



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : THE ROBERTO CLEMENTE MAGNET SCHOOL FOR ETHICAL AND GLOBAL STUDIES

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

14K019

PRINCIPAL: MARIA WITHERSPOON MWITHER@SCHOOLS.NYC.GOV

EMAIL: _____

SUPERINTENDENT: JAMES QUAIL

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
Maria Witherspoon	*Principal or Designee	
Patricia Tambakis	*UFT Chapter Leader or Designee	
Annabel Caban	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Laura Keppis	UFT Member/	
Camille Jabouin	UFT Member/	
Denise Furlani	UFT Member/	
Magda Rodriguez	PTA Member/	
Julia Rodriguez	PTA Member/	
Pieda Alejandro	PTA Member/	
Amalia Marmolejo	PTA Member/	

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To continue to engage teachers in the collaborative examination of student work to increase the rigor and the effectiveness of their instruction.

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.
- This goal became evident as students did not perform well on the ELA examination. In addition the New York City expectations for this year 2011 -2012, are that all students in grades K-5 should be exposed to informational text and non-fiction text throughout the year and be able to write about these topics. Teachers will be able to analyze students' work through assessment that will be given to direct their practices and differentiate accordingly.

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

.The school has begun their K-5 Inquiry teams to look at student data. Teachers will be able to analyze student work related to the units of study and in groups will collaboratively research the next steps for their grade. Teachers are receiving training through the National Urban Allegiance this is supporting students with writing and language development. Teachers have also received workshops in Exemplars to improve student achievement. In subgroups, students will be receiving strategies that will support academic performance. Some of these are vocabulary, scaffolding, native language reinforcement, and writing. By June 2012 100% of teachers will have examined student work and revise instruction based on findings through inquiry cycles.

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. (Please view pages 11-15)

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 become highly qualified, in order to achieve this goal.

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.

Ethical Studies works in developing our students' character by utilizing the book of the month, following the Peacebuilder's Pledge and utilizing the Praise wall. T.R.A.I.T.S. is the acronym for Teaching, Respect, Accountability, Intelligence, and Team Skills. Students receive an awareness of respect and accountability for their daily actions. Students in the school are also involved in a nutritional committee learning to make the correct food choices.

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.

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To engage all students in one literacy task aligned to strategically selected Common Core Learning Standards.**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.
- The goal is aligned to the New York City expectations for all students. In addition the school did not make AYP in ELA or Math in 2011, therefore the school goal is to make sure all students complete a Common Core Aligned literacy task. Students will read and analyze informational text, write opinions and arguments in respond.

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.

Teachers will work in their Inquiry groups to design pre-test and posttest to analyze student's academic growth as well as exposing student's to vocabulary that is important to learn literacy. Teachers will meet during their designated periods to work on test and class work to support all students in different subgroups. Unit assessments will be given monthly to review student growth. Teachers are receiving training from the Network achievement Coaches to

support their professional development. Teachers are also going to workshops with the National Urban Alliance. The teachers are learning how to utilize the framework of language to support new learning and design engaging lessons. By June 2012, 100% of students will complete a literacy task that asks them to read and analyze informational texts and write opinions and arguments in response.

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.

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 become highly qualified, in order to achieve this goal.

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.

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.

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
- To engage all students in one mathematics Common Core Aligned task, to support student achievement and assess student growth.

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.

Our school did not make AYP in mathematics therefore, there is a need to support students in mathematical functions and literacy and utilize Bloom Taxonomy to promote higher order of thinking and differentiate instruction for all students.

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.

Teachers have taken workshops on Math Exemplars to utilize these new strategies to support their teaching in the classroom. In addition vocabulary will be used such as Tier 1 nonacademic language, Tier II general academic language and Tier III math technical language.

- By June 2012, students will be engaged in a cognitively demanding mathematics task that will require them to demonstrate their ability to model with mathematics and or construct reasoning behind arguments to arrive at various solutions.

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.

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 become highly qualified, in order to achieve this goal.

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.

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.

ANNUAL GOAL #4 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 #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To engage in short frequent cycles of classroom observations utilizing Charlotte Danielson’s “Framework of Teaching” and provide feedback to teachers, to increase the effectiveness of instruction in the classroom.

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.
- The school did not make AYP whereby students did not show any growth in ELA/Math, therefore we need to look at the instruction in each classroom in order to discuss student achievement; We will be discussing the following with teachers:
- Designing Coherent instruction, establishing a Culture for Learning, managing Student Behavior, Using Questioning and Discussion, Engaging Students in Learning and Using assessment in Instruction as well as team work.

