



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**School Name:** P373R THE ROBERT RANDALL SCHOOL

**DBN (i.e. 01M001):** 75 R 373

**Principal:** ILENE GOLDSTEIN-HARNETT

**Principal Email:** IHARNET@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
Ilene Goldstein-Harnett	*Principal or Designee	
Alex Reich	*UFT Chapter Leader or Designee	
Periann Bernstein	*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	
Barianna McNamara	Member/ Teacher	
Danielle Simeoli	Member/ AP	
Maria Cacace	Member/ Teacher	
Maria Cuffaro	Member/ Parent	
Nicole Napoli	Member/ Parent	
Dina Vitadamo	Member/ Para	
Barbara Vasquez	Member/ Parent	
Jennifer Walsh	Member/ Parent	
Maria Cacase	Member/ Teacher	
Nicole Napoli	Member/ Parent	
Jessica Bizzuto	Member/ Parent	
	Member/	
	Member/	
	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>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
<b>X</b>	▪ Annual Goal
	▪ 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>NA</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>NA</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, 2014, students in standardized assessment will make **evidentiary arguments** in conversation in ELA and/or Mathematics as evidenced by a 10% increase from baseline in the number of times students use evidence in discussion during walkthroughs.

### Comprehensive Needs Assessment

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

**Treasures Reading Program** – Unit Assessment data analyzed by grade revealed the following:

- Second Grade students' strengths included Phonics, with an average score of 91%
- These same students **struggled with Short Answers** (average 34%) and writing (average 36%)
- Similarly, 1<sup>st</sup> grade students were also strong in Phonemic Awareness (average 90%) and Phonics (87%). First graders also excelled in Literary Elements (average 91%).
- Although our first graders scored progressively better than other grades, the weakness area, based on the data, is Short Answers (average 56%). The next lowest score was under **Structural Analysis**, with an average of 71%.
- Short Answers and Writing were the lowest scoring areas for most grades. In addition, it seems that the higher the grade, the lower the scores get (the larger the "gap"). Kindergarten and first grade Treasures Writing Assessments are not adequate; therefore, we use authentic writing tasks to determine writing needs.
  - Grade K – Not Assessed
  - Grade 1 – Short Answers – 56% Average  
Writing – Not Assessed
  - Grade 2 – Short Answers – 34% Average  
Writing – 36% Average
  - Grade 3 – Short Answers – 30% Average  
Writing – 46% Average
  - Grade 4 – Short Answers – 29% Average  
Writing – 36% Average
  - Grade 5 – Short Answers – 24% Average  
Writing – 36% Average

**WRAP** – Eighty students in grades 3 – 6 participated in the WRAP Assessment. Based on assessments taken three times during the year, students increased from 1 – 8 WRAP levels in Independent Reading scores. Only one student did not show progress. This student was changed from standardized assessed to alternative assessment.

A review of the 2011-2012 NY State ELA test data revealed a strong need for improvements in all areas of ELA, stronger than math. A breakdown by grade reveals the following:

- Grade 3: 75% achieved level 1    28% achieved level 2
- Grade 4: 67% achieved level 1    22% achieved level 2    11% achieved level 3

- Grade 5: 65% achieved a level 1 29% achieved level 2 6% achieved level 3
- Grade 6: 45% achieved a level 1 33% achieved a level 2 22% achieved level 3

**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**

1. **Communicate a school-wide Instructional Focus: Evidence in Argument / Text-based Answers:** Students have **rich and rigorous conversations** which are dependent on a common text. Teachers insist that classroom experiences stay **deeply connected to the text** on the page and that students develop habits for making **evidentiary arguments** both in conversation, as well as in writing to **assess comprehension of a text**.
2. **Provide Professional Development** in Danielson strategies, specifically **Questioning and Discussion** with a focus on using evidence in argument.
3. **Classroom inter-visitations** between teachers who show strengths in Questioning and Discussion and those who need additional support.
4. Use of **Depth of Knowledge** Wheel to encourage scaffolding of questioning up to higher level thinking questions.
5. **Direct teaching** to students of **HOT** (Higher Order Thinking) questions, how to recognize them, how to ask them and how to answer them.
6. Participation in **Rigor in Reading** district initiative

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

1. Principal (communicates expectations, during staff meetings, etc.) AP Cohort Leaders, Lead Teacher Team Members, All Teacher Team Members

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

1. Review of ADVANCE walkthroughs to determine if teachers are directly teaching 'Text-based Answers' and if students are automatically reciting 'Text-based Answers' through use of a team-created template.

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

1. November-December – Walkthrough 1
2. January – Walkthrough 2
3. February-March – Walkthrough 3
4. MARCH – Progress Monitoring
5. March-April – Walkthrough 4
6. May – Walkthroughs 5 & 6
7. June - Final Data Analysis

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

1. Teacher Inter-visitations
2. Teacher or AP-led instructional/informative cohorts
3. District Coach / MOSL Coach-led Professional Development
4. Review communication of Instructional Focus during Staff Meetings
5. Positive-reinforcement to teachers and students when observed to teach or site 'evidence in text'
6. Modeling in the classroom (when opportunities are missed during walkthroughs) by eliciting students to site evidence in text by asking probing questions in order to find appropriate entry points for each student.
7. Inquiry Teams
8. District / MOSL coaches

**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).

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

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

- Move to Improve (physical movement programs infused with content instruction) used with students to increase time on task and decrease acting-out behaviors.
- Activity Works (Grant) – 12 minute exercises using video
- TCI four day training for new teachers and paras
- Hiring of substitutes to cover teachers for PD and inter-visitations.
- New Teacher Mentors
- RAZ Kids
- Thinking Maps
- General Supplies

**Goal and Action Plan #2**

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

**Annual Goal #2**

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

By June, 2014, students in alternate assessment will increase READING skills as evidenced by 100% of students achieving a 10% increase from baseline on the SANDI communication rating scale.

