

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): **75R373**

School Name: **P.S. R373**

Principal: **PAULETTE BENEVENTO**

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: P373 School Number (DBN): 75R373
Grades Served: K-8
School Address: 91 Henderson Avenue, Staten Island, NY 10301
Phone Number: 718-816-8897 Fax: 718-727-6867
School Contact Person: Danielle Simeoli Email Address: dsimeol@schools.nyc.gov
Principal: Paulette Benevento
UFT Chapter Leader: Alexander Reich
Parents' Association President: Julia Luppino
SLT Chairperson: Alexander Reich
Title I Parent Representative (or
Parent Advisory Council
Chairperson): NA
Student Representative(s): NA

District Information

District: 75 Superintendent: Gary Hecht
Superintendent's Office Address: 400 First Avenue, New York, New York 10010
Superintendent's Email Address: ghecht@schools.nyc.gov
Phone Number: 212-802-1501 Fax: 212-802-1678

Borough Field Support Center (BFSC)

BFSC: _____ Director: Arthur Fusco
Director's Office Address: _____
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 Comprehensive Educational Plan (CEP) 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)
Paulette Benevento	*Principal or Designee	
Alexander Reich	*UFT Chapter Leader or Designee	
Julia Luppino	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Barianne McNamara	Member/ UFT	
Anne Coppolo	Member/ UFT	
Dina Vitadamo	Member/ UFT	
Susan Discala	Member/ UFT	
Cathy Blanton	Member/ Parent	
Stacey Owen	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Jessica Pizzuto	Member/ Parent	
Antoinette Strikcani	Member/ Parent	
Elise Murphy	Member/ Parent	
	Member/	
	Member/	
	Member/	

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

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the 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 CEP 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 Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement 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 two (2) to 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. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

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.

The Quality Review 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 also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 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 CEP 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:** 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 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. 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.

This year, P373R has a newly appointed Principal, and a new School Leadership Team. The team is currently working on a new collaborative Mission Statement which will be reflected in next year's CEP.

We are a multi-sited organization that provides a highly structured environment that integrates instruction and support services within the school and community to students who experience delays in the acquisition and generalization of social, emotional and academic skills. Further, crisis intervention, guidance, occupational therapy, physical therapy, attendance, psychological services, nursing and family outreach are all parts of our school program for our students who demonstrate severe, long-standing and pervasive emotional difficulties. We service students in 6:1:1, 8:1:1, 12:1:1 and 12:1:2 settings, grades K-8, both alternate and standardized assessment.

Our school's arts programs have significantly expanded over past years, as we offer specified arts instruction at each of our 6 sites. With existing programs, new initiatives and grant opportunities put into place, we have laid the foundation of a strong arts programming throughout our organization. This has been made possible through the reorganization of teaching staff and a more strategic approach to grant-writing and fund-raising. Several years ago, we were chosen to participate in a 5 year research grant, EASE (Everyday Arts for Special Education), funded by an Investing in Innovation (i3) grant from the United States Department of Education. The goal of this grant is to train teachers of special education students in the use of arts activities to improve students' communication, socialization, behavior, academic and artistic skills. We are currently in the fourth year of this grant, one of only 10 schools that was chosen to participate in the EASE for the five-year duration of this groundbreaking initiative. In this endeavor our school is partnered with the Urban Arts Partnership, who develops curriculum, runs workshops, and provides in-school collaborative mentoring. Administrative support is provided by District 75. It is an honor to have been selected to participate in this Federal Grant Program, whose research may in turn, result in innovative ways of addressing the unique needs of our students with disabilities.

We implement strategies consistent with Positive Behavior Interventions and Supports (PBIS). The purpose of PBIS is to bring in a school-wide system of support that includes proactive strategies for defining, teaching, and supporting appropriate student behaviors in order to create positive school environments. PBIS is strategy that has been utilized by P373 through the years.

PBIS allows for high levels of student engagement by providing incentives and celebrations for student efforts and including students in the planning of special events. Collaborative Learning Communities (PBIS team) came up with a behavior mantra, PAWS (Prepare, Achieve, Wisdom, Safety), chose a school mascot (The Wolf) and voted on school colors (maroon and white) in order to strengthen the vision and provide clear expectations to students, staff and families. For many years, P373R has worked in a collaborative partnership with the Teddy Atlas Foundation, in order to offer incentives and special programs for students who achieve specific criteria in social, behavioral or academic goals. We continue to build upon this program.

Each of our sites has a variety of supports for meeting student developmental needs. Although there is clear organizational coherence within our PBIS program, it will look differently at each site, as the students at each site are diverse and have a variety and multitude of disabilities.

The following instructional practices implemented at P373R are aligned to our school community's beliefs about how students learn best: Students learn best with visual supports, consistency, collaboration between home and school, parent training and collaboration/sharing of information with all faculty and related service providers. We provide multiple entry points for each child in order to engage in common core aligned or connected curricula. We engage all

students through small grouping, implementation of Universal Design for Learning strategies (visual, kinesthetic materials) strategies and aligning or connecting practices with the common core shifts.

When looking at the Framework for Great Schools, our school has made the most progress in the area of Collaborative Teachers, where teams of teachers have, through the years, worked in professional learning communities, developed protocols and shared best practices. As a result, the following implemented practices are implemented:

- Planning and Preparation – Teachers devised and implemented a Lesson Plan Template aligned to effective practices of Designing Coherent Instruction.

- Classroom Environment – Teaching Points are posted in all classes; use of Emotional Literacy and/or Therapeutic Crisis Intervention (TCI) strategies; schedules, use of behavior management strategies for individual students with or without behavior intervention plans. This year we are focusing on Learning Targets.

- Instruction – Teachers engage students through high-interest topics, use of technology, small grouping and student choice. Assessment practices are cohesive through the classrooms. Students with testing accommodations on IEPs take all assessments with those accommodations.

- Professional Responsibilities – In order to foster distributive leadership, the level of professional responsibilities has greatly increased through peer-led cohorts and professional development, implementation of curricula teams, inter-visitation between classroom teachers.

Our instructional focus this year is in writing. More specifically, we will set out to create common core aligned or connected learning targets, based on student need, in the area of writing, in order to improve writing skills.

75R373 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05,06,07,08	Total Enrollment	464	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	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population	N/A	% Attendance Rate		89.0%
% Free Lunch	65.0%	% Reduced Lunch		0.7%
% Limited English Proficient	11.3%	% Students with Disabilities		99.3%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.4%	% Black or African American		27.7%
% Hispanic or Latino	34.4%	% Asian or Native Hawaiian/Pacific Islander		4.2%
% White	30.6%	% Multi-Racial		1.6%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	6.31	# of Assistant Principals (2014-15)		4
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		7
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)		8.16
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.

Part 1 – Needs Assessment

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

During the 2014-2015 school year, cluster teachers at the main site included specific common core writing standards in their instructional units of study. The following standards were assigned by the Academic Team, based on the content of the learning standards as it relates to core subject areas.

Writing Standards Assignments

<u>Cluster Teacher</u>	<u>Grade / Writing Focus</u>	<u>Writing Standard(s)</u>
<i>Science</i>		W.1 W.9
K-2	K-6 - Text Types & Purposes	W.7
3-6	K-6 - Research to Build Knowledge	W.8
<i>Science</i>	3-6 – Research	
3-6	K-6 - Text Type & Purpose	W.3
<i>Social Studies</i>	6 ^{ONLY} - Text Types & Purposes	W6.1 W.5
3-6	3-6 - Production Distribution of Writing	W.4 W.6
<i>Social Studies</i>	K-6 - Text Types & Purposes	W.2
K-6		
<i>Social Studies</i>	4-6- Research & Presentation	W.9
3-6		
<i>Art K-6</i>	K-6 - Text Type & Purpose	W.2
<i>ELA/Word Study K-2</i>	K-6 - Text Type & Purpose	W.3
<i>SS Technology</i>		W.4
3-6	3-6 - Production Distribution of Writing	W.5 W.6
<i>ELA Technology</i>		W.4
K-2	K-2 - Production & Distribution of Writing	W.5 W.6

The following is a breakdown of mastery of Common Core Writing Standards mastered by grade level:

K- 31%

1- 23%

2- 17%

3- 24%

4- 11%

5- 15%

6- 14%

Based on this and other curricula data, we have determined that the overall strength of all students was Text Type and Purpose. In addition, we noted that students begin to struggle with writing once they get to second grade, at which point, the standards become more cognitively difficult. In addition, the team noted that this is when scaffolds, use of pictures and other writing "manipulatives" begin to be removed from instruction and assessment. We also noted that there was a large decrease in the number of students mastering assigned writing standards in 4th grade. Based on this need, this year, our instructional focus is in writing and we will implement a new common core-aligned writing program titled, Strategies for Writers in grades 2, 3 and 4. In addition, we will provide professional development in Writing Revolution to our Social Studies and Science teachers so that they can more effectively implement writing instruction through their content areas.

