



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: P.S. 13 K-ROBERTO CLEMENTE SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 19K013

PRINCIPAL: ADAM J. BASKIN **EMAIL:** ABASKIN@SCHOOLS.NYC.GOV

SUPERINTENDENT: ROSE MARIE MILLS

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Adam J. Baskin	*Principal or Designee	
Nellie Rosario	*UFT Chapter Leader or Designee	
Susana Navarro	*PA/PTA President or Designated Co-President	
Nelida Bruno	DC 37 Representative, if applicable	
	CBO Representative, if applicable	
Vanessa Dixon	Teacher	
Dena Pascall	Teacher	
Yalixa Rodriguez	Teacher	
Judith Issac Gomez	Teacher	
Anthony Perez	Parent	
Omar Graves	Parent	
Johnny Ross	Parent	
Shelly Forde	Parent	
Jasmine Ramos	Parent	
Mona Norwood	Parent	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- **By June 2012, students in Grades 3-5, including SWDs and ELLs, will demonstrate a 5% increase on the 2012 ELA state assessment as compared to the 2011 ELA state assessment.**

Comprehensive needs assessment

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

After conducting a three-year trend analysis of student performance data on state assessments, it was determined that all student groups did not show increases in performance on the English Language Arts State Assessment. As a result, we have made progress for all students a priority goal for the school year.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Activity # 1:

Professional Development: PD will be given to the following topics: interim assessment to monitor and revise curriculum; use of rubrics with the language of the standards to provide specific feedback to students regarding their work; use of student data to plan and set goals; further development of inquiry as teams of teachers use case studies and data to inform differentiated lesson planning.

Target Population(s): All students (Grades 3-5)

Responsible Staff Members: Assistant Principal for Grades 3-5, Classroom Teachers (Grades 3-5), SETSS Teacher, School Assessment Team, ESL Teacher, Literacy Coach, and Data Specialist

Implementation Timeline: September 2011 through May 2012

Activity # 2:

Creation of a Data Room: A data room will be designated so that the Literacy Coach and other instructional teacher teams will have a designated location to be trained in the use of disaggregated student data. This will include the use of cross curriculum data, made accessible in the room, focusing on all students. Activities carried out in the data room will include monitoring student progress, setting initial goals for groups and individual students in ELA, programmatic implications based on indicators of interim progress assessment results and follow up activities. Responsible staff members will facilitate discussions of the students' progress and strategies for improved student outcomes, including L 1-4 students.

Target Population(s): All students (Grades 3-5)

Responsible Staff Members: Assistant Principal for Grades 3-5, SETSS Teacher, School Assessment Team, Classroom Teachers (Grades 3-5), ESL Teacher,

Literacy Coach, and Data Specialist
Implementation Timeline: September 2011 through May 2012

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Teachers will host two ELA workshops and information sessions with parents. The workshop materials used will be translated and interpretation and support will be provided in the dominant languages spoken by the parents in the school.
- The school will host a curriculum night and create a parent resource library with user-friendly instructional materials and guides (Story Town, Time For Kids, Achieve 3000, Scholastic News, Destination Learning).
- Parent Coordinator will host ELA workshops for parents.
- The Parent Coordinator and other staff will attend regularly scheduled parent meetings to share information and respond to parent questions and inquiries.
- Parents will be trained on how to use ARIS Parent Link as well as Acuity.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
- Administrative staff regularly attends hiring fairs and works with human resources to identify and recruit highly-qualified teachers.
- Professional Development.
- The pupil personnel secretary will work closely with the network HR point person to ensure that non-HQT meet all required documentation and assessment deadlines.
- Peer mentors are assigned to support struggling teachers.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- The school has established a full day Pre-K Program that focuses on improving the oral language abilities, and emergent literacy skills that students will need in order to ensure a successful transition to the lower elementary school grades.

- The school will participate in “CookShop,” “Fitting it All Together,” and the “Learning Technology Grant” which are utilized as part of the overall instructional program to promote literacy within the context of nutrition and health.
- Three family workers will support the school’s efforts to improve attendance for all students.
- Educational websites (Starfall, Ticket to Read, Icanread, and World Book Encyclopedia Online and others) will be purchased.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY’12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

- **Funding Sources:**

As a Title I School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- Professional instructional materials to support curriculum development during the regular school day.
- Consumable instructional materials for use during extended day programs.
- Teacher per-session for after school programs and differentiated professional development.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

- **By June 2012, students in Grades 3-5, including SWDs and ELLs, will demonstrate a 5% increase on the 2012 MATH State Assessment as compared to the 2011 MATH State Assessment.**

Comprehensive needs assessment

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

After conducting a three-year trend analysis of student performance data on state assessments, it was determined that all students did not show increases in performance on the Mathematics State Assessment. As a result, we have made progress for all students a priority goal for the school year.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - e) strategies/activities that encompass the needs of identified student subgroups,
 - f) staff and other resources used to implement these strategies/activities,
 - g) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - h) timeline for implementation.