**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.

2012-2013 Walkthrough Data

**Questioning and Discussion Techniques**

When analyzing the data for Questioning and Discussion Techniques during Walkthroughs, we noted the following:

- Sixty four percent of teachers asked open ended questions, allowing for more than one possible answer.
- Sixty four percent of teachers conveyed high levels of expectations.
- For 59% of the teachers, many students were actively engaged.

A review of the SANDI data from 2012-2013, where 180 students were assessed, the scores ranged from 0 – 424 and the average score was 213.

**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**

1. Use of SMILE, Milestones, Treasures, Unique, Foundations and/or Alternate Assessment Curriculum Framework
2. Inquiry Teams will look at baseline data and determine specific strategies for specific groups of students
3. Data Monitoring three times during the year
4. Use of Depth of Knowledge wheel to support teacher questioning
5. Professional Development / Cohorts for reading teachers
6. Use of Communication Systems

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

1. APs to conduct cohorts and PD
2. Lead Teachers to support instruction, technology and classroom routines.
3. CFI meetings

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

1. SANDI FAST Progress Monitoring to occur in February – Expectations of 5% increase
2. Progress Monitoring through curricular assessments
3. IEP goal Progress Monitoring (goals generated from SANDI)

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

1. Baseline SANDI data in November
2. Progress Monitoring in February and June
3. Inquiry Team Presentations to discuss the results during full day June PD

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

1. Implementation of school-wide Academic Teams
2. Continuation of Teacher-led Inquiry Teams, with new focus on new assessments.
3. Inquiry Teams
4. District / MOSL coaches

***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).

- Share and communicate best practices for effective communication, collaboration and partnering with all parents, guardians and families.
- Provide Parent training to all parents of students with autism
- Use of Parent Survey

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

- Move to improve (physical movement programs infused with content instruction) used with students to increase time on task and decrease acting-out behaviors.
- Activity Works (Grant) – 12 minute exercises using video
- TCI four day training for new teachers and paras
- New Teacher Mentors
- Functional Libraries at each site
- Purchase of SMILE curriculum
- General Supplies; ink, velcro, laminating materials

**Goal and Action Plan #3**

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

### **Annual Goal #3**

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

By June, 2014, all standardized-assessed students in grades K-4 will improve their mastery of grade appropriate COMMON CORE READING FOUNDATIONAL SKILLS, as evidenced by a 20% increase in skills when comparing the initial Common Core Foundational Skills Checklists results with final results.

### **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.

State ELA scores reveals that 62% of standardized students K-6 achieved Level 1, 28% achieved level 2 and 10% achieved level 3. In order to decrease the learning gap, we will focus on the Common Core Foundational Skills.

Due to the changes in assessments brought about by Common Core and Measures of Student Learning, many of the MOSL choices were new assessments to our school, and thus, were forced to choose assessments that were new to our teachers as well as students. Our MOSL Team chose Fountas and Pinnel Running Records, since our teachers were already familiar with running records through ECLAS-2 and WRAP assessments. Our third grade students used Performance Series (Scantron) as baselines to the state exams.

### **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**

1. Participation in district-led **Reading in Rigor** Professional Development: AP and two lead teachers (Grades 3 and 5) were selected to become 'Reading in Rigor Team'. Team attends three district-based full day PDs. Two lead teachers turn-key Introduction of Common Core Foundational Skills, How to Analyze Fountas and Pinnell Running Records as well and next steps to the analysis of F&P (Grouping students, teaching specific strategies based on assessments, etc.)
2. Introduction of Common Core Foundational Skills Checklist to teachers.
3. Review and implementation of strategies, including Universal Design for Learning and miscue analysis, to get students to master foundational skills during inquiry team meeting or cohorts.

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

1. AP
2. Lead Teachers
3. District Coach
4. Fountas and Pinnell Analysis Templates
5. Common Core Foundational Skills Checklists

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

1. Initial assessment (Foundational Skill Checklist) due end-November
2. Progress Monitoring:  
March and May

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

1. September – October – Teacher Teams will focus on, learn; and become comfortable with new assessment training (Fountas and Pinnell, Scantron, etc.)
2. November Full Day PD – Teachers introduced to Common Core Foundational Skills
3. November - Academic Team will create assessments (TASKS) for each of the foundational skills K-4.
4. November – All Inquiry Teams will choose Team Roles and responsibilities and hand in written plans.
5. December - Teachers will assess all students in standardized assessment using a Common Core Foundational Skills Checklist
6. January - Inquiry Teams will participate in analysis of these skills during their team meetings.
7. Teams will research and develop strategies to focus on these skills while finding entry points into the grade level common core learning standards as well.
8. March – Progress monitoring of data to determine if strategies are successful. Changes in plans/strategies/GOAL as necessary based on analysis of data.
9. April – May – Teachers continue to implement and modify strategies as needed.
10. May – Final analysis of data and conclusions

11. June Full Day PD – All Teacher Teams present (using presentation boards) their inquiry process and summary/findings to each other. A school-wide survey will be distributed to all teachers to determine which strategies/findings should become a part of our school community.

