

**2014-15  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**DBN: (i.e. 01M001):** Ilene Goldstein-Harnett  
**School Name:** THE ROBERT RANDAL SCHOOL  
**Principal:** ILENE GOLDSTEIN-HARNETT

## Comprehensive Educational Plan Outline

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## 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)
Ilene Goldstein-Harnett	*Principal or Designee	
Alexander Reich	*UFT Chapter Leader or Designee	
Julia Luppino	*PA/PTA President or Designated Co-President	
NA	DC 37 Representative, if applicable	
NA	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Barianne McNamara	Member/ UFT , Paraprofessional	
Ann Coppolo	Member/ UFT, Teacher	
Dina Vitadamo	Member/ UFT , Paraprofessional	
Maria Cacace	Member/ UFT, Teacher	
Maria Cuffaro	Member/ PTA President	
Stacey Owen	Member/ Parent	
Jessica Pizzuto	Member/ Parent	
Antoinette Strikcani	Member/ Parent	
	Member/	
	Member/	
	Member/	

\*\*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.	<b>Rigorous Instruction:</b> 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.	<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	<b>Collaborative Teachers:</b> 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.	<b>Effective School Leadership:</b> 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.	<b>Strong Family-Community Ties:</b> 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.	<b>Trust:</b> 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

## 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:

- 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.
- School strengths, accomplishments, and challenges.
- 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:**

P.S.373R is a multi-sited organization that provides a highly structured environment that integrates instruction and support services within the school and community to students who experience delays in the acquisition and generalization of social, emotional and academic skills. Further, crisis intervention, guidance, occupational therapy, physical therapy, attendance, psychological services, nursing and family outreach are all parts of our school program for our students who demonstrate severe, long-standing and pervasive emotional difficulties.

The following instructional practices implemented at P373R are aligned to our school community's beliefs about how students learn best: Students learn best with visual supports, consistency, collaboration between home and school, parent training and collaboration/sharing of information with all faculty and related service providers. We provide multiple entry points for each child in order to engage in common core aligned or connected curricula. We engage all students through small grouping, implementation of Universal Design for Learning strategies (visual, kinesthetic materials) strategies and aligning or connecting practices with the common core shifts.

An SBO was conducted for 2014-2015 to provide additional time on Mondays and Tuesdays to engage in collaborative professional development and parent communication. A professional Development Committee was created, which consists of one teacher and one para from each site. Surveys were created and the team planned differentiated PD based on the results. PD is provided by teachers, administration and others as requested by staff. In addition, grade-level teacher teams meet weekly to examine student work, share and implement strategies and monitor progress to determine success. Teachers turn key information and training to colleagues.

The following implemented practices are specifically informed by Danielson's Framework for Teaching:

- Planning and Preparation – Teachers devised and implemented a Lesson Plan Template aligned to effective practices of Designing Coherent Instruction.
- Classroom Environment – Teaching Points are posted in all classes; use of Emotional Literacy and/or Therapeutic Crisis Intervention (TCI) strategies; schedules / Flow of the Day, use of behavior management strategies for individual students with or without behavior intervention plans.
- Instruction – Teachers engage students through high-interest topics, use of technology, small grouping and student choice. Assessment practices are cohesive through the classrooms. Students with testing accommodations on IEPs take all assessments with those accommodations.
- Professional Responsibilities – This year, in order to foster distributive leadership, the level of professional responsibilities has greatly increased through peer-led cohorts and professional development, implementation of curricula teams, inter-visitation between classroom teachers.

- **School strengths, accomplishments, and challenges :**

- Our school's arts programs have significantly expanded over past years, as we offer specified arts instruction at each of our 6 sites. With existing programs, new initiatives and grant opportunities put into place, we have laid the foundation of a strong arts programming throughout our organization. This has been made possible through the reorganization of teaching staff and a more aggressive approach to grant-writing and fund-raising. Several years ago, we were chosen to participate in a 5 year research grant, EASE (Everyday Arts for Special Education), funded by an Investing in Innovation (i3) grant from the United States Department of Education. The goal of this grant is to train teachers of special education students in the use of arts activities to improve students' communication, socialization, behavior, academic and artistic skills. We are currently in the fourth year of this grant, one of only 10 schools that was chosen to participate in the EASE for the five-year duration of this groundbreaking initiative. In this endeavor our school is partnered with the Urban Arts Partnership, who develops curriculum, runs workshops, and provides in-school collaborative mentoring. Administrative support is provided by District 75. It is an honor to have been selected to participate in this Federal Grant Program, whose research may in turn, result in innovative ways of addressing the unique needs of our students with disabilities.
- **Positive Behavior Interventions and Supports (PBIS):** The purpose of PBIS is to bring in a school-wide system of support that includes proactive strategies for defining, teaching, and supporting appropriate student behaviors in order to create positive school environments. PBIS is strategy that has been utilized by P373 through the years. Some specific strategies that are evident include a School Charter, Mood Meters, Behavior Matrixes, Classroom Charters, and positive interactions between all stakeholders.
- PBIS allows for high levels of student engagement by providing incentives and celebrations for student efforts and including students in the planning of special events. Collaborative Learning Communities (PBIS team) came up with a behavior mantra, PAWS (Prepare, Achieve, Wisdom, Safety), chose a school mascot (The Wolf) and voted on school colors (maroon and white) in order to strengthen the vision and provide clear expectations to students, staff and families.
- Each of our sites has a variety of supports for meeting student developmental needs. Although there is clear organizational coherence within our PBIS program, it will look differently at each site, as the students at each site are diverse and have a variety and multitude of disabilities.

- **Growth (2013-2014) and Instructional Focus:**

Over the past two years we have communicated a shared school-wide Instructional focus. Our instructional focus has evolved from "Evidence in ARGUMENT / Text-based Answers (Students have rich and rigorous conversations which are dependent on a common text) from last year, to "Evidence in WRITING / Text-based Answers" this year. This was based on the analysis of state test data.

The following shows our CEP goals and final results from last school year (2013-2014). We were successful in exceeding each goal:

- By June, 2014, students in standardized assessment will make evidentiary arguments in conversation in ELA and/or Mathematics as evidenced by a 10% increase from baseline in the number of times students use evidence in discussion during walkthroughs.

