



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):

75R025

School Name:

SOUTH RICHMOND HIGH SCHOOL I.S./P.S. 25

Principal:

JAMES MCKEON

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: PS/IS 25R-South Richmond H.S. School Number (DBN): 75R025
Grades Served: 1 through 12
School Address: 6581 Hylan Boulevard, Staten Island, NY 10309
Phone Number: 718-984-1526 Fax: 718-356-8905
School Contact Person: James McKeon Email Address: jmckeon@schools.nyc.gov
Principal: James McKeon
UFT Chapter Leader: Ronald Bruzzese
Parents' Association President: Christine Dunn
SLT Chairperson: Toni Scarpati
Title I Parent Representative (or
Parent Advisory Council
Chairperson): N/A
Student Representative(s): Luis Irrizary
Danielle Morales

District Information

District: 75 Superintendent: Gary Hecht
Superintendent's Office Address: 400 First Avenue, New York, NY 10010
Superintendent's Email Address: GHecht@schools.nyc.gov
Phone Number: 212-802-1500 Fax: 212-802-1678

Borough Field Support Center (BFSC)

BFSC: 6 Director: Arthur Fusco
Director's Office Address: 400 1st Ave. N.Y, N.Y 10010
Director's Email Address: afusco@schools.nyc.gov
Phone Number: 212-802-1662 Fax: 212-802-1678

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 School Comprehensive Educational Plan (SCEP) and that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
James McKeon	*Principal or Designee	
Ronald Bruzzese	*UFT Chapter Leader or Designee	
Christine Dunn	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative (staff), if applicable	
N/A	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Luis Irrizary	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Danielle Morales	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Alfred Arcuri	Member/Teacher	
Cathleen Harada	Member/Teacher	
Marlo Larsen	Member/ Teacher	
Dana Moody	Member/ Teacher	
Toni Scarpati	Member/ Teacher	
Barbara D’Amora	Chair/Teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Ronald Bruzzese	UFT/Teacher	
Anastasia Balbuena	Member/PTA Secretary	
Sandi Miller	Member/Workstudy	
Robin Coccozza	Member/PTA President	
	Member/	
	Member/	

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

The School Comprehensive Educational Plan (SCEP) 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 SCEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City’s Public Schools and All of Our Students*.

The Framework for Great Schools and SCEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The School Comprehensive Educational Plan (SCEP) 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

The Six Elements of the Framework for Great Schools

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.

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

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

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

Accountability Tools and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement

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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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.
- **Step 3:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.
- **Step 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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: SCEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

• • **School Community**

As a school community, we have developed a shared understanding of effective instruction through collaborative team teaching meetings and continuous professional development. School leaders, teachers and professional learning communities conducted P25R's meetings and Professional Development. We have instituted embedded protocols that are outlined in; P25R's Staff Handbook, School Safety plan, Crisis Intervention Plan, Professional Learning Community, Missing Student Protocol and our Comprehensive Educational Plan. School leaders' meet weekly with staff for professional development around areas of need for teachers. The topics are chosen based on the data from formal observations and informal walk-through informed by the Danielson Framework for Teaching. We also adhere to the guidelines of instruction outlined in the Citywide Instructional Expectations. Our curriculum includes: K-8 Units of Study aligned to Common Core Learning Standards, Expeditionary Learning, Core Knowledge, UNIQUE, Attainment, New York State Alternate Assessment (NYSAA), Work Sampling System and New York State High School Curriculum.

The impact, to date, is apparent in our learning communities, where teachers are consistently using the principles of Universal Design Learning and different levels of questioning. This can also be seen in the lesson plans of teachers who identify their levels of questioning. In the alternate classroom, the impact shows where students are provided with communication devices and supports to give them access to curriculum. Groups of students are working on different levels, using different hands-on materials. Classroom teachers use technology to improve engagement and most importantly, students are mastering the goals identified from SANDI, as evidenced in their student portfolios. For the 2015-16 school year, we have been accepted into The Learning Collaboration Partnership with four District 31 schools. The focus of this initiative is to examine rigorous instruction.

• **Mission Statement:**

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

Our Vision is to meet the standard academic, social and emotional needs within a safe, clean and nurturing school environment. We challenge students to reach their full potential by providing differentiated instruction throughout all curriculum areas and reward student's success accordingly. We are committed to the mantra that "We may be different but we are not Less".

• **Collaborations/Partnerships:**

Our school has reached-out to the Staten Island business community to form partnerships with the intention of giving the students the opportunity to learn employment skills, as well as teaching them the importance of good inter-personal relations. In order to enhance the school-to-work experience, our staff and students are on-site at Staten Island University Hospital North and South, United Cerebral Palsy, South Richmond Maintenance Program, Seaview Rehabilitation Center, and PS 37R Paraprofessional Training Program. Our alternate assessment program has expanded the vocational work experience in Staten Island retail business, as well as, the restaurant industry. We also have looked within our organization to develop programs for our students in clerical office positions.

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

Our teachers are also given the opportunity to have inter-visitations with other P25R teachers, as well as teachers from non-District 75 Staten Island schools through our Inclusion Program. Our school has been accepted into the learning partnership program. The partnership will include four other District. 31 Intermediate Schools. Our High School has developed collaboration with New Dorp High School to enhance teacher inter-visitation.

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

• **Special Initiatives**

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

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

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

• **Strengths, Accomplishments, and Challenges:**

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

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

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

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

Our Parent Coordinator has collaborated with other District 75 schools to form a schedule of parent workshops through-out the school year. The collaboration allows us to offer a wide range of informative work-shops to assist parents with children of various disabilities.

• **Growth of Previous Year:**

Following an analysis of the 2012/2013 New York City School Survey Report compared to the 2013/2014 New York City School Survey Report, we have evidence that there is an 81% overall growth in satisfaction by Parents who took the survey. Specifically, parents feel strongly that the school communicates in languages that parents can understand; they strongly agree that the school has high expectations for their child; and strongly agree that they would recommend the school. Also, evidence shows that there is a 100% overall growth in satisfaction by students who took the survey.

Specifically, students strongly agree in the following areas: that they are excited about learning; keep them on track for college or career readiness; feel safe in classes, school property, and that the school has clear consequences for breaking the rules; and treat each other and adults with respect.

• **Focus for Future:**

Our school is focused on improving writing skills for all students in grades K-12. We are now in collaboration with the Writing Revolution. The Writing Revolution is a guide for teachers to help students of all grades, and abilities, to develop expository-writing skills. The goals and activities are developed to provide systematic instruction for large classes, small groups, and tutorials. We currently have 25 teachers trained in the Writing Revolution. Our learning communities all have at least one trained teacher in each. Our teachers have been involved in turn key meetings and collaborate within their curriculum areas. Some of our teachers will also be part of a leadership committee that is going to focus on middle school collaboration with district 31 schools. We are building a partnership with partnering schools to align our feeder schools with the knowledge of our strengths as a District 75 program.

We have focused our parent out-reach in expanding the workshops for all District 75 parents. Parent Coordinators have aligned their resources with District 75 and have received budgetary help through the District.

