



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** Public School 37R  
**DBN (i.e. 01M001):** 75R037/Great Kills High School  
**Principal:** Anthony Faiella  
**Principal Email:** afaiell@schools.nyc.gov  
**Superintendent:** Gary Hecht  
**Network Leader:** Adrienne Edelstein

**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
Anthony Faiella	*Principal or Designee	
Lorraine Ferrannini	*UFT Chapter Leader or Designee	
Linda LaSheen	*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	
Joyce Birmingham	Member/ Teacher	
Katherine Soderstrom	Member/ Teacher	
Omaira Corcoran	Member/ Teacher	
Diane Rodriguez	Member/ Parent	
Susan Guido	Member/ Parent	
Jeanette Schulman	Member/ Parent	
Angela Hanratty	Member/ Parent	
	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

<b>X</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>X</b>	▪ 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)
<b>X</b>	<b>Academic Intervention Services (AIS)</b>
	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>X</b>	<b>Parent Involvement Policy (PIP)</b>

## **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 of 2014 there will be increased student mastery of IEP goals as evidenced by improved student completion of tasks, as measured by a 3% increase in student placement in a Less Restrictive Environment and/or reduction in related/support services.

### **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.

Moving students to a less restrictive environment is the main goal of any special education program. Some statistics pertaining to PS37R students at all sites moving to less restrictive programs, during the 2012-2013 academic year, are:

#### *Internal Least Restrictive Environment*

- 3 students, or .8% of our student population, moved from self-contained classes to inclusion classes
- 10 students, or 2.8% of our student population, moved within the organization to less restrictive class ratios

#### *External Least Restrictive Environment*

- 5 students, or 1.4% of our total student population, were discharged to classes within District 31 (community school district)

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

#### *Students No Longer Requiring Services*

- 4 students, or 1.3% of our student population, terminated Occupational Therapy services
- 2 students, or 1.1% of our student population, terminated Physical Therapy services
- 3 student, or 2% of our student population, terminated Counseling services
- 1 student, or .3% of our student population, terminated Speech services

#### *Decreased Frequency of Mandates*

- 3 students, or 1% of our student population, had reduced Occupational Therapy services
- 2 students, or 1.1% of our student population, had reduced Physical Therapy services
- 3 students, or 2% of our student population, had reduced Counseling services
- 9 students, or 2.9% of our student population, had reduced Speech services

#### *Larger Interactive Groups for Services*

- 1 students, or .3% of our student population, moved to a larger interactive group for Occupational Therapy services
- 2 student, or 1.1% of our student population, moved to a larger interactive group for Physical Therapy services
- 3 students, or 2% of our student population, moved to a larger interactive group for Counseling services
- 29 students, or 9% of our student population, moved to a larger interactive group for Speech services

### **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**

This is an ongoing process from September of 2013 – August of 2014.

Assistant Principals will meet with teachers, parent, and corresponding related service providers to review and discuss students' current program/services and to identify a target group of students.

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

1. Assistant principals, teachers, parents, guidance counselors and related service providers.

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

Progress towards IEP goals is documented through SANDI/FAST data collection. PPT meetings and IEP are held to discuss students' behavioral/academic progress.

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

- In September 2013 through January 2014 classroom teachers evaluate students being considered for inclusion.
- In February 2014 staff will visit LRE sites for possible student placement.
- In March 2014 PPT meetings will be scheduled for targeted students. Student data is collected and reviewed to determine LRE options.
- In April 2014 school and program visits are scheduled for targeted students.
- In May 2014 targeted students will visit the inclusion sites.
- In June 2014 IEP meetings will be scheduled and completed for program changes to reflect LRE.

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

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

*Positive Behavior Support Program*

Appropriate behavior is essential in advancing students along the continuum. At PS37R we have developed pupil-personnel teams consisting of guidance counselors, school psychologists, teachers, related-service providers, students, parents and paraprofessionals. The team meets to address inappropriate behaviors. A functional-behavior assessment is developed to target the most severe behaviors. Motivational assessment scales, frequency charts, and antecedent-behavior-consequence forms are all essential tools utilized when developing the FBA. The team meets as per student needs.

The Get Ready To Learn program is essential to reducing inappropriate behaviors exhibited by many of the students. Twenty nine teachers within the organization implement the program strategically within their instructional day. Data shows that students self-regulate themselves which prepares them for the ELA and Math instruction within their day. The data also indicates that students are more prepared, as a result of the program when taking SANDI/FAST and other assessments.

*Social Skills Program*

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

1. In addition to working with all students in each class assigned to social skills class, the social skills teacher is working collaboratively with prekindergarten and kindergarten teachers to identify a minimum of 2 students that would benefit from deliberate and consistent instruction addressing personal and social development areas determined by both the classroom and social skills teacher in conjunction with assessments and IEP goals. The purpose of targeting specific students more intensely is to provide extra support and more meaningful instruction to address student needs. Data collected is meaningful to the classroom teacher as she will also be working the same targets. Data collected will be review on a schedule determined by the teachers to note progress or to make changes in the plan.
2. The social skills teacher is collecting observational data targeting specific behaviors and skills associated with increased personal and social development in conjunction with the Work Sampling System on students determined by the teacher. Data is submitted to the classroom teachers monthly.

3. The social skills teacher is working cooperatively with the school counselor with common students and with other students on her case load. The counselor pushes into the social skills classroom during group sessions to in order to provide an environment conducive to social interactions. The social skills teacher and counselor share strategies, concerns and ideas relating to common students. Other students on the counselors' case load integrate with social skills teacher's students by playing alongside each other. They also learn functional routine procedures to assist with more independent abilities in the classroom setting.

*Scouting Program*

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

*JHS/HS Pre-Vocational Community Interactions*

In an effort to build proper social and behavioral skills, students participate in weekly outings within the community.

