student and family in matters pertaining to health assessment and need. Serves as liaison between the medical provider, community groups, the school, and the staff regarding student health concerns. Reports suspected physical abuse, sexual abuse and neglect of children as mandated by law. Provides information to families on health practices including nutrition. Conducts outreach activities for Medicaid-eligible children and families to access Early and Periodic, screening, diagnostic and treatment (EPSDT) program.</p> | | |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- A. All elements of the *All Title I Schools* section must be completed*.
- A. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- B. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

| | | |
|----------------------------------------------------|-----------------------------------------|--------------------|
| Indicate with an "X" your school's Title I Status. | | |
| School Wide Program (SWP) | Targeted Assistance (TA) Schools | Non-Title I |

All Title I Schools

Highly Qualified Teachers (HQT)

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

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required 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
MAY 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.

OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K–12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013–14 TO 2014–15 SCHOOL YEARS

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 is a two-year plan on how schools will support ELLs’ linguistic and academic needs. This LAP form is a part of the school’s CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school’s submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

F. School Information [?](#)

| | | |
|-----------------------------------------|------------------------------|--------------------------|
| District 75 | Borough Staten Island | School Number 025 |
| School Name South Richmond IS/HS | | |

G. Language Allocation Policy Team Composition [?](#) NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

| | |
|---------------------------------------------------|--------------------------------------------|
| Principal James McKeon | Assistant Principal George Hunold |
| Coach | Coach |
| ESL Teacher Linda Rohrbacher | Guidance Counselor Marc Blank |
| Teacher/Subject Area Alfred Arcuri | Parent |
| Teacher/Subject Area | Parent Coordinator Zeneida Martinez |
| Related Service Provider Marie Irizarry | Other |
| Network Leader(Only if working with the LAP team) | Other |

C. Teacher Qualifications

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

| | | | | | |
|-------------------------------------------------------------------------|----------|---------------------------------------------------------------------------------------------|----------|---------------------------------------------------------------------|----------|
| Number of certified ESL teachers currently teaching in the ESL program. | 1 | Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program | 2 | Number of teachers who hold both content area and ESL certification | 2 |
| Number of certified bilingual teachers currently | 0 | Number of certified NLA/foreign language | 3 | Number of teachers who hold both a bilingual extension and ESL | 1 |

| | | | | | |
|-----------------------------------------------------------------------------------|---|------------------------------------------------------------------------------------------------------------------------------|---|----------------------------------------------------------------|---|
| teaching in a bilingual program | | teachers | | certification | |
| Number of certified ESL teachers <u>not</u> currently teaching in the ESL program | 1 | Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification | 0 | Number of special education teachers with bilingual extensions | 2 |

D. Student Demographics

| | | | | | |
|------------------------------------------------------|-----|----------------------|----|-----------------------------------------------|-------|
| Total number of students in school (Excluding Pre-K) | 529 | Total number of ELLs | 12 | ELLs as share of total student population (%) | 2.27% |
|------------------------------------------------------|-----|----------------------|----|-----------------------------------------------|-------|

Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) school

Check all that apply

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

This 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 <small>(60%:40% → 50%:50% → 75%:25%)</small> | | | | | | | | | | | | | | 0 |
| Dual Language <small>(50%:50%)</small> | | | | | | | | | | | | | | 0 |

| ELL Program Breakdown | | | | | | | | | | | | | | |
|-------------------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total # |
| Freestanding ESL | | | | | | | | | | | | | | |
| Pull-out | | | 1 | | | 1 | | 1 | 1 | 3 | 3 | 2 | | 12 |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| Total | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 1 | 3 | 3 | 2 | 0 | 12 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|----|----------------------------------------------|---|--------------------------------|----|
| All ELLs | 12 | Newcomers (ELLs receiving service 0-3 years) | 2 | ELL Students with Disabilities | 12 |
| SIFE | 0 | ELLs receiving service 4-6 years | 3 | Long-Term (completed 6+ years) | 7 |

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 SWD. [?](#)

| ELLs by Subgroups | | | | | | | | | | |
|-------------------|------------------|----------|----------|------------------|----------|----------|------------------------------------|----------|----------|-----------|
| | ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | Total |
| | All | SIFE | SWD | All | SIFE | SWD | All | SIFE | SWD | |
| TBE | | | | | | | | | | 0 |
| Dual Language | | | | | | | | | | 0 |
| ESL | 2 | 0 | 2 | 3 | 0 | 3 | 7 | 0 | 7 | 12 |
| Total | 2 | 0 | 2 | 3 | 0 | 3 | 7 | 0 | 7 | 12 |

Number of ELLs who have an alternate placement paraprofessional:

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 |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| TOTAL | 0 |