Activity # 1:

Professional Development: PD will be given to the following topics: interim assessment to monitor and revise curriculum; use of rubrics with the language of the standards to provide specific feedback to students regarding their work; use of student data to plan and set goals; further development of inquiry as teams of teachers use case studies and data to inform differentiated lesson planning.

Target Population(s): All students (Grades 3-5)

Responsible Staff Members: Assistant Principal for Grades 3-5, Classroom Teachers (Grades 3-5), SETSS Teacher, School Assessment Team, ESL Teacher, Math Coach, and Data Specialist

Implementation Timeline: September 2011 through May 2012

Activity # 2:

Creation of a Data Room: A data room will be designated so that the Math Coach and other instructional teacher teams will have a designated location to be trained in the use of disaggregated student data. This will include the use of cross curriculum data, made accessible in the room, focusing on all students. Activities carried out in the data room will include monitoring student progress, setting initial goals for groups and individual students in Math, programmatic implications based on indicators of interim progress assessment results and follow up activities. Responsible staff members will facilitate discussions of the students' progress and

strategies for improved student outcomes, including L 1-4 students.

Target Population(s): All students (Grades 3-5)

Responsible Staff Members: Assistant Principal for Grades 3-5, SETSS Teacher, School Assessment Team, Classroom Teachers (Grades 3-5), ESL Teacher, Math Coach, and Data Specialist

Implementation Timeline: September 2011 through May 2012

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Teachers will host two Math workshops and information sessions with parents. The workshop materials used will be translated and interpretation and support will be provided in the dominant languages spoken by the parents in the school.
- The school will host a curriculum night and create a parent resource library with user-friendly instructional materials and guides (Every Day Math, Achieve 3000, Scholastic News, Math Steps, Destination Learning).
- Parent Coordinator will host Math workshops for parents.
- The Parent Coordinator and other staff will attend regularly scheduled parent meetings to share information and respond to parent questions and inquiries.
- Parents will be trained on how to use ARIS Parent Link as well as Acuity.

Strategies for attracting Highly Qualified Teachers (HQT)

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
- Administrative staff regularly attends hiring fairs and works with human resources to identify and recruit highly-qualified teachers.
- Professional Development
- The pupil personnel secretary will work closely with the network HR point person to ensure that non-HQT meet all required documentation and assessment deadlines.
- Peer mentors are assigned to support struggling teachers.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- The school has established a full day Pre-K Program that focuses on improving the skills that students will need in order to ensure a successful transition to the lower elementary school grades.
- The school will participate in “CookShop,” “Fitting it All Together,” and the “Learning Technology Grant” that have been established as part of the overall instructional program to promote nutrition and health.
- Three family workers will support the school’s efforts to improve attendance for all students.
- Educational Websites (Illuminations, Orchard, Math Playground, Every Day Math Online and others) will be used to enrich the math learning opportunities.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY’12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Funding Sources:

As a Title I School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- **Professional instructional materials to support curriculum development during the regular school day.**
- **Consumable instructional materials for use during extended day programs.**
- **Teacher per session for after school programs and differentiated professional development.**

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- **By June 2012, all students will be engaged in one rigorous ELA and one rigorous Math task aligned to the CCLS and embedded within a well crafted unit of study.**

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
- **Based on the results of our 2011 Progress Report, we must work towards graduating students who will be college and career ready. To address this we are adhering to the instructional expectations set by the Department of Education for the 2011 – 2012 school year.**

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - i) strategies/activities that encompass the needs of identified student subgroups,
 - j) staff and other resources used to implement these strategies/activities,
 - k) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - l) timeline for implementation.

Activity # 1:

Professional Development: PD will be given on the following topics: CCLS Literacy workshops from the network, CCLS Math workshops from the network, curriculum Mapping by a network sponsored specialist, Dr. Alcock, network sponsored professional development in literacy, CCLS workshops on Teacher Team meetings, development of cohesive rubrics, use of rubrics to monitor and revise curriculum; use of rubrics with the language of the standards to provide specific feedback to students regarding their work; use of student data to plan and set goals; further development of inquiry as teams of teachers use case studies and data to inform differentiated lesson planning.