*Collaboration with Community School Staff*

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

*Resource Alignment*

Per Diem substitute teacher and cluster teacher coverages allow for PPT meetings, workshops and visits to inclusion, work and transition sites.

***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).

Parents are involved in determining student placement in both inclusion and less restrictive programs. At PTA meeting parents are informed of the number of students who moved to LRE the prior year. This information will also be included in the school newsletter. Parents take part in team meetings to determine ideal placement, invited to visit various placement/transition sites and, ultimately, included in the placement process. Parents are also involved in any decision to reduce related services in an effort to build student independence.

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

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

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

## 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 of 2014 there will be improved school-home communication and teamwork, evidenced by a 5% increase in parent workshops which will lead to a 5% increase in academic progress in SANDI scores.

### **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.

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

- SIDDC meetings
- Turning 5 workshop
- Pre-K orientation
- Rampo Help
- Staten Island Transition Fair
- Access-A-Ride
- iPad assistive technology
- Activities of daily living
- Communication
- Family support
- Food services and extended home workshop
- Parent nutrition & health fair

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

In 2012-2013 11 parent workshops were held at PS37, attended by 293 parents. Four workshops with Parent Coordinators were held.

### **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**

Starting in September 2013 a monthly notification of events and activities is sent to parents through a various channels of communication, including:

- a newsletter
- PS37 website (which incorporates the PTA website)
- a message service

*Workshops will be provided to parents/staff geared towards improving academic, social, and behavioral skills.*

*Get Ready to Learn Program is utilized by 29 Teachers within the organization. This program is essential to helping student self - regulate themselves which leads to improved student behavioral and academic outcomes.*

*Parent coordinator will reach to schedule a GRTL workshop for parents so that they can implement the program at home.*

### *Social Skills Program*

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

1. In addition to working with all students in each class assigned to social skills class, the social skills teacher is working collaboratively with prekindergarten and kindergarten teachers to identify a minimum of 2 students that would benefit from deliberate and consistent instruction addressing personal and social development areas determined by both the classroom and social skills teacher in conjunction with assessments and IEP goals. The purpose of targeting specific students more intensely is to provide extra support and more meaningful instruction to address student needs. Data collected is meaningful to the classroom teacher as she will also be working the same targets. Data collected will be review on a schedule determined by the teachers to note progress or to make changes in the plan.
2. The social skills teacher is collecting observational data targeting specific behaviors and skills associated with increased personal and social development in conjunction with the Work Sampling System on students determined by the teacher. Data is submitted to the classroom teachers monthly.
3. The social skills teacher is working cooperatively with Magda Cohen, school counselor with common students and with other students on her case load. Ms. Cohen pushes into the social skills classroom during group sessions to in order to provide an environment conducive to social interactions. The social skills teacher and Ms. Cohen share strategies, concerns and ideas relating to common students. Other students on Ms. Cohen's case load integrate with social skills teacher's students by playing alongside each other. They also learn functional routine procedures to assist with more independent abilities in the classroom setting.

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

1. Parent coordinator, parents, PTA president, administration, teachers, paraprofessionals and related service providers.

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

In October the Leadership Team:

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

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

In November a new survey was sent to all parents, to ascertain what workshops they would most benefit from. Our goal is to increase in the number of workshops and events held for parents. By December this will be documented through the calendar of events, which displays the number of events held.

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

- A newsletter
- The PS37R website
- A message service

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

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

The agencies are as follows:

- The Institute of Basic Research
- The Office of People with Developmental Disabilities
- The Staten Island Developmental Disabilities Service Office
- LifeStyles for the Disabled
- LifeSpires
- On Your Mark
- Eden II
- Heartshare
- A Very Special Place
- Crossroads
- Person-Centered Care Services
- Parent to Parent

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

**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).

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

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

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

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

- notices/flyers sent school-wide before workshops
- emailed notifications
- articles in the PS37R monthly newsletter
- updates given on the PS37R website
- notification being made available on our school’s phone-messenger service

**Budget and Resource Alignment**

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

<b>X</b>	<b>Tax Levy</b>	<b>Title IA</b>	<b>Title IIA</b>	<b>Title III</b>	<b>Set Aside</b>	<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

Parent coordinator and PTA funds, are used to provide workshop materials including refreshments.

**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 of 2014 Professional Development opportunities for staff and administration will be used for targeted instructional strategies, within ELA/MATH curriculums as

evidenced by a 5% increase from students appropriate functional baseline .

### **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.

There is a constant need to increase teacher knowledge and collaboration in an effort to continue to provide positive student outcomes.

During the 2012-2013 school year, classroom teachers met daily to discuss curriculum, share instructional strategies and analyze student work. Collaborative Teacher groups, organized by grade level and by students' instructional level, met during teachers' common planning periods. Groups were focused on English Language Arts, Math, communication skills, socialization skills, the Get Ready to Learn program and vocational skills.

### **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**

- In the summer of 2013, and in September-October 2013, administration and staff participated in professional development training in the areas of Common Core Learning Standards, Advance "Teacher Effectiveness", MOSIL, SANDI, FAST, NYSAA, communication, and STEM.
- Teachers will attend District 75 Technology workshops throughout the school year.
- District Technology coach Liz Teirney will also visit throughout the school year to assist teachers with adding ELA, Math and STEM(Ablenet classroom libraries)activities into the Curriculum.

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

1. Principals, assistant principals, all classroom, cluster teachers, guidance counselors and related service providers.

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

1. Alignment to the Common Core Learning Standards will be observed during classroom observations, walk-throughs, and student work.
2. SANDI and FAST baseline assessment will be used to measure student progress as related to the students' IEP goals.
3. NYSAA baseline scores will be in place by November 2013.
4. Communication and STEM student IEP goals will reflect an increase in communication skills through the use of assistive devices; i.e. iPads, spring boards, PECs, GoTalks, Big Macs, TechTalks, etc.
5. Selected classes throughout grades 7-10 will be utilizing the Language Live (Voyager) curriculum pilot program.
6. Selected kindergarten classes will be utilizing the Treasures curriculum.
7. Teacher professional development plans will reflect strategies that will enhance student performance.