Data Analysis – Gains in Effectiveness of Using Questioning and Discussion

	<u>Pre-PD</u>	<u>Post-PD</u>	<u>Difference:</u>
Highly Effective	11%	26%	+ 15%
Effective	81%	73%	-8%
Developing	9%	1%	-8%
Ineffective	0	0	NA

- By June, 2014, students in alternate assessment will increase communication skills as evidenced by 100% of students achieving at least a 3% increase from baseline on the SANDI communication rating scale.

<u>Site</u>	<u>Average Increases</u>
P 48	20.357
Main Building	19.6
Mini Building	23.85
P 58	23.27
P 861	14.6

- By June, 2014, all standardized-assessed students in grades 3-5 will improve their mastery of grade appropriate COMMON CORE READING FOUNDATIONAL SKILLS, as evidenced by a 20% increase in skills when comparing the initial Common Core Foundational Skills Checklists results with final results.

One hundred percent of student in each grade made mastered the following percentage of common core foundational skills:

- Grade K – +6%
- Grade 1 – +12%
- Grade 2 – +6%
- Grade 3- +12%
- Grade 4- +8%
- Grade 5- +13%

## 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.

A review of Common Core state exams 2014 short response task analysis was performed. The following strengths and next steps were determined by grade:

#### Grade 3:

Strength – 3RI.3 – Key Ideas and Details (describing a relationship between ideas or concepts).

Next Step – 3RL.1 – Key Ideas and Details (answer questions *referring explicitly to the text* for the answer)

#### Grade 4:

Strength – 4RI.8 – Key Ideas and Details (explain how the author uses reasons to support points of view)

Next Step – 4RL.3 – Key ideas and details (describe a character, setting or event *drawing on specific details from the text*)

#### Grade 5:

Strength – 5RI.9 – Integration of Knowledge and Ideas (integrate information from more than one text to write about the subject knowledgably)

Next Step – 5RI.3 – Key Ideas and Details (Explain relationships based on specific information from the text)

#### Grade 6:

Strength – 6RI.4 – Craft and Structure (Determine the meaning of words or phrases as they are used in text)

Next Step – 6RL.2 – Key Ideas and Details (Determine a theme of a text; provide a summary distinct from opinion)

Due to the need for students in each grade to provide more text-based answers on the state exams (as noted above), our instructional focus this year is “Using Evidence in Writing”. Cluster teachers (SS, Science, Technology, etc) are engaging in more text-dependent instruction and have been assigned specific writing standards to cover.

### 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, standardized cluster teachers will be assigned specific writing standards aligned to the content area, resulting in a 10% increase of writing skills from baseline as evidenced by a comparison of common core checklists from 2014 to 2015.**

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 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	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Academic Team will review data from previous year and determine specific common core writing standards to be assigned to specific cluster teachers. For example, Technology teachers will be responsible for the research portion of the writing standards.	SA students at Main K-6	September 2014-October, 2014	Danielle Simeoli Paulette Benevento Susan Discala, Maria Dinneny
Cluster teachers will meet to research grade-specific common core writing standards and strategies to support hands-on instruction of those standards, based on students they teach. Monday afternoon PDs will focus on inquiry between cluster teachers around the writing standards. Teams will look at student Common Core Standards Checklists to determine baseline and conduct student needs assessments.	SA students at Main K-6	September 2014-December, 2014	Danielle Simeoli Paulette Benevento Susan Discala, Maria Dinneny
Cluster teachers will incorporate teaching of specific writing skills from assigned standards into content area instruction (science, SS, etc.). Teachers will be responsible for providing evidence of mastery of those writing skills for student portfolios.	SA students at Main K-6	January, 2015-May, 2015	Danielle Simeoli Paulette Susan Discala, Maria Dinneny Benevento
Cluster teachers will determine final analysis of mastery of specific writing skills per grade level. They will present their findings, including research, strategies, successes, challenges, and final data analysis during full day PD in June.	SA students at Main K-6	May, 2015	Danielle Simeoli Paulette Benevento Susan Discala, Maria Dinneny

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> <li>• Approved SBO vote for Monday/Tuesday extended day</li> <li>• Funding to support Academic Team</li> <li>• Purchase of hands-on materials (games, technology, etc.) directly aligned to CCLS.</li> </ul>

**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		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

**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.

In February, we will collect data from all cluster teachers to determine the percent of students who have mastered the specified standards to determine if the goal has been met, if it is on track of being met or if we need to adjust the goal to include additional writing standards. By February, 2015, we expect that 50% of students will have met 50% of assigned standards.

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

- |    |  |  |     |  |    |
|----|--|--|-----|--|----|
| 1. | Did the school meet the mid-point benchmark(s) in the timeframe specified?                                     |  | 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

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|----|---|
| 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.  |

During the 2013-2014 school year, there were 67 incidents or accidents that resulted in injuries. These include student self-injuries as well as staff getting hurt during student tantruming behaviors.

### 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, there will be a decrease in student injurious behaviors, resulting in a 5% decrease in incident reports including injuries.**

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
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			
We will establish PBIS point persons for each site. The PBIS team will look at and analyze specific detailed reports from 2013-2014 that include injuries to determine potential antecedents (triggers) that may have caused the actions that led to injuries. Team will develop a needs assessment, research strategies and best practices.	All students	September 2014-October, 2014	Susan Discala, Maria Dinneny
PBIS team will share needs assessment with PD Committee so that appropriate professional development can be planned and implemented based on OORS data.	All students	October, 2014 – November 2014	Susan Discala, Maria Dinneny
PBIS team will plan and implement differentiated PD per site based on OORS data and teacher needs survey. Teachers will complete PD Evaluation forms to determine success of PD. PBIS team will review PD evaluations in order to strengthen effectiveness of future PDs on an on-going basis.	All students	November, 2014-May 2015	Susan Discala, Maria Dinneny

PBIS team will review final OORS data to determine if there was a decrease in injurious behavior.	All students	May 2015	Susan Discala, Maria Dinneny
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**Part 4 – Resources Needed**

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

- Any research-based materials needed per site based on site need (data analysis), including timers, technology, etc.
- Funding for per-session for PBIS committee.