Target Population(s): ELL/SWD students (Grades 3-5)

Responsible Staff Members: Assistant Principal for Grades 3-5, Classroom Teachers (Grades 3-5), SETSS Teacher, School Assessment Team, ESL Teacher, Math and Literacy Coaches, and Data Specialist

Implementation Timeline: September 2011 through May 2012

Activity # 2:

Teacher Team Meetings: Teacher Teams will meet to look at student work products, surface the gaps between current performance and the CCLS expectations, to develop cohesive units of study aligned to the CCLS in ELA and Math, to develop a common rubric, and to design a rigorous culminating task. Teacher Teams members will facilitate discussions of the students' progress and strategies for improved student outcomes.

Target Population(s): ELL/SWD students (Grades 3-5)

Responsible Staff Members: Assistant Principal for Grades 3-5, SETSS Teacher, School Assessment Team, Classroom Teachers (Grades 3-5), ESL Teacher, Math and Literacy Coaches, and Data Specialist

Implementation Timeline: September 2011 through May 2012

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Teachers will host CCLS Math and ELA workshops and information sessions with parents. The workshop materials used will be translated and interpretation and support will be provided in the dominant languages spoken by the parents in the school.
- The school will host a curriculum night and create a parent resource library with user-friendly instructional materials and guides.
- Parent Coordinator will host CCLS Math and ELA workshops for parents.
- The Parent Coordinator and other staff will attend regularly scheduled parent meetings to share information and respond to parent questions and inquiries.
- Parents will be trained on how to use ARIS Parent Link as well as Acuity.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
- Administrative staff regularly attends hiring fairs and works with human resources to identify and recruit highly-qualified teachers.
- Professional Development.
- The pupil personnel secretary will work closely with the network HR point person to ensure that non-HQT meet all required documentation and assessment deadlines.
- Peer mentors are assigned to support struggling teachers.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- The school has established a full day Pre-K Program that focuses on improving the skills that students will need in order to ensure a successful transition to the lower elementary school grades.
- The school will participate in “CookShop,” “Fitting it All Together,” and the “Learning Technology Grant” that have been established as part of the overall instructional program to increase the learning opportunities in math within the context of nutrition and health.
- Three family workers will support the school’s efforts to improve attendance for all students.
- Educational Websites.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY’12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Funding Sources:

As a Title I School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- **Professional instructional materials to support curriculum development during the regular school day.**
- **Consumable instructional materials for use during extended day programs.**
- **Teacher per session for after school programs and differentiated professional development.**

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A	1	0	0	1
1	16	16	N/A	N/A	1	0	2	17
2	22	22	N/A	N/A	5	0	0	16
3	20	16	N/A	N/A	2	0	0	17
4	25	24			5	0	2	29
5	19	16			3	0	0	25
6								
7								
8								
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
<p>ELA</p>	<p><input type="checkbox"/></p> <p>FUNDATIONS – K – 3 – Small Group Instruction – During the day – After school</p> <p>Kaplan - Grades 3-5- Skills/Strategies – Large/Small group/Tutoring</p> <p>Waterford Reading /Math/Science – Small Group/One-to-One/Tutoring</p> <p>Harcourt Storytown Intervention Kit – Small Group/During the School Day</p> <p>Destination Reading – During School/Extended Day</p> <p>Ticket to Read – During School/Extended Day</p>

Mathematics	<p>Kaplan - Grades 3-5- Skills/Strategies – Large/Small group/Tutoring</p> <p>Waterford Reading /Math/Science – Small Group/One-to-One/Tutoring</p> <p>Everyday Mathematics on line –Skills- Small Group/During the School Day</p> <p>Destination Math –Skills/Strategies- During School/Extended Day</p> <p>Math Steps-Skills-Small Group/One-to-One/Tutoring</p>
Science	<p>SUPPORT FOR SCIENCE CONTENT AREA ADDRESSED DURING LITERACY BLOCK-Use of curriculum mapping, and UBD to integrate Science into the Core Subjects. Collaboration of cluster teachers with the homeroom teachers on rigorous units of study. Using field experiences, Harcourt and FOSS Science Program to extend and enrich their learning experiences.</p>
Social Studies	<p>SUPPORT FOR SOCIAL STUDIES CONTENT AREA ADDRESSED DURING LITERACY BLOCK- Use of curriculum mapping, and UBD to integrate Social Studies into the Core Subjects. Collaboration of cluster teachers with the homeroom teachers on rigorous units of study. Using field experiences, and Harcourt to extend and enrich their learning experiences.</p>
At-risk Services provided by the Guidance Counselor	<p>GUIDANCE COUNSELOR INTERVENTION</p> <ul style="list-style-type: none"> • Group and individual counseling • Needs based • Students not meeting promotional/performance standards • Students experiencing behavioral/emotional/family issues negatively impacting learning. • Referrals to supportive agencies.