12. A final analysis of surveys will be conducted and shared with all staff.

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

5. Implementation of school-wide Academic Teams

6. Continuation of Teacher-led Inquiry Teams, with new focus on new assessments.

7. Inquiry Teams

**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).

- Provide a method of daily communication between parent and teacher through use of a daily point sheet which must be signed on a daily basis.
- Provide PD on how to utilize curricular technology components on-line at home.
- Clearly communicate goals by sharing progress on IEP goals four times a year.
- Provide monthly newsletters, inclusive of parent resources, through email, via the parent website, and sent home to families.

**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 Team per-session

**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, 2014, all students will increase self-regulation skills as evidenced by a 5% decrease of OORS incidents when comparing this year to last year.

**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.

This year, we are on the Potentially Persistently Dangerous list, due to the number of incidents in our school (site-wide) in relation to the total number of students we have.

Implementation of Common Core dictates that students should have mastered specific **academic and personal behaviors** in order to engage in applicable standards. Of this list of behaviors, **self-regulation** is the behavior/SKILL that can help students become less physical or even aggressive and allow for more time-on-task and engagement in academic activities. TCI teaches that if students can name the feeling that causes the (inappropriate) behavior and then **CONNECT** the BEHAVIOR to the FEELING, only then can the student change the behavior by planning and practicing a replacement (appropriate) behavior. This will be the Academic/Personal behavior upon which we will focus this year.

**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**

**Students will:**

- \*seek out appropriate challenges rather than avoiding them.
- \*solve problems as needed while working.
- \*demonstrate self-control when dealing with others.

- \*develop self-reflection skills.
- \*conduct themselves appropriately.

**BY:**

- \*Use of Self-Awareness strategies
- \*Self-Regulation
- \*Self Assessment
- \*Use Mood Meter
- \*Utilize classroom charters

**Teachers will:**

- \*create an environment of respect and rapport (Danielson 2a).
- \*manage student behavior effectively (Danielson 2d).
- \*utilize a positive behavior reinforcement system and teach students to manage feelings appropriately.
- \*instill confidence and respect.
- \*provide opportunities to teach/develop problem-solving skills.
- \*are aware of students' IEPs and teach specific behaviors.
- \* know ELL students' language proficiency levels and plan accordingly.

**BY:**

- \* Use of Daily Point Sheets
- \*Implementation of Fritz Reidel's Behavior Management Prevention strategies
- \*TCI Training and Implementation
- \*PBIS / POC
- \*Student Council

**Administration will:**

- \*provide opportunities for student voice.
- \*have a school-wide reinforcement system for positive behavior.
- \*have a strength-based youth development approach.
- \*values professional conduct among students.

**BY:**

- \*Providing TCI Training to new teachers/paras
- \*PBIS / POC Continuation
- \*PBIS Committee/Decision Making

**Counselors will:**

- \*Create Functional Behavior Assessments as needed
- \*With the collaboration of the team, create and communicate the Behavior Intervention Plan
- \*Support the teacher in implementation of the plan and collection of the data
- \*Progress Monitor during each marking period.
- \*Adjust plan as necessary.

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

1. Certified Therapeutic Crisis Intervention Trainer – Provide 4 full day training to all new teachers and paras.  
 Social Worker – liaison to oversee the FBA / BIP process  
 Teacher – Oversee Student Council  
 District Safety Supervisor

<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
<ol style="list-style-type: none"> <li>OORS reviews once per month</li> <li>Identification of staff who need additional training, based on number or incidents</li> <li>Additional TCI Training</li> <li>Bi-monthly TCI reviews</li> <li>Discussions of Self-Regulation during student assemblies</li> </ol>
<b>D. Timeline for implementation and completion including start and end dates</b>
<ol style="list-style-type: none"> <li>Monthly – OORS incident reviews</li> <li>December, March and June – OORS progress monitoring</li> <li>Bi-monthly teacher-led cohort by TCI trainer regarding self-regulation</li> <li>Ongoing – training, PD, meetings, inter-visitations, regarding effective behavior management prevention techniques</li> </ol>
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
<ol style="list-style-type: none"> <li>Ongoing School-wide TCI modeling, review and implementation</li> <li>Bi-weekly student council meetings to always include Self-Regulation in their meetings.</li> <li>Inquiry Teams</li> <li>Monthly OORS Review</li> </ol>

**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).
<ul style="list-style-type: none"> <li>Use a variety of assessment data to establish future goals for both home and school. Parents of special needs students are tired of seeing data that states that their child is far below standards. We will use low-inference data more often to positively share assessments with parents.</li> <li>Collaborate with all Related Service Providers who work with students, so all staff and parents work together toward student success.</li> <li>Celebrate by providing regular events that showcase students' learning and invite parents to attend or participate. This will include the Science Fair, the Technology Fair, a variety of school-wide performing arts performances, etc.</li> </ul>

**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>
List any additional fund sources your school is using to support the instructional goal below.										
*TCI Training and use of substitute teachers *Funding for POC program *Mouse Squad *Purchase of Problem Solving games to implement with counselors										

**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.

**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.

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

1.

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

1.

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

1.

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

1.