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

1) By June, 2016, students in grades 2-4 will engage in a new writing curriculum, resulting in a 20% increase of student grade-level common core writing skills when comparing Common Core Standards Checklists in writing from baseline to benchmark assessment.

Part 3 – Action Plan

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: <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. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Academic Team to analyze 2014-2015 student data and research common core aligned writing programs and/or strategies to implement for the 2016 school year.	Academic Team	June, 2015	AP
Introduce and sample chosen programs / curriculum to all classroom teachers at the Main Site. Teachers will complete Strengths/Weakness template regarding specific programs in order to determine best choice for new program.	Classroom Teachers	Summer, 2015	School Manager

After purchase of new curriculum, grade level teacher teams will establish inquiry foci related to the use of writing curriculum, strategies to increase mastery of writing standards and assessment of skills.	Inquiry Teacher Teams	October, 2015 – May, 2016	AP
Baseline, mid-year and end-year data will be collected. Mid-year data analysis and new strategies to be discussed and implemented.	Teacher Teams and Academic Team	October, 2015 – May, 2016	AP

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.											
*Funding for Academic Team to meet after school and/or on weekends. *Funding to purchase writing curriculum, to include Writing Revolution and Strategies for Writers.											
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		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		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.			
In February, 2016, we expect to see a 10% increase in mastery of common core standards, based on an analysis of grade-level common core writing checklists.			
Mid Year Data:			
Grade	Nov	Feb	Gains
K	0	17%	+17%
1	11%	18%	+7%
2	14%	32%	+18%
3	12%	15%	+3%
4	4%	19%	+15%
5	2%	13%	+11%
Gains Range = 3% - 18%			
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.

Part 1 – Needs Assessment

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

The Department of Education defines a supportive environment as one where "students are excited to learn and actively engage in classrooms that are welcoming, safe, and orderly." Additionally, "The classroom must support the social and emotional growth of all students." To this end, we strive to provide a supportive environment for students through implementation of Universal Design for Learning Strategies and intervention programs, specifically deigned to address the specific reading deficits of our students.

A review of SANDI Math data from 2014-2015 indicates that 28 out of 202 students either made no gains or less that a 5 point gain in math skills.

In order to provide a more supportive environment to this group of students, hence increasing math skills, we will implement the following goal:

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

1) By June, 2016, students who are alternately assessed will engage in CCLS-connected instruction with supports, resulting in a 5% increase of Math skills when comparing baseline SANDI Math data to Benchmark data.

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 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?</i></p>
<p>A review of 2014-2015 data will be conducted by teacher teams in order to match Students to curricula programs, including Equals, Math Steps, Curriculum Press and Attainment.</p>	<p>Teacher Teams</p>	<p>September, 2015</p>	<p>AP</p>
<p>Teachers will conduct baseline assessments using SANDI assessment in Math to determine strengths, needs and next steps.</p>	<p>Teachers</p>	<p>September, 2015-October 20</p>	<p>AP</p>
<p>Curricula Professional Development to be implemented and reinforced.</p>	<p>Teacher Teams</p>	<p>October - December</p>	<p>AP</p>
<p>Specific strategies and/or interventions to support student growth will be introduced to targeted students and shared with classroom teachers.</p>	<p>Teacher Teams</p>	<p>January</p>	<p>AP</p>
<p>Baseline, mid-year and end-year data will be collected. Mid-year data analysis and new strategies to be discussed and implemented.</p>	<p>Teacher Teams</p>	<p>May</p>	<p>AP</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>										
<ul style="list-style-type: none"> • Teacher Team Meetings after school and/or weekends as needed. • Materials to include curricula programs, as needed, professional development and other materials . 										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
<p>X</p>	<p>Tax Levy</p>		<p>Title I SWP</p>		<p>Title I TA</p>		<p>Title II, Part A</p>		<p>Title III, Part A</p>	<p>Title III, Immigrant</p>
	<p>C4E</p>		<p>21st Century Grant</p>		<p>SIG/SIF</p>		<p>PTA Funded</p>		<p>In Kind</p>	<p>Other</p>

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>
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In February, 2016, we expect to see a 5% increase in math skills based on mid-year Sandi checklist.

Mid Year Data

SITE	48	Mini	861	58
No of students	52	72	55	53
No of Classrooms	6	13	7	7
Average increase	3.06%	5.030%	3.95%	3.23%

Total Gains = 3.95%

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 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.

Part 1 – Needs Assessment

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

Providing opportunities for teachers to develop, grow, and learn from peers and experts is an effective means of strengthening the effectiveness of collaborative teachers. Last year, the academic team determined the following:

SANDI Data Analysis, 2014-2015:

Students who are alternately assessed showed a 7% increase of Reading/Writing Skills based on SANDI data.

Site:	48	Mini	861	58
# of Students	47	61	49	49
Average increase	8.5%	6.3%	4.8%	6.9%

Professional Learning Communities noted the following:

1. Classes with students in grades K-2 made the greatest gains in reading.
2. Classes all use the UNIQUE learning system for reading, not all teachers focus on vocabulary or word study.
3. Classes with gains had the skills clearly identified. These skills were taught by the classroom teacher throughout the day and across subjects. For example: sequencing, recall and comprehension skills were taught and referenced during science, social studies, whole and small group, read alouds, individual work time (IEP goals). The skills were taught by clusters and classroom teachers.
4. Classes had greater gains when reading was taught systematically and strategically. For example, in lesson planning, Monday would be vocabulary /word study, Tuesday would be main idea, Wednesday evidence in text, etc.
5. Middle school students, grades 6-8, (12:1:1 and 6:1:1) made progress ranging from 1%-5%. In the past, not all older students made progress.
6. Classes where Dolch word lists were included in instruction had greater gains.
7. Classes where pre and post tests were used noted progress.
8. A multisensory approach to reading also was used by some classes.
9. Students in grades 3-5 made progress except for about seven students.
10. Related service therapists pushed into classes. Speech therapists taught JARs focusing on ELA.

In order to increase opportunities for all students to demonstrate progress in reading,

- **The professional development provided on Monday afternoon to teachers and paraprofessionals regarding cognition, speech and movement helped staff focus on student achievement.**
- **The professional development and new systems put in place focusing on behavior helped increase student attention to task.**
- **Teacher inquiry that focused on ELA development and behavior helped improve student achievement.**

In order to further develop the effectiveness of collaborative teachers, we will implement the following:

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 1, and be written as SMART–Specific, M measurable, Achievable, Relevant, and Time-bound.

1) By June, 2016, Teachers of students who are alternately assessed will engage in collaborative inquiry teams regarding implementation of writing strategies, resulting in a 10% increase of student writing skills when comparing September SANDI writing scores to June SANDI writing scores.

Part 3 – Action Plan

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: <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. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Thinking Maps Trainer (Data Specialist) to provide full day professional development to selected alternated assessment teachers on the use of Thinking Maps.	AA students	November	Data Specialist
First Author Curriculum and professional development will be implemented to SS and Science teachers so that all teachers are focusing on writing skills.			
Inquiry Teams will focus on the use of Thinking Maps in order to increase student writing skills.	Teacher Teams	Nov - June	AP
SANDI will be used to collect baseline data and determine individual students' needs.	Students in Mini Bldg	October	Data Specialist
Three Professional development review sessions will be given throughout the year with the Thinking Maps trainer.	Classroom Teacher Teams	January March May	Data Specialist

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.

- Funding for substitute teachers to cover 10 classroom teachers for 4 days each
- Materials – Thinking Maps Binders

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		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		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.

In February, 2016, we expect to see a 5% increase in mastery of writing skills, based on an analysis of SANDI writing skills data.

Mid-Year Data:

Class	NOV SANDI	FEB SANDI	Gains
Y01	20%	24.5%	4.5%
Y02	39%	42%	4%
Y03	24%	24%	0
Y05	20%	22%	2%
Y06	15%	23%	8%
Y07	23%	29%	6%
Y08	47%	48%	1%
Y09	23%	28%	5%
Y11	48%	49%	1%
V20	33%	42%	9%
X20	32%	43%	11%
X21	48%	57%	9%

Total Gains = 4.41%

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.