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

In January and June of 2013 the number and percentage of staff participating in workshops will be compiled and summarized. Staff was trained in the use of the online SANDI and FAST assessments to evaluate student progress. Staff attended training and then turn-keyed information to their colleagues. Several staff members attended SESIS training through District 75. Staff members were trained on the September 3<sup>rd</sup> professional development day and trained throughout the year.

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

- In July and August 2013, teachers attended district 75 curriculum development workshop to reflect CCLS as they reflect to district 75 students and district training in MOSL.

- In September and October 2013, district training took place in SANDI/FAST assessment, NYSAA, PBIS, Language Live (Voyager), Treasures, TCI, and Communication and STEM.
- In February and March 2014, FAST final assessment will be recorded.
- In April and May 2014, Sandi final assessment will be recorded.
- In October 2013 to June 2014 , based on need staff will continue to be trained in the above mentioned areas.

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

Teachers meet during common planning periods to increase collaboration and professional opportunities amongst peers by informally sharing best practices relating to the Common Core Learning Standards, curriculum development, NYSAA, behavior, TCS, and PBIS. D75 workshops, IBR training support, and intervisitations of exemplary programs within other schools will allow staff more opportunities for professional collaboration and idea-sharing. Teacher observations and common planning logs will reflect technology-supported ELA and Math activities. In addition, community organizations will present workshops on professional development days.

**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).

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

Daily communication will take place via student notebooks and/or parent communication sheets, as well as through telephone conversations. PTA meetings, newsletters, the phone messenger service and the PTA website inclusive of the PS37R website will serve as sources for updated announcements, research, and strategies related to student learning and behavioral issues.

**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
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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**

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

By June of 2014, transition services for students will improve as evidenced by:

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

**Comprehensive Needs Assessment**

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

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

- In 2009-2010 we had 15 worksites
- In 2010-2011 we had 19 worksites
- In 2012-2013 we had 30 worksites
- In 2013-2014 we have 27 worksites with possible input of 4 new sites that we are waiting on confirmation.
- In June 2013, we had our one graduate successfully placed in a full-time day habilitation center where he continues to achieve his many vocational skills that he acquired over time to his highest personal level. There has been an increase in both the number of parent workshops /activities and in parent attendance. Our school is working towards increasing parental involvement for parents of middle and high school students with the addition of the PS37R/Great Hills High School website which incorporates the PTA website and the school messenger phone service. Our website also encompasses the many crafts, workshops

,student work and community activities that are part of our special education program/mission

### ***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**

Vocational 1 assessment that involves parent, student, and teacher input, and the SANDI and FAST assessments are used to evaluate student baselines and needs.

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

1. The Transition Team
2. The PS37R Family Worker
3. The Transition Linkage Coordinator
4. Parents

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

1. New student admits, 14-15 year old students, 15-18 year old students, and 18-21 year old students.

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

- In September-October 2013 students were assigned to worksites based on skills, preferences, and data connected to the Level 1 Vocational Assessment.
- In November of 2013 complete transition portfolios were developed for targeted students. Team meetings involving parents, teachers, paraprofessionals, and the transition staff were held to create individual goals for positive post-secondary placement. Level 1 Vocational Assessment was completed for students 12-14 years of age and ongoing worksite data was reviewed and updated as needed.
- In January of 2014 students will be assigned to worksites based on analysis of skills/preferences and other collected data. IEP goals will be reviewed to note progress and modifications will be made on an individual basis.

Progress towards transitional goals will be measured by the transition portfolios and Person-Centered Plans completed in January and June 2014. In addition, the number of students at job sites and student IEP goal progress will indicate transition-related progress.

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

Departmentalization of students is discussed and reviewed at weekly common-planning cohort meetings. This ensures that proper vocational placement and preferences are addressed.

Students at PS37R Annex (ages 14-21) attend many vocational work sites within the community to build and develop vocational skills necessary for post-secondary placement. These community agencies and businesses provide work-study opportunities for the students. Our school's agency and business affiliations include:

- Three Applebees's Restaurant locations
- Three local pizzerias (Ambrosino's, Jimmy Max Pizzeria, Goodfella's Pizzeria)
- Best Buy
- Four CVS locations
- T-Shirt Express screening facilities
- Gericke Farm
- Community Resources
- SecurE Doc
- Fastbreak Basketball
- Senator Lanza's Staten Island Office
- Met Foods
- TJ MAXX
- Holy Child Family Church
- Hillside Pool Club
- Staten Island Companion Dog Training Club
- St. John's University
- Walgreens

- Borough President Molinaro's Office
- Adaptive Design Organization

PS37R's Great Kills High School has a Family Worker who provides assistance with eligibility, through the Office for People with Developmental Disabilities (OPWDD). She can assist with getting Medicaid service coordination (MSC) at an agency of the family's choice. Our Family Worker is instrumental in helping our families with psychological and social referrals for evaluation. She also assists parents with 17A guardianship in conjunction with the Staten Island Surrogate Court.

Agencies are invited to the school to provide parent workshops, or host parent workshops at other local agencies and/or District 75 schools. The agencies are as follows:

Richmond County Surrogate Court

PCCS

The Office of People with Developmental Disabilities

LifeStyles

On Your Mark

Eden II

Heartshare

A Very Special Place

Crossroads

Staten Island Development Disabilities Service Organization

AHRC

Highbridge (outpatient referrals)

Extended Home Care (OT, PT, and speech services at home)

PSCH (Psychological Evaluations)

Margaret Ultra Home Care (OT, PT, and speech services at home)

This year we began two in-house programs (SecureE-Docs and Adaptive Design) at the Great Kills High School site. We are also excited about our collaboration with OPWDD's Employment Training Program (ETP) at our school. Nine students are in the process of becoming temporary state employees. The program allows out students to continue their vocational programs and receive minimum wage. This opportunity will be monitored by their agency.