**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		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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**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.

In February, we will collect mid-year OORS data to determine the number of incidents that resulted in injuries. By February, 2015, we expect that there will be less than 30 incidents. The number and types of incidents will determine what additional professional development is needed by site.

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

11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		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?

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## 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.

Last year, one instructional focus was to increase the quality of higher-order questioning in the classroom, hence, we were able to track progress using ADVANCE data. In 2013-2014, professional development was planned predominantly by administration and was based on specific data/needs based on walkthroughs. Pre-professional development data revealed that 11% of teachers achieved highly effective ratings under Questioning and Discussion, 81% achieved effective ratings and 9% achieved developing ratings. Post-professional development data revealed an increase of 15% in highly effective ratings and a decrease of 8% in developing ratings.

This year, the PD Committee will take input from teachers, differentiated by site, and plan appropriate professional development based on survey, staff input and data analysis.

### 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, a newly developed Professional Development Team will have planned and implemented differentiated PD throughout each site, resulting in a 10% increase in teacher performance ratings (developing to effective/effective to highly effective) based on ADVANCE walkthrough data.**

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>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).</li> <li>17. Strategies to increase parent involvement and engagement</li> <li>18. Activities that address the Capacity Framework element of Trust</li> </ol>			

In collaboration with UFT, we will develop a professional development committee, inclusive of at least one teacher and one paraprofessional from each site.	All classroom teachers and paraprofessionals	September, 2014	All administration
PD committee will develop a needs survey to determine individual needs per site from paraprofessionals and teachers (separately). A need assessment will be created and shared with all staff, outlining specific needs. The team will establish appropriate staff to conduct PD based on staff strengths.	All classroom teachers and paraprofessionals	October, 2014 – November, 2015	All administration
Staff will plan and conduct professional development workshops to occur during Monday extended days. PD committee will collect and analyze PD evaluation forms in order to more effectively plan for future PDs.	All classroom teachers and paraprofessionals	November, 2014 – May, 2015	All administration
Team will look at final ADVANCE data to determine overall analysis of growth based on implementation of specialized PD as created by the PD Committee.	All classroom teachers and paraprofessionals	May, 2015	All administration

#### **Part 4 – Resources Needed**

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

- Per-session funding to support PD Committee hours

#### **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		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

#### **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.

Team will look at mid-year ADVANCE data to determine overall strengths and areas in need of improvement in order to differentiate and provide additional PD based on Teacher walkthroughs.

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

21. Did the school meet the mid-point benchmark(s) in the timeframe specified?		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?

## 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.   |

Last year, AA students increased their communication scores as measured by the SANDI (Student Annual Needs Determination Survey) assessment when comparing baseline to the Final score. The average increases ranges from 14-24% by site.

NYSAA data reveals that overall, 72% of students in grades 3-8 achieved a level 3 or 4. Sixty one percent of students achieved a level 3 or 4. In addition, data reveals that 4<sup>th</sup> grade students achieved higher than other grades. In ELA, 19% of (4<sup>th</sup> grade) students achieved a level 2, 57% achieved a level 3 and 8% achieved a level 4. Similarly, in Math, 16% achieved a level 1, 32% got level 2, and 51% got level 3.

### 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, students who are alternately assessed will engage in cohesive common core-connected instruction, resulting in a 5% increase from baseline of selected reading skills as evidenced by the pre and post SANDI assessment.**

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <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			
AA Academic Team will review SANDI data (Reading) from previous year and determine specific areas in need of improvement.	AA students	September, 2014	Susan Discala, Maria Dinneny
Academic team will meet to research strategies to support hands-on instruction connected to selected common core learning standards in	AA students	October, 2014 –	Susan Discala, Maria Dinneny

Reading, based on SANDI data / student need. Monday afternoon PDs will focus on creating units of study and tasks connected to these standards, as well as to share information with other staff.		February, 2015	
Teachers will incorporate teaching of specific skills and administration of baseline tasks to determine next steps. Tasks will be analyzed and next steps for instruction determined and performed.	AA students	February, 2015 – April, 2015	Susan Discala, Maria Dinneny
After further instruction of skills, task will be re-administered. Academic team will analyze school-wide data to determine final growth.	AA students	May, 2015	Susan Discala, Maria Dinneny

**Part 4 – Resources Needed**

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

- Approved SBO vote for Monday/Tuesday extended day
- Funding to support Academic Team
- Purchase of hands-on materials to support task completion

**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		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

**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.

- Baseline tasks will be analyzed for progress monitoring in February and next steps will be determined.
- 

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

31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		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.  |

According to the 2013-2014 Quality Review report, the following area needs improvement:

\* Enrich the high levels of communication with parents to include curricular based initiatives and supports to enable them to better support their children’s learning at home. (3.4)

\* In addition to Department of Education (DOE) embedded reporting systems of report cards and IEP progress monitoring, the vast majority of teachers communicate with parents on a regular basis. Phone logs, communication notebooks and individual teacher notices to parents of high need students provide information on issues pertinent to activities of daily living and upcoming school events. Students in standardized learning programs receive curriculum embedded letters that identify high expectations for academic achievement in order to inform families of current units of study and to connect learning to home. The school delivers cohesive curricula for alternate assessment students. However, there is not the same depth of communication related to what alternate assessment students are studying, nor are explicit supports for parents routinely included in communication notebooks or newsletters. This limits parent’s abilities to support their children’s progress towards academic competencies that fall outside students targeted IEP goals in order to provide even higher levels of support for their children to reach the next academic level.