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

1.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

**Budget and Resource Alignment**

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

	<b>Tax Levy</b>	<b>Title IA</b>	<b>Title IIA</b>	<b>Title III</b>	<b>Set Aside</b>	<b>Grants</b>
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>	Programs include but are not limited to: Wilson Foundations (phonetic approach to assist in the development of language to strengthen reading skills in struggling readers), RAZ Kids, and use of Common Core Foundational Skills Checklist. SMILE, Unique, Alternate Assessment Curriculum Framework, Cookshop, Treasures (on-line), EASE, Picture Exchange systems and the use of Assistive-Adaptive Technology are used to develop, practice and increase functional skills throughout the school day to foster the connection between what is learned in school and connect to the “real world”. Ipads and other Communication Augmentative devices are also used.	Small group and/or 1:1	During the School Day
<b>Mathematics</b>	Math Steps (supplemental program to reinforce math concepts as needed), Alternate Assessment Curriculum Framework , Cookshop, Curriculum Press, hands-on manipulatives, Go!Math activities on line, use of SMART Board activities to motivate and assist with students who need the hands on experience and visual strategies to learn). Picture Exchange systems and the use of Assistive-Adaptive Technology are used to develop, practice and increase functional skills throughout the school day to foster the connection between what is learned in school and connect to the “real world”.	Small group and/or 1:1	During the School Day
<b>Science</b>	Grades 4-6 are included as needed. We provide opportunities to increase functional skills development integrated in the Science content area to increase functional skills. Students use FOSS, Picture Exchange systems, Alternate Assessment Curriculum Framework, and the use of Assistive-Adaptive Technology to develop, practice and increase functional skills throughout the	Small group and/or 1:1	During the School Day

	school day to foster the connection between what is learned in school and connect to the "real world".		
<b>Social Studies</b>	Grades 4-6 are included as needed. We provide opportunities to increase functional skills integrated in the Social Studies content area through adapted curriculums such as the DOE Core Curriculum, Alternate Assessment Curriculum Framework and Unique.	Small group and/or 1:1	During the School Day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	As indicated on Students' Individualized Education Plans	Small group and/or 1:1	During the School Day

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

- All elements of the *All Title I Schools* section must be completed\*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- 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>X 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.

---

**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;

### **Facilitation of Student Self-Regulation:**

- \*provide opportunities for student voice.
- \*have a school-wide reinforcement system for positive behavior.
- \*have a strength-based youth development approach.
- \*values professional conduct among students.

### **Teachers' Responsibility/ Teaching Self-Regulation:**

- \*create an environment of respect and rapport (Danielson 2a).
- \*manage student behavior effectively (Danielson 2d).
- \*utilize a positive behavior reinforcement system and teach students to manage feelings appropriately.
- \*instill confidence and respect.
- \*provide opportunities to teach/develop problem-solving skills.
- \*are aware of students' IEPs and teach specific behaviors.
- \* know ELL students' language proficiency levels and plan accordingly.

## **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.

### **Self-Regulation:**

**\*seek out appropriate challenges rather than avoiding them.**

**\*solve problems as needed while working.**

**\*demonstrate self-control when dealing with others.**

**\*develop self-reflection skills.**

**\*conduct themselves appropriately.**

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**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>373</b>
School Name <b>Robert Randall</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>Ilene Goldstein–Harnett</b>	Assistant Principal <b>Paulette Benevento</b>
Coach <b>Christine Fusco</b>	Coach
ESL Teacher <b>Pamela Salmon</b>	Guidance Counselor <b>Ilene Lazerus</b>
Teacher/Subject Area	Parent <b>Elizabeth Quintero</b>
Teacher/Subject Area	Parent Coordinator <b>Virginia Carmona</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>3</b>	Number of teachers who hold both content area and ESL certification	<b>1</b>
Number of certified bilingual teachers currently	<b>0</b>	Number of certified NLA/foreign language	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL	<b>0</b>

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	450	Total number of ELLs	50	ELLs as share of total student population (%)	11.11%
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## Part II: ELL Demographics

### A. ELL Programs

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

Check all that apply

K	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input checked="" type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input checked="" type="checkbox"/>
6	<input checked="" type="checkbox"/>	7	<input type="checkbox"/>	8	<input type="checkbox"/>	9	<input type="checkbox"/>	10	<input type="checkbox"/>	11	<input type="checkbox"/>
				12	<input type="checkbox"/>						

This offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Freestanding ESL</b>														
Push-In	3	4	2	0	1	0	5							15
Pull-out	8	3	2	5	8	7	2							35
<b>Total</b>	<b>11</b>	<b>7</b>	<b>4</b>	<b>5</b>	<b>9</b>	<b>7</b>	<b>7</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>50</b>

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	50	Newcomers (ELLs receiving service 0-3 years)	24	ELL Students with Disabilities	50
SIFE	0	ELLs receiving service 4-6 years	26	Long-Term (completed 6+ years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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	24	0	0	26			0			50
<b>Total</b>	<b>24</b>	<b>0</b>	<b>0</b>	<b>26</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>50</b>

Number of ELLs who have an alternate placement paraprofessional: 11

**C. Home Language Breakdown and ELL Programs**

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Russian														0
Chinese														0
<b>TOTAL</b>	<b>0</b>													

\*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<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: ____
Native American: ____	Hispanic/Latino: ____
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	7	7	4	1	6	4	6							35
Chinese	1			2	1									4
Russian					1									1
Bengali	1													1
Urdu				1	1									2
Arabic					1									1
Haitian														0
French														0
Korean														0
Punjabi					1	1								2
Polish														0
Albanian	1				1									2
Other	1			1										2
<b>TOTAL</b>	<b>11</b>	<b>7</b>	<b>4</b>	<b>5</b>	<b>12</b>	<b>5</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>50</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)	10	5	2	1	2	1								21
Intermediate(I)		1	1	4	7	6	6							25
Advanced (A)	1	1		1		1								4
<b>Total</b>	<b>11</b>	<b>7</b>	<b>3</b>	<b>6</b>	<b>9</b>	<b>8</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>50</b>

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

**NYSESLAT Modality Analysis**

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

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3				!Und
4	2				
5	1				
6					
7					
8					
NYSAA Bilingual (SWD)	1			12	

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	2		1						
4	1		1						
5	1								
6									
7									
8									
NYSAA Bilingual (SWD)							13		

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		2						
8									

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)							5		

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

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

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

**After reviewing and analyzing the assessment data, answer the following:**

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school’s instructional plan? Please provide any quantitative data available to support your response.