	<p>ATTENDANCE INTERVENTION</p> <ul style="list-style-type: none"> • Monitor attendance of at risk students (less than 90%) • Conducts needed outreach services. • Family counseling • Attendance teacher at every school • Referrals to supportive agencies. <p>IN SCHOOL SUSPENSION (S.A.V.E. ROOM)</p> <ul style="list-style-type: none"> • Frequency based on needs • Reduced Student-Teacher ratio enabling small group and individualized instruction based on assessed needs. • Counseling <p>CBO COUNSELING</p> <ul style="list-style-type: none"> • Identified sites • Conducts needed outreach services • Family counseling <p>Referrals to supportive agencies.</p>
<p>At-risk Services provided by the School Psychologist</p>	<p>COUNSELOR INTERVENTION</p> <ul style="list-style-type: none"> • Group and individual counseling • Needs based • Students not meeting promotional/performance standards • Students experiencing behavioral/emotional/family issues negatively impacting learning. • Referrals to supportive agencies.
<p>At-risk Services provided by the Social Worker</p>	<p>COUNSELOR INTERVENTION</p> <ul style="list-style-type: none"> • Group and individual counseling • Needs based • Students not meeting promotional/performance standards • Students experiencing behavioral/emotional/family issues negatively impacting learning <p>Referrals to supportive agencies</p>
<p>At-risk Health-related Services</p>	<p>HEALTH SERVICES</p> <ul style="list-style-type: none"> • Regional nurse director-coordinates services throughout the region

- | | |
|--|--|
| | <ul style="list-style-type: none">• Supervising nurse for each district-monitors service.• Contract nursing services support all elementary schools 6 hours a day.• Monitor health needs of each student.• Provide first aid• Referrals to supportive agencies.• OPEN AIRWAYS (grant from New York State, Downstate)• Physical components, emotional health issues referred to ICL (Institute For Community Living)• Delivered by DOH school nurse. <p>Referrals to supportive agencies.</p> |
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DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING THE PARENT INVOLVEMENT POLICY (PIP)

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

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

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 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;

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Maldonado/Fong	District 19	Borough Brooklyn	School Number 013
School Name Roberto Clemente			

B. Language Allocation Policy Team Composition [?](#)

Principal Mr. A. Baskin	Assistant Principal Mrs. M. Mancini
Coach Mrs. M. Archer	Coach type here
ESL Teacher Ms. N. Morris	Guidance Counselor
Teacher/Subject Area Mrs. J. Williams-Graves	Parent
Teacher/Subject Area type here	Parent Coordinator Mrs. L. Castillo
Related Service Provider type here	Other Mr. P. Raymond / A.P.
Network Leader Mae Q. Fong	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	3	Number of certified bilingual teachers	4	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions		Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	516	Total Number of ELLs	41	ELLs as share of total student population (%)	7.95%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

1. All parents or guardians of newly enrolled students are required to complete a Home Language Identification Survey (HLIS), including the informal oral interview in English and the Native Language. This survey lets school staff know what language is used in the student's home. Upon registration, a trained pedagogue administers the HLIS. If the survey indicates that the student speaks a language other than English, then Ms. Morris, the certified ESL teacher, will interview the student and the parent separately. The student is assessed using the Language Assessment Battery-Revised, LAB-R examination in English to determine English language proficiency. The LAB-R is administered only once in a student's lifetime. If the student's home language is Spanish and he/she did not score "proficient" on the LAB-R, then, that student will take the Spanish LAB. The certified pedagogue will use the results of the Spanish LAB to evaluate the student's literacy in his/her native language. The identification and examination process happens within ten days of the student's enrollment.

The English Language Learners are evaluated annually using the New York State English as Second Language Achievement Test (NYSESLAT). This exam, aligned with the New York State English as a Second Language Standards, is administered to all of the identified ELLs in grades K-5 by the certified ESL teacher, Ms. Morris. The NYSESLAT determines entitlement of English as a Second Language services in addition to analyze students' English Language proficiency. Ms. Lella, the pupil accounting secretary or Ms. Morris, the certified ESL teacher will print the RLER report. The RLER report, Revised LAB/NYSESLAT Eligibility Roster shows the students who will be tested. Ms. Morris will test all eligible students on the four modalities of the exam; listening, speaking, reading and writing. If a student is absent for one of the modality components of the NYSESLAT, Ms. Morris ensures that the student is tested within the testing window.