### 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, teachers will increase parent communication regarding academic progress through monthly newsletters, weekly communication, e-mail and resource website, resulting in a 10% increase of parent satisfaction, based on a pre and post parent survey.**

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <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			
A parent survey will be created to determine a baseline of parents' satisfaction on school communication at P373. Survey data will be analyzed and shared with teachers.	Parent / Community	September, 2014	APs
Classroom teachers will meet in grade-level teams during common planning time to develop strategies to increase parent communication regarding academic progress (ex: monthly newsletters, weekly communication, e-mail, website).	Parent / Community	October, 2014 – November, 2014	APs
Each teacher team will devise and implement one strategy to increase parent communication. The strategy will be implemented throughout the remaining of the school year.	Parent / Community	December, 2014 – May, 2015	APs
A final parent survey will be distributed and analyzed in May to determine final growth.	Parent / Community	May, 2015	APs

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> <li>• Prizes for parent participation</li> <li>• Printers, color ink, copy paper</li> </ul>

**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		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> 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.				
<b><u>In February, teachers will submit a template (to administration) to outline the specific strategy they are using to increase parent communication.</u></b>				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	AIS supports are included for students based on formative and summative assessments and/or attainment of common core learning standards (skills).	Programs include but are not limited to: Wilson Foundations (phonetic approach to assist in the development of language to strengthen reading skills in struggling readers), RAZ Kids, and use of Common Core Foundational Skills Checklist. SMILE, Unique, Alternate Assessment Curriculum Framework, Cookshop, Treasures (on-line), EASE, Picture Exchange systems and the use of Assistive-Adaptive Technology are used to develop, practice and increase functional skills throughout the school day to foster the connection between what is learned in school and connect to the “real world”. I pads and other Communication Augmentative devices are also used.	Small group and/or 1:1	During the School Day
<b>Mathematics</b>	AIS supports are included for students based on formative and summative assessments and/or attainment of common core learning standards (skills).	Math Steps (supplemental program to reinforce math concepts as needed), Alternate Assessment Curriculum Framework , Cookshop, Curriculum Press, hands-on manipulatives, Go!Math activities on line, use of SMART Board activities to motivate and assist with students who need the hands on experience and visual strategies to learn). Picture Exchange systems and	Small group and/or 1:1	During the School Day

		the use of Assistive-Adaptive Technology are used to develop, practice and increase functional skills throughout the school day to foster the connection between what is learned in school and connect to the “real world”.		
<b>Science</b>	AIS supports are included for students based on formative and summative assessments and/or attainment of common core learning standards (skills).	Grades 4-6 are included as needed. We provide opportunities to increase functional skills development integrated in the Science content area to increase functional skills. Students use FOSS, Picture Exchange systems, Alternate Assessment Curriculum Framework, and the use of Assistive-Adaptive Technology to develop, practice and increase functional skills throughout the school day to foster the connection between what is learned in school and connect to the “real world”.	Small group and/or 1:1	During the School Day
<b>Social Studies</b>	NA	NA	NA	NA
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	IEP Mandated	As indicated on Students' Individualized Education Plans	Small group and/or 1:1	During the School Day

## 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.

	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>	<b>X</b>	<b>Non-Title I</b>
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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 codes<sup>1</sup>. 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 consolidated<sup>2</sup>. **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			

**<sup>1</sup>Explanation/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.

<sup>2</sup>The **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.

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### Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **P373R**, 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. **P373R** 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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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) Template**

**P373R** in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

#### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

**Facilitation of Student Self-Regulation:**

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

**Teaching Self-Regulation:**

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

**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;

**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.

**Student Self-Regulation:**

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

**Facilitation of Student Self-Regulation:**

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

**Teaching Self-Regulation:**

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



**Department of English Language Learners and Student Support**

Milady Baez, Senior Executive Director  
 52 Chambers Street, Room 209  
 New York, New York 10007  
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

**Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY**

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: Robert Randall	DBN: 75R373
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>24</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

**Part B: Direct Instruction Supplemental Program Information**

6   7   8   9   10   11   12

Total # of teachers in this program: 2  
# of certified ESL/Bilingual teachers: 2  
# of content area teachers: \_\_\_\_\_

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: "Families Learning Together"

P373R is a District 75 Special Education school that has six sites located throughout Staten Island. Our core mission is to support student success with individualized programs developed within the core curriculum based on formative and summative student data and to provide an educational environment that will enable all students to recognize, understand, label, express, and regulate their emotions in order to be successful in all academic programs. Our vision is "Teamwork in the Best Interest of Children."

Instruction is supported by several programs/materials including: Foundations, leveled libraries, Me-Ville to We-Ville, Everyday Mathematics, SMILE, Get Ready to Learn, RAZ Kids, and Treasures Reading Program. Learning methods such as Universal Design for Learning, Move to Improve, and technology software, as well as ongoing collaboration between the ESL teachers and classroom teachers to create a collaborative approach to student achievement will be employed for all students, including students with Limited English Proficiency (LEP).

There are currently 48 students who have been identified as English Language Learners (ELLs) out of the 458 students in our current population at P373R. Our English Language Learners speak the following languages: Spanish, Chinese, Bengali, Albanian, Urdu, Yiddish, Polish, and Tamil.

In the 2013-2014 school year, 48 students participated in the NYSESLAT. They received the following scores: fourteen students scored at the Beginner level, fourteen students scored at the Intermediate level, ten students scored at the Advanced level, and ten students have no score, who were deemed beginners. The overall NYSESLAT report indicates that the majority of our students scored either at the Intermediate or Beginning levels. In reviewing the NYSESLAT data, our team found that the students' strengths are in the listening/speaking modalities of the NYSESLAT across the board. In the current school year, one student took the NYSITELL and scored at the Beginner level.

To further ensure the academic growth of our ELL community, this year, we will use our Title III funding to assist in bridging language and communication gaps for ELLs. We will continue our "Families Learning Together" Saturday program for ELL students and their families.

"Families Learning Together" is in the fourth year of development. As research reflects, most of our students do best when supported by their families in extra-curricular activities (Ortiz,2001). With this in mind, the team determined that a Saturday group that engaged both parents and ELLs in varied

## Part B: Direct Instruction Supplemental Program Information

activities would be a viable option for supporting our ELLs and their families. We are planning to form two classes of students who require a student to staff ratio of 12:1:1 (One class will contain grades 1,2,3 and the other group will contain grades 4,5,6). As examined in the 2013-2014 NYSESLAT scores, our ELL students need more assistance in reading and writing; the two most challenging modalities for most English Language Learners. Our focus for this program is to promote healthy eating habits through interactive games, reading, and writing activities. With this examination of our ELL population in mind, the team carefully selected a target group of ELL students, which are believed to benefit most from the Title III program. Two bilingual paraprofessionals will participate in the Title III instructional program. Two certified ESL teachers will instruct the Title III program. The program will be supervised by an Assistant Principal.