75R025 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05, 06,07, 08,09, 10,11, 12	Total Enrollment	515	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	851	# SETSS	35	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	43	# Music	12	# Drama
# Foreign Language	15	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	N/A	% Attendance Rate		76.7%
% Free Lunch	67.6%	% Reduced Lunch		1.7%
% Limited English Proficient	2.1%	% Students with Disabilities		99.2%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.2%	% Black or African American		33.2%
% Hispanic or Latino	28.8%	% Asian or Native Hawaiian/Pacific Islander		1.9%
% White	35.5%	% Multi-Racial		0.4%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	5.17	# of Assistant Principals (2014-15)		4
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		6
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		2.2%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		8.55
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward	N/A	Recognition		N/A
In Good Standing	N/A	Local Assistance Plan		N/A
Focus District	N/A	Focus School Identified by a Focus District		N/A
Priority School	N/A			
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools 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. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	E
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	E
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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 trends and sources. 		
<p>Rigorous Instruction: (Standard Students) Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. During the conversion to the Common Core Learning Standards by school 2014/2015, our educational teams and students needed additional experience in utilizing these standards in lesson planning to provide academic rigor. . Our 3-12th grade student data for 2015 show students performing at level 1 in English Language Arts and at 74%, 17% level 2, 6% level 3 and 3% level 4. For 2015. The goal of the Common Core State Standards is to focus on the knowledge and skills needed by all students so they can be successful in college and careers. This goal applies for all students at P25R. P25R has aligned the core curriculum standards to our English Language Arts Pacing Calendar. Teachers are expected to challenge students to excel within the general education curriculum based on the Common Core State Standards. It’s not just that students need to go to school; they need to learn in school. Language in the Common Core State Standards outlines the areas that must be available to our students in order for them to demonstrate their conceptual and procedural knowledge and skills in English language arts (including reading, writing, listening, and speaking. Our English Language Arts programs include substantially more literary non-fiction. Our data analysis from Performance Series & Scantron revealed that our middle school students need the most help with the constructive response performance indicators correlated to the Common Core Standard #1 for reading informational text and writing and inference. Our Learning Communities identified that our Common Core Standards require aligned English Language Arts curriculum materials in Grades 6-12 to include a blend of literature (fiction, non-fiction, and</p>		

poetry) and a substantial sampling of literary non-fiction, including essays, speeches, opinion pieces, biographies, and historical, scientific or other documents written for a broad audience. Most of our English Language Arts programs and materials designed for our students will need to increase substantially the amount of literary non-fiction they include. The Standards emphasize arguments (such as the Founding Documents) and other literary non-fiction that contains informational text structures rather than narrative literary non-fiction that tell a story, such as memoirs or biographies.

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

P25R's needs assessment in math Scantron scores from 2014/2015 of 67% level 1, 23% level 2 and 8% level 3, & 2% level 4, identified the need to align standards; curriculum, instruction, and assessment goals with proved instructional practices that use developmentally appropriate teaching methods to address the needs of all student subgroups. Training will be needed in our new purchased math programs; Go Math K-5 and Connected Math (6-8). Teachers will systematically organize around the critical areas from the Common Core standards.

The Go Math program, K-5, includes five tiers of instruction that teachers will learn for every lesson, including standard lessons, three levels of intervention for students who struggle, and enrichment materials for students who are ready to go beyond the standard lesson. The various mathematical models throughout the curriculum build from concrete to abstract and there are explicit opportunities for students to engage in mathematical discourse with a focus on reasoning and constructing mathematical arguments. The curriculum will form a basis from which we can meet our students where they are and continue to build toward grade-level skills using their professional judgment. Teachers will learn to prioritize providing learning experiences for students to engage with grade-level content in ways that connect to and reinforce prior knowledge rather than provide direct instruction to address gaps. Teacher teams will develop an assessment plan that makes best use of the assessment opportunities and types available by first identifying the types of data and evidence of student understanding that would be most helpful. Go Math! Include many options for both formative and summative assessment, including baselines, check-points, partner quizzes, unit projects, unit tests, reflections, and additional problems.

The Connected Mathematics, 6-8, is the program we selected for middle school. The program is designed to combine curricula aligned with the National Council of Teachers of Mathematics standards with authentic, relevant problem-solving practices to help students build math skills in a useful multidisciplinary context. The curriculum was written to help students and teachers understand important and grade-level appropriate math concepts, skills, procedures, and ways of thinking and reasoning. The Connected Math curriculum developed four mathematical strands: number and operation, geometry and measurement, data analysis probability, and algebra. The four to seven lessons in a unit each contain one to five problems that the teacher and students explore in class. Typical implementation consists of three phases: launch, explore, and summarize. First, the teacher launches the problem to the whole class. During the exploratory phase, depending on the problem, the teacher guides students individually, in pairs, in small groups, or occasionally as a whole class to gather data, share ideas, look for patterns, make conjectures, and develop problem-solving strategies. And in the summary phase the teacher guides students as they present and discuss their solutions and the strategies they used to approach the problem, to organize the data, and to find the solution. Additional problem

sets (applications, connections, and extensions) help students practice, apply, connect, and extend their understanding and skills.

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

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

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

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

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

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

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

After last year's assessment of our programs we needed to continue to demonstrate evidence to show a curriculum's K-12 assessments that would show student progress across P25R's alternate assessment population specifically in our new 6:1:1 programs, now first grade. We decided that the Measure of Student Learning for our alternate elementary and secondary teachers would be the SANDI/FAST to show student progress for elementary, New York State Alternate Assessment to New York State Alternate Assessment for our middle schools Through our learning communities we found out that the alternative assessment instruments are not only designed and structured differently from traditional tests, but are also graded or scored differently. Because alternative assessment is performance based, it helps our teachers emphasize that the point of language learning is communication for meaningful purposes. Alternative assessment methods work well in learner-centered classrooms because they are based on the idea that students can evaluate their own learning and learn from the evaluation process. These methods will be taught to teachers giving them opportunities to reflect on both their linguistic development and their learning processes. P25r's alternative assessment thus will give our teachers a way to connect assessment with review of learning strategies. Teachers will also get trained on the new features of alternative assessment: Assessment will be based on authentic tasks that demonstrate learners' ability to accomplish communication goals .The teacher and learners will focus on communication, not on right and wrong answers. The students will help to set the criteria for successful completion of communication tasks. The students have opportunities to assess themselves and their peers.

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

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

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

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, student achievement on English Language Arts State Exams will increase by 3% evidenced by results on Scantron and State Exams.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<ul style="list-style-type: none"> • Continue to design strategies and activities for all content areas that support the development of strong writing skills utilizing a scaffold approach created by Judith Hochman . These writing strategies will be applied starting at the sentence level, leading up to the research paper in all content areas, grades 6 through 12. • Continue to utilize teacher teams to develop the 	<p>Students in all academic and elective courses</p> <p>Students in A.I.S</p> <p>All lower level 1 learners</p> <p>Vocational Shops will incorporate into lesson planning</p> <p>Intervisitation for teachers to turnkey the Writing Revolution</p>	<p>Teachers will submit created activities to the Assistant Principal for review. This will be on going, based on the inquiry work. Activities completed by students will be checked daily as formative assessments but artifacts will be collected and reviewed four times a year (November, January, April and June) to review with students (individual progress meetings) their portfolio and assess overall progress</p>	<ul style="list-style-type: none"> • Collaborative teams within content areas. Assistant principal will supervise the work. • Teacher Learning Communities • Inquiry Team • Lead teachers • Administration

activities that incorporate the development of writing skills infused in the content work.

- Continue to design Common Core tasks that build upon the strategies and skills addressed by the Hochman program but lead to higher expectations and more rigorous instruction.