Part 1 – Needs Assessment

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

The following is an analysis of 2014-2015 ADVANCE Teacher performance data:

<u>Domain</u>	<u>Highly Effective Term 1</u>	<u>Highly Effective Term 2</u>	<u>Gains</u>
<u>Planning and Preparation</u>	24	35	<u>+11</u>
<u>Knowledge of Content</u>	20	34	<u>+14</u>
<u>Designing Coherent Instruction</u>	23	75	<u>+52</u>
<u>Classroom Environment</u>	22	35	<u>+13</u>
<u>Respect and Rapport</u>	24	38	<u>+14</u>
<u>Managing Student Behavior</u>	19	31	<u>+12</u>
<u>Instruction</u>	25	35	<u>+10</u>
<u>Questioning and Discussion</u>	24	35	<u>+10</u>
<u>Engaging Students</u>	34	50	<u>+16</u>
<u>Using Assessment</u>	15	18	<u>+3</u>
<u>Professional Responsibilities</u>	51	60	<u>+9</u>

Although the above data reveals that there have been improvements in all domains as a result of the professional development practices implemented during the school year, the 2014-2015 indicated that teachers feel that programs come and go. Thirty six percent of teachers surveyed 'somewhat' to 'strongly' disagree with the statement, "Once we start a program, we follow up to make sure that it's working." This year, our goal is to and improve effective school leadership by increasing distributive leadership.

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–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

- 1. By June, 2016, school leaders will implement professional communities of Specialty Teacher Teams across the sites, resulting in a 10% increase in student self-confidence as measured by Student Self-reflection pre and post survey or interview.**

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?</i></p>
<p>Art team, Technology team , Science Team and other teams across the sites will plan and implement a year-long action plan regarding student community performances, fairs or publications in order to increase distributive leadership and unite the various sites across P373. Action plan will be shared with all sites and updates given as needed.</p>	<p>Art Teachers Across the sites</p>	<p>September</p>	<p>AP</p>
<p>Teams will create a survey or an Interview for students who can not complete the survey, to be used to calculate baseline data and determine specific targeted areas in which to focus during performances, etc.</p>	<p>Students / Families</p>	<p>October</p>	<p>AP</p>
<p>Teams will create team goals and develop an action plan in order to achieve the above CEP goal.</p>	<p>Teams</p>	<p>November</p>	<p>AP</p>
<p>Meetings will be scheduled in order for teacher teams from every site to meet on a monthly basis. Progress Monitoring will occur monthly. Inquiry will be based on this goal.</p>	<p>Students / Families</p>	<p>Monthly</p>	<p>Arts Liaison</p>
<p>Mid-year progress monitoring will be conducted and additional strategies discussed in order to further increase parent attendees. Data will be shared with teacher teams and additional strategies implemented.</p>	<p>Art Teachers Across the sites</p>	<p>February</p>	<p>Arts Liaison</p>
<p>Final data to be collected, analyzed and compared.</p>	<p>Teams</p>	<p>May</p>	<p>AP</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>										
<ul style="list-style-type: none"> • Funding to cover substitute teachers in order to provide art teachers from sites across Staten Island to meet at one location one time per month. • Materials needed for student performances. • Additional funding to purchase snacks or food for events. 										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
<p>X</p>	<p>Tax Levy</p>		<p>Title I SWP</p>		<p>Title I TA</p>		<p>Title II, Part A</p>		<p>Title III, Part A</p>	<p>Title III, Immigrant</p>

	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		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.

By February, 2016, we expect to have implemented at least two events.

Mid Year Data

Professional Communities met and planned on a monthly basis. As of mid-year, we implemented TWO COORDINATED SCHOOL ACTIVITIES, including:

1. **Urban Voices-** Mini students attended Main

1. **Mini Dance Performance** – Main students participated and attended.

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.

Part 1 – Needs Assessment

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

In order to have a strong family and community ties, the staff of a school welcomes, values, and incorporates families and the larger community into inclusive schools and classrooms. In order to more effectively meet the needs of our specific community, last year we created, collected and analyzed family surveys throughout the year. The **following data reveals increases in the strategies (newsletter, email, etc.) used by teachers in order to communicate with parents regarding student progress. As a result of increasing the means of communication, we also increased actual parental satisfaction regarding communication by 37%. We will use this data, as well as other strategies implemented by Related Service Providers, in order to increase the number of parent attendees for the next school year.**

<u>Component:</u>	<u>Pre-Survey</u>	<u>Post-Survey</u>	<u>Increase</u>
Newsletter	45%	63%	+18%
Email	13%	19%	+6%
Letter	42%	67%	=25%
Communication Satisfaction	55% (8-10 Satisfaction rate)	92%	+37%

To further increase the effectiveness of our family community, we will implement the following:

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–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

- 1. By June, 2016, Related Service providers across the sites will plan and implement one monthly Parent Workshop per month, based on Parent needs Assessment(s), resulting in a 20% increase in the number of parental attendees at workshops when comparing last year to this year.**

Part 3 – Action Plan

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: <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. 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
During September orientation, related service providers across the sites will develop a year-long action plan regarding Parent Training in order to increase parental attendance.	All students	September	AP
A review of prior years' events and lists of attendees will be analyzed and baseline data will be established. Related service providers will create a list of short-term goals towards meeting the above CEP goal.	Parents	October	Parent Coordinator
A minimum of three meetings will be scheduled during the year in order for related service providers from each site to meet. Progress Monitoring will occur during these meetings. Next steps will also be discussed and implemented.	Speech Teachers	November, January, March	AP
Related Service Providers will create agendas, sign-in sheets and resource packets for each workshop presented.	Speech Teachers	November, January, March	AP

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.											
<ul style="list-style-type: none"> • Materials needed for parent workshops. • Additional funding to purchase snacks or food for events. 											
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		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded	X	In Kind		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, 2016, we expect to see a 10% increase in the number of parent attendees.

Mid Year Data:

MIDYEAR	No. of Workshops	No. of Participants
2014-15	9	122
2015-16	27	386

Total Increase in No of Participants = 68%

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 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)	AIS supports are included for students based on formative and summative assessments and/or attainment of common core learning standards (skills).	Programs include but are not limited to: Wilson Foundations (phonetic approach to assist in the development of language to strengthen reading skills in struggling readers), RAZ Kids, and use of Common Core Foundational Skills Checklist. SMILE, Unique, Alternate Assessment Curriculum Framework, Cookshop, Treasures (on-line), EASE, Picture Exchange systems and the use of Assistive-Adaptive Technology are used to develop, practice and increase functional skills throughout the school day to foster the connection between what is learned in school and connect to the “real world”. Ipads and other Communication Augmentative devices are also used.	Small group and/or 1:1	During the School Day
Mathematics	AIS supports are included for students based on formative	Math Steps (supplemental program to reinforce	Small group and/or 1:1	During the School Day

	<p>and summative assessments and/or attainment of common core learning standards (skills).</p>	<p>math concepts as needed), Alternate Assessment Curriculum Framework , Cookshop, Curriculum Press, hands-on manipulatives, Go!Math activities on line, use of SMART Board activities to motivate and assist with students who need the hands on experience and visual strategies to learn). Picture Exchange systems and the use of Assistive-Adaptive Technology are used to develop, practice and increase functional skills throughout the school day to foster the connection between what is learned in school and connect to the “real world”.</p>		
<p>Science</p>	<p>AIS supports are included for students based on formative and summative assessments and/or attainment of common core learning standards (skills).</p>	<p>Grades 4-6 are included as needed. We provide opportunities to increase functional skills development integrated in the Science content area to increase functional skills. Students use FOSS, Picture Exchange systems, Alternate Assessment Curriculum Framework, and the use of Assistive-Adaptive Technology to develop, practice and increase functional skills throughout the school day to foster</p>	<p>Small group and/or 1:1</p>	<p>During the School Day</p>

		the connection between what is learned in school and connect to the “real world”.		
Social Studies	NA	NA	NA	NA
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	IEP Mandated	As indicated on Students’ Individualized Education Plans	Small group and/or 1:1	During the School Day

Section 7: Title I Program Information

Directions:

- 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 activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '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 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 Priority and Focus School Improvement Funding:** 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: 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 CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school'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. **P373**, 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. **P373** 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, School Quality 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 Common Core 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 with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

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 to 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.