We are in the process of sending out an official Title III letter to parents of ELL students in their native languages, explaining the program and encouraging them to take advantage of it for their children and for themselves. The planned program will build basic language and communication skills, as families work side by side with students and instructors. We will use communication devices and Applications on the ipad and smart board, as well as a computer to create basic adaptive phonics skills-based books, take home books, and photo journals. This will be accomplished through the use of the computer and through multisensory activities.

The instructional institute will run for six four-hour sessions on a series of six Saturdays: January 24<sup>th</sup> and 31<sup>st</sup>, February 7<sup>th</sup> and 28<sup>th</sup>, March 7<sup>th</sup> and 14<sup>th</sup>. Our Saturday instructional institute entitled: "Families Learning Together" will begin on January 24<sup>th</sup>. Program hours will run from 9am until 1pm. Student IEP goals will be addressed during the implementation and delivery of instruction. Grouping and differentiation will be implemented, as learners will be placed according to ability levels. Instruction will be aligned with the Common Core State Standards and ESL Standards. One to one instruction will also take place as necessary in designated areas of student support. Staffing will remain in line with IEP mandates. Children will be grouped accordingly in 12:1:1 ratio.

Instruction for the Title III program will be provided by, in English, two certified ESL teachers, supported by two paraprofessionals. One Assistant Principal will supervise and assist in facilitation of the program. Instructional groups will have the opportunity to work with both teachers in order to provide students with the opportunity to access all activities. There will be Title III staff members and Bilingual paraprofessionals representative of various cultures who will assist in facilitation of language.

In past years, we have purchased a variety of programmable Alternate Augmentative Communication (AAC) devices to increase expressive communication skills for Alternate Assessment students throughout the school day. These devices are easy to program and have become an integral part of classroom instruction for engaging all students in listening, speaking, and writing. Additional AAC devices were displayed throughout the school environment providing access to all students to increase independent communication skills. In addition, our students are eligible to receive ipads as communication devices through a grant our school has in place. This year, we plan to purchase two additional ipads with Title III funds to allow additional students to use Proloquo2Go, a communication App for children who have difficulty with verbal communication. We also plan to purchase a desktop computer and a color printer in order to create photo journals and booklets for the program's activities. Materials for the bookmaking and other ESL activities will include marble notebooks, copy paper, post-its, folders, and a laminator to create long lasting projects that could be used for our future Title III programs. Additionally, arts and crafts materials, nutritional books, and planting materials will be purchased with Title III funds to guide our ELL students in developing a deeper understanding of healthy eating habits.

## Part B: Direct Instruction Supplemental Program Information

## Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

Title III professional development topics include: 1. The facilitation of visual communication to enhance socialization (Jan. 24) and work study skills among the ELL community (Jan. 31). 2. Engaging staff in activities which integrate technology with literacy (Feb. 7). 3. Workshops on the use of the Proloquo2Go App, using the ION operating system to interface iPad Apps with the Smart Board and doing so with such Apps as ABA, Talking Apps, Literacy Apps, Starfall Apps, and Matching Apps (Feb. 28). 4. The use of instructional videos on facial expression to explore emotions (March 7) and how to create fun photo journals, to be tailored to students' lifestyles and levels of literacy. (March 14) (Assistive Technology in the Classroom: Enhancing the School Experiences of Students with Disabilities 2<sup>nd</sup> Edition by Amy Dell). We will review the latest research regarding educating ELLs in our two preliminary 1.5 hour sessions on two alternate Wednesdays in early January, from 3:30p.m. - 5:00p.m. and six 2-hour PD sessions from 8:00a.m. - 9:00a.m. and 1:00p.m. - 2:00p.m. on January 24<sup>th</sup> and 31<sup>st</sup>, February 7<sup>th</sup> and 28<sup>th</sup>, March 7<sup>th</sup> and 14<sup>th</sup>. There will be a total of eight PD sessions. These PD sessions will be produced and facilitated by Amy Crespo and Nayely Apunte, certified ESL teachers.

The staff taking part in the Title III Professional Development program will be made up of the following individuals: Amy Crespo and Nayely Apunte ESL teachers, Paulette Benevento, Assistant Principal, and two bilingual paraprofessionals.

The focus of the Title III PD program will be to incorporate technology and hands-on activities in order to build literacy and functional communication in the ELL community.

During the two 1.5 hour sessions of preliminary professional development, we will study the following articles from the journal of the International Reading Association: Building Vocabulary with Technology (Volume 64, Number 5, February 2011), Teaching with E-Books (Volume 63, Number 2, December 2009) and Using Digital Storytelling to Help Struggling Writers (Volume 63, Number 4, January 2010).

## Part D: Parental Engagement Activities

## Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

"Families Learning Together" will engage parents in communication skill building, utilizing the Smart Board interfaced to Ipad Apps to facilitate learning, an instructional video on facial expression to explore emotions, proloquo2Go to promote communication, take home photo journals to be tailored to students' lifestyles and levels of literacy, and fun activities that foster student expression. Families will learn the importance of building communication systems that are utilized not only in school, but at home as well. Parents will learn how to prepare healthy food as well as how to support the social and physical needs of their children.

A Parent Survey was used to gather information at the end of the last year's Title III program regarding availability and interest in Saturday programming. The survey calculated parents' interests regarding Saturday instruction based on what they learned last year and want to learn this year.

In addition, the parent coordinator will provide the following six 2 hour parent workshops during the school day, facilitated by school APs, OTs, PTs, and Speech teachers during their professional activity (PA) periods at no cost to the Title III program:

January 16, Cookshop for Families

February 13, Breakfast Cookshop for Families

March 13, Lunch Cookshop for Families

April 17, Snack Cookshop for Families

May 15, Dinner Cookshop for Families

June 12, Celebration Cookshop for Families

Additionally, upon the start of the Title III program, our program staff will engage parents, as well as students, who attend the program to develop new language skills utilizing technology during instruction to facilitate communication. Information will be provided to parents in both their native language and English. There will also be interpretation provided on site by the bilingual paraprofessionals during the Saturday program.

