



2014-15 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

DBN: (i.e. 01M001):

75R025

School Name:

PS/IS 25R-SOUTH RICHMOND HIGH SCHOOL

Principal:

JAMES MC KEON

02/09/2015

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: K-12 School Number (DBN): 75R025
School Type: Special Education Grades Served: K-12
School Address: 6581 Hylan Boulevard, Staten Island, NY 10309
Phone Number: 718-984-1526 Fax: 718-356-8905
School Contact Person: James McKeon Email Address: JMcKeon@schools.nyc.gov
Principal: James McKeon
UFT Chapter Leader: Stephen Clinton
Parents' Association President: Christine Dunn
SLT Chairperson: Toni Scarpati
Student Representative(s): James David

District Information

District: 75 Superintendent: Gary Hecht
Superintendent's Office Address: 400 First Avenue, New York, NY 10010
Superintendent's Email Address: GHecht@schools.nyc.gov
Phone Number: 212-802-1501 Fax: 212-80201678

Cluster and Network Information

Cluster Number: N/A Cluster Leader: N/A
Network Number: 754 Network Leader: Arthur Fusco

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
James McKeon	*Principal or Designee	
Stephen Clinton	*UFT Chapter Leader or Designee	
Christine Dunn	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
James David	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Alfred Arcuri	Member/ Teacher	
Toni Scarpati	Chair/Teacher	
Ann Marie Doscher	Member/ Teacher	
Sandra Miller	Member/Teacher	
Connie Regeiro	Member/Teacher	
Debra Zarrella	Member/ Teacher	
Anastasia Balbuena	Member/ PTA Secretary	
Eileen Bones	Member/ Parent	
Robin Coccozza	Member/ PTA Co-President	
Dona Dinolfo	Member/ Parent	
Anna Floridaia	Member/Parent	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

- **School Community:**

As a school community, we have developed a shared understanding of effective instruction through collaborative team teaching meetings and continuous professional development. School leaders, teachers and professional learning communities conducted P25R's meetings and Professional Development. We have instituted embedded protocols that are outlined in; P25R's Staff Handbook, School Safety plan, Crisis Intervention Plan, Professional Learning Community, Missing Student Protocol and our CEP. School leaders' meet weekly with staff for professional development around areas of need for teachers. The topics are chosen based on the data from formal observations and informal walkthroughs informed by the Danielson Framework for Teaching (FFT). We also adhere to the guidelines of instruction outlined in the Citywide Instructional Expectations. All curricula including Expeditionary Learning, Core Knowledge, UNIQUE, Attainment, NYSSA, Work Sampling System and New York State High School Curriculum.

The impact, to date, is apparent in our learning communities, where teachers are consistently using the principles of UDL and different levels of questioning. This can also be seen in the lesson plans of teachers who identify their levels of questioning. In the alternate classroom, the impact shows where students are provided with communication devices and supports to give them access to curriculum. Groups of students are working on different levels, using different hands-on materials. Classroom teachers use technology to improve engagement and most importantly, students are mastering the goals identified from SANDI, as evidenced in their student portfolios.

- **Mission Statement:**

Our mission is to create programs that afford positive experiences for our students. The purpose is to provide opportunities that will enhance student performance as well as to move students toward a Least Restrictive Environment (LRE). We provide multiple options to achieve LRE, specifically: Day Treatment; Community Based Instructional Programs; Work Study; and full-time General Education Inclusion (Intermediate and High School). We believe that all children have the potential to succeed.

Our Vision is to meet the standard academic, social and emotional needs within a safe, clean and nurturing school environment. We challenge students to reach their full potential by providing differentiated instruction throughout all curriculum areas and reward students success accordingly. We are committed to the mantra that no child will be left behind.

- **Collaborations/Partnerships:**

Our school has reached-out to the Staten Island business community to form partnerships with the intention of giving the students the opportunity to learn employment skills, as well as teaching them the importance of good inter-personal relations. In order to enhance the school-to-work experience, our staff and students are on-site at Staten Island University Hospital North and South, United Cerebral Palsy, AME Maintenance Program, Seaview Rehabilitation Center, and PS 37R Paraprofessional Training Program.

These programs have enabled our school to develop successful long-term partnerships. We have also gained trustworthy relationships within the Staten Island business community, which will enable us to continue and grow future programs.

Our teachers are also given the opportunity to have inter-visitations with other P25R teachers, as well as teachers from non-District 75 Staten Island schools through our Inclusion Program.

Our school has developed relationships with local politicians and philanthropists in order to obtain funding for technology and special initiatives.

- **Special Initiatives**

Our school has commenced the Writing Revolution Advancing Thinking Through Writing Method. Teachers are being sent for professional development and turn-key strategies are being implemented in the Learning Communities in order to roll-out our initiative. Administration has budgeted funds to continue teacher professional development and is currently collaborating with New Dorp High School, a non-District 75 High School, to assist us in achieving success in this program.

Another initiative that has been implemented at our school is the Student Identification System. This system enables us to get photo and biographical information on all our students. This system can be sent real-time to any emergency responders in order to identify missing or lost students.

Our school is now a large contributor within the community through food drives, clothing drives, and service to charitable organizations. Throughout the Staten Island community, our school is now recognized as a viable educational institution for children with special needs. We may be different, but our school is not less!

- **Strengths, Accomplishments, and Challenges:**

We believe that students learn best when they interact with manipulative and materials that are on their appropriate intellectual level and how they gain access to the curriculum. Teachers effectively communicate with their students using their preferred mode of communication, engage all students in learning by providing them materials on their level and proactively manage student behavior by keeping students on task. In addition, we provide our students with supports they need to feel comfortable when they feel challenged or when they are taking risks to improve their learning. Our school has developed a strong working relationship with teachers to create systems to address the Advance Observation System. We have created our own observation template that addresses various components in the observation process. Through collaboration with our teachers and administrators, our template has become an effective teaching tool throughout our organization.

Our School Messenger telephone system can communicate with parents/guardians in seven (7) different languages, thus enhancing our ability for parent outreach.

Our school continuously works on an atmosphere of trust, safety, academics, and professionalism. We are a welcoming school community to all students, as well as parents/guardians.

The challenges faced by our school are serving a population of students grades K-12, alternate and standardized instruction, whom are spread throughout Staten Island at 22 separate sites. Administration must strategically plan learning communities for teachers in different curricula areas who are assigned to these 22 sites to meet and collaborate.