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

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>24</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u> </u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Begin description here: "Families Learning Together"

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

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

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

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

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

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"Families Learning Together" is in the fourth year of development. As research reflects, most of our students do best when supported by their families in extra-curricular activities (Ortiz,2001). With this in mind, the team determined that a Saturday group that engaged both parents and ELLs in varied activities would be a viable option for supporting our ELLs and their families. We are planning to form two classes of students who require a student to staff ratio of 12:1:1 (One class will contain grades 1,2,3 and the other group will contain grades 4,5,6). As examined in the 2013-2014 NYSESLAT scores, our ELL students need more assistance in reading and writing; the two most challenging modalities for most English Language Learners. Our focus for this program is to promote healthy eating habits through interactive games, reading, and writing activities. With this examination of our ELL population in mind, the team carefully selected a target group of ELL students, which are believed to benefit most from the Title III program. Two bilingual paraprofessionals will participate in the Title III instructional program. Two certified ESL teachers will instruct the Title III program. The program will be supervised by an

Part B: Direct Instruction Supplemental Program Information

Assistant Principal.

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

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

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

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

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Part C: Professional Development

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

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

Begin description here: _

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

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

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

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

Part D: Parental Engagement Activities

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

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

Begin description here: _

-
"Families Learning Together" will engage parents in communication skill building, utilizing the Smart Board interfaced to Ipad Apps to facilitate learning, an instructional video on facial expression to explore emotions, proloquo2 G o to promote communication, take home photo journals to be tailored to

Part D: Parental Engagement Activities

students' lifestyles and levels of literacy, and fun activities that foster student expression. Families will learn the importance of building communication systems that are utilized not only in school, but at home as well. Parents will learn how to prepare healthy food as well as how to support the social and physical needs of their children.

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

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

- January 16, Cookshop for Families

February 13, Breakfast Cookshop for Families

March 13, Lunch Cookshop for Families

April 17, Snack Cookshop for Families

May 15, Dinner Cookshop for Families

June 12, Celebration Cookshop for Families

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

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

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

- Parents will be notified of the 2014 - 2015 Title III program by flyers given in their native languages at: PTA meetings, SLT meetings, Parent Coordinator Workshops (translation services and interpreters provided) and Official Title III Letters will be mailed and sent in backpacks in parents' native languages.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	<u>\$8,452.38 (75%)</u>	<u>Instructional Program:</u> <u>1 Supervisor x 4 hours x 6 sessions x \$52.84 = \$1,268.16</u> <u>2 Teachers x 4 hours x 6 sessions x \$50.50 = \$2,424.00</u>

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<p>2 Paraprofessionals x 4 hours x 6 sessions x \$29.05 = \$1,394.40 <u>1 Secretary x 1 hours x 6 sessions x \$31.12 = \$186.72</u> <u>Preliminary Professional Development:</u> <u>1 Supervisor x 1.5 hours x 2 sessions x \$52.84 = \$158.52</u> <u>2 Teachers x 1.5 hours x 2 sessions x \$50.50 = \$303.00</u> <u>2 Paraprofessionals x 1.5 hours x 2 sessions x \$29.05 = \$174.30</u> <u>Professional Development:</u> <u>1 Supervisor x 2 hours x 6 sessions x \$52.84 = \$634.08</u> <u>2 Teachers x 2 hours x 6 sessions x \$50.50 = \$1,212</u> <u>2 Paraprofessionals x 2 hours x 6 sessions x \$29.05 = \$697.20</u></p>
<p>Purchased services</p> <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	<p><u>N/A</u></p>	<p>_____</p>
<p>Supplies and materials</p> <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	<p><u>\$2,248.00 (20%)</u></p>	<p>Vendor: Staples -Laminator: 31267838X <u>1 @ \$56.00 = \$56.00</u> -Construction Paper: 311414273 <u>4 @ \$4.00 = \$ 16 .00</u> -Post it 12PK: 085628964 <u>2 @ \$7.00 = \$14.00</u> -Marble Notebook: 08532986X <u>25 @ \$2.00 = \$50.00</u> Vendor: School Specialty -Laminating Sheets 100PK: 31223306X <u>4 @ \$18.00 = \$72.00</u> -Pocket Folders 25PK: 312229534 <u>1 @ \$8.00 = \$8.00</u> -Crayola Paint 12PK: 312246463 <u>1 @ \$32.00 = \$32.00</u> -Paint Brush Set: 31581442X <u>1 @ \$19.00 = \$19.00</u> -Glue Sticks 30 PK: 312221223 <u>1 @ \$12.00 = \$12.00</u> -Scissors 12PK: 312197438</p>

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<p> <u>1 @ \$6.00 = \$6.00</u> -Crayola Markers 8PK: 312195214 <u>8 @ \$2.00 = \$16.00</u> -Crayola Crayons 24PK: 312199287 <u>8 @ \$2.00 = \$16.00</u> -Daily Schedule Chart: 312229283 <u>2 @ \$15.00 = \$30.00</u> -Pretend Cashier: 312248873 <u>1 @ \$16.00 = \$16.00</u> -#2 Pencils 12PK: 311067379 <u>5 @ \$2.00 = \$10.00</u> -School Smart Storage Baskets: 313186677 <u>5 @ \$4.00 = \$20.00</u> Vendor: S & S Worldwide, Inc. -Play Money Bills: 313117160 <u>2 @ \$8.00 = \$16.00</u> Vendor: Dela Educational, Ll.c. -Organic Veggies Classroom Kit: 313647860 <u>2 @ \$18.00 = \$36.00</u> - Spray Mister: 172006031 <u>1 @ \$3.00 = \$3.00</u> Vendor: Lakeshore Learning -Sequencing Kit: FF709 <u>1 @ \$30.00 = \$30.00</u> -Let's Go Shopping Set: RR900X <u>1 @ \$109.00 = \$109.00</u> -ELL Games Library: LL584 <u>1 @ \$30.00 = \$30.00</u> -Nonfiction Sequence and Write Tiles: LL843 <u>1 @ \$30.00 = \$30.00</u> -Vocabulary Match-Ups Set: FF470X <u>1 @ \$70.00 = \$70.00</u> Vendor: Barclay School Supplies The Life Cycle of a Plant: 313045313 <u>2 @ \$2.00 = \$4.00</u> Vendor: GI Group, Inc. -Eating The Alphabet: 9780152244361 <u>2 @ \$5.00 = \$10.00</u> Vendor: Steps To Literacy -Gregory The Terrible Eater: 282154663 <u>2 @ \$4.00 = \$8.00</u> </p>

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<p>Vendor: Flaghouse Inc. -Synthesis PF Vinyl Gloves: <u>312542615</u> <u>4 @ \$7.00 = \$7.00</u> -Foam Fitness Dice Set: <u>312535112</u> <u>1 @ \$7.00 = \$7.00</u> -Yoga Spots Set: <u>312534981</u> <u>1 @ \$28.00 = \$28.00</u> Vendor: United Supply Corp -Orange Agility Cone Set 6: <u>316381322</u> <u>2 @ \$13.0 = \$26.00</u> Vendor: Amazon.com Nutrition Books for Kids: -Extra Cheese, Please! = <u>\$10.00</u> -Grandpa's Garden Lunch = <u>\$10.00</u> -How My Parents Learned To Eat: <u>\$10.00</u> -What Food is This? = <u>\$10.00</u> -A Kids Guide to How Herbs Grow = <u>\$10.00</u> -International Flag Banner <u>2 @ \$10.00 = \$20.00</u> Vendor: Pathmark -Fruits: <u>\$25.00</u> -Vegetables: <u>\$25.00</u> Computer Hardware (OC300) -Lenovo Desktop <u>1 @ \$644.00</u> -Color Printer <u>1 @ \$677.00</u></p>
Educational Software (Object Code 199)	- <u>N/A</u>	_____
Travel	<u>\$250</u> (2.3%)	Metro cards will be available to students and their families for travel to and from the program, if no other means of transportation is available (50 metro Cards @ \$5.00 each)
Other	<u>\$2 49 .62</u> (2.3%)	Refreshments for parents
TOTAL	<u>\$11,200</u>	_____

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 373
School Name Robert Randall		

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 Paulette Benevento	Assistant Principal Danielle Simeolli
Coach Christine Fusco	Coach type here
ENL (English as a New Language)/Bilingual Teacher	School Counselor Mitchelle Brosnick
Teacher/Subject Area Nayely Apunte (ENL)	Parent Maricela Marcelo
Teacher/Subject Area type here	Parent Coordinator Virginia Carmona
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent type here	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	2	Number of certified bilingual teachers not currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	1
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	0
Number of certified ENL teachers not currently teaching in the ENL program	0	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	0