2. At Roberto Clemente Public School 13, there are many structures in place to ensure that parents understand all three program choices: Transitional Bilingual, Dual Language, and Freestanding ESL. Within ten days of enrollment, parents receive a letter in their native language inviting them to come to the school for a parent orientation. Parents are also contacted via phone or in person if they have not attended the scheduled orientation. During this orientation, parents view a video located on the Department of Education's website in their native language explaining the three programs available throughout New York City. Parents watch the video on the computer using headphones. After the video segment, parents are provided with literature in their native language regarding the three choices. They are required to complete the Parent Survey and Program Selection form in their native language. Based on parent program choice students are placed in the appropriate classroom setting. If the parents have any additional questions, in a language other than Spanish, then, Ms. Morris will contact staff members proficient in the appropriate language. The Assistant Principal, Mr. Raymond speaks Haitian Creole; Ms. Sligh, the guidance counselor speaks French; and Ms. Li, the art teacher, speaks Chinese. If the parents' native language is not available in house, then Ms. Morris will contact the Department of Education's Translation and Interpretation Unit for an interpretator. In the event that a parent does not attend orientation, then a second invitation is sent out. If there is no response within five days, then the student is placed in the default program.

3. The school ensures that entitlement letters are distributed to all students receiving services. The letters are sent home with the students in the upper grades. The letters are given to the classroom teachers of the students in the lower grades. During the morning line up or during dismissal, the teachers in grades K-3 give the letters to the parents. Ms. Morris also greets parents at the entrance to inform them about these documents. All correspondence is copied and placed in the students' Cumulative Record Folder and in files kept by the

English as a Second Language Teacher, Ms. Morris. Parents who did not complete the Parent Survey and the Program Selection form during the orientation are contacted by phone to return the forms. If the parent does not respond within ten days, then the school sends a new form in their native language certified mail returned receipt. If there is no response within ten days, then the student is placed in our default program, at this time, Freestanding ESL.

4. Once newly enrolled students have been identified as an English Language Learner in need of services, the school will provide the appropriate instructional program within ten school days. The only program currently available at Public School 13K is Freestanding English as a Second Language. As per the Aspira Consent Decree, if 15 or more parents within the same home language group and whose children are on one or two contiguous grades request a TBE program we are obligated to create such a program. We keep records of parents' choices on an ongoing basis using a data spreadsheet. This way we will know when we have the mandated numbers to create a TBE class and contact parents. The parents, who chose ESL will receive a letter informing them of their child's score on the LAB-R exam and of their child's placement in the ESL program. The number of hours the student will receive in ESL depends on his/her English Language proficiency level as per his/her score on the LAB-R. As per CR Part 154, beginning and intermediate ELLs receive 360 minutes per week (8 periods, 45 minutes each) of ESL instruction. Advanced students receive 180 minutes per week, or 4 periods, of ESL instruction. The classroom teachers are informed of their ELL students and are provided with the schedule of when those students will receive services. Letters are sent home to parents in their native languages explaining that their child will receive instruction in English. Parents are encouraged to contact Ms. Morris with any questions or concerns about the program. They receive additional literature in their language about the program and are given the Department of Education's website to access more information. The ESL teacher, Ms. Morris, will make copies of all letters sent home to parents. One copy is placed in the student's cumulative records and the other one is kept in the ESL binder.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, the trend at Public School 13 in program choices have been Dual Language (2009-2010 was 51% and 2010- 2011 was 40%). In previous years, the overwhelming Spanish speaking parent population have been interested in their children learning English while becoming fluent and literate in their first language. However, in this school year, the parents have been mainly from Francophone Africa and the Middle East. 100% of these parents wanted their children enrolled in an English only program. The parents stress the importance of learning English so that their children would be able to get a job when they grow up.

6. The program model offered at the school is aligned with parental requests. The parents want their children to learn English and are excited about the Freestanding English as a Second Language program available at the school.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual														0

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Education (60%:40% → 50%:50% → 75%:25%)														
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained	0	0	0	0	0	0								0
Push-In	1	1	1	1	1	1								6
Total	1	1	1	1	1	1	0	0	0	0	0	0	0	6

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	41	Newcomers (ELLs receiving service 0-3 years)	31	Special Education	3
SIFE	0	ELLs receiving service 4-6 years	10	Long-Term (completed 6 years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. ①

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	31	0	0	10	0	3				41
Total	31	0	0	10	0	3	0	0	0	41

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0

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
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		4	4	6	6	7								27

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Chinese				1										1
Russian														0
Bengali														0
Urdu														0
Arabic	1	2	1	2	1	2								9
Haitian														0
French			1			1								2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1													1
TOTAL	2	6	6	9	7	10	0	40						

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. 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?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. Instruction for the English Language Learners is differentiated according to the needs of the students and their proficiency with the English Language.

a) The Freestanding English as a Second Language certified teacher, Ms. Morris, pulls out a small group of students in grades K-5 to service them in a separate classroom. The beginning and intermediate students receive 360 minutes per week and the advanced students receive 180 minutes of instruction.

b) Ms. Morris pushes in to co-teach and collaboratively instruct with a third, a fourth, and a fifth grade teacher to provide services for the

A. Programming and Scheduling Information

ELLs. Ms. Morris coteaches with Ms. Best-Hamblin in Class 301, Ms. Millocca in Class 404 and Ms. Williams-Graves in Class 503.