**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).

Parents and students, as well as students' Medicaid service coordinators, are invited to develop appropriate transition goals annually for students ages 14 and older. Vocational assessments are developed in conjunction with classroom staff, parents service coordinators, agencies, and students. Vocational resumes are created for graduating students, which proves to be a valuable resource when determining which community agencies and/or work programs the students will attend upon graduation. Parents are encouraged to be an integral part of the transition process, assisting with the development of vocational assessments/Person-Centered Plans. Students likes/dislikes/preferences and behavioral issues are addressed when developing these plans. Student involvement in work-study programs before graduation increases the likelihood that he or she will be more successful when transitioning into work settings/day habilitation. Parents are also encouraged to visit agencies two years before their child graduates in order to ensure a "good fit" between the student and agency. In addition, the Transition Team provides opportunities for parents to attend agency fairs within the community or at our school.

**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
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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.  
d)

**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.

**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**
- **Key personnel and other resources used to implement each strategy/activity**
- 6.
- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- 1.
- **Timeline for implementation and completion including start and end dates**
- 1.
- **Describe programmatic details and resources that will be used to support each instructional strategy/activity**

**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).

**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.

### 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**

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Repeated reading and writings, Teacher's College curriculum, Harcourt Storytown, Starting Comprehension, Good Habits/Great Teachers, Unique, Edmark Treasures and Voyager.	Small group instruction 5 times weekly during literacy block periods. Teachers and paraprofessionals work with students in small groups. Instruction is individualized based on students' needs/levels. Specific skills addressed include: sight word vocabulary, decoding, spelling and comprehension skills.	Services take place during the school day.
<b>Mathematics</b>	Repetition, use of manipulatives and modeling, NY HSP Math, Everyday Math and Integrated Algebra.	Small group instruction during math block periods 3- 5 times weekly. One to one tutoring during day periods. Instruction is individualized based on students' needs/levels. Specific skills addressed include: computation, fractions, percentage, money, word problems, algebraic formulas and measurement.	Services take place during the school day.
<b>Science</b>	Scope and Sequence, Common Core Learning Standards related to individualized instruction based on students' varying cognitive levels.	Small group instruction during science periods 3 times weekly. Skills reinforced include vocabulary, concepts and materials presented during science lessons. Assistance with project completion is also provided as needed.	Services take place during the school day.
<b>Social Studies</b>	Scope and Sequence, Common Core Learning Standards related to individualized instruction based on students' varying cognitive levels.	Small group instruction during social studies periods 3 times weekly. Skills reinforced include vocabulary and concepts presented during social studies lessons. Assistance with project completion is also provided.	Services take place during the school day.
<b>At-risk services (e.g. provided by the</b>	Social Skills cluster teacher provides	Small-group instruction is offered	Services take place during

<p><b>Guidance Counselor, School Psychologist, Social Worker, etc.)</b></p>	<p>individualized instruction utilizing the SANDI as a baseline social/emotional/behavioral assessment for students for K-5. Middle and high school teachers use the Overcoming Obstacles – Life Skills Curriculum.</p>	<p>during school day with students who are not mandated for counseling. These students work on behavioral and social skills with their peer discussion groups.</p>	<p>individual/group counseling sessions and during the school day within the classroom setting.</p>
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**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

2. 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 *TAS 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.		
<b>School Wide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>Non-Title I</b>

**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.

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**Parent Involvement Policy (PIP) Template**

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

## **II. Parent/Guardian Responsibilities:**

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

## **III. Student Responsibilities:**

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS**  
**GRADES K–12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**  
**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**

**A. School Information** [?](#)

District <b>75</b>	Borough <b>Staten Island</b>	School Number <b>037</b>
School Name <b>037R</b>		

**B. Language Allocation Policy Team Composition** [?](#) 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 <b>Anthony Faiella</b>	Assistant Principal <b>Donny Swanson</b>
Coach <b>Lisa Anderson</b>	Coach
ESL Teacher <b>Joyce Felix(Scelzo)</b>	Guidance Counselor <b>Magdalena Cohen</b>
Teacher/Subject Area <b>Darlene Bowman –Sp.Ed. Teacher</b>	Parent <b>Linda LaSheen</b>
Teacher/Subject Area	Parent Coordinator <b>Donna Cornicelli</b>
Related Service Provider	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.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
---	----------	---	----------	---	----------



ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Dual Language (50%:50%)														0
Freestanding ESL														
SELECT ONE														0
SELECT ONE														0
<b>Total</b>	<b>0</b>													

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	22	Newcomers (ELLs receiving service 0-3 years)	10	ELL Students with Disabilities	22
SIFE	0	ELLs receiving service 4-6 years	3	Long-Term (completed 6+ years)	9

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	10		10	3		3	9		9	22
<b>Total</b>	<b>10</b>	<b>0</b>	<b>10</b>	<b>3</b>	<b>0</b>	<b>3</b>	<b>9</b>	<b>0</b>	<b>9</b>	<b>22</b>

Number of ELLs who have an alternate placement paraprofessional: 6

### 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

**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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	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 L	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

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		2	2	1	1	2		1	2		1			12
Chinese									1			1	1	3
Russian		1		1									1	3
Bengali														0
Urdu														0
Arabic		1									1			2
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian											1		1	2
Other														0
<b>TOTAL</b>	<b>0</b>	<b>4</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>22</b>