- **Growth of Previous Year:**

Following an analysis of the 2012/2013 NYC School Survey Report compared to the 2013/2014 NYC School Survey Report, we have evidence that there is an 81% overall growth in satisfaction by Parents who took the survey. Specifically, parents feel strongly that the school communicates in languages that parents can understand; they strongly agree that the school has high expectations for their child; and strongly agree that they would recommend the school. Also, evidence shows that there is a 100% overall growth in satisfaction by students who took the survey. Specifically, students strongly agree in the following areas: that they are excited about learning; keep them on track for college or career readiness; feel safe in classes, school property, and that the school has clear consequences for breaking the rules; and treat each other and adults with respect.

- **Focus for Future:**

Our school is focused on improving writing skills for all students in grades K-12. We are now in collaboration with the Writing Revolution. The Writing Revolution is a guide for teachers to help students of all grades, and abilities, to develop expository-writing skills. The goals and activities are developed to provide systematic instruction for large classes, small groups, and tutorials.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Rigorous Instruction: (Standard Students) Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. During the conversion to the Common Core Learning Standards (CCLS) by school 2014/2015, our educational teams and students needed additional experience in utilizing these standards in lesson planning to provide academic rigor. Our state assessment results for the 2014 school year show that of our 3-8th grade students are performing at level 1 in ELA and at 71%, 28% level 2, 1% level 3. The goal of the Common Core State Standards is to focus on the knowledge and skills needed by all students so they can be successful in college and careers. This goal applies for all students at P25R. P25R has aligned the core curriculum standards to our ELA Pacing Calendar. Teachers are expected to challenge students to excel within the general education curriculum based on the Common Core State Standards. It’s not just that students need to go to school; they need to learn in school. Language in the Common Core State Standards outlines the areas that must be available to our students in order for them to demonstrate their conceptual and procedural knowledge and skills in English language arts (including reading, writing, listening, and speaking. Our ELA programs include substantially more literary non-fiction. Our data analysis from Performance Series & Scantron revealed that our middle school students need the most help with the constructive response performance indicators correlated to the Common Core Standard #1 for reading informational text and writing. Our Learning Communities identified that our Common Core Standards require aligned ELA curriculum materials in Grades 6-12 to include a blend of literature (fiction, non-fiction, and poetry) and a substantial sampling of literary non-fiction, including essays, speeches, opinion pieces, biographies, and historical, scientific or other documents written for a broad audience. Most of our ELA programs and materials designed for our students will need to increase substantially the amount of literary non-fiction they include. The Standards emphasize arguments (such as the Founding Documents) and other literary non-fiction that contains informational text structures rather than narrative literary non-fiction that tells a story, such as memoirs or biographies.

In Mathematics our research showed that mathematics education in high performing schools have pointed to the conclusion that the mathematics curriculum must be substantially more focused and coherent in order to improve mathematics at P25R. Through our Math learning communities we found that students need to endeavor to follow such a design. They need to stress conceptual understandings of key ideas, and continually returning to organizing principals such as place value and properties of operation to structure those ideas. We have assessed that the common core standards define what students should understand and be able to do. The standards set grade specific but do not define the intervention methods or materials necessary to support students who are well below or well above grade level expectations Through our assessments our math teachers will focus on Making sense of problems and persevere solving them, Reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others, model with mathematics, use appropriate tools strategically, attend to precision, look for and make use of structure, and look for and express regularity in repeated reasoning. Students reading comprehension of the rules and how to write word problems are what we need to focus on for mathematics.

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

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

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

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

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

Rigorous Instruction Alternate Students): P25R 's alternate assessment program consists of 2 second grade classes 6:1:1 classes located at P3 annex, 2, 6:1:1 classes 8th grade at IS75, 1, 6:1:1 high school program at P25R main South Richmond High School, 1 12:1:1 middle school alternate assessment program at IS25, 1 12:1:1 high school alternate assessment program at IS25 and a 1 6:1:1 HS program at South Richmond HS Annex @ IS25. We currently have 52 students who are alternate assessment. Our students are following The New York State Alternate Assessment (NYSAA) as a part of the New York State Testing Program. It is a data folio-style assessment, in which students with severe cognitive disabilities demonstrate their performance toward achieving the New York State learning standards. The Committee on Special Education (CSE) determines eligibility for participation in NYSAA according to criteria described in the Administrators' Manual. Student performance is recorded through direct observation and documentation and may include other information such as student work products, photographs, audio and videotapes. Students must be assessed once a year beginning in the school year they become 9 years old through the school year they become 14 (grade equivalents 3-8). The secondary level NYSAA is administered during the school year they become 17-18 years of age (high school). A collegial review for our students is a facilitated process in which a Lead Special Education Teacher (here after referred to as "teacher") who has compiled a New York State Alternate Assessment (NYSAA) data folio has a colleague, peer, or administrator who is familiar with the requirements of the NYSAA review student data folio contents for errors, omissions or needed revisions.

The Unique Curriculums were purchased for each classroom. To increase our rigorous instruction we need to also purchase a supplemental alignment curriculum for our alternate students. Attainments Core Curriculum Solutions for Elementary, Secondary, and Transition.

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

Committees of teachers from D75 along with teachers from CFN at P25R, who served as content experts, and special educators were brought together to review the CCLSs for the content identified in the new test blueprint, 2 to develop. Essence statements to narrow the depth and breadth of the CCLS, and draft "Extensions" (the new Extensions are analogous to the current Alternate Grade Level Indicators). Extensions are descriptions of student performance expectations that realigned to the CCLS for students with severe cognitive disabilities. The proposed Essences and Extensions were reviewed extensively during the summer of 2014, and draft documents were posted for public comment in September 2014. In October 2014, the committees were reconvened to review the revisions to the Essences and Extensions, and to draft Assessment Tasks to measure student performance on the CCLS. Following the meeting, the draft Assessment Tasks were reviewed and vetted by content and special education teachers, and then were posted for public comment from December 2014 in our ARIS Learning Community.

(Alternate support) To support our alternate teachers: At a minimum, one collegial review for P25R must be conducted for each data folio, after the teacher completes it. This review is held during the NYSAA administration period and at a point when any necessary revisions can be made before the end of the administration period. The month of the last collegial review session is documented on the student page of the data folio. A Collegial review does not guarantee that a data folio will meet the procedural requirements for the assessment however our collegial review provides feedback to the teacher on whether the appropriate connections have been made among the Alternate Grade Level Indicators, the assessment tasks, and the verifying evidence selected for a given student.