D. Student Demographics

Total number of students in school (excluding pre-K)	495	Total number of ELLs	54	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 type="checkbox"/>	10 <input type="checkbox"/>	11 <input 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
Dual Language														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	54	Newcomers (ELLs receiving service 0-3 years)	26	ELL Students with Disabilities	52
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	18	Long-Term (ELLs receiving service 7 or more years)	10

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
DL										0
ENL	26		26	18		18	10		10	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 2

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* 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	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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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	7	1	9	8	4	2	1	3	5					0
Chinese	2	0	2	0	0	0	1	0	0					0
Russian		0	0	0	0	0	0	0	0					0
Bengali		0	1	0	0	0	0	0	0					0
Urdu		1	0	0	0	1	0	0	0					0
Arabic	1	0	0	1	0	0	0	0	0					0
Haitian		0	0	0	0	0	0	0	0					0
French		0	0	0	0	0	0	0	0					0
Korean		0	0	0	0	0	0	0	0					0
Punjabi		0	0	0	0	0	0	0	0					0
Polish		0	1	0	0	0	0	0	0					0
Albanian		0	1	1	0	0	0	0	0					0
Other Hebrew		0	0	0	0	1	0	0	0					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)	9	2	9	5	4	2	2	2	3					0
Emerging (Low Intermediate)	1	0	3	3	0	0	0	0	1					0
Transitioning (High Intermediate)		0	0	1	0	2	0	0	1					0
Expanding (Advanced)		0	2	1	0	0	0	1	0					0
Commanding (Proficient)		0	0	0	0	0	0	0	0					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				0	0	0	0	0	0					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	0	0	0	0	0	0	0	0	0					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1				0
4	2				0
5					0
6					0
7					0
8					0
NYSAA			10	4	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	2								0
5									0
6									0
7									0
8									0
NYSAA					12		2		0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4			1		1				0
8									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				
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.
P373R uses SANDI and Treasures to assess the literacy skills of each student. Letter recognition, sound, comprehension and decoding skills determines the ELA skill level of each ELL. Student's instruction will be drawn from this information as well as the Foundational Skills as listed in Common Core Learning Standards. The data suggest that our students need more practice in answering evidence-based questions and questions and short answers.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
The data patterns for the NYSESLAT reveal that most of our students are in the Entering level. Most students scored highest in the Listening portion of the exam followed by Speaking (where applicable), Reading, and Writing.
The data patterns for the NYSITELL reveal that most of our students are in the Entering level, which examined proficiency in Listening and Speaking.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
The RLAT, RNMR, and RESI documents from ATS were inputted into the AMAO estimator tool. After careful review, many of our students were at risk due to the scores received on the NYSESLAT. Many of our students are Alternately Assessed, making it even more challenging for students to be able to demonstrate growth on the NYSESLAT. The school substitutes scores from the NYSAA and SANDI for our alternate assessment students. The implications for 373's LAP and instruction based performance on content area exams suggests that there is a need to continue to monitor their progress with knowledge based questions using the Common Core State Standards and the New Language Arts Progressions and to provide the appropriate individualized instructions.
- 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?

Currently, our school does not administer the ELL periodic assessments.

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](#).] An ELL goal checklist will be created based on the RtI framework and shared with our LAP team. Instruction will be drawn from student data based on their strengths, areas of improvement, and prior knowledge. The program will be monitored throughout the school year and progress will be noted. Checklists will be completed during these benchmarks and adjustments made to measure progress towards meeting a goal. Final success will be measured by meeting or not meeting a goal. According to the ELL Policy and Reference Guide, Response to Intervention (RTI) approaches should be applied to ELL students who enter with lower levels of proficiency in the home language, or if anticipated progress is not noted after a reasonable time period. Therefore, in order to support ELLs P.S. 373 uses multiple resources such as the Wilson program, Treasures, Fountas and Pinnell, and teacher made informal assessments. In addition, teachers are involved in Inquiry Teams where they will strategies RtI methods for ELLs in need of intensive small group or one to one intervention.
6. How do you make sure that a student's new language development is considered in instructional decisions? P373R offers a freestanding ENL program as per CR Part 154. Students who come to our school who have been evaluated to receive Bilingual instruction by CSE are served through alternate placement settings. These students receive ENL from a certified ENL teacher and an alternate placement paraprofessional who speaks the child's native language and English. Intake meetings with the parent and the interpreter give the school information of the child's educational history and cultural background, which helps us when making instructional decisions. In addition, the school uses the NYSITELL and previous NYSESLAT scores to gear instruction for each ELL. Other pre-assessments that include phonemic awareness, vocabulary, and comprehension are considered when making instructional decisions.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

Currently, our school only features the ENL program.
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs). We evaluate the success of our program for ELLs using the current NYSESLAT scores. We then examine all four modalities from the NYSESLAT and gear our instruction based on the NYSESLAT results. For newcomers, we examine the NYSITELL, the New Language Arts progressions and classroom observations to assess and gear instruction for our ELLs.

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.

ELLs are identified through a four step screening which includes; Step 1, the administration of the Home Language Interpretation Survey (HLIS) in the family's native Language and/or English, in combination with an informal interview in English and in the native language to the student, and a formal initial assessment. The Home Language Identification Survey is a survey of the child's home language, administered to the parent or guardian of the child at the time of entry into the New York City School System. This process is administered by one of the fully certified ENL teachers, Nayely Apunte or Amy Crespo and/or a bilingual interpreter who speaks the child's native language if needed. Step 2, for students whose home language is not English, the school must administer a more in-depth interview with the student, review his/her school work (if available), and review the Individualized Education Program (if applicable), in order to determine NYSITELL eligibility (whether the student should take the NYSITELL). Step 3, based on the interpretation of the HLIS, it is determined whether the child is eligible for the NYSITELL. Step 4, spanish speaking students who do not pass the NYSITELL are administered the Spanish Lab by the Spanish-speaking ENL teacher Nayely Apunte. After the child has taken the NYSITELL, if he/she does not pass the assessment, the child will be placed in either ENL or bilingual services as determined by the CSE. The school then enters placement into the program within 20 days.
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).

School districts are required to identify ELLs as Students with Interrupted/Inconsistent Formal Education (SIFE) as an additional part of the interview during the identification process. It includes a review of academic history and student work samples to determine level in home language and math. Students with no academic samples are examined through an interview and questionnaire The Oral

Interview Questionnaire is used during the SIFE identification process to determine if an ELL has had a gap of two or more years in their formal schooling. Also, the Oral Interview Questionnaire should be used to develop a better understanding of a newcomer ELL (potential SIFE) as it has many questions related to literacy and language practices. The following languages are provided Albanian, Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Polish, Russian, Spanish, Urdu.

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).

When a newly incoming student is enrolled in the school with an IEP the LAP team will arrange a meeting to discuss the determination of the student receiving the NYSITELL. According to the ELL Policy and Reference Guide, (page 15) The LPT determines whether the student should take the NYSITELL. The LPT should consider evidence of the student's English language development, including, but not limited to the following:

- The result of the Home Language Identification Process
- The student's history of language use in the school and home or community
- The results of the individual evaluation of the student conducted in accordance with procedures in CR Part 200.4(b)(6), which includes assessments administered in the student's home language
- Information provided by the Committee on Special Education (CSE) as to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English

2. Based on the evidence, the LPT must make a determination as to whether the student may have second language acquisition needs or whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English.

Students who do not pass the NYSITELL will receive ENL services. The LPT team for PS 373 consists of the following three members; One school administrator / director of special education, Maria Dinneny, Susan Discala, or Danielle Simeoli. One certified ENL teacher, Nayely Apunte or Amy Crespo. Lastly, the student's parent. Due to the fact that PS 373 is multi-sited, the LPT team will be in accordance with their assigned school.

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.
- If the entitlement letters and HLIS have not yet been distributed at the CSE level, it is administered by the fully certified ENL Teachers Amy Crespo or Nayely Apunte and/or a bilingual interpreter who speaks the child's native language if needed at the intake meeting. The Parent Survey and Program selection forms are given to the school secretary by the ENL teacher. They are maintained in the student's cumulative file.
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).