During Title III instructional settings in which parents will participate, we will focus on modelling strategies to improve listening, speaking, reading, and integrating technology in the creation of communication boards, home schedules as well as creating adaptive books, and other activities based on family need.

Metro cards will be provided to families so that they may come to the program without out of pocket expenses. There will also be refreshments available for parents.

Parents will be notified of the 2014 - 2015 Title III program by flyers given in their native languages at:

**Part D: Parental Engagement Activities**

PTA meetings, SLT meetings, Parent Coordinator Workshops (translation services and interpreters provided) and Official Title III Letters will be mailed and sent in backpacks in parents' native languages.

**Part E: Budget**

**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	\$8,452.38 (75%)	<p><u>Instructional Program:</u></p> <p><u>1 Supervisor x 4 hours x 6 sessions x \$52.84 = \$1,268.16</u></p> <p><u>2 Teachers x 4 hours x 6 sessions x \$50.50 = \$2,424.00</u></p> <p><u>2 Paraprofessionals x 4 hours x 6 sessions x \$29.05 = \$1,394.40</u></p> <p><u>1 Secretary x 1 hours x 6 sessions x \$31.12 = \$186.72</u></p> <p><u>Preliminary Professional Development:</u></p> <p><u>1 Supervisor x 1.5 hours x 2 sessions x \$52.84 = \$158.52</u></p> <p><u>2 Teachers x 1.5 hours x 2 sessions x \$50.50 = \$303.00</u></p> <p><u>2 Paraprofessionals x 1.5 hours x 2 sessions x \$29.05 = \$174.30</u></p> <p><u>Professional Development:</u></p> <p><u>1 Supervisor x 2 hours x 6 sessions x \$52.84 = \$634.08</u></p> <p><u>2 Teachers x 2 hours x 6 sessions x \$50.50 = \$1,212</u></p> <p><u>2 Paraprofessionals x 2 hours x 6 sessions x \$29.05 = \$697.20</u></p>

<p>Purchased services</p> <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	<p><u>N/A</u></p>	<p>_____</p>
<p>Supplies and materials</p> <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	<p>\$2,248.00 (20%)</p>	<p>Vendor: Staples  <u>-Laminator: 31267838X</u>  <u>1 @ \$56.00 = \$56.00</u>  <u>-Construction Paper: 311414273</u>  <u>4 @ \$4.00 = \$16.00</u>  <u>-Post it 12PK: 085628964</u>  <u>2 @ \$7.00 = \$14.00</u>  <u>-Marble Notebook: 08532986X</u>  <u>25 @ \$2.00 = \$50.00</u></p> <p>Vendor: School Specialty  <u>-Laminating Sheets 100PK: 31223306X</u>  <u>4 @ \$18.00 = \$72.00</u>  <u>-Pocket Folders 25PK: 312229534</u>  <u>1 @ \$8.00 = \$8.00</u>  <u>-Crayola Paint 12PK: 312246463</u>  <u>1 @ \$32.00 = \$32.00</u>  <u>-Paint Brush Set: 31581442X</u>  <u>1 @ \$19.00 = \$19.00</u>  <u>-Glue Sticks 30 PK: 312221223</u>  <u>1 @ \$12.00 = \$12.00</u>  <u>-Scissors 12PK: 312197438</u>  <u>1 @ \$6.00 = \$6.00</u>  <u>-Crayola Markers 8PK: 312195214</u>  <u>8 @ \$2.00 = \$16.00</u>  <u>-Crayola Crayons 24PK: 312199287</u>  <u>8 @ \$2.00 = \$16.00</u>  <u>-Daily Schedule Chart: 312229283</u>  <u>2 @ \$15.00 = \$30.00</u>  <u>-Pretend Cashier: 312248873</u>  <u>1 @ \$16.00 = \$16.00</u>  <u>-#2 Pencils 12PK: 311067379</u>  <u>5 @ \$2.00 = \$10.00</u>  <u>-School Smart Storage Baskets: 313186677</u>  <u>5 @ \$4.00 = \$20.00</u></p> <p>Vendor: S &amp; S Worldwide, Inc.  <u>-Play Money Bills: 313117160</u>  <u>2 @ \$8.00 = \$16.00</u></p> <p>Vendor: Dela Educational, LLC.  <u>-Organic Veggies Classroom Kit:</u></p>

		<p><u>313647860</u>  <u>2 @ \$18.00 = \$36.00</u>  <u>- Spray Mister: 172006031</u>  <u>1 @ \$3.00 = \$3.00</u></p> <p><u>Vendor: Lakeshore Learning</u>  <u>-Sequencing Kit: FF709</u>  <u>1 @ \$30.00 = \$30.00</u>  <u>-Let's Go Shopping Set: RR900X</u>  <u>1 @ \$109.00 = \$109.00</u>  <u>-ELL Games Library: LL584</u>  <u>1 @ \$30.00 = \$30.00</u>  <u>-Nonfiction Sequence and Write Tiles:</u>  <u>LL843</u>  <u>1 @ \$30.00 = \$30.00</u>  <u>-Vocabulary Match-Ups Set: FF470X</u>  <u>1 @ \$70.00 = \$70.00</u></p> <p><u>Vendor: Barclay School Supplies</u>  <u>The Life Cycle of a Plant: 313045313</u>  <u>2 @ \$2.00 = \$4.00</u></p> <p><u>Vendor: GI Group, Inc.</u>  <u>-Eating The Alphabet:</u>  <u>9780152244361</u>  <u>2 @ \$5.00 = \$10.00</u></p> <p><u>Vendor: Steps To Literacy</u>  <u>-Gregory The Terrible Eater:</u>  <u>282154663</u>  <u>2 @ \$4.00 = \$8.00</u></p> <p><u>Vendor: Flaghouse Inc.</u>  <u>-Synthesis PF Vinyl Gloves:</u>  <u>312542615</u>  <u>4 @ \$7.00 = \$7.00</u>  <u>-Foam Fitness Dice Set: 312535112</u>  <u>1 @ \$7.00 = \$7.00</u>  <u>-Yoga Spots Set: 312534981</u>  <u>1 @ \$28.00 = \$28.00</u></p> <p><u>Vendor: United Supply Corp</u>  <u>-Orange Agility Cone Set 6:</u>  <u>316381322</u>  <u>2 @ \$13.0 = \$26.00</u></p> <p><u>Vendor: Amazon.com</u>  <u>Nutrition Books for Kids:</u>  <u>-Extra Cheese, Please! = \$10.00</u>  <u>-Grandpa's Garden Lunch = \$10.00</u></p>
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		<p>-How My Parents Learned To Eat:  <u>\$10.00</u>          -What Food is This? = <u>\$10.00</u>          -A Kids Guide to How Herbs Grow =  <u>\$10.00</u>          -International Flag Banner  <u>2 @ \$10.00 = \$20.00</u></p> <p>Vendor: Pathmark          -Fruits: <u>\$25.00</u>          -Vegetables: <u>\$25.00</u></p> <p>Computer Hardware (OC300)          -Lenovo Desktop  <u>1 @ \$644.00</u>          -Color Printer  <u>1 @ \$677.00</u></p>
Educational Software (Object Code 199)	<u>N/A</u>	_____
Travel	<u>\$250</u> (2.3%)	<u>Metro cards will be available to students and their families for travel to and from the program, if no other means of transportation is available (50 metro Cards @ \$5.00 each)</u>
Other	<u>\$249.62</u> (2.3%)	<u>Refreshments for parents</u>
<b>TOTAL</b>	<b><u>\$11,200</u></b>	_____