After last year's assessment of our programs we needed to continue to demonstrate evidence to show a curriculum's K-12 assessments that would show student progress across P25R's alternate assessment population specifically in our new 6:1:1 programs, now first grade. We decided that the MOSL for our alternate elementary and secondary teachers would be the SANDI/FAST to show student progress for elementary, NYSAA to NYSAA for our middle schools Through our learning communities we found out that the alternative assessment instruments are not only designed and structured differently from traditional tests, but are also graded or scored differently. Because alternative assessment is

performance based, it helps our teachers emphasize that the point of language learning is communication for meaningful purposes. Alternative assessment methods work well in learner-centered classrooms because they are based on the idea that students can evaluate their own learning and learn from the evaluation process. These methods will be taught to teachers giving them opportunities to reflect on both their linguistic development and their learning processes. P25r's alternative assessment thus will give our teachers a way to connect assessment with review of learning strategies. Teachers will also get trained on the new features of alternative assessment: Assessment will be based on authentic tasks that demonstrate learners' ability to accomplish communication goals. The teacher and learners will focus on communication, not on right and wrong answers. The students will help to set the criteria for successful completion of communication tasks. The students have opportunities to assess themselves and their peers.

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

Our cabinet is currently focused on our literacy program. It is based on the Comprehensive Approach to Balanced Literacy and the K-12 Units of Study developed by P25R until all of the common core materials arrive and teachers are trained. The Units of Study focus on the Reader's and Writer's Workshop model, delivered through mini lessons. During the mini lessons, the teacher provides explicit, direct instruction to students by teaching them specific strategies for effective reading and writing. They also use differentiated instruction to meet the unique learning needs of their students. The main goal is for students to acquire independence in reading and writing. We will program each sixth, seventh, and eight grade schedules with double blocks of reading and writing workshop time. P 25Rs goal of the workshop is to foster a respect and love for books and literature in our students, to help them see the connection between reading and improving their writing, to see the many purposes of reading and writing, and to help them become active, engaged readers and writers. P25Rs mission is to build classroom libraries throughout all our classrooms in order to help students develop a love and respect for reading and writing. We hope that exposing our students to all kinds of reading genres will enhance their knowledge and their interest in reading. Our main goal is for students to acquire independence in reading and writing. P25R will be actively engaged in the Writing Revolution.

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

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in

Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, all P25R standardized students K-8 will improve reading comprehension by 2% measured by Ed Performance.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Students will use researched based strategies for disabilities such as; using existing knowledge, summarizing content, comparing information across texts, using graphics and text structure and formulating questions that deepen understanding. These strategies will be the focus at every ELA Learning Community (One strategy a month) that meets monthly and then is turn keyed on Friday Professional Development for P25R.</p>	<p>ELA Learning Community K-12 Classroom teachers Students</p>	<p>Monthly September 2014-June 2015</p>	<p>Principal, Assistant Principal, ELA Learning Community, Inquiry Team, Classroom Teachers</p>
<p>Provide additional reading/Writing instruction to students that are reading and writing below Grade Level, as determined by standardized tests and local Scantron assessments. Implementation of Writers Revolution to P25R and individual pull-out sessions by teachers trained in the Wilson Reading Program.</p>	<p>K-12 ELA Teachers</p>	<p>September 2014-August 2015</p>	<p>Principal, Assistant Principal, ELA Learning Community, Inquiry Team, Classroom Teachers</p>
<p>Teachers will model and teach reading comprehension skills through a guided reading instructional program Don Johnson Start To Finish, Series, Achieve 3000 and Toon Boom for AIS. Teachers will also provide training for parents in these programs for after school and homework help for their children.</p>	<p>K-12 ELA Parents</p>	<p>September 2014-August 2015</p>	<p>Principal, Assistant Principal, ELA Learning Community, Inquiry Team, Classroom Teachers, After School Program Teachers</p>
<p>Teachers will determine the instructional level for all students through QRI Assessment and provide direct, explicit and systematic instruction through flexible guided reading groups, During parent teacher conferences parents will be told functional grade levels to help assess them for their home book reading.</p>	<p>K-12 (ELA Learning Community Teachers)</p>	<p>September 2014-August 2015</p>	<p>Principal, Assistant Principal, Learning Community Teachers,</p>

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Schedule Adjustments
- Write RESO A grant to support our Technology Tools
- Purchase Technology (Updated laptops)
- Smart Boards
- Purchase Writers Revolution
- Purchase Toon Boom
- Purchase Don Johnston
- Purchase Achieve 3000
- Collaborative Planning Time
- Data Specialist Funding
- Inquiry Team Funding
- After School Program Funding

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

- Common Core Funds
- Inquiry Team
- Instructional Funds
- District Professional Development & Funding for Wilson Reading Program
- ELA Learning Communities
- Inquiry
- Data
- Common Core Supplement Funding

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

Teachers will participate in weekly collaborative grade level meetings for the purpose of analyzing student data and determining interventions

Teachers in ELA Learning Communities will be trained in Writers Revolution.

ELA Learning Community will meet monthly to assess ELA progress in Units of Study and AIS

Data will be implemented and maintained to show student growth based on reading data and used to create/modify guided reading groups and intervention groups. Data will be assessed in October, February and June.

Part 6b. Complete in **February 2015.**

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				



Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

3. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
4. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Rigorous Instruction: All of our P25R’s standardized & alternate students have Individual Education Plans (IEPs). 100% of our K-8th grade standardized students receive counseling as a related service to address various behavioral issues. During the school year 2013-2014, we had an average of 13.02 referrals to the SAFE room (CIT) each day, with a total of 2,843 incident SWISS reports, which interrupted student learning. 40 % of those interruptions occurred during our Math periods.

In Mathematics our research showed that mathematics education in high performing schools have pointed to the conclusion that the mathematics curriculum must be substantially more focused and coherent in order to improve mathematics at P25R. Students are escaping the classrooms and behaviors escalate more within the past two years since our new curriculum has been in place K-8. Through our Math learning communities we found that students needed to endeavor to follow such curriculum maps and maintain positive behavior if students feel they need help during the lesson. Students need to stress conceptual understandings of key ideas, and continually returning to organizing principals such as place value and properties of operation to structure those ideas. Instead of causing a disruption in the classroom. We have assessed that the common core standards define what students should understand and be able to do on student’s grade levels. The standards set grade specific but do not define the intervention methods or materials necessary to support students who are well below or well above grade level expectations Through our assessments our math teachers need to focus on making sense of problems and persevere solving them, Reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others, model with mathematics, use appropriate tools strategically, attend to precision, look for and make use of structure, and look for and express regularity in repeated reasoning.