## 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)		3	2	1	2	2		1	3		3	1	3	21
Intermediate(I)														0
Advanced (A)		1												1
<b>Total</b>	<b>0</b>	<b>4</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>22</b>

#### NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING	<b>B</b>													

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual (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 Government				
Foreign Language				
Other				
Other				
NYSAA ELA	10		10	
NYSAA Mathematics	10		10	
NYSAA Social Studies	1		1	
NYSAA Science	4		4	

**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:

- 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.  
Students in standardized assessment (K-2) are evaluated with the ECLAS-2. Students in Alternate Assessment are evaluated with the ABLLS, SANDI, FAST, Unique, WSS (kindergarten), and through their NYSAA portfolios.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
In general, the data indicates that our students are below grade level in literacy skills. NYSESLAT data for our ELL students indicated that while the majority of our students are at the beginning level, one out of twenty-two students moved to the Advanced level.
- 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](#))  
Patterns across NYSESLAT modalities generally indicate that our students exhibit severe deficits and require additional small group instruction in order to improve their reading, writing, listening and speaking skills.
- For each program, answer the following:
  - What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

Patterns across proficiencies indicate that continued support be provided by classroom teachers, speech and language teachers and ESL teacher. All tests are taken in English. The success of our programs for ELL students, is measured by the NYSESLAT and mastery of teacher and IEP goals, and progress in our ABLLS, SANDI, FAST, Unique, WSS and NYSAA portfolios.
- 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](#).)  
Data from our assessments enable us to more deliberately screen our students and devise more effective and evidence-based instruction. Further, through RTI methodology, we closely monitor our students' progress and determine pointed group and individualized instruction.
- How do you make sure that a child's second language development is considered in instructional decisions?  
Second language development (English) is the cornerstone in all of our instructional plans.
- For dual language programs, answer the following:
  - How are the English-proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?

c. How are EPs performing on State and City Assessments?

Not applicable for our student populations, as we have no dual language program.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

While success is based, in part, by our students' performance on standardized instructional material and assessments, AYP is more effectively driven by our students' progress in their individual programs.

## 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](#).)

English Language Learners (ELLs) are initially identified in our school by reviewing several ATS reports.

These include the ATS New York City Public Schools Indicator check list for 037 (RCHK) as well as NCLB Disaggregation Groups (RDGS) report sorted by students' name, and the RADP for Admissions and Discharged students.

The HISE report provides the history of individual student exams. In addition to a review of the IEPs, the Home Language Survey is reviewed.

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

These ELL students will be administered the LABR by Joyce Felix (Scelzo), a certified and licensed ESL teacher, within the first ten days upon their entry into the school if they have not been given one or have not taken a NYSESLAT. (A LAB can be administered in Spanish when necessary). ATS (RLAT) report is used to display the NYSESLAT and LABR scores. The ATS (RLER) report is used to determine eligibility for LABR and NYSESLAT. If a Spanish speaking student does score proficient on the English LABR, the Spanish LAB will be administered to Spanish speaking students.

All ELLs are given the NYSESLAT including those students who have been Xcoded. When annually evaluating ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT), the results are reviewed to determine student's proficiency level as a whole and in sub-skill areas.

The steps taken to annually evaluate ELLs includes reviewing the total scores as well as the component

scores of the students' NYSESLAT. The evaluation results assist in targeting specific student strengths and weaknesses. Due to their cognitive disabilities, 21 ELLs scored at the Beginner level in all modalities. One kindergarten student scored at the Advanced level.

We will track students who have taken the NYSESLAT over the course of two or more years to determine their progress year to year. All four components of the NYSESLAT are normally given, individually, to autistic, and multiply challenged ELL students. The RNMR (the NYSESLAT combined modalities report) provides individual performance levels for speaking, listening, reading and writing.

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.  
To ensure that parents understand the three program choices (Transitional Bilingual, Dual Language, and Freestanding ESL), the parent coordinator and the ESL teacher explain the programs available to assist student language needs. A translator will be present when needed. To obtain translations, we use the resources of District 75's Parent Support Office. The parent coordinator will deliver the translated materials to the parents within ten days. Parents of ELL students will be provided with a parent orientation in the fall.
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](#)].)  
The parent coordinator organizes a meeting where the ESL teacher and related service providers can meet parents, distribute entitlement papers, and hear their concerns. Parents will be given a description of school wide programs and a schedule of services.  
The ESL teacher at PS37R will contact parents if entitlement letters, parent surveys and program solution forms have not been distributed by the CSE. The ESL teacher will meet with the parents and a translator, if necessary. Entitlement will be fully explained to ensure proper program selection.
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.  
Currently PS37R offers a Freestanding ESL program (per CR Part 154). Students who are entitled to receive Bilingual instruction will be allocated an Alternate Placement Para who speaks the student's native language fluently. The Alternate Placement Para will be able to communicate the program particulars to the parent in their native language as well.
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.  
In administering the New York State English as a Second Language Achievement Test, the ESL teacher reviews the Administrators Manual to become familiar with the test and procedures. The ESL teacher listens to Exemplar CDs and reviews test samplers before the test is administered. IEPs are checked to see if accommodations are necessary. The ESL teacher will check the NYS Birthdate Chart to ensure students are tested at the proper grade level. The teacher will make a schedule for each modality (speaking, listening, reading, and writing) and students will be tested accordingly.  
The ESL teacher will administer the test. A non-ESL/ELA teacher, who has no vested interest, who will record and score the student responses according to the rubric. The Speaking modality is administered first and individually to each student. The administration of the Listening, Reading, and Writing will follow. Normally, the administration of the Listening, Reading, and Writing modalities are administered in groups.

Due to PS37R's autistic and multiply challenged students, the four modalities are often administered individually.