2) The organization of the staff ensures that the mandated number of instructional minutes is provided according to proficiency levels in ESL. The Freestanding English as Second Language teacher, Ms. Morris, pushes into classes with the intermediate and advanced ELLs and pulls out the newcomers and beginning ELLs. Each group receives the mandated amount of instructional minutes.

a) As per CR Part 154, ESL and ELA instructional minutes are explicitly delivered to the school's English Language Learners. The advanced students receive 180 minutes of ESL with Ms. Morris and 180 minutes of English Language Arts instruction with their classroom teachers. Beginning and intermediate students receive 360 minutes of English as a Second Language instruction with Ms. Morris. ELA instructional minutes are delivered using the school's Story Town literacy program. The ESL instruction is delivered using the ELL component of the Story Town program and the Achieve 3000 computer program by Ms. Morris. The ESL and ELA minutes are delivered using technology like laptops, desktops, and smartboards. The 180 minutes of ELA instruction for the advanced students can be incorporated in the content area subjects, like Art, Science, Math and Social Studies. In these subject areas, the ELL students focus on vocabulary skills, following directions, comprehension, problem solving, and verbal expressions. The goal of the ESL program is to provide students with sufficient English skills to grasp Common Core Learning Standards which prepares them for college and a career. The program uses the current identified literacy approach in the building which offers developmental sequence of English instruction in the four language skills: listening, speaking, reading and writing.

3) In the Freestanding English as a Second Language program, instruction is delivered in content areas such as Computer, Art, Science, Social Studies Math, and Library. Ms. Morris meets with classroom and cluster teachers to plan differentiated lessons with language content foci. The ESL teacher co-teaches with the classroom and/or cluster teacher during the lesson to assist the English Language Learners. The teachers will employ best techniques to teach English Language Learners, such QTEL, TPR, manipulatives in math, bilingual glossaries, picture dictionaries, charts, graphs, visual aids, demos, pictures, and hands-on activities in the Science Lab. Students will receive support in their native language with the assistance of bilingual glossaries and dictionaries, native language libraries, and a buddy system.

4) The English Language Learners in this school are enrolled in a Freestanding English as a Second Language. They are evaluated in English only. No instruction occurs in the children's native language.

5) The school will differentiate instruction for each English Language Learner based on his/her category: SIFE, newcomer, 4-6 year ELL and long term ELL.

a) While we currently do not have any SIFE students in the school, in the event that students arrive under this category, the school has an educational and instructional plan to address their needs. Students will receive a variety of academic intervention services. The ESL teacher will create an individualized student needs assessment plan in collaboration with the AIS Team to focus on Literacy and Math skills. Students will be provided with the corresponding English language proficiency materials to help him/her succeed in the classroom. Additionally, the Parent Coordinator, the Guidance counselor and ICL (Institute for Community Living, a school based community organization) will help the student and his/her parent with this transition back into a formal school setting.

b) ELLs who have been in the country for less than three years and those who have recently arrived to the United States of America will receive instruction tailored to fit their academic and social needs. All teachers servicing ELLs will differentiate instruction according to the results of NYS standardized exams, LAB-R, NYSESLAT, and informal teacher observations and assessments. Using a buddy system, the teacher will identify a similar student in his/her class to assist them during the day. Students are encouraged to participate in the Saturday Academy and SES afterschool program. An informal assessment is given to identify possible Academic Intervention programs. Each ELL will complete assignments in English at their own pace using computer programs such as Destination Reading, Achieve 3000, and Ticket to Read. All instruction focuses on the four modalities; listening, speaking, reading and writing.

c) Ms. Morris and the AIS team will collect and analyze data concerning the ELLs receiving four to six years of ESL services. The group will scrutinize the results of the NYSESLAT, ELA, Science, and Math assessments to highlight academic strengths and weaknesses. The team will create an action plan for each student delineating and tabulating the standards, concepts and skills that have not been grasped. Instruction and assignments in English will focus on the action plan. Students will be reevaluated every six weeks to track progress in these areas.

d) While we do not currently have any long-term ELLs, in case the school receives such students during the academic year, these students will participate in a targeted specific afterschool program. The afterschool program will focus on reading and writing through drama, computer, art, and science. Additionally, the school will employ the Wilson Reading Program, Foundation, Ticket to Read, Destination Math, Destination Reading, Achieve 3000, and the Intervention Station for Story Town.