**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 <b>75</b>	Borough <b>Staten Island</b>	School Number <b>373</b>
School Name <b>Robert Randall</b>		

### B. Language Allocation Policy Team Composition [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 <b>Ilene Goldstein-Harnett</b>	Assistant Principal <b>Paulette Benevento</b>
Coach <b>Christine Fusco</b>	Coach
ESL Teacher <b>Pamela Salmon</b>	Guidance Counselor <b>Ilene Lazerus</b>
Teacher/Subject Area	Parent <b>Elizabeth Quintero</b>
Teacher/Subject Area	Parent Coordinator <b>Virginia Carmona</b>
Related Service Provider	Other
Network Leader(Only if working with the LAP team)	Other

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>450</b>	Total number of ELLs	<b>50</b>	ELLs as share of total student population (%)	<b>11.11%</b>
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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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Push-In	3	4	2	0	1	0	5							15
Pull-out	8	3	2	5	8	7	2							35
<b>Total</b>	<b>11</b>	<b>7</b>	<b>4</b>	<b>5</b>	<b>9</b>	<b>7</b>	<b>7</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>50</b>

### B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [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	24	0	0	26			0				50

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		
<b>Total</b>	24	0	0	26	0	0	0	0	0	50
Number of ELLs who have an alternate placement paraprofessional: <u>11</u>										

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

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

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	7	7	4	1	6	4	6							35
Chinese	1			2	1									4
Russian					1									1
Bengali	1													1
Urdu				1	1									2
Arabic					1									1
Haitian														0
French														0
Korean														0
Punjabi					1	1								2
Polish														0
Albanian	1				1									2
Other	1			1										2
<b>TOTAL</b>	<b>11</b>	<b>7</b>	<b>4</b>	<b>5</b>	<b>12</b>	<b>5</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>50</b>

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	10	5	2	1	2	1								21
Intermediate(I)		1	1	4	7	6	6							25
Advanced (A)	1	1		1		1								4
Total	<b>11</b>	<b>7</b>	<b>3</b>	<b>6</b>	<b>9</b>	<b>8</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>50</b>

**NYSESLAT Modality Analysis**

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

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

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

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

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

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

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

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

P373R uses SANDI, Fountas & Pinnell and Treasures to assess the literacy skills of each student. Letter recognition, sound, comprehension and decoding skills, etc. determines the ELA skills level of each ELL. Student's instruction will be drawn from this

information as well as the Foundational Skills as listed in Common Core Learning Standards. The data suggest that our students need more practice in answering evidence-based questions and short answers.

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

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

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

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

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

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

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

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

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

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

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

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

The implications for 373's LAP and instruction based on ELL performance on Periodic Assessments suggests that there is a need to

continue to monitor their progress and provide the appropriate individualized instruction. Students are working to improve their answers to Knowledge based questions. The results of what is learned will dictate how the instructional focus and materials will be modified. Students who have alternate placement paraprofessionals use their native language to build strong content skills in English.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
- ELL Goal checklists will be created based on the RtI framework and shared with our LAP team. Instruction will be drawn from student data based on strengths and prior knowledge. The program will be monitored three times during the school year and progress will be noted. Checklists will be completed during these benchmarks and adjustments made to measure progress towards meeting a goal. Final success will be measured by meeting or not meeting a goal.

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

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

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

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

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

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

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

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

## 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](#).)

ELLs are identified through the administration of the Home Language Interpretation Survey in the family's native Language and/or English and with an informal interview in English and in the native language and a formal initial assessment. The Home Language

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

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.  
District 75 does not have a Dual Language Program at this time, in which both sets of students learn each other's languages (ie. English/Spanish.) P373R does not have a Bilingual program at this time, where a class is instructed in both English and their native languages by a fully certified bilingual teacher. P373R has a freestanding ESL program where the fully certified ESL teacher , Pamela Salmon, teaches ESL as per CR Part 154. The Parent Coordinator, Virginia Carmona, and an interpreter meet with parents at all new intake meetings before the child starts in attendance at P373R to help assess student language needs and explain all three choices to parents. The parent Coordinator and the ESL teacher (with the help of the DOE DVD) explain both programs, including the Freestanding ESL program offered at P373R again at the Parent Orientation which is held within the first ten days of school. A translator is present if needed. Also if required, in order to obtain translations we use the resources of District 75's Parent Support Office @400 First Avenue, NY, NY. At the start of school, the Parent Coordinator also organizes a meet and greet where the ESL teacher and other related service providers meet with parents so parents have an opportunity voice their concerns. During the first 30 days of school the child receives placement in a program.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)  
If the entitlement letters and HLIS have not been distributed at the CSE level, it is administered by the fully certified ESL teacher and a bilingual intepreter who speaks the child's native language if needed at the intake meeting. The Parent Survey and Program selection forms are given to the school secretry by the ESL teacher.  
They are maintained in the student's cumulative file.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.  
P373R offers a Freestanding ESL program as per CR Part 154. Students who come to our school and have been evaluated to receive Bilingual instruction by CSE are served through alternate placement settings. These students receive ESL from a certified ESL teacher and alternate placement para who speaks the child's native language and English. This is explained to the parent by the ESL teacher and an interpretar at the intake meeting.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
To ensure that all Ells receive the NYSESLAT annually, ATS reports such as RLER, RLAT and RHSP are used to determine NYSESLAT eligibility. Pamela Salmon, the fully Certified ESL teacher administers the NYSESLAT. She makes a testing schedule to ensure all four sections are administered to all ELLs. This schedule incudes the collaboration with another appropriately trained licensed pedagogue.  
  