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. [?](#)  
After reviewing the parent survey and program selection forms, 11 students' IEPs indicate ESL and 7 students IEPs indicate bilingual instruction with an Interim Service Plan (Alternate Placement Para). Program selection in the past year approximates prior years selections.  
Four students are X-coded and are served, as per their IEP, by their classroom teacher. However, they take the NYSESLAT.  
The program models at PS 37R are aligned with parent requests. 18 parents have requested the Freestanding ESL program after our ESL program was explained.

## 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])?

PS37R has a total of 22 ELL students. 18 ELL students are entitled to ESL services. 13 of these students receive ESL services in grades K–8 and 5 of these students receive ESL services in grades 9–12. 4 students are currently enrolled in 6:1:1 classes; 5 students in an 8:1:1 class; 7 students in 12:1:4 classes and 2 students in a 12:1:1 class. The remaining 4 students are served as per their IEPs. Most ELL students are participating in Alternate Assessment, while 2 are Standardized. Options for Special education ELL students are discussed with parents during the Educational Planning Conferences at the CSE.

The 18 ELL students are served in the ESL Program by Joyce Felix (Scelzo) a NYS/NYC licensed and certified ESL teacher. The total number includes 11 students whose IEPs indicate ESL Only and 7 students whose IEPs indicate Bilingual with interim service plan indicating Alternate Placement. The 4 students not entitled to ESL services are served as per their IEPs. ESL is provided by Joyce Felix (Scelzo) a certified ESL teacher through a combination of pull-out/push-in model of instruction. When appropriate some students receive native language supports from paraprofessionals who speak the students' native language. The program model is that of a heterogeneous (mixed proficiency levels) group.

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)?

The ESL teacher works with ELL students during content instruction in a pull-out model. An alternate model allows for push-in instruction with one classroom teacher. All ELLs who are at the beginning level are entitled to 360 minutes of instruction at the Elementary school level and 540 minutes of instruction at the High School level. Students at the intermediate level in Elemental and High School receive 360 minutes of instruction. Students who are at the advanced level are entitled to 180 minutes of ESL instruction and 180 minutes of ELA as required under CR Part 154. All the students are receiving, to the greatest extent possible, the prescribed number of instructional units.

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.

To ensure that the students meet the standards and IEP goals, ESL instruction follows the NYS ESL and Common Core standards and incorporates ESL strategies such as: Total Physical Response (TPR), Language Experience, Whole Language, Graphic Organizers, differentiated instruction, and cooperative learning where appropriate. The use of technology is incorporated to offer students additional support. The classroom libraries include a variety of books of all levels including adapted books for students with severe disabilities that reflect the needs and strengths of ELL students.

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

Native language literacy student levels are considered in the choice of both instructional materials and specific modifications made for individual students. The school multi-media center contains a variety of instructional materials (books, adapted books, and computer software) which is used to assist students in the acquisition of English.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year? During daily sessions the ESL teacher employs all four learning modalities (speaking, listening, reading, and writing) thereby ensuring that students' preferred mode of learning are addressed. Students are assessed in these modalities informally and via the NYSESLAT in the latter-part of the year.

Currently, we have no ELLs who tested proficient on the NYSESLAT. If there were, PS37R's plan would be to have the ESL teacher service these students for two years after they tested proficient (for transitional support).

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).

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

Newcomers: Currently we have 10 students who have received ESL service for a period of 0-3 years as indicated on the chart found on page 2. Services available to newcomers include: tutoring, buddy system, small group instruction/cooperative learning, and creation of a nurturing educational environment to facilitate language production.

The methodologies employed employed for ELL students receiving service for 4-6 years include: TPR which combines visual, auditory, kinesthetic learning modalities through class participation for autistic and multiply challenged students following TEACCH and Applied Behavior Analysis methodologies.

Long Term ELL: Currently we have 9 long term ELLs. Students who are long term ELLs are provided with instructional techniques such as TPR (Total Physical Response) to combine visual, auditory, kinesthetic learning modalities through participation in classes for challenged students employing one of the following methodologies: TEACCH and ABA. Student enrolled in classes for the multiply challenged also participate in engineered language development classrooms.

Transition Plan: Students who score "proficient" on the NYSESLAT are entitled to two years of support

services. Examples of such services include: ESL, AIS, counseling or participation in an after school program. Students who are X coded are serviced by classroom teachers, as per their IEPs, and will take the NYSESLAT each spring, as per NYS mandates.

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?

Teachers use an eclectic method of TEACCH, Applied Behavior Analysis, and PECS to enhance instruction with both autistic and multiply challenged students. Tokens systems and assistive-technology aid in the instruction of all of our students.

Students in classes for the multiply handicapped will participate in lessons engineered for language development. Picture symbols will be displayed throughout the environment. Students will receive sensory processing and emergent literacy that reinforces balanced literacy approaches through content areas. Communication boards, bilingual storyboards as well as augmentative communication systems and devices displaying picture symbols will be used. Total communication approaches, photographic and transition boards are used to meet and enhance ELA standards to ESL standards. The following materials will be used as appropriate: Graphic organizers, Alphabet Chants, Jazz Chants, Santillana Intensive English levels 1 & 2, Shelter English Books, and Addison Wesley and Amazing- English Journal.

The effectiveness of our program is evident (via ongoing observation) as our ELLs' ability to understand language has improved both receptively and expressively. This is demonstrated on a daily basis with all of our students. Students will receive support in sensory processing and emergent literacy that reinforces balanced literacy approaches through content areas. Communication boards, bilingual storyboards as well as augmentative communication systems and devices displaying picture symbols will be used. Total communication approaches, photographic and transition boards are used to meet and enhance both ELA and ESL standards. The following materials will be used as appropriate: Graphic organizers, Alphabet Chants, Jazz Chants, Santillana Intensive English levels 1 & 2, Shelter English Books, and Addison Wesley and Amazing- English Journal.