- Utilize activities as assessments that will evaluate skill development as well as the content knowledge of the course

Continue to send teachers to Professional Development in Writing Revolution

By June of 2016, 50% of the curriculum in all core content areas for the 6th-12th grade courses will have lessons aligned to the Judith Hochman Writing Revolution writing program. as well as be fully aligned to the Common Core Standards, in the form of unit packets and full curriculum documents. (The content-based writing activities in each content class will focus on skill deficits but support the delivery of the content curriculum. The goal will be to bridge the skill gap from the present level of the student to the demands of the Common Core Standards. Writing portfolios will be reviewed utilizing our school writing rubric to reveal a movement of at least one level on the

- Students

- Writing

Revolution Coach

rubric by the end of January and a second level by June.			
Teacher Teams will write units of study to utilize Hochman Method in the curriculum. Design New York State Regents essay questions and incorporate Writing Revolution method	Teacher teams across all curriculum areas will meet weekly to discuss alignment to units of study. Essay questions will be will be topic of discussion on student work and needs area.	This work will be measured monthly by area Assistant Principals. The creative programming done allows teachers to meet in Learning Communities on a monthly basis.	

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Per Session Funding, Instructional Funds, Creative programming, purchase Writing Revolution.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
By February 26,2016 all teachers trained will do a formal evaluation. The evaluation will consist of Writing Revolution bench marks and pacing calendar to monitor progress. The assessment through the school year will come in the form of informal walk through by administration. Lesson planning templates have been created in collaboration with teachers and administration to monitor design of coherent instruction.											
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:

- For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	E
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	H
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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 trends and sources.

Rigorous Instruction : All of our P25R’s standardized & alternate students have Individual Education Plans). 100% of our K-8th grade standardized students receive counseling as a related service to address various behavioral issues. During the school year 2014-2015, we had an average of 15 referrals to the SAFE room (CIT) each day, with a total of 2,842 incident SWISS reports, which interrupted student learning. 40 % of those interruptions occurred during our Math periods.

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

P 25R's assessment in math Scantron scores show 67% level 1, 23% level 2 and 8% level 3 and 2% level 4. The cabinet and math learning community identified the need to align standards; curriculum, instruction, and assessment goals with proven instructional practices that use developmentally appropriate teaching methods to address the needs of all student subgroups. Training will be needed in our new purchased math programs; Go Math K-5 and Connected Math (6-8). Teachers will systematically organize around the critical areas from the Common Core standards. Differentiated materials also need to be ordered on grade level of the current students math levels.

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

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

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

At P25R we have 44 students with crisis management paraprofessional for this subgroup of students, and continue to aim at improving student behavior and to promote independence by completing functional behavior assessment , Behavior Intervention Plans and decrease the need for crisis paraprofessional when appropriate. The goal of the emotional literacy program is to give students the skills needed to regulate his/her behavior and ultimately, works on interpersonal relationships and functioning within a community. In 2012 our Learning Environment survey showed 39% percent of teachers stated that "order and discipline are maintained at my school" of teachers responding "strongly agree" or "agree" to the statement "I can get the help I need at my school to address student behavior and discipline

problems” Our Learning Environment survey showed that our staff did not feel they are safe by giving us a score out of D in school safety. Establishing and sustaining a school environment free of harassment, bullying, and discrimination should involve an examination of a school’s climate and culture. School climate and culture have a profound impact on student achievement, behavior, and reflects the school community’s culture. In 2014 our Learning Environment survey improved showed 60% percent of teachers stated that “order and discipline are maintained at my school” of teachers responding “strongly agree” or “agree” to the statement “I can get the help I need at my school to address student behavior and discipline problems” Our Learning Environment survey now showed that our staff does feel they are safe by giving us a score out of a B in school safety. We will still continue to work on school climate and culture having a profound impact on student achievement, behavior, and reflects the school community’s culture.

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

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

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

Students, families and educators work together to develop, live and contribute to a shared school vision.

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

At P 25R we use whole school approach to build student readiness. There is an expectation that our school promote a positive school culture that encourages interpersonal and inter-group respect among students and between students and staff. To ensure that our school provide all students with a supportive and safe environment in which to grow and thrive academically and socially, each of the following facets of our school community is discussed during our school safety meetings: Social Environment • Interpersonal Relations: Students & Staff • Respect for Diversity • Emotional Well Being and Sense of Safety • Student Engagement • School & Family Collaboration • Community Partnerships Physical Environment • Building Conditions • Physical Safety • School Wide Protocols • Classroom Management Behavioral Environment, Expectations & Supports • Physical & Mental Well Being • Prevention & Intervention Services • Behavioral Accountability (Disciplinary and Intervention Responses) As per the Quality Review, of 2013-2014, the school culture of mutual trust and collaboration is highly structured so that all stakeholders are committed to support the academic, vocational, functional and social-emotional needs of students, resulting in improved outcomes.

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

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

P25 R’s cabinet meet weekly to discuss school safety issues throughout all 22-school sites of the organization.

We have monthly school safety meetings and run monthly reports for our school wide information system in order to conduct informational meetings with staff and families.

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

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools –Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, M measurable, Achievable, Relevant, and Time-bound.

By June 2016 , Our school will work in tandem with community based partners and Learning Partner Program to increase student attendance , as measured by a 2% increase in our annual attendance.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>The Learning Partners Program is designed to promote collaborative learning by matching a</p>	<p>Middle School teachers Administration</p>	<p>The Learning Partners will begin June 29,2015. The program will continue through July, August for the</p>	<p>Collaborative teams within content areas. Assistant</p>

<p>school that has demonstrated strength in a specific area of practice, known as a host school , with two schools interested in strengthening practices in that area, or partner schools.</p> <p>Create a learning partnership with 4 District 31 Middle Schools. (I.S 34,75,61,51)</p> <p>Support teacher growth by implanting Intervisitation throughout the partner schools.</p> <p>Use the Inquiry process to develop and monitor approaches to improving student outcomes.</p> <p>Address the gaps between where students are and the expectations of the Common Core through curriculum alignment and/or targeted academic interventions.</p> <p>Strengthen instruction in specific academic areas.</p> <p>Promote family and community engagement</p>	<p>Middle School students</p> <p>Community Middle Schools</p> <p>Parents</p> <p>District Level Administrators</p> <p>Model Teachers</p> <p>Learning Communities</p> <p>Inquiry Team</p> <p>Teacher Curriculum teams</p>	<p>five schools to establish the focus for September.</p> <p>Principals and Learning Partner Supervisors began to meet in May to establish eligibility for the program.</p> <p>This collaboration will be monitored throughout the 2015-2016 school year.</p>	<p>principal will supervise the work.</p> <p>Teacher Learning Communities</p> <p>Inquiry Team</p> <p>Lead teachers</p> <p>Administration</p> <p>Students</p> <p>Writing Revolution Coach</p> <p>The partner schools teachers, administrators and students</p> <p>Model Teachers</p> <p>The Learning Partnership Central Personnel</p> <p>District Administration</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Learning Partner Program Funding, Per Session, Instructional, Creative Programming, Teacher Coverage's</p>
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>

	Tax Levy		Title I SWP		Title I TA		P/F Set-aside		21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>The school expects an 1% increase in attendance from 9/16/2015 to 2/26/16.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools 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. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	E
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	E
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	E
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (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 trends and sources. 		
<p>Rigorous Instruction: At P25R our instructional practices shows that teacher expertise is the most significant school-based influence on student learning. As a school we are committed in making investments in enhancing teacher expertise that would be a major focus of school improvement efforts. Our experience shows that on professional development, one sees an increasing attention to embedding teacher learning opportunities in the day-to-day work of our school and spending less time in formal, instructor-centered situations and more time developing expertise in the context of collaborative problem solving that characterizes our professional learning communities and our school team meetings.</p> <p>Our school assessments show that we need to enhance the knowledge, skills, and dispositions of teachers (and supporting staff). Our action plan as a school adopts success on providing support and resources for teachers to strengthen existing expertise and to learn new practices. We support our teacher’s knowledge and skills as well as their beliefs, motivations, and their willingness to commit and their capacity to apply new knowledge to their particular school and classrooms.</p> <p>Many of our school staff has the expertise it needs to implement the strategies that have been decided upon from the Department of Education and District 75. We developed essential questions when considering doing professional development. For our teachers. How can common learning standards be used to inform instruction and develop in all students the literacy and numerical skills and understandings required for college and career readiness in multiple disciplines? How can annual professional performance reviews and evidence of student learning be utilized to sustain professional growth and maximize student achievement? How can local and collaborative teams to inform instruction and maximize student learning effectively utilize New York State student assessment data? How can effective</p>		

applications of instructional technologies enhance student engagement, learning and achievement? How can web-based applications enhance the ease of access and effective use and management student information/data, reporting of student progress and communications with parents? How can reading and writing across the disciplines positively affect learning and achievement?