The NYESLAT scores were reviewed and analyzed upon receipt.. All lessons build on student's strengths and increased instruction is provided to address weaker skill areas using ESL strategies including the Language Experience Approach, the use of writing workshop, and Balanced Literacy enriched with ESL strategies. All ELL's are given the NYCESLAT.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.   
P373R offers a Freestanding ESL program as per CR Part 154. After reviewing the Parent Survey and Program Selection forms

for the past few years, the trend in program choices that parents have requested is that the majority chooses a Freestanding ESL program. This is done usually at the CSE level.

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

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

## Part V: ELL Programming

### A. Programming and Scheduling Information

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

373R has an ESL Teacher who works with classroom teachers to coordinate thematic units that incorporate student's native languages such as the wonders of the world. She also does push-in/pull-out instruction working in collaboration with the classroom teacher to provide the ELL students with content area instruction along with the rest of the class. All Beginning and Intermediate students receive 360 minutes of ESL a week and the Advanced students receive 180 minutes a week of ESL and ELA. All ESL students are grouped heterogeneously together by grade levels and special education classification and all beginning and intermediate students receive 72 minutes a day of ESL instruction. Advanced students in the pull-out model receive 70 minutes of ESL four days a week. P373R has 24 special education students who have had 0-3 years of ESL and 26 special education students who have had 4-6 years of ESL services. Students in 6:1:1 alternate assessment environments are usually in pull-out programs because of class size and student need. Our plans are to move towards more team teaching instruction and to get students to succeed and move them to less restrictive environments when appropriate.

P373R has a freestanding ESL Program using the push-in/pull-out model for a total of 50 ELL students. All of our Bilingual students are alternate placement students who receive ESL as per CR Part 154 mandates. The students are instructed in English and

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

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

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

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

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

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

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

Our students are using Go Math infused with ESL Strategies to strengthen skills for solving problems with our ELL students. In English Language Arts, Standardized Assessment ELL students who scored below grade level on Fountas & Pinnell, progressing towards mastering skills at grade level through the use of leveled libraries, Leap Pads and technology infused with ESL strategies. This is in addition to the standard Language Arts instruction where they continue to work towards mastery at the next level. Standardized Assessment ELL students with below grade level scores in the Fountas & Pinnell also receive increased instruction in skill areas using ESL strategies including the Language Experience Approach, the use of writing workshop, Balanced Literacy enriched with scaffolding techniques. Students also work towards increasing reading skills through infusing ESL strategies into Literacy lessons in the classroom. Standardized Assessment students follow the same common core curriculum for all content areas as the mainstream students. All of our intervention programs are in English with alternate placement paraprofessionals providing native language

support as needed. These interventions may include AIS, Counseling, guidance and/or after school programs.

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

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

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

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

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

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

6. How do you differentiate instruction for ELL subgroups?

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

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

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

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

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

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

All programs in our school will continue next.

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

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

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

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

### 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**

### 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

Native Language Arts:				
Social Studies:				
Math:				
Science:				

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

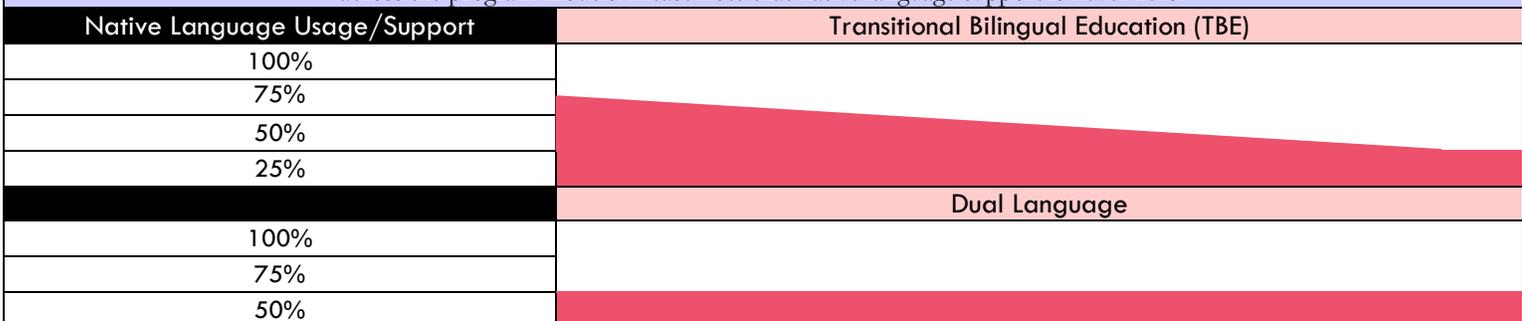
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

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

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

### Native Language Usage and Supports

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



25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
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.

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

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

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

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

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

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

All programs will continue next year.

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

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

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

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

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

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

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

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

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

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

18. What language electives are offered to ELLs?

At this time we have no language electives.

19. For schools with dual language programs:

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

### C. Professional Development and Support for School Staff

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

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

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

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

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

February 2014: 1st period The Ezxperience Approach to Language Aquisition

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

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

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

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

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

## D. Parental Involvement

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

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

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

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

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

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

## E. Additional Information

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

Paste response to question here:

## Part VI: LAP Assurances

**School Name: P373R**

**Robert Randall**

**School DBN: 75R373**

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

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

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

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

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

Cluster: 1 Network: 1

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

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

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

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

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

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

## Part B: Strategies and Activities

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

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

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

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

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

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

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