*EP=English proficient student

| 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 |
| SELECT ONE | | | | | | | | | | | | | | | | | | | 0 | 0 |
| SELECT ONE | | | | | | | | | | | | | | | | | | | 0 | 0 |
| SELECT ONE | | | | | | | | | | | | | | | | | | | 0 | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Dual Language (ELLs/EPs) | | | | | | | | | | |
|------------------------------------------------|-----|----|-----|----|-----|----|-----|----|-------|----|
| 9-12 | | | | | | | | | | |
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | |
| | 9 | | 10 | | 11 | | 12 | | TOTAL | |
| | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL | EP |
| SELECT ONE | | | | | | | | | 0 | 0 |
| SELECT ONE | | | | | | | | | 0 | 0 |
| SELECT ONE | | | | | | | | | 0 | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language
Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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

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

NYSESLAT Modality Analysis

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

NYS ELA

| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
|-----------------------|---------|---------|---------|---------|-------|
| 3 | | | | | 0 |
| 4 | | | | | 0 |
| 5 | 1 | | | | 1 |
| 6 | 1 | | | | 1 |
| 7 | 1 | | | | 1 |
| 8 | 1 | | | | 1 |
| NYSAA Bilingual (SWD) | | | | | 0 |

NYS Math

| Grade | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
|-----------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | English | NL | English | NL | English | NL | English | NL | |
| 3 | | | | | | | | | 0 |
| 4 | | | | | | | | | 0 |
| 5 | 1 | | | | | | | | 1 |
| 6 | 1 | | | | | | | | 1 |
| 7 | 1 | | | | | | | | 1 |
| 8 | 1 | | | | | | | | 1 |
| NYSAA Bilingual (SWD) | | | | | | | | | 0 |

NYS Science

| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
|---|---------|----|---------|----|---------|----|---------|----|-------|
| | English | NL | English | NL | English | NL | English | NL | |
| 4 | | | | | | | | | 0 |
| 8 | 1 | | | | | | | | 1 |

| NYS Science | | | | | | | | | |
|-----------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| NYSAA Bilingual (SWD) | | | | | | | | | 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 Foreign Language | | | | |
| Government | | | | |
| Other | | | | |
| Other | | | | |
| NYSAA ELA | | | | |
| NYSAA Mathematics | | | | |
| NYSAA Social Studies | | | | |
| NYSAA Science | | | | |

| Native Language Tests | | |
|-----------------------|-----------------------------------------------------------|---------------------------------------------------------------------------|
| | # of ELLs scoring at each quartile (based on percentiles) | # of EPs (dual lang only) scoring at each quartile (based on percentiles) |
| | | |

| | Q1 1-25 percentile | Q2 26-50 percentile | Q3 51-75 percentile | Q4 76-99 percentile | Q1 1-25 percentile | Q2 26-50 percentile | Q3 51-75 percentile | Q4 76-99 percentile |
|----------------------------|--------------------------|---------------------------|---------------------------|---------------------------|--------------------------|---------------------------|---------------------------|---------------------------|
| ELE (Spanish Reading Test) | | | | | | | | |
| Chinese Reading Test | | | | | | | | |

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 will this data 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? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
4. For each program, answer the following:
 - a. 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. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
6. How do you make sure that a child’s second language development is considered in instructional decisions?
7. 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?
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

Our state licensed ESL teacher, Linda Rohrbacher, uses formal and informal methods to assess the students progress and to evaluate the success of the ESL program. These are inclusive to teacher observations, teacher reports, the EdPerformance Scantron Series, New York City Performance Assessment, and standardized methods of assessment. Students reaching proficiency on the NYSESLAT will receive a minimum of two years of transitional ESL services in conjunction with ELA to help ease the permanent placement into the content area classes. This consists of 180 minutes per week and is weaned according to the needs of the students. Based on the results of exams, teachers will alter instruction to bridge the gap of the needs of each student specifically targeting listening, speaking, reading, and writing. The data from the NYSESLAT reveals that all students tested made improvements in their proficiency levels. In the elementary

grades, our ELL students' average Performance Levels on the ELA and Math exams is 1. All of our English Language Learners are students with special needs and we utilize the data collected to gear rigorous, culturally responsive instruction to all of our English Language Learners.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
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, and secured/stored. (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. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
6. 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.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. [i](#)

We identify our ELL students using the Home Language Identification Surveys, ATS reports, and the students IEPs within 10 days of the students entry date into the NYCDOE. Home Language Identification Surveys are given to the parents at CSE. Our state licensed and certified ESL teacher, Linda Rohrbacher, administers the HLIS to the parent if CSE did not administer the document. Only one can be administered through the student's school years. An informal interview is then performed whereby language skills and preferences are discussed. Based on the parent's responses to the Home Language Identification Survey, it is determined whether the student be administered the LAB-R. The LAB-R is given to the student by CSE. If it is not given to the student by CSE, our ESL teacher administers the LAB-R to the student. In conjunction with the parents and results of the HLIS and LAB-R, it is determined whether the student receives ESL or Bilingual Services. If the student was not successful taking the LAB-R and his/her native language is

Spanish, the student is given the Spanish LAB. This administration is conducted by CSE, but if it is not, our ESL teacher will use the assessment with the assistance of a Spanish speaking pedagogue. We determine the language spoken and understood by the parents. The primary language is then maintained in ATS and on the student emergency card. A list of names of parents who require language assistance services is then generated and given to the pupil personnel secretary and parent coordinator. Our 2013–2014 school year enrollment is 529 students. 12 of the students have been identified as English Language Learners. Their parents are provided with written translation and oral interpretation in Spanish.