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

Teachers have received workshops on the Danielson Framework and short cycle observations.

Teachers are working in their Inquiry Teams to develop their professional growth.

Teachers are taking many workshops to support their work in the classroom.

The Principal and AP will be conducting short cycles, informal and formal observations. By June 2012, 100% of teachers will have received a minimum of 6 informal observations with actionable feedback on Charlotte Danielson’s “Framework for Teaching”

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.

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 become highly qualified, in order to achieve this goal.

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.

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.

ANNUAL GOAL #5 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 #5

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To increase the percentage of parents who respond satisfied to questions relating to communication by Spring 2012 in the learning environment survey.

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.
- The environmental survey identified patterns of non-communication, where the school needs to strategize and develop areas of communication within the school. The Parent Coordinator will work with the School Leadership Team to refine areas of communication to support the school in this area.

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.

To increase the responses so that parents are no longer below average, but above average in the communication category as judged by the Spring 2012 Learning Environment Surveys.

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.

Increase of communication will take by creating a newsletter to support parents in the home. We will continue providing workshops to our parents about progress reports, Quality review, the school report card, students progress, ARIS and information about school events.

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 become highly qualified, in order to achieve this goal.

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.

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.

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	2	2	N/A	N/A	-	As needed	As needed	As needed
1	-	-	N/A	N/A	-			
2	5	5	N/A	N/A	3			
3	27	27	N/A	N/A	3			
4	11	11			-			
5	3	3			4			
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
ELA	Harcourt Intervention-small group during the school day. Instruction is delivered in small groups 6-8 during school hours. Wilson Reading, Wilson Fluency and Wilson Foundations. Small group during school days. National Urban Alliance utilizing their strategies and IIM –graphic organizers
Mathematics	Every day Math, Go Math and McGraw Hill intervention materials-small group during school day. (Leapfrog)
Science	E -Science program and afterschool Science program. On-line Science program-the online program provides an exposure to writing with science prompts. Lessons are scaffold and are aligned to the students reading levels.
Social Studies	Support staff provides instruction for students Struggling in the content area especially ELL student and with disabilities. Magnet program will provide an exposure of Global and Ethical Studies.
At-risk Services provided by the Guidance Counselor	Support to students exhibiting poor behavior, low self esteem or poor study habits, which could prevent them from advancing academically. Support is offered during conflict resolution, peer mediation program, small group counseling and positive behavior intervention and support.
At-risk Services provided by the School Psychologist	Support to students exhibiting poor behavioral own self esteem or poor study habits, which could prevent them from advancing academically. Support is offered during conflict resolution, peer mediation program, small group counseling and positive behavior intervention and support.
At-risk Services provided by the Social Worker	Support to students exhibiting poor behavior, low self esteem or poor study habits, which could prevent them from advancing academically. Support is offered during conflict resolution, peer mediation programs, small group counseling and positive behavior intervention and support.

At-risk Health-related Services	Conducts asthma awareness groups during school day, with students in Grades 3. 4. and 5. Conflict Resolution Team Service Learning Programs, Character Building And Discipline.
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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.

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 14K019 **School Name:** The Roberto Clemente Magnet School of Global and Ethical Studies

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) not required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

Findings:

- The written curriculum for English Language arts (ELA) and all other subjects was not developed; all the other subjects were not detailed. In the JIT findings it was determined that the curriculum could not support effective instruction. In addition it was not aligned to the New York State Standards.
 - Instructional time in several classes was underutilized. Students did not get time to discuss meaningful points in the lessons. Strategies such as Cooperative grouping were not evident in some classes, therefore students were not assigned roles that would allow them to become autonomous thinkers and take ownership of their learning.
 - Students were disengaged or not challenged; teachers did not differentiate questioning for students. Questioning should have been differentiated to address the needs of all students. There was little discussion addressing analytical questioning.
 - The teachers lessons were more directed, the teacher needed to utilize differentiated strategies to meet the needs of each individual student.
2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

PS 19K is a predominately Hispanic populated school in which students did not make academic progress during the 2010-2011 school years. Therefore one of our goals for the year 2011-2011 is to impact instruction in our classroom. This can only be done as our teachers engage in collaborative examination of student work. Studies have shown that in order to increase effectiveness as well as instruction teachers need time to work together and gather data. Teachers will receive formal and informal short cycles of observations to provide feedback to strengthen their practice and develop professional goals that support their growth.

Funds will be used to support additional academic support services in the area of Literacy for all identified students, including students with disabilities and English Language Learners. The services will focus on preparing students for the NY State ELA and Mathematics Assessment and meeting the individual academic needs of each student. A component to this academy will include professional development for participants in the program.