In response to the state citation, all of our ELL students are served as per their IEPs. For all ELL students content area instruction is provided as follows: all subject areas are taught in English through the use of ESL methodologies by Special Education teachers who have completed 10 hours of Jose P. ESL training.

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?

Differentiated instruction is evident in the variety of instructional levels of the children and their proficiency level in speaking, listening, reading and writing. Additionally, differentiation is evident in the variety of communication modes and levels.

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

One of PS37R's CEP goals, as developed by the School Leadership Team, is to work towards placing students in less restrictive class ratios. Assistant principals meet with teacher, parents, the ESL teacher,

and related service providers to review and discuss students' current programs and service in order to identify a target group of students to move to LRE.

### Courses Taught in Languages Other than English ⓘ

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

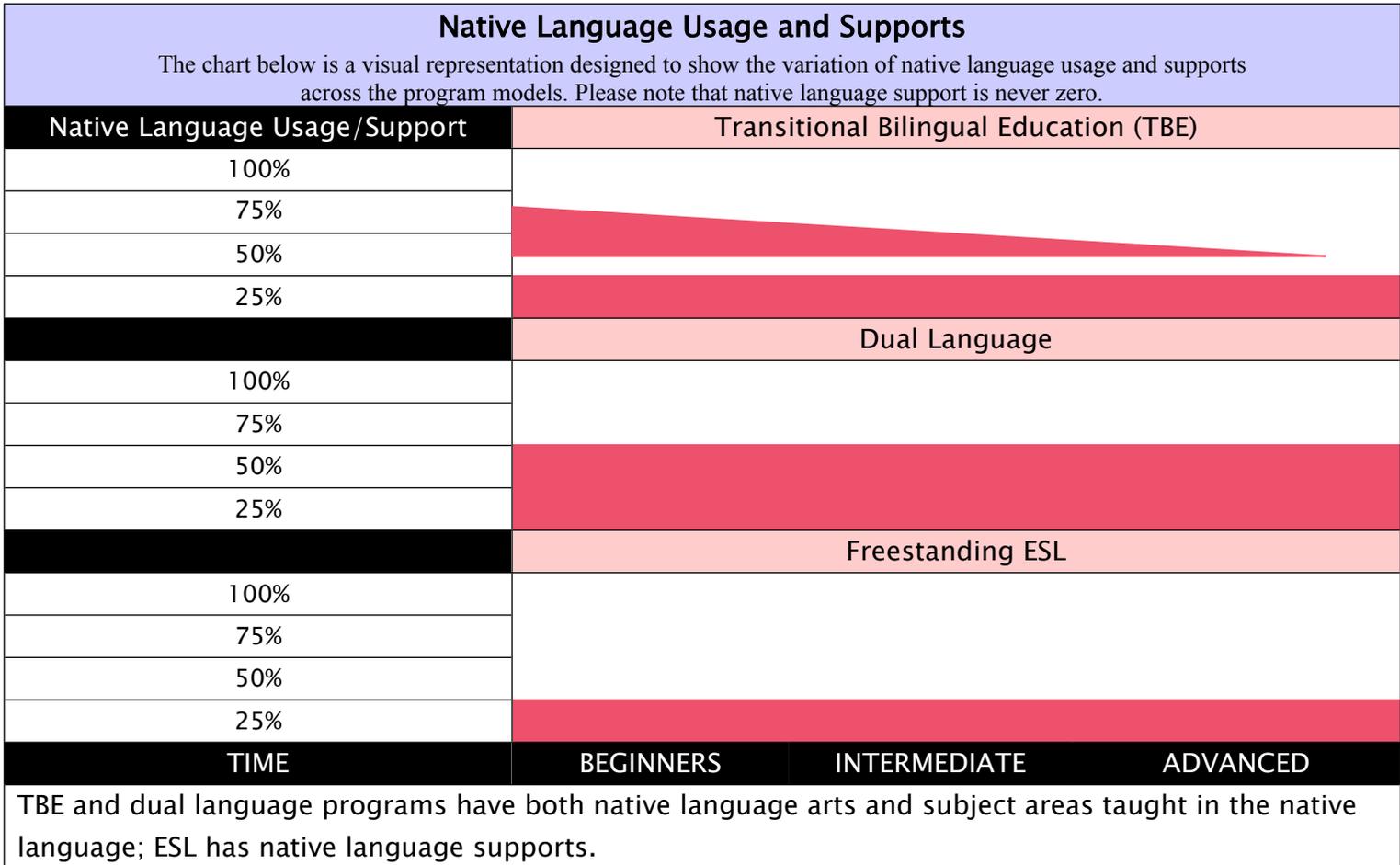
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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

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

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



## B. Programming and Scheduling Information--Continued

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.

Content area lessons reflect a modified balanced literacy approach. Language Experience, TPR, the Natural Approach, Whole Language and multisensory approaches are used in conjunction with augmentative communication devices and Mayer Johnson symbols.

Content area instruction follows NYC Common Core Curriculum for content area teaching, adaptations of the uniform curriculum and Alternate Grade Level Indicators for ELA, Math, Social Studies and Science. The use of technology and a variety of communication systems are incorporated into ESL and content area instruction, to give students additional support. Multisensory and multicultural materials are infused throughout all aspects of instruction.

English Language Arts: Literacy instruction for ELLs follow an adapted form of the Common Core and NYC's Balanced Literacy Program that is supported by multicultural library books, the use of technology, and the adaptation of literacy materials, to meet the needs of students with severe disabilities.

Math: PS37R uses Real World (in-house curriculum) and Everyday Math, adapted to meet the needs of ELL students, if applicable. Adaptations include the use of manipulatives and use of augmentative devices.

Math instruction is based on the individual needs of each, and is based upon their cognitive levels. Social Studies & Science: Cluster teachers in these areas collaborate with the ESL teacher to prescribe targeted interventions for ELL students.