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

Our school provides oral interpretation services to the parents designated to be in need of language assistance services. Our school staff is utilized to provide oral interpretation in Spanish. We have 22 sites in our organization. If a face-to-face meeting is not possible, we provide a telephone conference in the parent's primary language.

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

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?

Paste response to questions here:

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)?

Paste response to questions here:

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 foster language development and meet the demands of the Common Core Learning Standards.

Paste response to question here:

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Paste response to question here:

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Paste response to question here:

6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Paste response to questions here:

7. 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?

Paste response to question here:

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

The South Richmond IS/HS P25R program is located on Staten Island at 22 sites. Within the program, we have numerous Inclusion and Work Study sites located throughout Staten Island. Presently, we have 529 students. 12 students are English Language Learners. Eight Asian/Pacific Islander, 142 Hispanic, one American Indian/Alaskan Native, 189 Black, 185 White, and two Multi-Racial students are enrolled in our

school.

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

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

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

Approach, Think–Pair–Share, graphic organizers, and (TPR) Total Physical Response. The use of technology is incorporated to give students additional instructional support.

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: | | | | |
| | | | | |
| | | | | |
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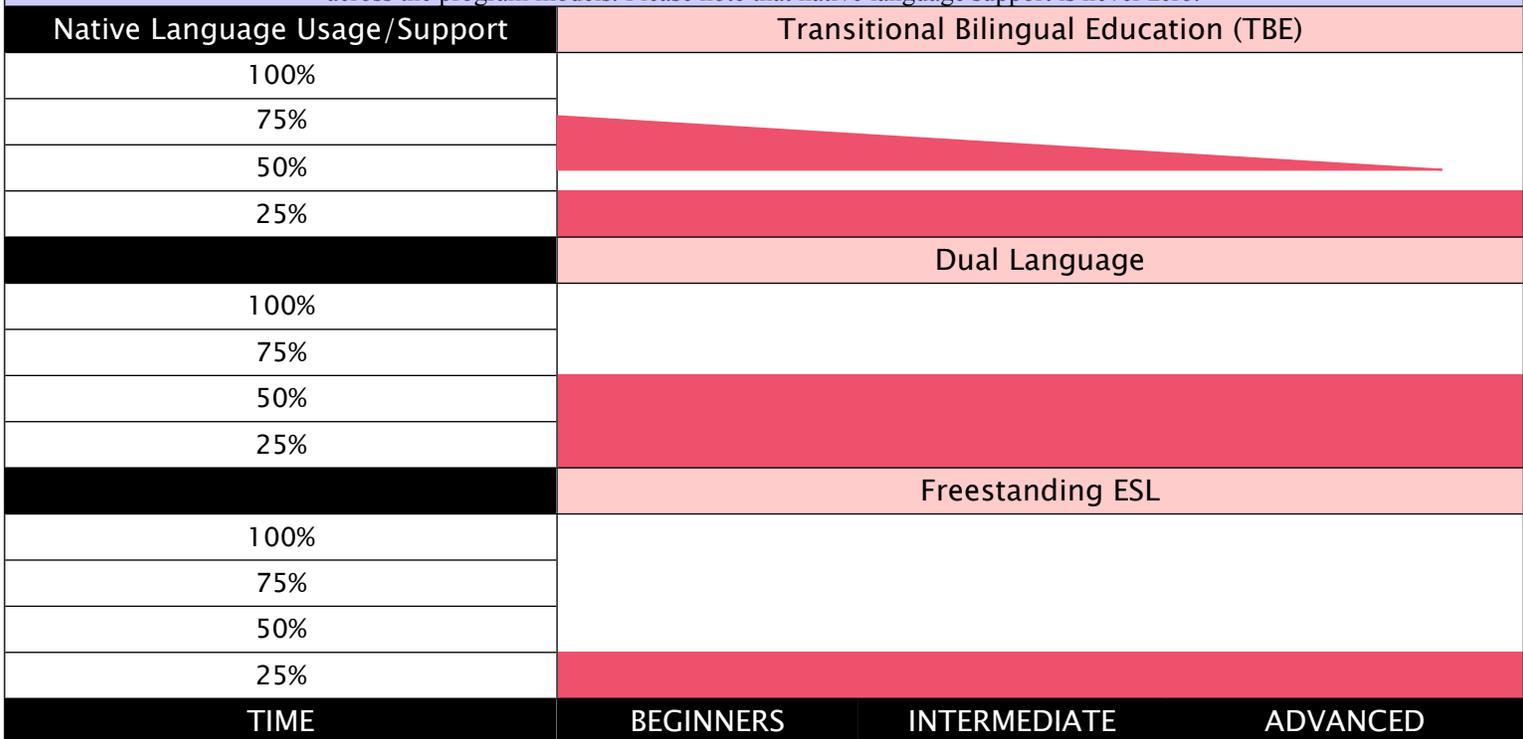
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K–8