The Re-identification Process as per the "ELL Policy and Reference Guide" permits any person (parent, student, teacher) to request a readminstration of the ELL identification process. The request may only be processed within 45 school days of enrollment. The parents will be informed during the LPT meeting. Interpretation will be available in the parent's preferred language. All notifications and relevant documents will be kept in the student's cumulative folder where only qualified personal have access to.

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 done 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 Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.
- In District 75, this process is done 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, this process is done at the CSE
9. Describe how your school ensures that placement parent notification letters are distributed.
- In District 75, this process is done at the CSE
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
- All ELL documentation for each student will be placed in their cumulative folder. The person responsible for maintenance of the records is the pupil secretary. The persons who have access to the records are qualified personnel such as an administrator or a certified teacher.
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.

To ensure that all ELLs receive the NYSESLAT annually, ATS reports such as RLER, RLAT and RHSP are used to determine NYSESLAT eligibility. Nayely Apunte and Amy Crespo, the fully Certified ENL teachers will administer the NYSESLAT. They generate a testing schedule to ensure all four sections are administered to all ELLs. The NYSESLAT scores are reviewed and analyzed upon receipt.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
District 75 does not participate in distributing the continued entitlement or transitional support parent notification letters. However, continued entitlement for ELL service and transitional support for ELL students who passed the NYSESLAT is discussed with the parents during the IEP meetings in the parent's native language if needed.
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).
The program model offered at 373R is aligned with recommendations from CSE in conjunction with parents. We offer a Freestanding ENL program and the majority of parents from the past five years do indeed make this selection.

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.
PS373R has a Freestanding ENL Program using the integrated and stand alone model for a total of 54 ELL students. The stand alone model refers to grouping students in a separate location from their non ELL classmates. Stand alone instruction works towards developing English language skills so that students can succeed in core content courses. According to the ELL Reference Guide p. 34 Integrated ENL is instruction to build English language skills through content area instruction. It is delivered by a dually certified teacher (ENL and a content area) or co-teaching by a certified ENL teacher and a certified content area teacher (i.e., English language arts, math, science, or social studies). Both methods of integrated ENL instruction include content area subject matter and English language development using ENL strategies. All ELLs and former ELLs up to 2 years after exiting ELL status must receive a minimum number of units of integrated ENL." Both ENL teachers work in collaboration with the classroom teacher to provide ELL students with content area instruction along with the rest of the class. All ELL students are grouped heterogeneously together by three consecutive grade levels and special education classification. Grouping of ELL students varies on class size and student need.
 - b. TBE program. *If applicable.*
Currently our school only features the ENL program.
 - c. DL program. *If applicable.*
Currently our school only features the ENL 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)?
All ELLs at the Entering and Emerging levels in K-8 receive CR Part 154 mandated 360 minutes of ENL/ELA per week. Transitioning and Advanced students receive 180 minutes of ENL/ELA per week. Commanding leveled students receive 90 minutes of ENL/ELA per week. All minutes are serviced by a certified ENL teacher, through the integrated and stand-alone model. Collaboration with classroom teachers and related service providers are done at the beginning of the school year in order to ensure the mandated number of instructional minutes is provided according to the student's proficiency levels.
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.
PS373R has a freestanding ENL program. Therefore, during CR Part 154 mandated integrated ENL minutes, the ENL instructor pushes in for ELA and writing workshop. The use of writing workshop is enriched by implementation of scaffolding

techniques to enhance students writing schema and other performance tasks. Some scaffolding techniques include, but not limited to, modelling, bridging, and schema building. Differentiated instruction and grouping are provided during ELA and writing. ELL students who score below grade level receive increased instruction in skill areas using ENL strategies that include the Language Experience Approach and Balanced Literacy. All of our intervention programs are in English with alternate placement paraprofessionals providing native language support as needed. These interventions may include AIS, Counseling, guidance and/or other after school programs. During pull-out sessions, instructional strategies used with the ELL students are Total Physical Response, Language Experience Approach, CALLA, and Cooperative Learning. Adapted materials are developed to help ELL students have access to the content learned in the classroom.

To bridge the gap between home and school for ELL students, we will adopt the following practices in the classrooms: 1) Creating an instructional climate that includes all students' languages, 2) Encourage students to bring their home languages into the classroom, 3) Encourage ELLs from the same background to cooperate with each other to improve progress, 4) Expand the school's cultural repertoire by exposing students to subtitled movies, expanding libraries of bilingual books, providing materials in students languages through the internet and 5) Teaching songs in different languages.

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

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

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

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

Throughout the school year the ENL Teachers use informal assessment such as but not limited to, review and use classroom observations, activities, and collected data to assess ELL students in all four modalities (Speaking, Reading, Listening, and Writing). Some examples of Informal assessments include developing sentence completion activities, practice accountable talk, and create social interactions scenarios for Speaking. The Reading assessments that are implemented are creating a checklist for read alouds, pronunciations of words, and letters. In regards to Listening, students are assessed through following step-by-step direction, matching picture/word cues to texts, and remembering questions and answers. Lastly, informal assessments for Writing include student check list, word study, and journal writing. With respect to formal assessments all ELLs students participate in NYSESLAT and teacher made assessments.

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

a. Presently, we have no SIFE students. In the event that a SIFE student enters our program, an ENL instructor and Parent Coordinator will invite them to a face to face intake meeting. The parent will receive a Parent Handbook and all of the information on NYC family resources, with an interpreter if needed, and translated in print. This will be followed by a team meeting discussing the student's physical and educational needs, as well as school policy and procedures. We will follow the IEP mandates and if the student is bilingual, we will have the alternate placement paraprofessional work with the student on adapting his/her behavior for an academic environment. The NYCDOE offers adult ENL classes and parents are informed and encouraged to attend. We will continue to assess the students and provide remediation from the following including AIS, the Language Experience Approach, Writing Workshops, Balanced Literacy enriched with scaffolding techniques such as modeling, bridging, contextualization and schema building. Students also will work towards increasing reading skills through infusing ENL strategies into Literacy lessons in the classroom and in our Title III Saturday Program.

b. ENL instructors will provide newcomers instruction through the Language Experience Approach, Writing Workshop, Balanced Literacy enriched with scaffolding techniques such as modeling, bridging, contextualization and schema building. Students will also work towards increasing reading skills through infusing ENL strategies into Literacy lessons in the classroom and in our Title III Saturday program.

c. Developing ELLs receive the following intervention services: increased instructional skill areas for students with below grade level scores in NYSAA assessment. The instruction uses ENL strategies such as the Language Experience Approach, Writing Workshop, Balanced Literacy enriched with scaffolding techniques such as modeling, bridging, contextualization and schema building. Students will also work towards increasing reading skills through infusing ENL strategies into Literacy lessons in the classroom and in our Title III Saturday program.

d. Long Term ELLs receive instruction that develop a strong foundation in academic language in English and content area

courses that focus simultaneously on content and literacy learning across content areas. Long term ELLs will be given various opportunities to participate in advanced academic tasks and interactions so that they develop the skills they need to be vibrant members of a school's learning community and be on a path to college and career readiness. Scaffolding techniques and ENL strategies are implemented into literacy lessons in the classroom that will guide them to college and career readiness. e. Former ELLs receive integrated ENL instruction in ELA and/or other content areas. Students will also work towards enhancing their reading skills through infusing ENL strategies that can be applied throughout all content areas. Students will be encouraged to attend our Title III Saturday program. As per the ELL Policy and Reference Guide p.38, Former ELLs are students who had been identified as English Language learners and subsequently exited from ELL status. For at least two years following the school year in which a student is exited from ELL status, former ELLs receive at least one half of one unit of study of English as a new language (90 minutes per week) and are eligible for certain specified testing accommodations.

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

According to page 25 of the ELL Policy and Reference Guide, Re-Identification of ELL status, between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal, must review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with a qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student as defined in CR Part 154-2.3(i) and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, he/she must consult with the superintendent or his/her designee.

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?

Academic Language Development is part of our school plan for ELL-SWDs. We have inclusion programs to maximize time spent with non disabled peers. For Bilingual students in alternate placement settings, all classes are instructed in English with our alternate placement paraprofessionals assessing their students' level of literacy in their native languages and support them academically in their native languages and in English. The classrooms all have Smart Boards, Ipads, and a library which supports our special needs students in ENL instruction through literature in English and student's native languages. The ENL teacher is fully certified and collaborates with classroom teachers and counselors by assisting them in the use of ENL strategies, techniques as well as help using the Teacher's Resource Center where there are books and materials available in the student's native languages. Some interactive strategies include, Total Physical Response, Language Experience Approach, field trips, small group activities, role playing, games, Think/Pair/Share, etc. Materials that we use include graphic organizers such as, t-charts, webs, maps, flow charts, and venn diagrams. We also provide visuals such as videos, captioning, labeling and modeling. To enhance our ELLs auditory skills, we provide various forms of music, audio tapes, and chants to help memorize difficult content.