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

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

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

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

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

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

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

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

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

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

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

Schedule common planning time around non teaching time

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

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

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

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

Collaborative Teachers: P25r has developed a professional development calendar for the year giving the dates for the learning communities in English Language Arts, Math, Science, Social Studies, Related Services, Special Education Teacher Support Service and Transition that meet monthly. As per the 2013-2014 Quality Review, the school has Professional Learning communities, which is a cross-site team, that has taken an Inquiry stance when looking at a variety of hard and soft student data to best determine which intervention would best meet the academic as well as social emotional needs of each student. A school based option vote for early Friday student dismissal creates a structured and consistent block of time for administration and staff to meet in addressing improvements on planning and instruction, based on a variety of data points.

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

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

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 100 % of P25R's alternate assessment teachers will be trained in the new Attainment Curriculum. Students will then demonstrate a 3% increase in student performance instruction in functional literacy; as evidenced by Attainment student work analysis, benchmark assessment and the SANDI/FAST assessment .

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Alternate Assessment Learning Communities will collaborate on a monthly basis.</p> <p>Professional Development Days in September 2015 100% of alternate assessment teachers will be trained on The Attainment Curriculum.</p> <p>Pacing Calendars will be created through learning communities for Elementary, Middle, and High school classes</p>	<p>Alternate Assessment Teachers</p> <p>Alternate Assessment Paraprofessionals</p> <p>Administration</p> <p>Inquiry Team</p> <p>Community Elementary Schools</p> <p>Community Middle Schools</p> <p>Community High Schools</p> <p>Parents</p>	<p>Fall 2015 through June 2016- a core teacher team will meet monthly (alternate learning communities, Three elementary at P3, Middle at IS75 and High School at IS25.</p> <p>By Feb. 26, 2016 administration will evaluate progress of the training.</p>	<p>Alternate Assessment Teachers</p> <p>Alternate Assessment Students</p> <p>Inquiry Team</p> <p>Teacher Team in Alternate Assessment. Lead Teacher Administration</p> <p>Parents</p>

<p>Administration team will review SANDI Baseline results November 2015.</p> <p>Administration team will review fast Benchmark 1 Assessments results December 2015.</p> <p>Administration team will review SANDI spring assessment results May 2016</p> <p>Administration team will review FAST Benchmark 2 assessment results. April 2016. Administrative and teacher teams and Individual Education Plan developer focus on Individual Education Plan targets from SANDI assessment.</p> <p>Review evaluation and feedback from professional development workshops to identify high leverage needs and priorities. Revise school wide professional development plan/calendar accordingly.</p> <p>Administrative team reviews sample work products created by teachers and completed student work during Learning Community Meetings.</p> <p>Review SANDI scores, FAST scores and Individual Education Plan goals for showing student progress.</p> <p>Administrators and teachers review observation results and revise professional development plans accordingly.</p>	<p>District level administrators</p> <p>Model Teachers</p> <p>Alternate Assessment Learning Community</p> <p>Community Job Sites for alternate assessment students</p>		
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Administrative and teacher teams review student Individual Education Plan data (using SESIS) and unit pre and post test data from Attainment on a monthly basis to guide unit planning and pacing.			

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Purchase attainment Core Curriculum from grades 3-12. Turn Key Training through Professional Learning and teacher teams. Schedules are aligned for teachers to meet in common planning time. Pre and Post testing will be the data. Learning communities will be scheduled for common time.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.										
Pre and Post test results will be examined by teacher teams and administration. Learning community data will be assessed on a monthly basis for progress monitoring. Learning community data will show a 2% increase in literacy based on attainment.										
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.										

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools 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. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	H
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	E
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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 trends and sources. 		
<p>As evidenced by walkthroughs , observations , inquiry team data and sitting in on teacher team meetings, it was determined that there was a need to refine the math curriculum and develop pacing calendars that lead up to a culminating performance task. After review of previous informal and formal observations, Principal has determined the need for consistent , clear expectations and academic strategies to formalize designing coherent instruction.</p>		

Part 2 – Annual Goal

<p>Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART– <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June,2016 all students will demonstrate 2% improved proficiency across Mathematics as evidenced by successful completion of Common Core Learning Standards (CCLS) aligned tasks appropriate to grade and content using low inference data on the final student work performance tasks .</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p><u>1.</u> Analyze gaps and trends identified in our 2015 NYS Math item skills analysis report, Performance Series, MOSL Assessments, performance tasks, benchmarks, and classroom formative assessments to formulate class and student personal goals.</p>	<p>All students</p>	<p>9/15 to 6/16</p>	<p>Teachers, Teacher Teams, Model Teachers</p>
<p>Classroom instruction designed to meet those class and student goals. Inquiry cycles continue to monitor and reflect the needs of our students by analyzing students' progress</p>	<p>All teachers</p>	<p>9/15 to 6/16</p>	<p>Principal, Assistant Principals, teacher teams</p>

towards mastery of the content and Common Core Standards. Design coherent instruction by continuing to develop uniform assessments, benchmark assessments, performance tasks, rubrics, and units of study, as well as other tools to enable teachers to organize and analyze student performance trends to drive instruction and curriculum.			
Meet the individual needs of students by designing differentiated instruction to meet targeted needs while monitoring students' progress towards mastery of the content and Common Core Standards.	All students	9/15 to 6/16	Principal, Assistant Principals, teacher teams
Collaborate with educators from Learning Partner schools to design/develop units with culminating projects that will provide students with an opportunity to collaborate with other schools. Provide professional development to help staff understand student mental health issues and to develop skill sets for effectively instructing and supporting students. The Feifer Assessment of Reading will be used to analyze the cognitive and linguistic processes which help maintain reading skills	All students	9/15 to 6/16	Teachers, Teacher Teams, Model Teachers, Administration

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Purchase of Acella Program, Per Session , Tutoring, Learning Partners Funding, District Professional Development.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

September 16,2015

Professional Development Calendar designed by school Administration.

Teachers analyze and discuss the effectiveness of the implemented instructional goals/next steps based on results from assessment data; such as; class formative assessments (ongoing), benchmarks (during the units of study), performance tasks (end of units of study).

Teacher teams meet on an ongoing basis to discuss all components of the curriculum, its effectiveness, and whether students of all abilities are able to meet and/or exceed the expectations of the Common Core Learning Standards (CCLS).

February 26, 2016

Agendas from learning communities in Binders for each subject area.