P373R uses SANDI, Fountas & Pinnell and Treasures to assess the literacy skills of each student. Letter recognition, sound, comprehension and decoding skills, etc. determines the ELA skills level of each ELL. Student’s instruction will be drawn from this information as well as the Foundational Skills as listed in Common Core Learning Standards. The data suggest that our students need more practice in answering evidence-based questions and short answers.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

The data patterns reveal that most of our students are Intermediates. Since most of our students are alternate assessment and/or have disabilities which prevent them from taking sections of standardized tests without accommodations, in order to obtain proficiency levels for these ELL students, it is necessary to substitute scores from SANDI and Fountas & Pinnell. This is true for both the Alternate Assessment and Standardized Assessed students with certain disabilities because our students are not given their IEP accommodations on the NYSESLAT. The scores for the Listening and Speaking sections and Reading and Writing sections, which would give a partial score for students not completing all the sections, were unavailable.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAo tool](#))

The Patterns of Proficiency based on results of the NYSESLAT 2013 scores shows where student’s teachers need to create goals that reinforce answering knowledge based questions aligned to the common core. The NYSESLAT scores show that the majority of students maintained their level or increased a level. This may be due to the fact that this was the first time the students were given knowledge based questions to answer. Last year students who scored at the Advanced levels in the previous year, tested out in 2012. In 2013, students scoring at the Advanced levels maintained their levels instead of scoring proficient, suggesting the need for more practice in this area.

Only a standard assessment protocol of the NYSESLAT is available, therefore it is necessary to substitute scores from the NYSAA and SANDI for our alternate assessment students.

20 of our ELLs participate in standardized assessment and 30 in our alternate assessment.

The implications for 373's LAP and instruction based performance on content area exams suggests that there is a need to continue to monitor their progress with knowledge based questions using the common core standards and to provide the appropriate individualized instruction.

We administered ELL periodic assessments last year which did not include knowledge based questions. Our students scored higher on these exams than on the 2013 NYSESLAT, moving up a level when they did not move up a level on the NYSESLAT. We are currently administering this years ELL periodic assessments for comparison. The results of what is learned will dictate how the instructional focus and materials will be modified.

Our population is largely Alternate Assessment and because only a standardized periodic assessment protocol is available, we are working to develop an assessment that meets the needs of our AA ELLs

4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

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

P373R has a Freestanding ESL program only. We administered ELL periodic assessments in English last year. Our population is largely Alternate Assessment and because only a standardized periodic assessment protocol is available, we are working to develop an assessment that meets our ELL students' needs.

The implications for 373's LAP and instruction based on ELL performance on Periodic Assessments suggests that there is a need to continue to monitor their progress and provide the appropriate individualized instruction. Students are working to improve their answers to Knowledge based questions. The results of what is learned will dictate how the instructional focus and materials will be modified. Students who have alternate placement paraprofessionals use their native language to build strong content skills in English.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

ELL Goal checklists will be created based on the RtL framework and shared with our LAP team. Instruction will be drawn from student data based on strengths and prior knowledge. The program will be monitored three times during the school year and progress will be noted. Checklists will be completed during these benchmarks and adjustments made to measure progress towards meeting a goal. Final success will be measured by meeting or not meeting a goal.

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

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

The program model offered at 373R is aligned with recommendations from CSE in conjunction with parents. We offer a Freestanding ESL program and the majority of parents from the past five years (35) do indeed make this selection.

7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?

At this time, we do not have a dual language program.

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

In order to evaluate the effectiveness of our program, we must first set a goal and be accountable for meeting that goal. The following is our goal for English Language Learners for the school year beginning September, 2013 to June 2014.

ELL Standard Based Goals: By June, 2014, 50% of all English Language Learners will show a 50% increase of academic goals as measured by ELL Goal Checklists. We are focusing on Knowledge based questions and answers as this was new to our students on the 2013 NYSESLAT and scores suggested this skill needs to be strengthened in our students.

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](#).)

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

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

their concerns. During the first 30 days of school the child receives placement in a program.

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](#)].)

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

They are maintained in the student's cumulative file.

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.

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

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.

To ensure that all ELLs receive the NYSESLAT annually, ATS reports such as RLER, RLAT and RHSP are used to determine NYSESLAT eligibility. Pamela Salmon, the fully Certified ESL teacher administers the NYSESLAT. She makes a testing schedule to ensure all four sections are administered to all ELLs. This schedule includes the collaboration with another appropriately trained licensed pedagogue.

The NYESLAT scores were reviewed and analyzed upon receipt.. All lessons build on student's strengths and increased instruction is provided to address weaker skill areas using ESL strategies including the Language Experience Approach, the use of writing workshop, and Balanced Literacy enriched with ESL strategies. All ELL's are given the NYCESLAT.

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. 

P373R offers a Freestanding ESL program as per CR Part 154. After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in program choices that parents have requested is that the majority chooses a Freestanding ESL program. This is done usually at the CSE level.