6. Some of the research-based and standards-based instructional methods for English Language Learners are helpful when working with Students with Disabilities. Teachers of ELLs with disabilities have a variety of programs to help their students access academic content areas and accelerate English Language development. The school's literacy curriculum, Story Town, has a component for students below

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
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Additional Information

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

C. Schools with Dual Language Programs

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

Public School 13 does not have a Dual Language Program at this time.

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1) The Network provides professional development for certified ESL teachers and for teachers servicing ELLs. The Network also provides professional development to the content area teachers on integrating curriculum. Staff in all content areas will receive professional development in coteaching; differentiating instruction; using bilingual dictionaries/glossaries; preparing for the NYSESLAT; and using visual aids, manipulatives and listening centers. Teachers meet during monthly meetings, common planning periods, and collaborative inquiry team meetings to discuss effective strategies for instructing English Language Learners.

2) Staff at the school assist ELLs as they transition from elementary school to middle school. By implementing the Common Core Learning Standards and infusing the curriculum with rigor, the teachers are preparing the English Language Learners for college and career readiness. The Guidance Counselor and Parent Coordinator assist the students with the student interview process, the parent interview, student portfolio for the middle school application and the acceptance process.

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Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	2	6	2	4	2	3								19

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	0	0	3	3	3	6								15
Advanced (A)	0	0	1	2	2	2								7
Total	2	6	6	9	7	11	0	0	0	0	0	0	0	41

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	0	1	0	0	0	0							
	I	0	2	0	0	1	1							
	A	0	2	3	2	3	1							
	P	0	1	1	5	2	4							
READING/ WRITING	B	0	3	0	1	1	0							
	I	0	3	3	4	3	4							
	A	0	0	1	2	2	2							
	P	0	0	0	0	0	0							

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	2	2	1	0	2	0	0	0	7
4	2	0	3	0	4	0	1	0	10
5	2	0	5	0	4	0	1	0	12
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science				
Level 1	Level 2	Level 3	Level 4	Total

	English	NL	English	NL	English	NL	English	NL	
4	2	0	0	0	7	0	1	0	10
8									0
NYSAA Bilingual Spe Ed									0

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	5	4	0	2				
Chinese Reading Test								

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in

Additional Information

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

Part VI: LAP Assurances

School Name: <u>Roberto Clemente</u>		School DBN: <u>19K013</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Adam Baskin	Principal		10/25/11
Martha Mancini	Assistant Principal		10/25/11
Leonilda Castillo	Parent Coordinator		10/25/11
Nathifa Morris	ESL Teacher		10/25/11
	Parent		10/25/11
Jondrea Williams-Graves	Teacher/Subject Area		10/25/11
	Teacher/Subject Area		10/25/11
Monica Archer	Coach		10/25/11
	Coach		10/25/11
	Guidance Counselor		10/25/11

School Name: Roberto Clemente

School DBN: 19K013

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Network Leader		10/25/11
Pierre Raymond	Other <u>Assistant Principal</u>		10/25/11
	Other		10/25/11
	Other		10/25/11
	Other		10/25/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 19K013 **School Name:** Roberto Clemente Public School

Cluster: 5 **Network:** CFN 535

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

Part A: Needs Assessment Findings

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

The school employs a variety of data and methodologies to assess the written translation and oral interpretation needs of the parents in the school community. Staff members are surveyed on their written and oral skills in languages other than English. The home languages of the students and parents are identified during the registration process via the Home Language Identification Survey and the interview. All written correspondence is sent home with students in the parents' native language. The parent coordinator, Ms. Castillo; the certified ESL teacher, Ms. Morris; and office staff responsible for parent letters translate documents using Google translator. The school networks with bilingual members of the community in addition to trained professionals from the Department of Education's Translation and Interpretation Unit to assist with interpreting for parents

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

Information regarding the school's written translation and oral interpretation needs was presented to the school community at the School Leadership Team meetings, the instructional cabinet meetings, grade level meetings, staff conferences and the Parent Teacher Association monthly meetings. Data indicates a need for Arabic interpreters from the Department of Education's Translation and Interpretation Unit. The school also discovered that we have twenty-two Spanish speaking staff members; five people on staff speak French - two of whom also speak Haitian Creole; one speaks Mandarin Chinese; one staff member speaks Urdu; one teacher speaks Italian; one staff member speaks a Nigerian dialect; and one teacher speaks a French dialect from St. Lucia. The major findings suggest that in house interpretation is not an option for the newly arrived students from Arabic speaking countries.