Inquiry data collected and analyzed

Identify success measures of the Professional Development conducted.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools 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. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	H
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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 trends and sources. <p>In school year 2015-2016 parents will be engaged in several parent workshops and activities to build positive working relationships between school and families to foster an increase in parental involvement in their child's education. The school will implement ACELLUS Instructional Learning to enhance teacher - parent communication. Parent coordinator will conduct informal surveys on parent needs and concerns to direct the workshop topics.</p>		

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2016, the school will develop a more collaborative partnership with families and community organizations, as measured by a 2% increase in parents who agree or strongly agree on the School Culture section of the NYC School Survey.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Utilize School Messenger calling system and web site messaging program to communicate with parents on parent teacher conference dates. The school has purchased the School Messenger system in 7 languages.</p> <p>Utilize Friday Extended Time for advisers to outreach to parents and schedule</p>	<p>Students, Teachers Parents</p>	<p>9/6/15 to 6/16/16</p>	<p>Teachers, Assistant Principals. Principal, Parent Coordinator, learning teams</p>

<p>appointments for conferences.</p> <p>Reward the parents with the highest participation at graduation</p> <p>Parents will be invited to attend workshops on but not limited to the Common Core Learning Standards and Acellus Learning System. This program will allow parents to communicate with teachers on a daily basis concerning their child's progress. The program provides data on strengths and weakness in student learning. On line tutor is also provided in the program.</p> <p>How to promote literacy in the home Attainment Training.</p> <p>Progress Reports and newsletters will be generated and sent home to families</p> <p>New Parents will engage in meetings with teachers in order to understand the IEP process.</p>			

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Translation Funding, District Parental Meetings, Acellus Program, Transportation											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside		21 st Century		C4E

	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other
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Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

The school expects a 1% increase from 9/16/15 to 2/26/16 in parent satisfaction concerning school culture and outreach. This will be evidenced by parent/ teacher meetings and informal surveys conducted by parent coordinator.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)
(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Quality Reading Inventory Level 1 state Exam	WILSON reading Program Writing Revolution Quality Reading Inventory: used to form baseline decoding and comprehension skills; Achieve 3000 Comprehension and Informational Text done through students own Lexile Level Raz Kids/A-Z Learning Lexia : Computer based reading/fluency program, Don Johnston: using audio and visual learning styles in a technology based program to improve reading comprehension;	English Language Arts	Level 1 & 2 Scantron Lower then 8 th grade reading level Quality Reading Inventory Level 1 state Exam
Mathematics	Scantron Level 1 &2 Level 1 state Exam	Math Games: May be technology based to improve subtraction, multiplication, division, word problems, sequencing,	Mathematics	Scantron Level 1 &2 Level 1 State Exam

		numeration, algebraic expressions;		
Science	Scantron Level 1 &2 Level 1 State Exam	Discovery Science Students receive Academic Intervention services in Science using English Language Arts strategies through Science content. Games, videos, and picture books are included.	Science	Scantron Level 1 &2 Level 1 State Exam
Social Studies	Scantron Level 1 &2 Level 1 State Exam	Discovery Social Studies Students receive Academic Intervention services in Social Studies using English Language Arts strategies through Social Studies content. Games, videos, and picture books are included.	Social Studies	Scantron Level 1 &2 Level 1 State Exam
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Goals on students Individual Education Plan	Guidance Counselors Provide leadership in developing a safe, caring, and inviting school with a sense of community where contributions of all persons are valued, where there are high expectations of excellence for all students, and where home-school-agency partnerships are valued. Demonstrate strong interpersonal skills and the ability to work, communicate, and collaborate effectively with teachers, other school staff, and families as part of a team within the	At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Goals on students Individual Education Plan

		<p>school setting. Apply sound principles of data based decision making to all aspects of practice (designing interventions, monitoring student progress, consulting with school administrators, and disseminating intervention research findings within the school setting). Participate in planning and or implementation of school or system level crisis response. Identify resources and coordinate services with other professionals and or agencies to address students' behavioral, affective, or social needs.</p> <p>Provide key liaison person that the parents students and at risk outside agencies use as facilities to the students. Our Guidance Counselors make referrals to drug and substance abuse programs. They evaluate at risk students transcripts to plan a program geared towards academic success.</p> <p>School Psychologist helps our school develop challenging but achievable, cognitive and academic goals for all students. Implement appropriate and</p>		
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		<p>alternative ways to monitor and assess the effectiveness of interventions and individual student progress toward goals. Assess students' cognitive abilities using a variety of instruments and techniques that are appropriate for the individual student. Demonstrate expertise in collecting, managing, and interpreting various types of individual and group data. Ensure that students and families know about community services and programs and assist them in accessing these, as appropriate. Participate in planning and implementing prevention programs to address the social and affective needs of students (Programs to address bullying, school violence, and school safety.). Participate in designing prevention and intervention methods to address programs that influence student learning. Provide direct services to individuals or groups of students (counseling, crisis interventions, mentoring, and individual safety plans, when</p>		
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		<p>appropriate) Consult and confer with teachers, staff, and families about strategies to facilitate the social and effective adjustment of students.</p> <p>Social Worker:</p> <p>Social Workers for P25R do many things that provide services for our at risk students. They provide individual and group counseling service with students. Crisis intervention programs are set up in each school supporting students & parents. Outreach is done to various agencies that provide additional support serviced with students and families. Preventative support services for suicide, child abuse neglect, and sexual harassment amongst students. P25r's conduct social history reports and conduct Individual Education Plan and annual review meetings. They provide transitional services, Pupil Personal Team meetings (Pupil Personal Meeting). They help direct Functional Behavior Assessments and Behavioral Intervention Plans. Social workers escort students to hospital and or other sites</p>		
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		<p>when needed to offer additional emotional support. They help provide trainings from outside agencies such as Aids Task Force, Gang Unit, drug & substance abuse. Our health related services include and are not limited to: Coordinating the activities of the health staff in each school to ensure that every student has a documented new admission examination, a current medical record and to see that other mandated services are provided. Engage in case finding, referral and case manage activities in conjunction with the school health team and the community providers. Implements the Office of School Health standardized tracking system for the follow-up of student referrals. Monitors compliance with health care plans at appropriate intervals. Directs health staff in managing the delivery of first aid. Follows the Office of School Health communicable disease control procedures, informs and advises administration and/or parents</p>		
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		<p>regarding school exclusion and readmission. Collaborate with school personnel in the development and implementation of case management plans to meet the health needs of students. Advocates for the student and family in matters pertaining to health assessment and need. Serves as liaison between the medical provider, community groups, the school, and the staff regarding student health concerns. Reports suspected physical abuse, sexual abuse and neglect of children as mandated by law. Provides information to families on health practices including nutrition. Conducts outreach activities for Medicaid-eligible children and families to access Early and Periodic, screening, diagnostic and treatment program.</p>		
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Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

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, staff, and paraprofessionals 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/information, early intervention services, etc.).

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4b. Measures to Include Teachers in Decisions Regarding Assessments

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

4c. “Conceptual” Consolidation of Funds in SWP Schools

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	0		
Title I School Improvement 1003(a)	Federal	0		
Title I Priority and Focus School Improvement Funds	Federal	0		
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	0		

¹Explanation/Background:

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

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

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

- 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.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

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

- **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).
- **Title I School Improvement 1003(a):** To 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.
- **Title I Priority and Focus School Improvement Funding:** To support implementation of school improvement plans that aims to improve instruction and address the identified needs.
- **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 an 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.
- **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.
- **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:

- **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.
- **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.