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?

Our Main site only serves special education and follows the same Common Core Standards based curriculum as the general Education population. Our off sites have flexible programming with the same standards based curriculum so that all of our ELL students interact with the GeneOur Main site only serves special education and follows the same Common Core Standards based curriculum as the general Education population. Our off sites have flexible programming with the same standards based curriculum so that all of our ELL students interact with the General Education population. We have inclusion programs to maximize time spent with non disabled peers. For Bilingual students in alternate placement settings, all classes are instructed in English with our alternate placement paraprofessionals assessing their students level of literacy in their native languages and supporting them academically in their native languages and in English. In order to ensure that all of our programming is used to maximize time spent, all teachers receive a common prep period to collaborate strategies to better enhance the goals of the students for the purposes to attain English proficiency within the least restrictive environment. ral Education population. We have inclusion programs to maximize time spent with non disabled peers. For Bilingual students in alternate placement settings, all classes are instructed in English with our alternate placement paraprofessionals assessing their students level of literacy in their native languages and supporting them academically in their native languages and in English.

Chart

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 LEVEL	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	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 Dually Certified Teacher</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

Chart

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	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 Dually Certified Teacher</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

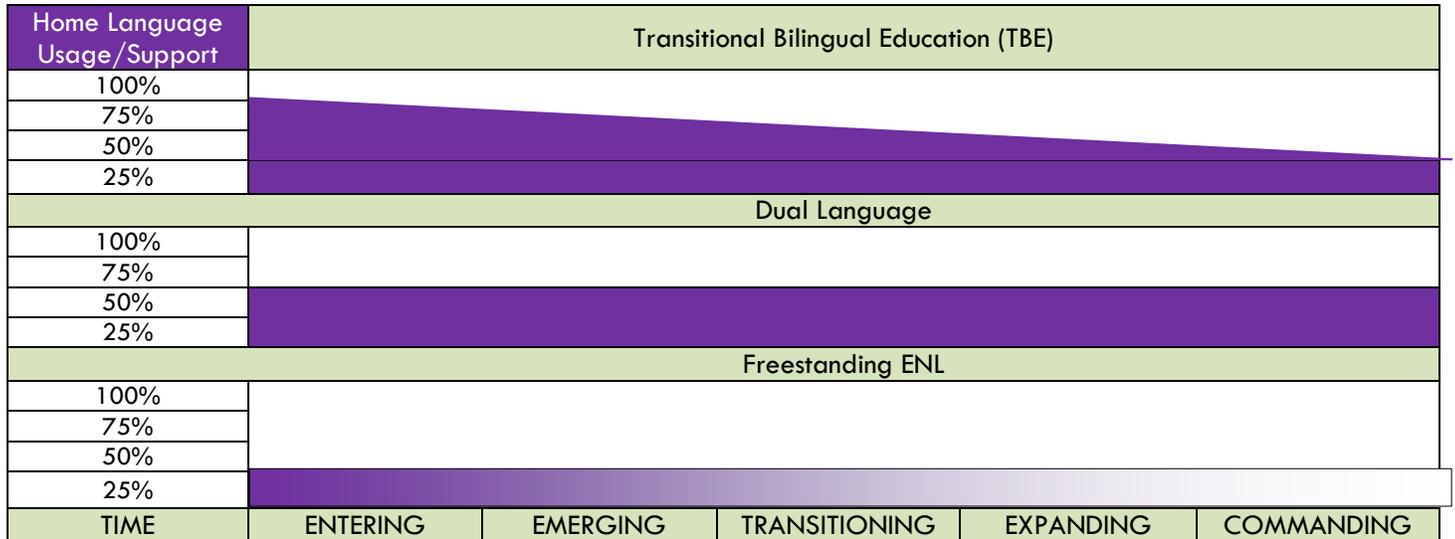


*Note “other approved services” does not apply to New York City at this time.

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. Targeting intervention for ELLs in ELA are use of sight word cards, running records, modeling for fluency, accessing prior knowledge, use of high interest reading materials at the student's reading level on a one to one basis with the alternate placements paraprofessional. Targeted interventions for ELLs in Math are the use of Plush toy numbers and other TPR manipulatives appropriate for ELLs using the Go Math program. All of our Science and Social Studies targeted interventions involving the Language Experience Approach such as nature walks and the BIO bus for Science and the Get Water India app for Social Studies. All of our intervention programs are in English with alternate placement paraprofessionals providing native language support as needed.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
All of our Special Education ELLs are assessed in all subject areas in the beginning of the school year. Goals are formed based on these assessments. Checklists are then created based on these goals and progress is monitored three times a year to ensure that students are progressing towards their goals. As previously stated, our informal and formal assessments include teacher observations, reading and writing self checklists, running records, rubrics and portfolios. Interventions are given for students not making progress. These interventions may be in the form of counseling services, speech and other related services, assistance of the paraprofessional, use of technology, etc. In addition, all students are administered a benchmark assessment. It is effective as students have shown improvement from the date the Lab-R and NYSITELL as administered until the benchmark pretest was administered. They continue to show measured improvement as these assessments continue to be administered throughout the year. To assure that our teachers are aware of their ELLs needs for success, professional development opportunities are given to all ELL personnel which include skills and strategies for ELLs that align to the Common Core State Standards and Jose P. training.
12. What new programs or improvements will be considered for the upcoming school year?
For the upcoming year we are piloting a new writing program for a group of our alternately assessed students called First Author. First Author is designed for students with various disabilities to teach them how to write and how to measure their writing progress under the new writing requirements. Additionally, we will begin a new writing program for our standardized students, grades 2-4, called Read to Write. Read to Write introduces to students how to read closely across texts, think deeply, and respond to multiple sources of writing.
13. What programs/services for ELLs will be discontinued and why?
All programs will continue next year.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
CHAMPS after school program is a middle school sports and fitness league that promotes physical activity among children going through their critical years of middle school. This behavior based program is available for all students, including ELLs who need encouragement academically and socially. This program runs two times a week, from 3pm to 5pm in the fall, winter and spring. Families receive a consent form in their preferred language. We also offer an Art program funded through the Cultural After School Adventures (CASA), which welcomes all students, including students of ELLs. It is an annual program that allows students to express themselves through various forms of art. The 10 week Art program runs after school from 3pm to 5pm. Families receive flyers and consent forms in their preferred language. We also offer a Title III Saturday program titled "Families Learning Together", which welcomes all ELLs and their families. This program allows families to participate in student activities while learning English. Families receive informational flyers and permission slips in their preferred language.
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.
Our classrooms have smart boards, Ipads, and smart tables. Smart boards are used interactively for students to collaborate in small and whole groups. Interactive activities include, but not limited to, problem solving games for Mathematics, listening and reading activities for ELA, Science and Social Studies. Some interactive games for the smart board are purchased from Lakeshore Learning, which provide visuals and supplementary activities from their Science and Social Studies curriculums. The Ipads include applications for Entering and Emerging ELLs that focus on phonics, grammar, and spelling. Other applications for all of our proficiency levels include listening and comprehension activities. In addition, thinking maps and other various types of graphic organizers are incorporated into all content area instruction. We also provide bilingual glossaries, dictionaries, and literature for our ELLs.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
PS373R only has a freestanding ENL program. All of our programs are in English with alternate placement paraprofessionals providing native language support as needed for Bilingual students.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
The required services support, and resources correspond to ELLs ages because the age range for placement is no longer than a three year age span between students, which is appropriate to grade level. These service supports for special education ELLs are discussed with parents during the Educational Planning Conference at the CSE level. PS373R has Parent Orientation regarding the

programs that we provide for our ELLs. In addition, content area programs are provided for all students for their appropriate grade and age level. When needed, our school provides supplementary materials so that all ELLs have equal access to the resources and programs. The school works collaboratively with parents, classroom teachers, and service providers to ensure that each ELL student is receiving the appropriate resources and services for the ELL's age and grade level.

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).