Part B: Strategies and Activities

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

The school will provide written translation services for families in the following languages; Arabic, Haitian Creole, French, Mandarin Chinese and Spanish. All written correspondence sent home to parents are translated in their native languages using Google translator. Staff members assist with translation for the languages available in-house. Letters, memos, brochures, flyers and newsletters are sent home in the native languages of the families as well as in English. Parents have requested both languages to help them practice reading English and translating words themselves.

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

Oral interpretation services in Mandarin Chinese, French, Haitian Creole, and Spanish are provided in-house by staff members fluent in those languages. The parent coordinator, Ms. Castillo, is fluent in Spanish, and is able to interpret for the Spanish speaking parents. Literature is provided to parents in their native language and English. If the Arabic speaking parents have questions or concerns about the literature, then the parents come to the school to talk to Ms. Morris, the ESL teacher. The Arabic-speaking fathers have been in the United States of America as prominent business owners in the community for several years and are proficient in English. They prefer to communicate in English without an interpreter from the Department of Education's Translation and Interpretation Unit. In the event that the school receives new students from an Arabic speaking country with monolingual parents, then the school will contact the Translation and Interpretation Unit. The Arabic-speaking business owners have offered to help translate and interpret for other families if needed.

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

According to Chancellor's Regulations A-663, the school must ensure that non English speaking parents have equal access and opportunity to participate fully in their child's education. All correspondence is sent home to parents in their native language and English. In-house interpretation is available in all languages except Arabic. The Arabic speaking parents (fathers) have opted out of receiving assistance from the Department of Education's Translation and Interpretation Unit. The school continues to ask these parents if they need an interpreter before each meeting and they continue to inform us that it is not necessary. The school has clear procedures for determining the home language of each student. Upon registration, parents complete the Home Language Identification Survey, indicating their native language. If the student speaks another language besides English at home, then Ms. Morris, the ESL teacher administers the LAB-R exam. Even though the student passes the exam, indicating that he/she is fluent in English, the school still sends correspondence home in the parent's native language. The school ensures that parents are provided with both written and interpretation services in their native language.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

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 as well as reduced class-size, and/or push-in services.
 - 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.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Roberto Clemente	DBN: 19K013
Cluster Leader: Deborah Maldonado	Network Leader: Mae Fong
This school is (check one): ✱conceptually consolidated (skip part E below) ●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): ●Before school ✱After school ✱Saturday academy ●Other:
Total # of ELLs to be served: Grades to be served by this program (check all that apply): ●K ●1 ✱2 ✱3 ✱4 ✱5 ●6 ●7 ●8 ●9 ●10 ●11 ●12
Total # of teachers in this program: 2 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 1

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: The rationale of the instructional program is to enhance the proficiency in academic and social English. Students will gain exposure to American culture, customs and traditions. The program will address the needs of beginning ELLs and underperforming ELLs / low 1s and 2s on ELA and Math in grades 2 through five. We will begin our program with students in grade 2 to prepare them for the academic rigor expected in grade 3 using curriculum aligned with the Common Core Learning Standards. Saturday Academy will be instructed in academic English and social skills through the use of Art and Social Studies beginning in January of 2012. Every culture uses Art to express themselves, reflective of their history. The program will include technology, art books, arts and crafts, smartboard to investigate art and history, story books and picture books. Additionally, students will participate in various excursions around New York City to explore the rich history and art available within their reach.

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: The in-house ELL coordinator, Ms. Morris, will provide on-site professional development to classroom teachers on best methodologies for instructing ELLs. Teachers will register for workshops presented by the Office of English Language Learners, such as QTEL and differentiated of instruction. Teachers will differentiate instruction in the classroom, improve engagement levels of ELLs and practice research-based techniques to drive instruction. Ms. Morris will provide workshops to teachers on a monthly basis.

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

Part D: Parental Engagement Activities

Begin description here: The parent coordinator, Ms. Castillo, works intensively and diligently with parents of English Language Learners. Research shows that involved parents equal engaged students. The school will provide ESL classes to parents and computer classes on basic programming and navigating the Department of Education website to better assist their children. Staff involved in delivering instruction to the ELLs enrolled in Saturday Academy will collaborate with the parent coordinator and with the Community Based Organization housed in the school, Institute for Community Living (ICL) to spearhead beneficial parent workshops. Such workshops include homework strategies, healthy cooking, creating a budget, using the subway maps, finding coupons; etc. Topics for workshops will be updated based on constant feedback and surveys received from parents. The school will send home notices, flyers and invitations in the native languages of the parents about upcoming monthly workshops.

Part E: Budget

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

Allocation Amount: \$

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 		
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		