P 25R’s assessment in math Scantron scores show 86% level 1, 12% level 2 and 3% level 3. The cabinet and math learning community identified the need to align standards; curriculum, instruction, and assessment goals with proven instructional practices that use developmentally appropriate teaching methods to address the needs of all student subgroups. Training will be needed in our new purchased math programs; Go Math K-5 and Connected Math (6-8). Teachers will systematically organize around the critical areas from the Common Core standards. Differentiated materials also need to be ordered on grade level of the current students math levels.

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

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

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

At P25R we have 55 students with crisis management paraprofessional (CPs) for this subgroup of students, and continue to aim at improving student behavior and to promote independence by completing functional behavior assessment (FBAs), behavior Intervention Plans (BIPs) and decrease the need for CPs when appropriate. The goal of the emotional literacy program is to give students the skills needed to regulate his/her behavior and ultimately, works on interpersonal relationships and functioning within a community. In 2012 our Learning Environment survey showed 39% percent of teachers stated that “order and discipline are maintained at my school” of teachers responding “strongly agree” or “agree” to the statement “I can get the help I need at my school to address student behavior and discipline problems” Our Learning Environment survey showed that our staff did not feel they are safe by giving us a score out of D in school safety. Establishing and sustaining a school environment free of harassment, bullying, and discrimination should involve an examination of a school’s climate and culture. School climate and culture have a profound impact on student achievement, behavior, and reflects the school community’s culture. In 2013 our Learning Environment survey improved showed 60% percent of teachers stated that “order and discipline are maintained at my school” of teachers responding “strongly agree” or “agree” to the statement “I can get the help I need at my school to address student behavior and discipline problems” Our Learning Environment survey now showed that our staff does feel they are safe by giving us a score out of a B in school safety. We will still continue to work on school climate and culture having a profound impact on student achievement, behavior, and reflects the school community’s culture.

Supportive Environment: P25r’s school climate is defined as having the quality and character of school life. It is based on patterns of student, parent, and school personnel experiences within the school and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures. Key factors impacting our school climate include, but are not limited to, our perception of their personal safety, interpersonal relationships, teaching, learning, as well as the external environment.

Our sustainable, positive school climate throughout 22 sites fosters our youth development and learning necessary for a productive, contributing and satisfying life in a democratic society. Our climate includes:

Norms, values and expectations that support people feeling socially, emotionally and physically safe.

People are engaged and respected. Students, families and educators work together to develop, live and contribute to a

shared school vision. Educator’s model and nurture attitudes that emphasize the benefits and satisfaction gained from learning.

Each person contributes to the operations of the school and the care of the physical environment.

At P 25R we use whole school approach –building student readiness. There is an expectation that our school promote a positive school culture that encourages interpersonal and inter-group respect among students and between students and staff. To ensure that our school provide all students with a supportive and safe environment in which to grow and thrive academically and socially, each of the following facets of our school community is discussed during our school safety meetings: Social Environment • Interpersonal Relations: Students & Staff • Respect for Diversity • Emotional Well Being and Sense of Safety • Student Engagement • School & Family Collaboration • Community Partnerships Physical Environment • Building Conditions • Physical Safety • School Wide Protocols • Classroom Management Behavioral Environment, Expectations & Supports • Physical & Mental Well Being • Prevention & Intervention Services • Behavioral Accountability (Disciplinary and Interventional Responses)

Effective School Leadership: At P25R we establish behavioral expectations for students, staff, and visitors that encourage a positive and respectful school climate and culture are essential to creating and maintaining a safe and supportive school community as reflected in our student and teacher handbook.

We follow New York State Commissioner’s regulation §100.2(l)(2)(ii)(b) that reflects the Dignity Act’s requirement that boards of education that create policies, procedures and guidelines intended to create a school environment that is free from harassment, bullying and discrimination (see Education Law §13).

P25 R’s cabinet meet weekly to discuss school safety issues throughout all 22-school sites of the organization. We have monthly school safety meetings and run monthly reports for our school wide information system in order to conduct PPD meetings with staff and families.

We have assessed as a cabinet that new training is needed for the new SWISS format (School Wide Information System) and new school aides who will be need ding to learn it.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, P25R student achievement in math will improve resulting in a 3% decrease in inappropriate behavior as evidenced through SWISS/OORS reports & Math Scantron scores.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Utilize available math resources so that teachers can provide instruction to meet the instructional level needs of all students, to include intervention and enrichment. Instructional tasks will replicate real life experiences.	Math Learning Community K-12 Math	September 2014- June 2015	Principal, Assistant Principals, Math Learning Community

	teachers Students		Teachers) Inquiry team Teachers) Classroom teachers After school Program Teachers
Seek varied opportunities for math enrichment throughout and beyond the school day. Put in an afterschool program to help students decrease their math frustrations and to help parents with 1:1 tutoring for their children.	Math Learning Community K-12 Math Classroom teachers Students	October 2014-June 2015	Principal, Assistant Principals, Math Learning Community Teachers) Inquiry team Teachers) Classroom teachers After school Program Teachers
Continue to work collaboratively to refine classroom assessments so that we appropriately assess student learning in alignment with the State Curriculum objectives by: a. Aligning classroom assessments with the Common Core Curriculum (grades 3 – 8 assessment limits) b. Evaluating assessments collaboratively within instructional teams to determine effectiveness c. Applying skills taught to unfamiliar texts (cold reads) d. Continuing to implement differentiated instruction giving students the opportunity to apply strategies to independent and challenging texts	Math Learning Community K-12 Classroom teachers Students	September 2014- June 2015	Principal, Assistant Principals, Math Learning Community Teachers) Inquiry team Teachers) Classroom teachers After school Program Teachers
Implement school wide safety directives, policies, and practices that include: Implement monthly School Safety Meeting to include Math attendance and incidents data. a. Discuss specific student concerns in math. b. Monitor specific student absenteeism from math classes. c. Discuss course of action for specific students d. School-wide programmatic discipline plans are in effect in all 22 sites of P25R, ie: PBIS, positive reinforcement systems, NICE Awards, and Point Award Program.	Math Learning Community K-12 Classroom teachers Students	September 2014- June 2015	Principal, Assistant Principals, BRT Team Math Learning Community Teachers) Inquiry team Teachers) Classroom teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Schedule Adjustments Write RESO A grant to support our Technology Tools for Math Purchase more Calculators Differentiated Workbooks for Math grades 6-9 Purchase Technology (Updated laptops) Smart Boards Purchase Toon-Boom Collaborative Planning Time Data Specialist Funding Inquiry Team Funding

After School Program Funding for teachers.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Common Core Funds
 Inquiry Team
 Instructional Funds
 District Professional Development & Funding for Wilson Reading Program
 Math Learning Communities
 Inquiry
 Data
 Common Core Supplement Funding

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
10. Specify a timeframe for mid-point progress monitoring activities.