Saturday:

I Supervisor X 4 Hours X \$52.21
5 Teachers X 4 Hours X 12 Weeks X \$49.81

Extended day Academy:

1 Supervisor X 2 Hours a Day X 2 Days per Week X 8 Weeks X \$52.21

3 Teachers X 2 Hours a Day X 2 Days per Week X 8 Weeks X \$ 49.81

Part B: For Title I SINI Schools Only

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

As we analyze the data gathered (student work, periodic assessment, end of unit assessments exemplars, IIM and NUA artifacts), we will evaluate the performance trends of all students including subgroups for revisions of instruction in ELA and Mathematics.

The 10% of Title I funds will be used to provide Professional development in the following areas: NUA, Exemplars, IIM, Acuity, ARIS, City Wide Instructional Expectation, ECLAS 2, Performance Task, Periodic Assessment for ELLs, and Technology.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

High quality professional development has been planned for our staff. Our teachers have received and will continue to attend on-going training with the National Urban Alliance.

The following workshops have been provided:

- The framework for language development, which supports our students who are at-risk and our ELL population in language development that will support their reading and writing.
- Teachers have attended the IIM workshops; these workshops teach teachers how to utilize graphic organizers as they plan their lessons.
- Teachers have learned to utilize differentiated strategies for student engagement.
- Teachers have received professional development utilizing Charlotte Danielson's "Framework of Teaching" and the workbook to support teachers as they are provided feedback, to increase the effectiveness of instruction in the classroom. Our goal is to continue giving the teachers feedback to improve instruction and improve our student's performance, progress and achievement.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

All our communication with our parents is translated in Spanish. Information about our improvement and SINI status is provided to our parents in writing and at meetings. The school improvement notices are sent home with the students, are distributed at PTA meetings, Leadership Team meetings, Title I meetings and at special meetings. The content in our JIT

Review, Quality review, Progress Report, Environmental Survey and School Report Card have been distributed and discussed with our parents.

**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 Jose Ruiz	District 14	Borough Brooklyn	School Number 019
School Name The Roberto Clemente School			

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

Principal Maria Witherspoon	Assistant Principal Blanca Vega
Coach N/A	Coach N/A
ESL Teacher J. Calabro ESL Lead Teacher	Guidance Counselor L. Keppis
Teacher/Subject Area S. Akladious, ESL Teacher	Parent
Teacher/Subject Area D. Furlani, ESL Teacher	Parent Coordinator Maria Cuevas
Related Service Provider A. Kramer	Other C.Jabouin, 2nd Grade Teacher
Network Leader Margarita Nell	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	4	Number of certified bilingual teachers	0	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	0	Number of teachers of ELLs without ESL/bilingual certification	23
Number of teachers who hold both a bilingual extension and ESL certification	0	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	351	Total Number of ELLs	102	ELLs as share of total student population (%)	29.06%
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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. 

Paste response to questions 1-6 here

The following structures are in place at our school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language and Freestanding ESL): At enrollment, trained bilingual school staff members, the ESL Lead Teacher and bilingual Parent Coordinator, meet with parents to determine the child's home language. A conversation is held to acquire oral dominance and the student's needs. This process is formalized through a Home Language Identification Survey (HLIS) where the parent indicates what language the child speaks at home. After collecting the HLIS and determining that a language other than English is spoken in a child's home, the ESL Lead Teacher administers the Language Assessment Battery-Revised (LAB-R), which is a test that establishes English proficiency level within 10 days of enrollment. Those children who score at or below proficiency on the LAB-R become eligible for state-mandated services for ELLs. Students who speak Spanish at home and score at or below proficiency on the LAB-R are administered a Spanish LAB to determine language dominance. It is administered by the ESL Lead Teacher or the Bilingual Guidance Counselor usually the same date of the English LAB-R test or within the 10 days of enrollment.

The results of the New York State English as a Second Language Achievement Test (NYSESLAT) are downloaded and distributed during the beginning of the school year. Parents receive an Individual Student Parent Report with a translated interpretation. It is downloaded from the New York State Education Department which provides translations in Chinese, Haitian Creole, Spanish, Korean, and Russian. The procedure is implemented and maintained by the ESL Lead Teacher. A copy of class rosters are also distributed to teachers of ELLs. This information is reviewed and discussed during Inquiry Team meetings. We look closely at all modalities and determined that the overall weakness across the grade are Reading and Writing. In order to meet the needs of our ELLs, we use the ELL component and the Intervention Kits with other curriculum resources. The data also provides us with information about students that have decreased proficiency level. Using this data we further inquire about possible social or developmental needs students require. Actions are taken to provide additional service such as counseling, speech, physical or occupational therapy in accordance with the parents.