Newly enrolled ELLs are encouraged to attend our Chapter 683 program prior to the start of the school year. Before and during the school year, families are encouraged to visit the school and receive a tour of the school with the parent coordinator. In addition, we explain the Common Core Standards and how their child will work towards increasing their skills using Common Core Standards and ENL strategies infused into our curriculum.

19. What language electives are offered to ELLs?

At this time we have no language electives.

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 features the 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.)

All ELL personnel are given plentiful opportunities to attend professional developments throughout the school year. Offered at the district level, classroom teachers, speech teachers, and guidance counselors will attend Jose P. Training, which bring awareness of ELLs. In addition, there are opportunities for both classroom teachers and ENL instructors to participate in a collaborative team teaching training, which introduces a team teaching model for the success of our ELLs with disabilities. Other ENL professional development opportunities are provided for all UFT members in the UFT headquarters, which introduces incorporating ENL strategies into the classroom. All ELL personnel also have opportunities to participate in other ENL professional developments through iTeachNYC bulletin and DELLSS website. DELLSS also includes after school professional development program courses of ELLs, which include, introducing ELLs, incorporating Common Core State Standards, teaching ELLs using technology, etc. Free webinars, which all ELL personnel could view at any time, include incorporating ENL and technology, Common Core State Standards, and ENL strategies into the classroom. ENL instructors are scheduled to attend professional developments throughout the year which include ELL compliance and ELL strategies for ELLs with disabilities through the district office.
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?

As previously stated, professional developments are offered at the district level, which incorporate Common Core Learning Standards with various activities that promote language acquisition for ELLs. Activities include, but not limited to, using questioning and discussion in the classroom, teaching core vocabulary, and introducing various forms of literature using ENL methodologies. Additionally, DELLSS offers an after school professional development program of ELLs, which includes how to use Common Core State Standards through various strategies, skills, and instructional best practices essential to ensuring that ELLs meet the rigorous academic demands of the Common Core State Standards. Other ENL professional developments offered outside of the district include ways to introduce various forms of literature through Science, Social Studies, ELA, technology, and social-emotional learning, as it connects to the Common Core State Standards.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

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

As per the ELL Policy and Reference Guide p. 51, "All schools provide professional development to all teachers and administrators that specifically addresses the needs of English language learners. A minimum of fifteen percent (15%) of the required professional development hours for all teachers prescribed by CR Part 80 must be dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. For all bilingual and English as a new language teachers, a minimum of fifty percent (50%) of the required professional development hours must be dedicated to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners."

In PS 373 all teachers receive an ENL professional development, once a month, addressing language acquisition, increasing social, emotional, and academic confidence in all ELL students. In addition, all teachers are given Jose P training in two 5 hour sessions. Professional development opportunities are also given during Election Day and Chancellor's Conference Day. Certificates are provided if taken at the District 75 department training. ENL professional developments that are offered in and out of our organization can be accessed on www.District75PD.org and DELLSS. In addition, classroom teachers are given a common prep period for opportunities to receive professional development. 50 minute webinars using ARIS Learn and Share My Lesson are available for all teachers throughout the year. Each professional development will include an agenda, sign in sheet, and a handout that highlights important information for teachers to refer to and implement into their instructional practice when necessary. All professional development documents will be stored in the ELL Folder of Critical Documents.

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?

ENL instructors schedule appointments with ELL parents or guardians at their best convenience during school hours. To accommodate our parents, meetings are conducted either in person or by phone. If needed, meetings include a qualified interpreter/translator in the language or mode of communication the parent or guardian best understands.

Due to technical difficulties, the response below refers to question number 2.

All ELL related documents and letters sent to the ELL parents or guardians are sent in their preferred language and kept in student's cumulative record and our ELL Folder of Critical Documents. In addition, all meetings are recorded and stored in the ELL Folder of Critical Documents by the ENL Teachers. Free translation services are available through the DOE translation unit in Arabic, Bengali, Chinese, French, Haitian Creole, Korean, Russian, Spanish and Urdu.

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.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

The role of our parent coordinator is to be a liaison between the parents and the school's principal. The parent coordinator interacts with parents on a daily basis, in which she addresses questions and concerns that families may have in regards to their children. In addition, the parent coordinator provides various resources that include, but not limited to, medical, educational and after school programs.

Our Parent Coordinator has a meet and greet at the beginning of the school year. Interpretation services are provided to those whose preferred language is other than English. Our school has an ELL Support group for Families that meets on the third Tuesday of every month. We have a variety of school websites where parents can visit to learn about activities that take place during the school year, view photographs of their children engaged in learning, and have access to a variety of resources. Parents can access the website in other languages, if necessary. Monthly calendars and flyers are sent out in English and in parents' native languages that inform parents about upcoming school and District 75 workshops and events. Some events include, seasonal festivals and fund raisers. Some workshops include, understanding IEPs, Picture Exchange Communication System Overview, Meet and Greets, and Career Development for middle school students. Phone blasts are now included into our parent outreach which address important information regarding the school and students. Phone blasts can be provided in parent's preferred language as well. Some languages include, English, Ukrainian, Chinese (Mandarin and Cantonese), Russian, Polish, Spanish, and Albanian.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Agencies that we partner with to provide workshops to parents include Jackie Tripodi - Developmental Disabilities Council, Mary Alice Feeley - Parent to Parent (NYS), and Ann Marie Caminiti - Parent to Parent (SI). Some workshops include, introducing Ipad APPS for children with special needs, annual goals, and how to communicate effectively with teachers. Flyers are sent out to families in their preferred language. Interpretation services are provided at the workshops. Some languages include, English, Ukrainian, Chinese (Mandarin and Cantonese), Russian, Polish, Spanish, and Albanian.

5. How do you evaluate the needs of the parents?

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

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

Our ELL population is all special needs. Therefore, we have multiple workshops and translators who speak their native languages to meet all of our parent's needs. Workshops include, but not limited to, yoga, nutritional fairs, cookshops, etc. Workshops are usually held once a month on Saturdays. The parent coordinator addresses all needs, including housing issues, and makes referrals on an as needed basis.

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

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:

School Name: **PS373**

School DBN: **75R373**

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)
Paulette Benevento	Principal		10/30/15
Danielle Simeoli	Assistant Principal		10/30/15
Virginia Carmona	Parent Coordinator		10/30/15
Nayely Apunte	ENL/Bilingual Teacher		10/30/15
Maricela Marcelo	Parent		10/30/15
Amy Crespo (ENL)	Teacher/Subject Area		10/30/15
	Teacher/Subject Area		
Christine Fusco	Coach		10/30/15
	Coach		
Michele Brosnick	School Counselor		10/30/15
	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: 75R373 School Name: Robert Randall School
Superintendent: Gary Hecht

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.

PS373R refers to part III of the Home Language Identification Survey, ATS Reports (RAPL), and Student Emergency Contact cards to assess language preferences of the parent community for both written and oral communication.

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.

Parents' preferred languages for written communication include; English, Spanish, Ukrainian, Tamil, Albanian, Russian, Chinese (Mandarin and Cantonese), and Polish.

Parents' preferred languages for oral communication include: English, Spanish, Ukrainian, Tamil, Albanian, Chinese (Mandarin and Cantonese), Urdu, and Russian.

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.)

- 1) School Calendar is sent monthly to families.
- 2) Quarterly School Newsletter is sent quarterly to families.

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.

- 1) Parent Teacher Conferences - November and March
- 2) Annual IEP Meetings - Varies on student
- 3) ENL Annual Meetings - Varies on student
- 4) Speech Workshops - Beginning of school year
- 5) Title III Saturday Program - February, March, April

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.

In school staff will translate documents when necessary. Translation and Interpretation Unit will be used to translate for languages not spoken by in school staff. In addition, we refer to DOE website which contains critical documents already translated in top spoken languages.

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.

In school staff will interpret when needed. For those languages not spoken by in school staff will refer to the Translation and Interpretation Unit over the phone.

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.)

Flyers on how to use the interpretation services, language interpretation guides and guidelines for working with interpreters are distributed throughout the school. Online websites and documents are sent to staff via email.

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

Welcome posters will be displayed visibly at the entrance of our building.
A copy of the Parents' Bill of Rights and Parents' Guide to Language Assess will be provided for all parents.
Language ID Guides are posted along the security desk, main office, and PTA meeting room.
The info card on interpretation services will be provided for all staff, including safety agents, to use for parents when needed.
An internal letter will be sent to all school staff reminding them of their responsibilities of communication with LEP parents, and what resources are available to them.

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)

Parent surveys and questionnaires are distributed to parents to identify parent needs and feedback of school services.