February 2015
 Tech Resource assessment Reso A grant letter
 Collaborative planning and data analysis Binders for SWISS/Online Occurrence Reporting
 Comprehension Toolkit for Math Curriculum Updated
 Mentor Feedback from Math Learning Community
 Teacher Feedback PPD Meetings
 Attendance Records
 Grade Reports
 Parental Communication Logs
 School Safety Meeting Logs/Agendas
 Math Workbooks ordered
 Afterschool Program in place

Part 6b. Complete in **February 2015.**

11. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	X	No
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12. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Collaborative planning and data analysis Binders for SWIS/Online Occurrence Reporting: This was delayed due to no allocation of funds from the District to sustain SWIS reporting system. School has now budgeted funds. System is now in place and school is collecting data.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

13. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
14. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Rigorous Instruction: At P25R our instructional practices shows that teacher expertise is the most significant school-based influence on student learning. As a school we are committed in making investments in enhancing teacher expertise that would be a major focus of school improvement efforts. Our experience shows that on professional development, one sees an increasing attention to embedding teacher learning opportunities in the day-to-day work of our school and spending less time in formal, instructor-centered situations and more time developing expertise in the context of collaborative problem solving that characterizes our professional learning communities and our school team meetings.

Our school assessments show that we need to enhance the knowledge, skills, and dispositions of teachers (and supporting staff). Our action plan as a school adopts success on providing support and resources for teachers to strengthen existing expertise and to learn new practices. We support our teacher’s knowledge and skills as well as their beliefs, motivations, and their willingness to commit and their capacity to apply new knowledge to their particular school and classrooms.

Many of our school staff has the expertise it needs to implement the strategies that have been decided upon from the NYCDOE and District 75. We developed essential questions when considering doing professional development. For our teachers. How can common learning standards be used to inform instruction and develop in all students the literacy and numeracy skills and understandings required for college and career readiness in multiple disciplines? How can annual professional performance reviews and evidence of student learning be utilized to sustain professional growth and maximize student achievement? How can local and collaborative teams to inform instruction and maximize student learning effectively utilize NYS student assessment data? How can effective applications of instructional technologies enhance student engagement, learning and achievement? How can web-based applications enhance the ease of access and effective use and management student information/data, reporting of student progress and communications with parents? How can reading and writing across the disciplines positively affect learning and achievement?

Supportive Environment: P25 R has teachers that are committed to the success and improvement of their classrooms and schools. Teachers have the opportunity to participate in professional development within a culture of respect and continuous improvement. Our school provides:

Order & Discipline: the school is a safe environment where rules are consistently enforced and administrators assist teachers in their efforts to maintain an orderly classroom;

Peer Collaboration: teachers are able to collaborate to refine their teaching practices and work together to solve problems in the school;

Principal Leadership: our administration supports teachers and address their concerns about school issues;

Professional development: P25R provides sufficient time and resources for professional development and uses them in ways that enhance teachers’ instructional abilities;

School Culture: Our school environment is characterized by mutual trust, respect, openness, and commitment to student achievement;

Teacher Evaluation: Teacher evaluations provide meaningful feedback verbal and written that helps teachers improve their instruction, and is conducted in an objective and professional manner.

Effective School Leadership: As a cabinet we determine what the content of the professional development experiences should be for our teachers. We developed a shared vision. Our organization not only develops and communicates its vision but also considers the use of its vision, making decisions consistent with the vision as “evidence by our organization’s commitment to its role and to itself. We design targeted professional development programs and practices. We identify what resources are needed and where they can be secured. We integrate professional development with the comprehensive plan for school improvement.

P25R also implements and evaluates the effectiveness of the professional development strategies. We look to define and describe what the district and New York State Education Department is requiring us to support and we train the lead teachers in the professional learning communities; We describe what happens when a school staff studies, works, plans, and takes action collectively on behalf of increased learning for students.

We assess what is known and create such communities of professionals in our school. Our Focus this year from our assessments is students writing.

Our cabinet is faced with many challenges that we have to do to provide professional development to our staff. Double existing planning time for administrators and key staff doing turnkey training.

Schedule common planning time around non teaching time

Combine classes to create larger classes to free up some teachers, e.g., for physical education

Combine classes on basis to free up a teacher to visit or otherwise bring back knowledge to the team or school

Create learning activities that do not require the presence of certified teachers

Early release days once a week on Fridays so we need to change the school schedule through an SBO process with the teachers union.

Collaborative Teachers: P25r has developed a professional development calendar for the year giving the dates for the learning communities in ELA, Math, Science, Social Studies, Related Services, SETTS and Transition that meet monthly. Our inquiry team consisting of the principal, assistant principals and 13 teachers representing all 22 sites meet periodically to develop school trends and data analysis of our organization. Teachers have the opportunity if needed to be mentored and go to District wide professional development. The catalog is made available to them during the first days of the school year.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, P25R will have 100% of their teachers involved in teacher-teams to analyze and identify trends to improve literacy by 3% as evidenced by results on Scantron, State Exams, NYSSA, SANDI and FAST.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Train administration leaders and faculty in all frameworks, practices, and requirements of the NYS Common Core Learning Standards. (Creating awareness, fluency and develop common language supporting common core implementation and Writers Revolution. Revision of curriculum maps for integration of Common Core literacy frameworks Into content area maps.)	Principal Assistant Principals Classroom teachers K-12	September 15 th –June 1 2015	Principal, Assistant Principals, All Classroom Teachers
Provide professional development to help staff understand student mental health issues and to develop skill sets for effectively instructing and supporting such students.	Classroom teachers K-12	September 15 th –June 1 2015	Principal and Assistant Principals
Develop an implementation plan for ongoing and collaborative review of student achievement data by School-Based Inquiry Teams. Data at a glance books in alternate and standardized assessment classes.	Inquiry team Principal Assistant Principals	September 15 th – January 1, 2015	Principal, Assistant Principals, Inquiry Team
Provide opportunities for staff to enhance their content knowledge and learn appropriate teaching strategies based upon Common Core learning standards. and best practices in respective disciplines using technology as a tool.	Principal Assistant Principals	September 10 th –June 1 2015	Principal, Assistant Principals, All Classroom Teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Schedule Adjustments Write RESO A grant to support our Technology Tools for teacher training. Purchase Technology (Updated laptops) Smart Boards Collaborative Planning Time Data Specialist Funding Inquiry Team Funding Professional Development funding for Writers Revolution. District 75 PD Calendar

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
x	Tax Levy		Title I Basic		Title IIA	x	Title III	x	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Common Core Funds
 Hardware/Software Funding
 Inquiry Team
 Instructional Funds
 Inquiry
 Data
 Common Core Supplement Funding

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
20. Specify a timeframe for mid-point progress monitoring activities.