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **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 have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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 SCEP 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's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP) 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. **[School name]**, 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. **[School name]** will support parents and families of Title I students by:

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The

school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC) Template

[School name] , 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 on assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;

- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal James McKeon	Assistant Principal Luke Timmins
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Linda Rohrbacher	School Counselor Marc Blank
Teacher/Subject Area Natalia Zamkovaia/ELA	Parent Christine Dunn
Teacher/Subject Area Rhonda Tasca/Art & ELA	Parent Coordinator Zenaida Martinez
Related-Service Provider Maria Irizarry	Borough Field Support Center Staff Member Arthur Fusco
Superintendent Gary Hecht	Other (Name and Title) type here

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	2	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	2
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	2	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	2

D. Student Demographics

Total number of students in school (excluding pre-K)	532	Total number of ELLs	10	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input checked="" type="checkbox"/>	1 <input checked="" type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input checked="" type="checkbox"/>
	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input checked="" type="checkbox"/>	10 <input checked="" type="checkbox"/>	11 <input checked="" type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	10	Newcomers (ELLs receiving service 0-3 years)	3	ELL Students with Disabilities	10
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	3	Long-Term (ELLs receiving service 7 or more years)	4

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL			3			3			4	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0													

**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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

* EP=English proficient student

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0									

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): <u>0</u>	Number of students who speak three or more languages: <u>0</u>
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Freestanding English as a New Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)							1							0
Emerging (Low Intermediate)							2	1						0
Transitioning (High Intermediate)							1			1				0
Expanding (Advanced)									1					0
Commanding (Proficient)							1			1				0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total													1	0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total				1										0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1				0
4					0
5					0
6	3				0
7	1				0
8	1				0
NYSAA			1		0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	1								0
4									0
5									0
6	3								0
7	1								0
8	1								0
NYSAA							1		0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8			1						0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	1		1	
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
Our state licensed and certified ENL teacher, Linda Rohrbacher, uses formal and informal methods to assess the students progress and to evaluate the success of the ENL program. These are inclusive to teacher observations, teacher reports, the EdPerformance Scantron Series, New York City Performance Assessment, Feifer Assessment for Reading, and standardized methods of assessment. The data of the assessments reveals that our ELL students with special needs score below the average range. This information allows teachers to provide instruction in the content areas aligned with the Common Core Curriculum, Academic Intervention Services, through enrichment and parental involvement. We utilize the data collected to gear rigorous, culturally responsive instruction to all of our English Language Learners.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
The data from the NYSESLAT and NYSITELL reveals that all students tested made improvements in their English language proficiency levels.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Our school uses the information about Annual Measurable Achievement Objectives whereby our ENL teacher works to increase the percentage of students making progress in English and to increase students attaining English language proficiency on the NYSESLAT.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?
The NYSESLAT is an exam administered to English Language Learners annually to measure progress in English language acquisition and to determine continued eligibility for ELL services for the following year. Performance levels in speaking, listening, reading, and writing are measured and our ELL students improved in all areas. The results of the ELL periodic assessments provide our ENL teacher with detailed

information about her students' strengths and weaknesses in English language development. Our ENL teacher utilizes this data to help plan individual and group instruction for ELL students.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.]

Our teachers work closely with our ENL teacher and provide our ELL students with an extension of our Balanced Literacy Program, District 75's ELA Units of Study, content areas aligned with the Common Core Curriculum, and Academic Intervention Services, through enrichment and parental involvement. This will provide our ELL students with an array of opportunities for skill acquisition.

6. How do you make sure that a student's new language development is considered in instructional decisions?

Our teachers are dedicated to instructing ELL students to acquire the English language and focus on the best practices for co-teaching strategies and integrating language and content instruction for our English Language Learners.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the target language?
- What is the level of language proficiency in the target language for EPs?
- How are EPs performing on State and other assessments?

Currently, our school only features an English as a New Language program.

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

Our state licensed and certified ENL teacher uses formal and informal methods to assess the ELL student's progress and to evaluate the success of the ENL program. She meets with the ELL student's content area teachers weekly to discuss their observations of the ELL student's academic progress.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.

We identify our ENL students using the Home Language Identification Surveys, ATS reports, and the students' IEPs within 20 days of the students entry into the NYCDOE. Home Language Identification Surveys are administered to the parents at CSE. Our state licensed and certified ENL teacher, Linda Rohrbacher, administers the HLIS to the parent if CSE did not provide the document. Only one can be administered through the student's school years. An informal interview is then performed whereby language skills and preferences are discussed. Our Language Proficiency Team meets and based on the parent's responses to the Home Language Identification Survey, it is determined whether the student be administered the NYSITELL. Our state licensed and certified ENL teacher administers the NYSITELL to the student. In conjunction with the parents and the results of the HLIS and when the student scores below the cut score on the NYSITELL, it is determined whether the student receives ENL or Bilingual services. The student will then take the NYSESLAT and state ELA, Math, Science, and NYSAA exams or state Regents as applicable.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

After our ENL teacher administers the Home Language Identification Survey to the parent of a student, she interviews the parent and asks for the student's prior schooling history. If there are indications within the ELL Identification Process that the student has had an interruption or inconsistency in his/her formal schooling, our ENL teacher administers the oral interview questionnaire. For students who have a home language of Arabic, Bengali, Chinese, Haitian, Creole, or Spanish, she administers the Literacy Evaluation for Newcomer SIFE(LENS). The initial SIFE status is indicated in the DOE's data collection systems no later than 30 days from the student's initial enrollment (BDNC). As per CR Part 154, our school will make the final determination of SIFE within one year; therefore, initial SIFE identification within 30 days will be modified for up to one year. SIFE status is removed once the ELL student scores at the Transitioning level of English proficiency or higher on the NYSESLAT.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to *ELL Policy and Reference Guide, ELL Identification* section).

We identify our ENL students using the Home Language Identification Surveys, ATS reports, and the students' IEPs within 20 days of the students entry into the NYCDOE. Home Language Identification Surveys are administered to the parents at CSE. Our state licensed and certified ENL teacher administers the HLIS to the parent if CSE did not provide the document. Only one can be administered through the student's school years. An informal interview is then performed whereby language skills and preferences are discussed. Our Language Proficiency Team, consisting of our principal, assistant principal, ENL teacher, special education teacher, and parent, meets and based on the parent's responses to the HLIS, it is determined whether the student be administered the NYSITELL. The

NYSITELL is given to the student by our ENL teacher. In conjunction with the parents and the results of the HLIS and the student scores below the cut score on the NYSITELL, it is determined whether the student receives ENL or Bilingual services. The student will then take the NYSESLAT and state ELA, Math, Science, and NYSAA exams and state Regents as applicable.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
In District 75, this process is completed at the CSE.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section).
Our school informs parents that they have the right to appeal their child's ELL status within 45 days of the student's enrollment. Students who have a home language other than English, are English language learners, or non-English language learners, are eligible. If a parent, teacher, or student who is 18 years of age writes a request for re-identification of a student, our state licensed and certified ENL teacher will initiate a review of ELL status determination. The re-identification process is completed within 10 school calendar days upon receipt of the written request. She, and members of the Language Proficiency Team review results of the student's school-based assessments and consult with the CSE. Based on the recommendation of our ENL teacher and LPT, our principal determines whether to change the ELL status or not. When the principal decides to change the ELL status, written notification is sent to our district's superintendent for review and final decision. Written notification from the superintendent is sent to the principal, student, and parent, in the parent's native language within 10 school days upon receipt of documentation from our principal.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
In District 75, this process is completed at the CSE.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
In District 75, this process is completed at the CSE.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
In District 75, Parent Surveys and Program Selection forms are distributed at the CSE.
9. Describe how your school ensures that placement parent notification letters are distributed.
In District 75, this process is completed at the CSE.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
All documentation for our ELL students are placed in the child's cumulative folder and stored in the main office in a locked file cabinet.
11. 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.
The NYSESLAT is an exam administered to all of our K-12 ELL students every spring by our state licensed and certified ENL teacher, Linda Rohrbacher. She checks ATS reports (RNMR, RLER, RLAT) weekly to ensure all ELL students are eligible to be administered the NYSESLAT and student's eligibility for ELL services. The NYSESLAT consists of four sections (Speaking, Listening, Reading, and Writing). All sections are administered to generate a valid score and proficiency level/result.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Our school's ENL teacher ensures that continued entitlement and transitional support parent notification letters are distributed to the parents of our English language learners in their preferred language of correspondence.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
In District 75, this process is completed at the CSE.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
 - a. Freestanding ENL program.