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

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

## Part 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])?

P373R has an ESL Teacher who works with classroom teachers to coordinate thematic units that incorporate student's native languages such as the wonders of the world. She also does push-in/pull-out instruction working in collaboration with the classroom teacher to provide the ELL students with content area instruction along with the rest of the class. All Beginning and Intermediate students receive 360 minutes of ESL a week and the Advanced students receive 180 minutes a week of ESL and ELA. All ESL students are grouped heterogeneously together by grade levels and special education classification and all beginning and intermediate students receive 72 minutes a day of ESL instruction. Advanced students in the pull-out model receive 70 minutes of ESL four days a week. P373R has 24 special education students who have had 0–3 years of ESL and 26 special education students who have had 4–6 years of ESL services. Students in 6:1:1 alternate assessment environments are usually in pull-out programs because of class size and student need. Our plans are to move towards more team teaching instruction and to get students to succeed and move them to less restrictive environments when appropriate.

P373R has a freestanding ESL Program using the push-in/pull-out model for a total of 50 ELL students. All of our Bilingual students are alternate placement students who receive ESL as per CR Part 154 mandates. The students are instructed in English and assigned an alternate placement paraprofessional (fluent in the student's native language as well as English) who supports them instructionally as well as behaviorally. We are following the Curriculum Framework for each grade level and use Treasures reading program for our standardized students. Instructional strategies used with ESL students are: Total Physical Response, Language Experience Approach, CALLA, AIS, and Cooperative Learning. The use of the writing workshop is enriched by implementation of scaffolding techniques to enhance students writing schema and other performance tasks. Some scaffolding techniques are: modeling, bridging, contextualization and schema building. AIS is used either in small groups or 1:1.

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)?

All ELLs at the beginning and intermediate levels in K–8 receive CR Part 154 mandated 360 minutes of ESL per week. Advanced students receive 180 minutes of ESL per week. provided by a fully certified ESL teacher, through a push-in or pull-out model ,and 180 minutes weekly of ELA from the classroom special education teacher.

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

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.

In addition to the common core learning standards and differentiation in English, we use the following instructional materials: Treasures and Milestones, Words Their Way (ESL version), Santillana Intensive English, leveled classroom libraries, The Literacy Units of Study for each grade, Ipads, Leap Pads and laptop carts.

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

Our students are using Go Math infused with ESL Strategies to strengthen skills for solving problems with our ELL students. In English Language Arts, Standardized Assessment ELL students who scored below grade level on Fountas & Pinnell, progressing towards mastering skills at grade level through the use of leveled libraries, Leap Pads and technology infused with ESL strategies. This is in addition to the standard Language Arts instruction where they continue to work towards mastery at the next level. Standardized Assessment ELL students with below grade level scores in the Fountas & Pinnell also receive increased instruction in skill areas using ESL strategies including the Language Experience Approach, the use of

writing workshop, Balanced Literacy enriched with scaffolding techniques. Students also work towards increasing reading skills through infusing ESL strategies into Literacy lessons in the classroom. Standardized Assessment students follow the same common core curriculum for all content areas as the mainstream students. All of our intervention programs are in English with alternate placement paraprofessionals providing native language support as needed. These interventions may include AIS, Counseling, guidance and/or after school programs.

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

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

To ensure that ELLS are appropriately evaluated in their native languages, bilingual guidance counselors and psychologists are contracted or deployed for IEP meetings and testing if bilingual staff is unavailable in the student's native language. Informal assessments by the ESL teacher include the use of alternate placement paraprofessionals.

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

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

This year, the ESL teacher will create goals in addition to the literacy teacher to ensure that students are progressing. Goals will be shared with all students so that they take ownership of their learning. We also gave Interim assessments of the four modalities and teacher made assessments throughout the year.

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).

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

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

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

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

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

All programs in our school will continue next.

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?

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

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?

Our Main site only serves special education and follows the same common core standards based curriculum as the General Education population. Our off sites have flexible programming with the same standards based curriculum so that all of our ELL students interact with the General Education population. We have inclusion programs to maximize time spent with non disabled peers. For Bilingual students in alternate placement settings, all classes are instructed in English with our alternate placement paraprofessionals assessing their students' level of literacy in their native languages and supporting them academically in their native languages and in English. Instructional strategies include remediation if needed from the following including AIS, the Language Experience Approach, the use of the Writing Workshop, Balanced Literacy enriched with scaffolding techniques such as modeling, bridging and contextualization and schema building. Students also will work towards increasing reading skills through infusing ESL strategies into Literacy lessons in the classroom and in our Title III Saturday program and after school CHAMPS program.