September 30, 2014

Professional Development Calendar designed by P25R administration.

February 2015:

Agendas From Learning Communities located in Binders for each subject area.

Inquiry data at a glance for alternate and standardized students.

Identify success measures for professional development activities

Identify data sources and gathering method for each measure

Keep records of PD implementation, participation.

Part 6b. Complete in **February 2015.**

21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
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22. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- | | |
|-----|--|
| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

After review of previous informal and formal observations, Principal has determined the need for consistent and clear expectations and academic strategies to formalize designing coherent instruction (Component 1E). Implementation of using questioning and discussion techniques within the lesson plan (Component 3B). P25R has implemented a Data at a Glance System for student performance to guide teachers in areas of student need. This will extend data analysis practices to insure that information gathered creates a clear picture of student learning and progress to accelerate strategic instructional adjustments and decisions at the team and classroom level.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, P25R will increase student active engagement by deepening teacher’s understanding of using question and discussion techniques (Danielson’s Frameworks for Teaching) as measured by walk-throughs, student exit slips, student self-assessment checklist, and student participation in collaborative groups.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
Principal will lead Professional Development on the Art of Questioning on Chancellor’s Professional Development Days and Learning Communities. Danielson Frameworks Components 1E and 3B will be the main focus of these professional developments.	Assistant Principals, Teachers, Paraprofessionals, and students	September 2014 to June 2015	Principal.
Administration and Teachers will collaborate on implementation of questioning into lesson plan format. Principal will provide an Art of Questioning guideline and Depth	All students	September 2014 to June 2015	Administration, Teachers, and Paraprofessionals.

of Knowledge Reference Chart. These efforts will increase overall student learning and assist with academic student comprehension for students at lower levels, as well as English Language Learners. Paraprofessionals will participate in the lesson plan format with teachers.			
P25R will participate in District-wide Debate Competition. Parents/Guardians will be encouraged to watch the debate on-line, as well as attend whenever possible.	Parents/Guardians	September 2014 to June 2015	Administration, Teachers, Paraprofessionals, and students
Principal will support teachers' progress through informal walkthroughs and post-conference meetings. Principal will schedule inter-visitations for peer-to-peer learning. Post observation conferences, as well as informal meetings with teachers, will help Principal and Teachers collaborate on progress. P25R has collaborated with teachers to create an SBO for weekly Friday afternoon professional development. This SBO allows for specific focus on Paraprofessional involvement in the classroom.	Teachers and Paraprofessionals	September 2014 to June 2015	Administration and Teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
P25R has done a School Based Option Plan to allow for meeting with Teachers weekly on Friday afternoon. Instructional funds for per session activities are being scheduled for staff to collaborate and design formats. Instructional funds to purchase learning tools to enhance teacher success in the classroom. Administration has scheduled informal walkthroughs for the multiple sites of P25R.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
Instructional Funds have been scheduled for the purposes above.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
30. Specify a timeframe for mid-point progress monitoring activities.				
Any teachers determined to be in the ineffective category as per the Advance Observation System will be identified by December 31, 2014. By the completion of the fall semester, a minimum of 2 observational rounds will be done on all teachers. Administration meets in Cabinet weekly to discuss teacher progress, trends, and areas of need.				
Part 6b. Complete in February 2015.				
31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes	No
32.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- | | |
|-----|---|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

P25R has determined that more community involvement creates opportunity for our students. P25R has numerous work-study sites serving the community in a variety of ways. The School has included parents in various food-drives and clothing-drives. Our Summer Youth Employment Program has been able to place students at the Staten Island Yankee Stadium Ball Park. The School, in partnership, with the Staten Island Yankees, hosted a Parent Night. Parents were able to see their children working during a game and be announced as honorary Grounds Crew. P25R has assessed that students staying involved in School and work through the summer months, has produced a more social and independent person. Bringing the parents together with the School and their children is always a successful formula that is a continuous goal of P25R. The School strength in this area has enabled our students to get more involved in community service and open up the opportunity for future employment.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, P25R will foster home to school connections by planning and engaging in numerous parent workshops and activities to increase parents/guardians understanding of the school curricula and resources resulting in an overall improvement in student progress.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
P25R will conduct various parent workshops to serve the needs of a very diverse organization. Parent Coordinator will facilitate Transition, Guardianship, District 75 Curriculum Workshops, Consultants who will address parents, including “Needs, Wants, Wishes and Dreams,” presented by Gary Shulman, MS. Ed., Multiple Pathways to Postsecondary Success	Parents and student population of P25R	October 2014 to June 2015	Principal, Assistant Principals, and Parent Coordinator

P25R has budgeted monies for translation purposes in order to assist in take-home information for students and parents. P25R has enhanced its School Messenger System to contact families with reminders of school/community events, closings, and upcoming meetings. The System can communicate in 7 different languages.	Parents and student population of P25R	October 2014 to June 2015	Teachers, Business Manager, Administration, and Parent Coordinator
P25R Website provides all contact information for parents to reach Administrators, Unit Coordinators, and Teachers at the multiple sites of the organization.	Parents and student population of P25R	October 2014 to June 2015	Parent Coordinator and Data Specialist.
P25R has an established an Open-Door Policy for parents/guardians to speak to Administration, Teachers, Guidance, and Therapists to discuss any needs or concerns.	Parents and student population	September 2014 to June 2015	Administration, Teachers, Related Service Staff.