We offer the Stand-Alone and Integrated ENL programs to our English Language Learners. Nine of our ELL students are in Standardized Assessment and one is in Alternate Assessment. Students are grouped according to English proficiency levels from the NYSESLAT. As per CR Part 154.2, our state licensed and certified ENL teacher instructs our ELL students using the Stand-Alone ENL program to help our students develop English language skills to succeed in core content areas. Our ENL teacher also co-teaches with a content area teacher using the Integrated ENL instruction to help build our ELLs English language skills through content area instruction.
 - b. TBE program. *If applicable.*

Currently, our school does not offer a Transitional Bilingual Education program.
 - c. DL program. *If applicable.*

Currently, our school does not offer a Dual Language program.
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Our school and class schedules ensure that the mandated number of ENL instructional minutes are provided according to the English language proficiency levels of the students. Our ELL students in grades K-8 who score in the Entering and Emerging Proficiency Levels are entitled to receive 360 minutes of ENL instruction per week. ELL students who score in the Transitioning and Expanding English Proficiency Levels are entitled to receive 180 minutes of ENL instruction per week. ELL students scoring in the Commanding Level of English Proficiency are entitled to 90 minutes per week of ENL instruction for two years after reaching the Commanding Level. Our 9-12 grades ELL students at the Entering Level of English Proficiency are entitled to receive 540 minutes of ENL instruction per week. ELL students at the Emerging English Proficiency Level are designated to receive 360 minutes of ENL per week. High School ELL students who score in the Transitioning and Expanding proficiency levels are designated to receive 180 minutes of ENL instruction per week. The ELL students who score in the Commanding proficiency level are mandated to receive 90 minutes of ENL instruction per week for two years after reaching the Commanding level.
3. Describe how core content is delivered in each program model. 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.

Our school ensures that our ELL students receive the mandated CR Part 154.2 ENL services via ENL methodologies and strategies such as CALLA, Scaffolding, Language Experience Approach, Think-Pair-Share, graphic organizers, Total Physical Response, provided by our state licensed and certified ENL teacher, Linda Rohrbacher. These methods are aligned with the Common Core Learning Standards. Our Special Education teachers provide instruction in English through all content areas: ELA, Math, Science, and Social Studies.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

Our school ensures that our ELL students are appropriately evaluated in their home languages throughout the year. Our school personnel is utilized to provide support, clarification, and evaluation for our ELL students in their native languages.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Each month our state licensed and certified ENL teacher provides each ELL student with teacher-made assessments and observes each student's work in all four modalities of English language acquisition. She ensures the students' preparedness to progress in English language proficiency on the NYSESLAT given in the spring each year.
6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status

Presently, we do not have any Students With Interrupted Formal Education enrolled at our school. We have three Newcomers (New to the English Language School System). We have one student with Entering English language proficiency level, four long term ELLs, and three students who are former ELLs, but receive two years of ELL services. SIFE, Newcomer, Entering, long-term, and Commanding ELL students are provided with services that include the buddy system, developing initial literacy in native language, nurturing environment to facilitate language production and student orientation.
7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12

Chart (six months after the re-identification has been established). Refer to *ELL Policy and Reference Guide, Re-Identification of ELL Status* section.

Within six to twelve months after the re-identification has been established, our principal, Mr. McKeon, will review the re-identification process decision to ensure that the student's academic progress has not been adversely affected by the determination. Mr. McKeon will consult with our state licensed and certified ENL teacher, Linda Rohrbacher, the parent, and the ELL student. If our principal, based on the recommendation of our ENL teacher and consultation with the parent, believes that the ELL student may have been adversely affected by the determination, he will provide additional support services to the student as defined in CR Part 154-2.3(i) and may reverse the determination within this same six-twelve month period. If Mr. McKeon's decision is to reverse the ELL status, he will consult with our district's superintendent. A final decision notification must be in writing to the parent and student in the parent's preferred language within 10 school calendar days.

8. 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?

Our school's ELL students are students with disabilities. Instructional strategies and grade-level materials used with ELL-SWDs are not limited to the ENL classroom. Teachers of ELL-SWDs use strategies like; scaffolding, heterogeneous grouping, and providing background knowledge to help students achieve language proficiency. Teachers base instruction in their content areas that are aligned with the Common Core Curriculum, they provide a nurturing environment to facilitate language production, and provide Academic Intervention Services. Instruction is rigorous, culturally, and linguistically responsive that focuses on academic achievement.

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

ELLs who are also students with disabilities receive accommodations that apply both to ELLs and SWDs, as appropriate. Our school uses curricular, instructional, and scheduling flexibility to enable our ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment by providing our ELLs with rigorous, effective instruction in small groups that is based on each student's needs and ensures curricular alignment and continuity of instruction.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note "other approved services" does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