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

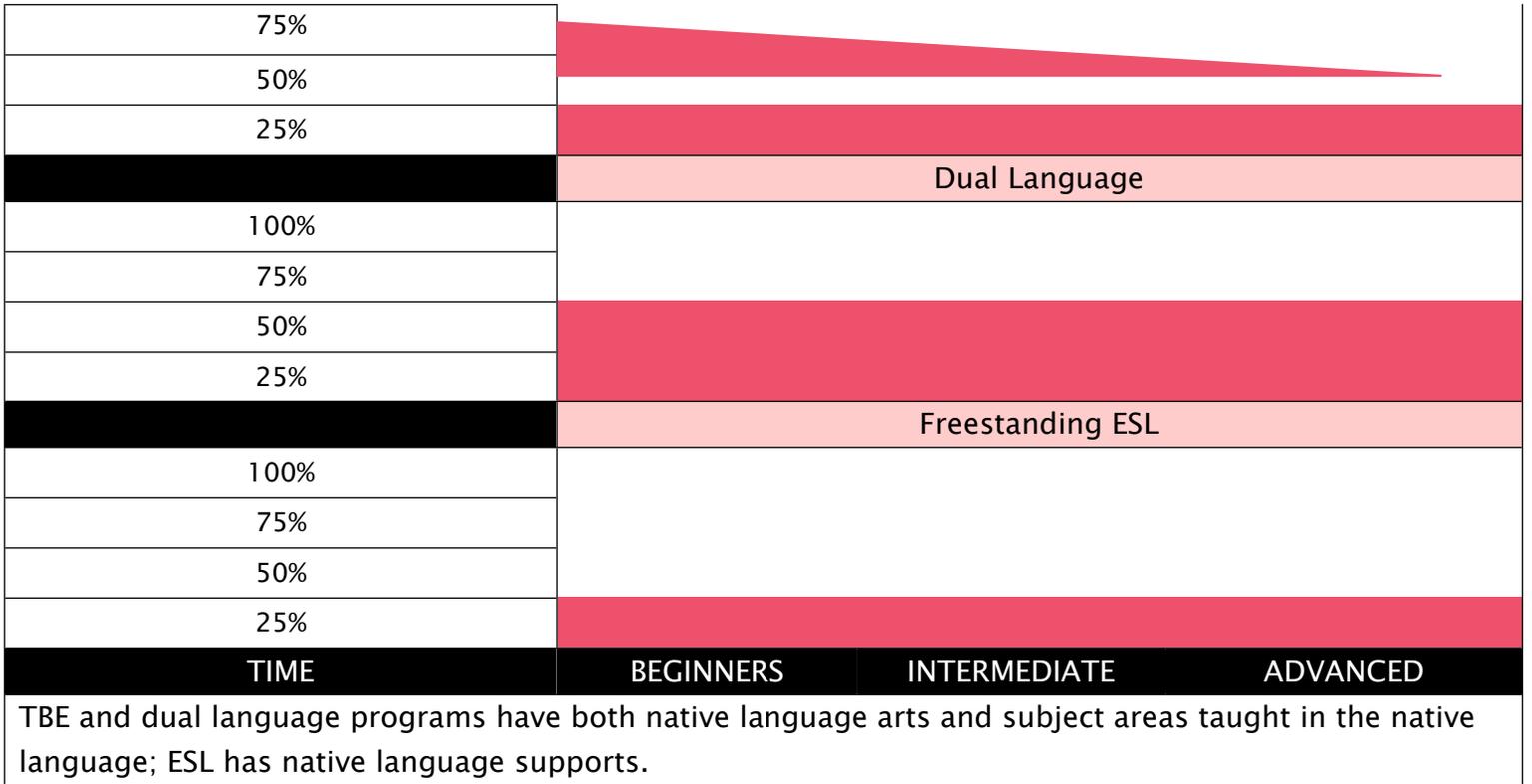
### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9–12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

### Native Language Usage and Supports

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

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



## 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.

Targeted interventions for ELLs in ELA are use of sight word cards, running records, modeling for fluency, schaffolding of prior knowledge, use of high interest reading materials at the student's reading level on a one to one basis with the alternate placement paraprofessional. Targeted interventions for ELLs in Math are the use of Plush toy numbers and other TPR manipulatives apporpriate for ESL students using the Go Math program. All of our Science and Social Studies targeted interventions involving the experience approach such as nature walks and the BIO bus for science an the Get Water for India app for Social Studies. All of our intervention programs are in English with alernate placement paraprofessionals providing native language support as needed.

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

All of our special education ELLs are assessed in all subject areas in the beginning of the school year. Goals are formed based on these assessments. Checklists are then created based on these goals and progress is monitored three times a year to ensure that students are progressing towards their goals. Interventions are given for students not making progress. These interventions may be in the form of counseling services, speech and other related services, assistance of the paraprofessional, use of technology, etc.. In addition, all students are administered a benchmak assessment using either the Sandi/Fast pretest for Alternate Assessment or Fountas & Pannell for standanized students. It is highly effective as all new students have already shown improvement from the date the LabR was administered until the benchmark pretest was administered. They continue to show measured improvement as these assessments continue to be administered thougout the year.

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

For the upcoming year we are trying the following technology programs based on Common Core standards for smart boards and ipads: Unique Learning Systems, a subject area interactive software; Classroom Suite, teaching daily living skills; Reading A-Z; RAZ kids and FOSS,a hands on science curriculum. Our new math curriculum is Go Math and we are expanding our Treasures ELA Curriculum which includes an interactive online comprehension program which can be used at home and at school

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

All programs will continue next year.

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

ELL students and parents participate in the visiting Poets program and the Artists in the schools program as well as using technology to have students produce and present published writing pieces during publishing celebrations in our school as well as at our District Literacy Fair. In addition, our school uses The PAWS program to involve students, parents, teachers, counselors and administrators in making a commitment to work cooperatively to ensure that 373R is a safe and supportive school where every child can reach his/her academic and behavioral goals. We use increased instruction in skill areas for all students with below grade level scores on Sandi/FAST assessment as well as in Fountas and Pinnell. In addition we offer a Title III Saturday "Families Learning Together" program and an after school Champs program, as well as workshops for parents of ELLS.

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

Our students are using Go Math infused with ESL Strategies to strengthen skills for solving problems with our ELL students. For English Language Arts all classrooms have smart boards and ipads and we are implementing the following technology programs for the upcoming year: Unique Learning Systems, a subject area interactive software(AA Students); Classroom Suite (AA students), teaching daily living skills; Reading A-Z( Standardized students); RAZ kids (Standardized students) and FOSS(Standardized students),a hands on science curriculum. Also for out Standardized students, our new math curriculum is Gomath and we are expanding our Treasures ELA Curriculum which includes an interactive online comprehension program which can be used at home and at school.

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

PS373R only has a freestanding ESL program. All of our programs are in English with alternate placement paraprofessionals providing native language support as needed for Bilingual students.