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
District 75 funding for parent workshops; PTA involvement; Leadership Team; Title III funding for translation; general supply funds used to support mailings and purchase materials to support parent programs.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
	Tax Levy		Title I Basic		Title IIA	X	Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
OTPS; Reso A funding.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
40. Specify a timeframe for mid-point progress monitoring activities.				
By February 2015, Principal will meet with Cabinet, Leadership Team, PTA, Parent Coordinator, and Business Manager to ascertain budget update, as well as needs going forward. Monthly meetings with the aforementioned teams will be held to assess progress.				
Part 6b. Complete in February 2015.				
41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes	No
42.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Level 1 & 2 Scantron Lower than 8 th grade reading level QRI Level 1 state Exam	WILSON reading Program Writers Revolution QRI: Qualitative Reading Inventory, used to form baseline decoding and comprehension skills; Achieve 3000 Comprehension and Informational Text done through students own Lexile Level Raz Kids/A-Z Learning Lexia: Computer based reading/fluency program, Don Johnston: using audio and visual learning styles in a technology –based program to improve reading comprehension;	One –to- one Small Group & 1:1 Services 1:1, twice a year, in school 1:1, twice a year, in school One –to- one Small Group & 1:1 Services One –to- one 15 minutes per day, up to 5x per week, in school 30 minutes, 3x per week, in school	During the school day
Mathematics	Scantron Level 1 & 2 Level 1 state Exam	Math Games: May be technology based to improve subtraction, multiplication, division, word problems, sequencing, numeration, algebraic expressions;	15 minutes per day, up to 5x per week in school	During the school day
Science	Scantron Level 1 & 2 Level 1 State Exam	Discovery Science Students receive AIS services in Science	1x per week, in school	During school day

		using ELA strategies through Science content. Games, videos, and picture books are included.		
Social Studies	Scantron Level 1 & 2 Level 1 State Exam	Discovery Social Studies Students receive AIS services in Social Studies using ELA strategies through Social Studies content. Games, videos, and picture books are included.	1x per week, in school	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Goals on students IEP	Guidance Counselors Provide leadership in developing a safe, caring, and inviting school with a sense of community where contributions of all persons are valued, where there are high expectations of excellence for all students, and where home-school-agency partnerships are valued. Demonstrate strong interpersonal skills and the ability to work, communicate, and collaborate effectively with teachers, other school staff, and families as part of a team within the school setting. Apply sound principles of data based decision making to all aspects of practice (designing interventions, monitoring student progress, consulting with school administrators, and disseminating intervention research findings within the school setting). Participate in planning and or implementation of school or system level crisis response. Identify resources and coordinate services with other professionals and or agencies to address students' behavioral,	1x-2x per week in school in group or 1:1 as specified on IEP.	During school day

affective, or social needs.
 Provide key liaison person that the parents students and at risk outside agencies use as facilities to the students.
 Our Guidance Counselors make referrals to drug and substance abuse programs. They evaluate at risk students transcripts to plan a program geared towards academic success.
 School Psychologist helps our school develop challenging but achievable, cognitive and academic goals for all students. Implement appropriate and alternative ways to monitor and assess the effectiveness of interventions and individual student progress toward goals.
 Assess students' cognitive abilities using a variety of instruments and techniques that are appropriate for the individual student.
 Demonstrate expertise in collecting, managing, and interpreting various types of individual and group data. Ensure that students and families know about community services and programs and assist them in accessing these, as appropriate. Participate in planning and implementing prevention programs to address the social and affective needs of students (Programs to address bullying, school violence, and school safety.). Participate in designing prevention and intervention methods to address programs that influence student learning.
 Provide direct services to individuals or groups

of students (counseling, crisis interventions, mentoring, and individual safety plans, when appropriate)
 Consult and confer with teachers, staff, and families about strategies to facilitate the social and effective adjustment of students.

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

		<p>student has a documented new admission examination, a current medical record and to see that other mandated services are provided. Engage in case finding, referral and case management activities in conjunction with the school health team and the community providers. Implements the OSH standardized tracking system for the follow-up of student referrals. Monitors compliance with health care plans at appropriate intervals. Directs health staff in managing the delivery of first aid. Follows the OSH communicable disease control procedures, informs and advises administration and/or parents regarding school exclusion and readmission. Collaborate with school personnel in the development and implementation of case management plans to meet the health needs of students. Advocates for the student and family in matters pertaining to health assessment and need. Serves as liaison between the medical provider, community groups, the school, and the staff regarding student health concerns. Reports suspected physical abuse, sexual abuse and neglect of children as mandated by law. Provides information to families on health practices including nutrition. Conducts outreach activities for Medicaid-eligible children and families to access Early and Periodic, screening, diagnostic and treatment (EPSDT) program.</p>		
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Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools	X	Non-Title I
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Part 2: All Title I Schools

2a. 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.

2b. 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).

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

4b. 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.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

1. Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
2. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP)

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 the school. **PS/IS 25R-South Richmond High 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 the school and the families. The 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 the school community. **PS/IS 25R-South Richmond High 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

The 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;
- 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 (SPC)

PS/IS 25R-South Richmond High School, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

Part I: School ELL Profile

A. School Information [i](#)

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

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

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

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	2	Number of teachers who hold both content area and ESL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	3	Number of teachers who hold both a bilingual extension and ESL certification	1
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	2

D. Student Demographics

Total number of students in school (Excluding Pre-K)	529	Total number of ELLs	12	ELLs as share of total student population (%)	2.27%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Pull-out			1			1		1	1	3	3	2		12
SELECT ONE														0
Total	0	0	1	0	0	1	0	1	1	3	3	2	0	12

B. ELL Years of Service and Programs

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

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

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

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		
Total	2	0	2	3	0	3	7	0	7	12
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)									1					1
Intermediate(I)			1					1		1		1		4
Advanced (A)						1				2	3	1		7
Total	0	0	1	0	0	1	0	1	1	3	3	2	0	12

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									0

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

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

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
6. How do you make sure that a child’s second language development is considered in instructional decisions?
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
 Our state licensed ESL teacher, Linda Rohrbacher, uses formal and informal methods to assess the students progress and to evaluate the success of the ESL program. These are inclusive to teacher observations, teacher reports, the EdPerformance Scantron Series, New York City Performance Assessment, and standardized methods of assessment. Students reaching proficiency on the NYSESLAT will receive a minimum of two years of transitional ESL services in conjunction with ELA to help ease the permanent placement into the content area classes. This consists of 180 minutes per week and is weaned according to the needs of the students. Based on the results of exams, teachers will alter instruction to bridge the gap of the needs of each student specifically targeting listening, speaking, reading, and writing. The data from the NYSESLAT reveals that all students tested made improvements in their proficiency levels. In the elementary grades, our ELL students' average Performance Levels on the ELA and Math exams is 1. All of our English Language Learners are students with special needs and we utilize the data collected to gear rigorous, culturally responsive instruction to all of our English Language Learners.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. [①](#)