2. Parents of newly enrolled ELLs are invited to attend an orientation meeting given by the ESL Lead Teacher and the Parent Coordinator, where program choices (Transitional Bilingual, Dual Language and Freestanding ESL) are presented to them in their native language. They are also invited to view a DVD entitled Orientation for Parents of English Language Learners, provided by the Office of English Language Learners that has been translated in Arabic, Albanian, Chinese, English, and Spanish in order to have the information regarding the program choices presented in their own language. The orientation meetings are scheduled for the morning and evening to provide all parents the opportunity to attend.

3. Entitlement Letter and Parent Survey and Program Selection Form and Placement letters to parents of children eligible for services are sent home in English and in the parents' native language.

4. The ESL Lead Teacher coordinates orientations and delivers information to the parents in a timely manner. Our main goal is to provide ELL parents with the opportunity to make an informed decision and to empower them as the main decision-makers in this process. Parents are also advised that they can request to go to another school that provides a program that we may not offer.

5. A review of the Parent Survey and Program Selection forms at our school for the past few years shows that the parents' preference is

to have their child placed in a Freestanding English as a Second Language Program.

6. Our program model is in alignment with parent requests.

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	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained				1	1									2
Push-In	1	1	1			1								4
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	102	Newcomers (ELLs receiving service 0-3 years)	87	Special Education	3
SIFE	15	ELLs receiving service 4-6 years	15	Long-Term (completed 6 years)	3

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. [?](#)

ELLs by Subgroups		
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	Total
TBE										0
Dual Language										0
ESL	87	15	3	12	1		3	0	0	102
Total	87	15	3	12	1	0	3	0	0	102

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

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
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	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	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: ____
Hispanic/Latino: ____	Other: ____
Native American: ____	White (Non-Hispanic/Latino): ____

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	9	4	14	26	25	24								102
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	9	4	14	26	25	24	0	0	0	0	0	0	0	102

Part IV: ELL Programming

A. Programming and Scheduling Information

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?

Paste response to questions 1-7 here

1a/b. In order to meet the needs of our ELLs, we have implemented the Push-In (Co-Teaching) Self-Contained and Pull-Out Programs. The ESL Teacher Co-Teaches through the Push-In Model in the Second Grade ICT class five periods a week. The Third and Fourth Grade classes are Self-Contained and received service through the content. The ESL Pull-Out Program includes the Kindergarten, Special Education Kindergarten, First Grade and Second grade classes. The Kindergarten and First and Second grades are grouped heterogeneously and the fifth grade is group homogeneously.

2a/b. We currently have four certified ESL teachers which service all English Language Learners. The Third and Fourth Grade Self-Contained receive 360 minutes of mandated instruction through the content area. The Kindergarten, First, Second, Fourth and Fifth grade receive 360 minutes as per CR Part 154. Instruction will also be accommodated by providing the mandated units as per CR Part 154 regulation providing counseling services by the guidance counselor, attending the extended day program for small group instruction based on assessed needs, attending after school reading/math programs to provide literacy and math skills, attending our ESL Title III after school program and providing access to computer assisted language learning programs.

3. Teacher generally present the regular, grade level subject curriculum through modified instruction in English to support the English Language Learners, second language development. Subjects are taught with language objectives in mind as well as content objectives. Teachers adjust English levels with students making the content comprehensible. Some Techniques used are the use of visual aids, modeling, demonstrations, graphic organizers, vocabulary preview, predictions, adapted text, cooperative learning, peer tutoring, and native language support provided by the two ESL bilingual teachers. Bilingual dictionaries also provide a strong support in their language development.

4. English Language Learners are appropriately evaluated in their native language through the Spanish LAB-R in the beginning of their enrollment. Another key assessment used is the Math predictives given in their native language. The data provides teachers with information to better develop individual educational plans.

5a. We have 15 SIFE students, a student who have missed a whole year of instruction, or in the scenario where a student returns to his native country and attends school with no English language instruction and then comes back to our school, attention must be given to the learning gaps in his/her instruction. One option is to place the student in a lower grade. This is done on a case by case basis and with informed parental consent. SIFE students need intensive special support and assistance.