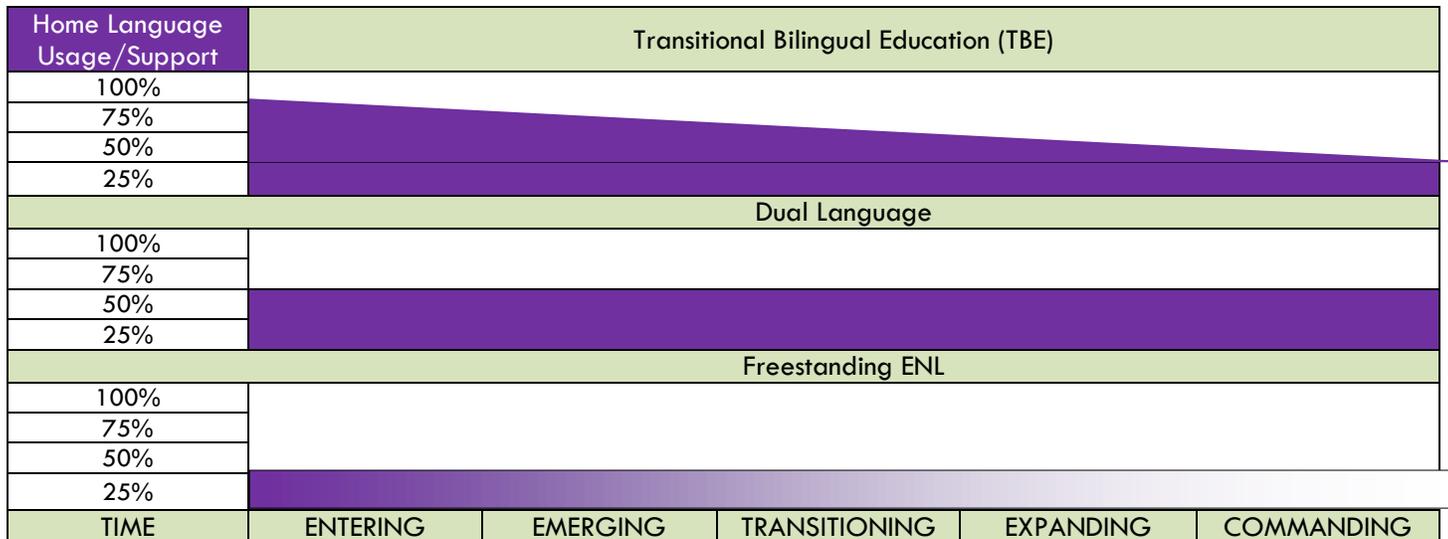


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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.
Our ELL students are supported in English through additional targeted intervention programs such as the District 75 Units of Study, Differentiated Instruction, and Academic Intervention Services. These additional intervention services are provided one period, daily, for 50 minutes each. Through this series of instructional interventions, which are research based, the students' deficits in reading, writing, speaking, and listening are addressed.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Our program is effective in meeting the needs of our English Language Learners in both content and language development. We strive to support our ELL students and their families and emphasize our ELLs English language acquisition.
12. What new programs or improvements will be considered for the upcoming school year?
Our school has begun the Writer's Revolution Program for the new school year.
13. What programs/services for ELLs will be discontinued and why?
Currently, our school has not discontinued any programs/services for our ELL students.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All of our English Language Learners are afforded equal access to all school programs and activities. They are invited to participate in school projects, fairs, sporting events, shows, trips, and after school programs.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
Multisensory and multicultural ENL materials are infused throughout all aspects of instruction. Literacy instruction for ELLs follows the NYC's Balanced Literacy Program which is supported by multicultural library books, the use of technology, and the adaptation of literacy materials to meet the needs of students with severe disabilities. Depending on the grade level and ability of the student, we use materials such as: The Wilson Program, Lexia Reading, Brain Pop, and Writer's Revolution.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Within our English as a New Language program the students' native language is taken into consideration for their level of literacy. The classroom library includes a variety of books of all levels in English and an ample representation of literacy materials in our ELLs native languages.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Our school ensures that all required services/resources support and correspond to our ELLs ages and grade levels. We provide instruction that is sensitive to our ELLs ages and grade levels and English proficiency levels.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
Our school's ENL teacher, counselor, and parent coordinator assist ELLs in transitioning as newly enrolled students. We provide the students with services that include the buddy system, developing literacy in native language, nurturing environment to facilitate language production and student orientation.
19. What language electives are offered to ELLs?
Our school offers Spanish elective to all of our ELL students.
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?
Currently, our school only provides an ENL program.

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
Our teachers and paraprofessionals who serve ELLs are supported through coaching services provided by the District's Instructional coaches. In addition, we ensure the attendance of ENL, monolingual teachers, paraprofessionals, principal, assistant principals, school aids, and related service providers at District and City-Wide conferences focusing on the education of ELLs.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
Our state licensed and certified ENL teacher, Linda Rohrbacher, attends our District-wide compliance and Professional Development Workshops conducted by our district's Office of English Language Learners.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Our state licensed and certified ENL teacher, Linda Rohrbacher, meets with prospective high school staff to specifically address the needs of the ELL student. We provide the ELL students with the opportunity to meet with staff from the high school by scheduling a trip to the high school and/or scheduling a meeting with the high school representative at the middle school. Our school's guidance counselors meet with ELLs to assist them as they transition from middle school to high school.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

Our teachers and paraprofessionals who serve ELLs will be supported through coaching services provided by the District's instructional coaches. In addition, we will ensure the attendance of ENL, monolingual teachers, paraprofessionals, principal, assistant principals, and related service providers at District and City-Wide conferences focusing on the education of ELLs for a minimum of 15% of their required professional development hours. Presently, our state licensed and certified ENL teacher, Linda Rohrbacher, meets weekly with our ELL's subject teachers, attends our District-wide compliance and Professional Development Workshops for a minimum of 50% of her professional development hours. She shares the information acquired at those meetings with the entire staff at our Professional Development Workshops. We are planning three workshops during the course of the year which will be conducted by our ENL teacher. They will be in November, March, and June. The topics she is planning to discuss include: Language Acquisition in Alignment with Core Content Area Instruction, Best Practices for Co-Teaching Strategies, Integrating Language and Content Instruction for ELLs. All non-ESL and non-Bilingual teachers will be encouraged to attend a minimum of ten hours of Jose P. training. A copy of the certificate awarded is kept in each teacher's file.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Our school meets individually with parents of our ELL students once a year. Our ENL teacher, classroom teachers, and an interpreter/translator in the language preferred by the parent discuss the goals of the ENL program, the ELLs language development progress, the ELL student's NYSESLAT English proficiency levels/results, and language development needs in all content areas.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to *ELL Policy Reference Guide, Parent Selection and Program Placement* section.

Our school records the attendance of the meetings, phone calls, and letters sent to the parents.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Through our Parent Coordinator, we offer parents of ELLs ongoing information in their home languages and training on different aspects of their children's education such as: effective parent participation, in-school activities, home activities to support learning, assessments, standards, and achievement and information of upcoming conferences regarding ELLs.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Our school partners with Staten Island Mental Health Facility, Community Action, Lifestyles, On Your Mark, Staten Island University Hospital, and Seaview Rehabilitation to provide workshops and services to ELL families.
5. How do you evaluate the needs of the parents?

We offer open lines of communication between our school and our parents, in their native language, to better serve the needs of families.

6. How do your parental involvement activities address the needs of the parents?

Through our Parent Coordinator, we offer parents of ELLs ongoing information in their home languages and training on different aspects of their children's education such as: effective parent participation, in school activities, home activities to support learning, assessments, standards, and achievement and information of upcoming conferences regarding ELLs. Options for ELLs in Special Education are discussed with parents during the Educational Planning conference by CSE. Our school partners with Staten Island Mental Health Facility, Community Action, Lifestyles, On Your Mark, Staten Island University Hospital, and Seaview Rehabilitation to provide workshops and services to ELL families. We offer open lines of communication between our school and our parents to better serve the needs of families. In order to keep our students and parents informed and involved, we have the P25R website: <http://p25southrichmondhs.org/home.aspx>.

D. Additional Information

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

Paste response here:

Part VI: LAP Assurances

School Name: <u>South Richmond IS/HS</u>		School DBN: <u>75R025</u>	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
James McKeon	Principal		
Luke Timmins	Assistant Principal		
Zenaida Martinez	Parent Coordinator		
Linda Rohrbacher	ENL/Bilingual Teacher		
	Parent		
Rhonda Tasca	Teacher/Subject Area		
Natalia Zamkovaia	Teacher/Subject Area		
	Coach		
	Coach		
Marc Blank	School Counselor		
	Superintendent		
	Borough Field Support Center Staff Member		
	Other _____		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **75R025** School Name:
Superintendent: **M**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

We identify our English Language Learners using the Home Language Identification Surveys, ATS Reports, and the students' IEPs within twenty days of the students' entry into the New York City Department of Education. Home Language Identification Surveys are given to the parents by our licensed and certified ENL teacher. In conjunction with an interview with the parents, the results of the Home Language Identification Survey, and the results of the NYSITELL, the Language Proficiency Team (LPT) determines whether the student receives ENL or Bilingual services. We determine the language spoken and understood by the parents. The primary language is maintained in ATS and on the student emergency card. A list of names of the parents who require language assistance services is then generated and given to the pupil personnel secretary, parent coordinator, and ENL teacher.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Our 2015-2016 school year enrollment is 532 students. 11 of whom have been identified as English Language Learners. Their parents are provided with written and oral interpretation in Spanish.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Our school disseminates the following documents to the parents:
Bill of Parent Rights and Responsibilities (September and New arrivals)
Newsletters (Monthly)
After-School Program information (October)
Parent-Teacher Conference announcements (November and March)
New York State exam dates (March and April)
Daily student performance logs

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Parent-Teacher Conferences (November and March)
School Holiday Fair (December)
School Autism Fair

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

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

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

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

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Our school ensures that all staff members are aware of how to use translation services and over-the-phone services by providing them with an email with the information.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

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

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Our school gathers feedback from parents on the quality and availability of services by providing parents with the parent survey and open lines of communication via conferences and telephone calls.