| | 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 | 45 minutes per day | 45 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>a//</i> ELLs as required under CR Part 154 | 540 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>a//</i> ELLs as required under CR Part 154 | | | 180 minutes per week |
| FOR TBE /DL PROGRAMS: Native Language Arts | 45 minutes per day | 45 minutes per day | 45 minutes per day |

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. 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.

Paste response to question here:

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Paste response to question here:

11. What new programs or improvements will be considered for the upcoming school year?

Paste response to question here:

12. What programs/services for ELLs will be discontinued and why?

Paste response to question here:

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

Paste response to question here:

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Paste response to question here:

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Paste response to question here:

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Paste response to question here:

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Paste response to question here:

18. What language electives are offered to ELLs?

Paste response to question here:

19. For schools with dual language programs:

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

Our school ensures that our ELL students receive the mandated CR Part 154 ESL services via ESL methodologies and strategies such as CALLA, Scaffolding, Language Experience Approach, Think-Pair-Share, graphic organizers, and Total Physical Response, provided by our state certified and licensed ESL teacher, Linda Rohrbacher, for their mandated minutes of ESL instruction per week. Our Special Education teachers provide instruction in English through all content areas; ELA, Math, Science, and Social Studies. Our ELL students are further supported through additional targeted intervention programs such as the District 75 Units of Study, Differentiated Instruction, and Academic Intervention Services. These additional intervention services are provided one period, daily, for 50 minutes each. Through this series of instructional interventions, which are research based, the students' deficits in reading, writing, speaking, and listening are addressed.

ELL students reaching proficiency on the NYSESLAT will receive a minimum of two years of transitional ESL services in conjunction with ELA to help ease the permanent placement into the content area classes. This

consists of 180 minutes per week and is weaned according to the needs of the students. Currently, our school has not discontinued any programs/services for our ELL students. All of our ELL students are afforded equal access to all school programs and activities. They are invited to participate in school projects, fairs, sporting events, and shows. Multisensory and multicultural ESL materials are infused throughout all aspects of instruction. Literacy instruction for ELLs follows the NYC's Balanced Literacy Program which is supported by multicultural library books, the use of technology, and the adaptation of literacy materials to meet the needs of students with severe disabilities. The students' native language is taken into consideration for their level of literacy. The classroom library includes a variety of books of all levels in English and an ample representation of literacy materials in our ELLs native languages. Our instructional materials are carefully selected to support literacy and reflect the backgrounds, needs, and strengths of our ELLs. Depending on the grade and ability of the student, we use materials such as: The Wilson Program, Lexia Reading, and Brain Pop. Our school offers Spanish elective to all of our ELL students.

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

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

D. Parental Involvement

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

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

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: South Richmond IS/HS

School DBN: 75R025

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

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|------------------|----------------------|-----------|-----------------|
| James McKeon | Principal | | 11/8/13 |
| George Hunold | Assistant Principal | | 11/8/13 |
| Zeneida Martinez | Parent Coordinator | | 11/8/13 |
| Linda Rohrbacher | ESL Teacher | | 11/8/13 |
| | Parent | | |
| Alfred Arcuri | Teacher/Subject Area | | 11/8/13 |
| | Teacher/Subject Area | | |
| | Coach | | |
| | Coach | | |
| Marc Blank | Guidance Counselor | | 11/8/13 |
| | Network Leader | | |
| | Other | | |

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **75R025**

School Name: **South Richmond**

Cluster: _____

Network: **4**

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

Part A: Needs Assessment Findings

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

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

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 2013-2014 school year enrollment is 529 students. 12 of the students have been identified as English Language Learners. Their parents are provided with written and oral interpretation in Spanish.

Part B: Strategies and Activities

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

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

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

Our school provides oral interpretation services to the parents designated to be in need of language assistance services. Our school staff is utilized to provide oral interpretation in Spanish. If we require oral interpretation in other languages, we utilize our staff. We have 22 sites in our organization. If a face-to-face meeting is not possible, we provide a telephone conference in the parent's primary language.

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

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