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

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

TPR combines visual, auditory, and kinesthetic learning modalities through class participation for children on the Autistic spectrum and students with other challenges following TEACCH and Applied Behavior Analysis methodologies. Content area lessons will reflect students' prior knowledge through a modified balanced literacy approach. Language Experience, TPR, the Natural Approach, Whole Language, multisensory approaches and cooperative learning are used in conjunction with augmentative communication devices and Mayer Johnson symbols. Content area instruction follows NYC Common Core for content area teaching coupled with adaptations of the alternate curricula for ELA, Math, Social Studies, and Science.

The ESL teacher works with the ELL students during content instruction in a pull out model. An alternate model allows for push in instruction with one classroom teacher. ELLs at the beginning and intermediate are entitled to 360 minutes of instruction at the Elementary School level and 540 minutes of instruction at the High School level. ELLs at the advanced level are entitled to 180 minutes of ESL instruction as well as 180 minutes of ELA at both the Elementary and High School level. All the students are receiving to the greatest extent possible the prescribed number of instructional units. To ensure that the students meet the standards, ESL instruction follows the NYS ESL standards and incorporates ESL strategies such as: Total Physical Response (TPR), Language Experience, Whole Language, Graphic Organizers, differentiated instruction, and cooperative learning where appropriate.

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

A program was implemented at PS37R called Get Ready to Learn. It is offered during the school day and involves PS37R's 12:1:4 population. There are 7 ELLs participating in this program.

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

None.

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

PS37R offers after-school programs to all of our students. Currently, we have 4 ELL students who are enrolled in CHAMPS and 7 who are enrolled in On Your Mark.

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

The use of technology is incorporated to offer students additional support. The classroom libraries include a variety of books of all levels including adapted books for students with severe disabilities that reflect the needs and strengths of ELL students. Native language literacy student levels are considered in the choice of both instructional materials and specific modifications made for individual students. The school multi-media center contains a variety of instructional materials (books, adapted books, and computer software) which is used to assist students in the acquisition of English.

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

Bi-lingual paraprofessionals assist students. The use of dictionaries and modified bi-lingual books are utilized.

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

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

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.

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

18. What language electives are offered to ELLs?

Not applicable

19. For schools with dual language programs:

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

Not applicable, as our school does not offer a dual-language program.

## 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.

During the 2013–2014 school year, PS37R’s professional development plan will include topics pertaining to the education of ELLs such as: strategies, the NYS ESL Standards, balanced literacy in classrooms collaboratively with the ESL teacher. Staff development will be ongoing. All teachers working with ELLs had 10 hours of ELL training as per Jose P, through the District 75 office. Newly hired teachers will receive the required training. The ESL teacher will model instructional strategies to classroom teachers as well as to all related service staff. The teaching of ESL is addressed incorporating all content areas: Math, Social Studies and Science linked through the Common Core literacy standards in Alternate and Standardized Assessment methods. The ESL teacher in collaboration with classroom teachers will adapt curriculum, and the use of technology in ESL education. Additional adaptations of ESL materials will be made for education of ELL students with severe disabilities. Thematic instruction provided in the units of Study for students in Alternate Assessments will be used to promote literacy. Engineered Common Core classrooms for language development and communication utilizing augmentative communication systems will include augmentative devices and picture symbols to assist instruction. These areas will be addressed during professional development periods and common prep periods. The ESL teacher supports Middle and HS staff in aligning instruction to vocational/career education opportunities and in students' work site assignments.

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

The ELL teacher meets with the paraprofessionals and teachers of ELL students during professional periods and the Chancellor's Professional Development Days to discuss updated ELL policies and procedures.

On professional development days staff is trained by guidance counselors on the following topics: social skills, functional behavioral assessments, behavioral intervention plans, and autism–related topics.

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

Guidance counselors support parents, meeting with them during PPT meetings that address problematic behaviors; and support parents by acting as liaisons to outside agencies and support services.

PS37R's Leadership Team meets monthly to develop schoolwide goals and provides opportunities for families of ELL students to communicate their needs.

The School Leadership Team devotes one of the schoolwide goals specifically for professional development for teachers/ESL teachers in order to move students forward in all instructional areas, including ESL.

Another goal is devoted to supporting parents through workshops, as per the Needs-Assessment survey, to help students attain behavioral, instructional, and ESL needs at home and school.

## 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.

## Part VI: LAP Assurances

School Name: PS37R

School DBN: 75R037

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Anthony Faiella	Principal		11/17/13
Donny Swanson	Assistant Principal		11/17/13
Donna Cornicelli	Parent Coordinator		11/17/13
Joyce Felix	ESL Teacher		11/17/13
Linda LaSheen	Parent		11/17/13
Darlene Bowman	Teacher/Subject Area		11/17/13
	Teacher/Subject Area		
Lisa Anderson	Coach		11/17/13
	Coach		
Magdalena Cohen	Guidance Counselor		11/17/13
	Network Leader		
	Other		

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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

DBN: 75R037 School Name: 37R

Cluster: 75 Network: 1

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

### **Part A: Needs Assessment Findings**

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

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

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

Parents of students currently on register speak English, Spanish, Russian, Chinese, Albanian, and Arabic as their primary languages. D75 provides translators and documents in a variety of languages, which are made available when necessary. About half of these families require oral and written translation services. School-based staff translates for parents at phone and/or school-based conferences. Findings are reported to the school community at PTA meetings and faculty/cohort meetings.

## Part B: Strategies and Activities

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

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

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

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

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

Parents whose native language is not English will receive the translated Parent Bill of Rights & Responsibilities in order to be made aware of their rights regarding translation and interpretation services. Emergency contact cards (blue cards) indicate the parent's preferred language of communication, both written and oral. A sign in each of the covered languages is posted near the main entrance of the school indicating the availability of interpretation services.