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

The required services support, and resources correspond to ELL's ages because the age range for placement is no larger than a three year age span between students, which is appropriate to grade level. These service supports for special education ELLs are discussed with parents during the Educational Planning Conference at the CSE level. P373R has Parent Orientation regarding programs for ELLs and training on topics such as Behavior Management, Balanced Literacy, Go Math, and Looking at Alternate and Standardized Assessment Scores and results. Parent support staff meets with parents at all new intake meetings to assess parent language needs. If required, to obtain translations we use the resources of District 75's, Parent Support Office @ 400 First Ave. NY, NY. The Parent Coordinator then prints a translation and gives it to the parents in their native languages.All of our ELLs have been identified as having special needs including the students in alternate placement settings who have paraprofessionals that speak their native language and English and support their instructional needs.

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.

New students are invited to attend our Chapter 683 program prior to the start of the school year. If they begin midyear the parents are invited into the school for a previsit. In addition, we explain the Common Core Standards and how their child will work towards increasing skills using the Common Core Standards and ESL strategies infused into our curriculum. The use of standards and their explanations will be given as part of our, ESL, AIS, Counseling, Guidance and Title III Saturday program activities.

18. What language electives are offered to ELLs?

At this time we have no language electives.

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)?

## 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.

September 2013: 1st period Lap Team meets to develop the new LAP

November 2013: 2nd period Discussion: Using The Common Core to develop knowledge based goals.

December 2013: 1st period The best Apps to use with the Smart Board for the non-verbal ELL learner

January 2014: 2nd period Use of communication devices in answering knowledge based questions.

February 2014: 1st period The Experience Approach to Language Acquisition

April 2014: 2nd period The use of Apps to help Autistic ELLs label and express their feelings

May 2014: 1st period Proloquo2go and the Common Core Standards in the ESL Classroom

Additional Professional Development dates, September 4th, November 5th and June 5th are scheduled for meetings including the ESL teacher, assistant principals, guidance counselors, occupational therapists and physical therapists, speech therapists, secretaries, parent coordinator, and classroom teachers to develop lessons in order to maximize English language acquisition for ELLs. This year, one focus will be on creating multilingual learning environments in the classroom in order to increase social, emotional and academic confidence in all students. In addition, discussions regarding current research and practices will be developed and data will be discussed and analyzed separately for ELLs.

For students moving into the middle school (6th grade) level, the ESL teacher works collaboratively with the classroom teachers and guidance counselors. Guidance counselors are part of our Lap team and assist ELLs in transition to middle school by assessing their language needs and matching students with appropriate programs in community and District 75 schools. They have all had Jose P training.

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

## 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?

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

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

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

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

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

## E. Additional Information

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

Paste response to question here:

# Part VI: LAP Assurances

School Name: P373R

Robert Randall

School DBN: 75R373

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ilene Goldstein-Harnett	Principal		10/31/13
Paulette Benevento	Assistant Principal		10/31/13
Virginia Carmona	Parent Coordinator		10/31/13
Pamela Salmon	ESL Teacher		10/31/13
Elizabeth Quintero	Parent		10/31/13
	Teacher/Subject Area		
	Teacher/Subject Area		
Christine Fusco	Coach		10/31/13
	Coach		
Ilene Lazerus	Guidance Counselor		10/31/13
	Network Leader		
	Other		

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

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

DBN: 75R373 School Name: P373R, The Robert Randall School

Cluster: 1 Network: 1

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

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

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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.

We determine our parents' written and oral translation and interpretation needs via the HLIS and follow-up interviews. We have 60 parents who speak different languages. 20 Parents require oral and written interpretation and 40 require written translation. We intend to share our findings with the school community at the next PTA meeting. Parents discuss service supports for special education ELLs at the CSE level during the Educational Planning Meeting. P373R follows up with a Parent Orientation regarding ELL program choice with available Bilingual staff members to translate. Bilingual staff members also attend after school and Saturday programs and PTA meetings where ELLs and/or their parents are attending. If necessary we use the DOE Translation and Interpretation Unit in order to obtain written translations or parent volunteers. Our in-house staff then prints a translation and gives it to the parents in their native language.

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

Our findings indicated that we required translation/interpretations in the languages here-in listed: (50 )Spanish, (3) Chinese, (1) Urdu, (2) Punjabi, (2) Bengali, (1) Russian, and (1) Arabic. 20 . All appropriate school notices and forms are sent home in both the native language and English. Translation services are provided in a timely manner by in-house staff using Google translate and Bilingual staff members. These include translations into Chinese, Urdu, Spanish, Punjabi, Bengali, Russian, and Arabic as soon as they are needed. Citywide documents are received already translated by the Office of Family Engagement including the Bill of Rights and Responsibilities which is given to the parents at our first open house and newcomers meetings. Home Language Interpretation Surveys are completed within 10 days of school for testing purposes and then the school enters their plan for the student within 30 days.

## Part B: Strategies and Activities

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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.

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

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

Oral translation services are provided by in-house staff members during the school day whenever possible. Bilingual guidance counselors and psychologists are contracted or deployed for IEP meetings and testing if bilingual staff is unavailable in the student's native language. We use the DOE Translation and Interpretation Unit for services not available at the school level..

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

To fulfill section VII of the Chancellor's Regulations A-663, we determine (within the mandatory 10 days of student enrollment) what the primary language spoken by the parents is through the Home Language Survey. An interpreter is available for translation if the parent requires language assistance. We will ensure that all documents, memos, and all school information is distributed in the ELL'S native Language.

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