We identify our ELL students using the Home Language Identification Surveys, ATS reports, and the students IEPs within 10 days of the students entry date into the NYCDOE. Home Language Identification Surveys are given to the parents at CSE. Our state licensed and certified ESL teacher, Linda Rohrbacher, administers the HLIS to the parent if CSE did not administer the document. Only one can be administered through the student's school years. An informal interview is then performed whereby language skills and preferences are discussed. Based on the parent's responses to the Home Language Identification Survey, it is determined whether the student be administered the LAB-R. The LAB-R is given to the student by CSE. If it is not given to the student by CSE, our ESL teacher administers the LAB-R to the student. In conjunction with the parents and results of the HLIS and LAB-R, it is determined whether the student receives ESL or Bilingual Services. If the student was not successful taking the LAB-R and his/her native language is Spanish, the student is given the Spanish LAB. This administration is conducted by CSE, but if it is not, our ESL teacher will use the assessment with the assistance of a Spanish speaking pedagogue. We determine the language spoken and understood by the parents. The primary language is then maintained in ATS and on the student emergency card. A list of names of parents who require language assistance services is then generated and given to the pupil personnel secretary and parent coordinator. Our 2013-2014 school year enrollment is 529 students. 12 of the students have been identified as English Language Learners. Their parents are provided with written translation and oral interpretation in Spanish.

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

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

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

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

Paste response to questions here:
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

Paste response to questions here:
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Paste response to question here:
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Paste response to question here:
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

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

Paste response to questions here:
7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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

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

We offer the Freestanding ESL Program where ELL students are grouped heterogeneously and use both the "Push-In" and "Pull-Out" models of instruction to our entire ELL Population. All of our ELL students are Standardized Assessment. Our school and class schedules ensure that the mandated number of ESL instructional minutes are provided according to the proficiency levels of the students. Our ELL students in elementary and junior high school at the Beginner and Intermediate Levels of English Language proficiency are entitled to receive 360 minutes of instruction. Students at the Advanced Level are entitled to receive 180 minutes of ESL instruction and 180 minutes of ELA instruction. Our ELL students in high school at the Beginner Level of English Language proficiency are entitled to receive 540 minutes of ESL instruction, at the Intermediate Level, 360 minutes and at the Advanced Level, 180 minutes of ESL instruction and 180 minutes of ELA instruction. Presently, we have no SIFE students. We have two Newcomers(new to the English Language School System). Should we receive Students With Interrupted Formal Education, they will and our newcomers will be provided with services that include the buddy system, developing initial literacy in native language, nurturing environment to facilitate language production and student orientation. The teachers work closely with our ESL teacher and provide and extension of our Balanced Literacy Program, District 75's ELA Units of Study, content areas aligned with the Common

Core Curriculum, and Academic Intervention Services, through enrichment and parental involvement. This will provide our ELL students with an array of opportunities for skill acquisition. All newly hired teachers will be required to have the appropriate teacher certification with a minimum of ten hours in Jose P. ESL training. It is recommended that these teachers attend ELL Professional Development workshops in-house and/or District-Wide programs available to them.

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

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

Courses Taught in Languages Other than English

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

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

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

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

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

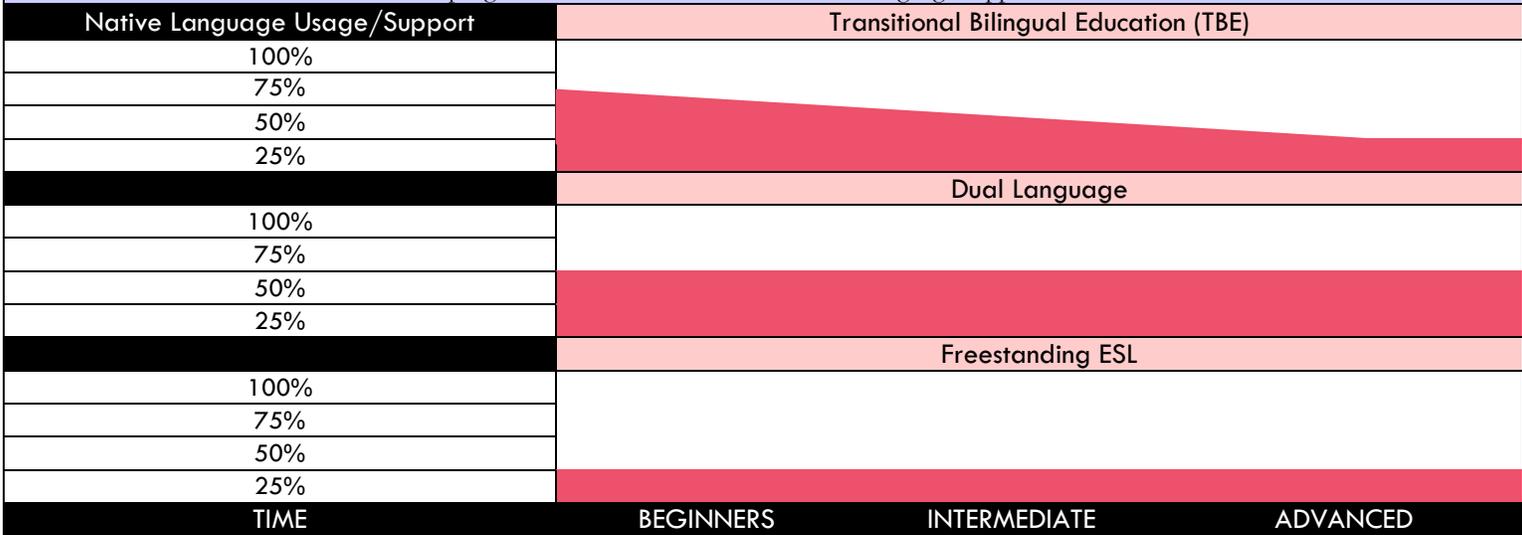
	Beginning	Intermediate	Advanced
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
Paste response to question here:
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Paste response to question here:
11. What new programs or improvements will be considered for the upcoming school year?
Paste response to question here:
12. What programs/services for ELLs will be discontinued and why?
Paste response to question here:
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Paste response to question here:
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
Paste response to question here:
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Paste response to question here:
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
Paste response to question here:
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
Paste response to question here:
18. What language electives are offered to ELLs?
Paste response to question here:
19. For schools with dual language programs:
 - 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)?

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

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

C. Professional Development and Support for School Staff

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

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

D. Parental Involvement

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

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

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: South Richmond IS/HS

School DBN: 75R025

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **75R025**

School Name: **South Richmond**

Cluster:

Network: **4**

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