5b. New comers are students that have recently immigrated and have very little English language skills. They are at the Pre-Production stage of Second Language Acquisition. Instruction is modified for new comers, students less than three years, by focusing on building vocabulary, developing listening comprehension, modeling reading and writing using visuals, realia, and providing active contextualized

A. Programming and Scheduling Information

engagement activities. A combination of different second language acquisition strategies (The Natural Approach, TPR, scaffolding) are used to introduce students to school routines and basic English language skills. At this stage, our teachers may utilize visuals and hands-on activities to ensure the student's understanding of content areas/subjects while they are acquiring English. Newcomers have access to computer-assisted language learning software (Rosetta Stone, Leap Frog, Leap Pad, Raz Kids, and Ticket to Read) that provides them with native language support by giving them directions in their native language.

5c At this stage of language acquisition, Speech Emergence, (four to six years) intermediate and advanced students will focus on activities that are designed to develop a higher level of language use in the content areas, expanding vocabulary, explicating teaching reading comprehension strategies (summarizing, sequencing, inferring, comparing, and contrasting, drawing conclusions, self-questioning, problem-solving, relating background knowledge, distinguishing between fact and opinion, finding the main idea) scaffolding academic language, modeling a think aloud, verbalizing a confusing point, partnering ELLs with more dominant English speakers that can provide good modeling. The writing process is broken down into stages. This process always starts with brainstorming activities that are visually displayed via graphic organizers. Grammar, spelling and punctuation rules are taught, as well as, the format for writing essays, reports, poetry and letters.

5d. Instruction for Long-Term ELLs (enrolled for more than six years) is focused on immersing students in a print-filled environment, providing context-enriching activities, engaging students in small group activities, providing multiple opportunities for students to learn through modeling, modifying materials, activities, and assignments based on level of proficiency, modifying lessons to develop skills in all the modalities and address different learning styles and providing AIS Extended Day.

We have placed our ELL students with special needs students in special education self-contained class per their IEP. Our special needs ELLs receive services from our licensed ESL pull-out teacher, support services as per their IEP and AIS services. This enables us to meet the needs of this specific population by allowing for a majority of instruction to occur in small groups. Lessons for students with special needs are modified to address different learning styles, incorporating assistive technology and using a variety of scaffolding techniques and modifying lessons to address different learning styles.

6. Information that is embedded in context allows English Language Learners and Students with Disabilities to understand and complete more cognitively demanding tasks. Supplementary materials such as, hands-on manipulatives, realia, pictures, visuals, multi-media, demonstrations, related literature, adaptive text and graphic organizers, provide support for the core curriculum and contextualize learning.

This further assists ELL, and SWDs who do not have grade-level academic background, and language and learning disabilities. Supplementary materials will enhance meaning and confusing concepts making lessons appropriate. A variety of supplementary materials also support different learning styles and multiple intelligences. It provides a real life content and bridges prior experiences with new learning.

We have compiled assessment data from our LAB-R, NYSESLAT and ELL Interim Assessments results to analyze the strengths and weaknesses of our ELLs in specific modalities. We have found a pattern of our ELLs performing at higher levels of proficiency in listening, and speaking than in reading and writing. Our goal for the school's LAP is to ensure that instruction is designed to mediate the learning of various proficiency classifications: newcomers, SIFE, long-termed ELLs, beginner, intermediate and advanced.

7. Our school uses the comprehensive research-based Harcourt Trophies Reading First program for grades K-3 and Storytown for grades 4-5. It combines precisely leveled, print-based learning and teaching resources combined with engaging and motivating interactive multimedia technology that supports language and literacy proficiency for ELLs. It also provides an ELL component that supports the curriculum (Moving into English, English Language Learners Kits).

Teacher conferences provide new teaching points for new mini lessons based on students' needs (differentiated instruction). Small group strategy lessons are conducted for students who exhibit similar strengths and weaknesses. Encourage students to develop their writing skills in their native language so they can transfer these skills when they are writing in English. After students have revised and edited their writing pieces they celebrate their work through a publishing celebration. During Intermediate Fluency, the fourth stage in second language acquisition, advanced students demonstrate greater control of the English language and produce complex sentences expected of a native speaker. Although these students are much more fluent they still need support in reading and writing. The focus of instruction for Advanced students includes: using scaffolding activities during pre-reading and post-reading activities, teaching reading and writing through purposeful activities rich in context and built on shared experiences through thematic units of study, providing learning activities

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Native Language Usage and Supports

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

Native Language Usage/Support

Transitional Bilingual Education (TBE)

100%

A. Programming and Scheduling Information

classroom teachers to achieve the following goals:

- provide academic content-area instruction in English

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)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

Paste response to questions 8-17 here

Our plan to support those students that have passed the NYSESLAT is as follows:

- Participation in ESL self-contained instruction to provide as a transitional period into the mainstream class.
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Courses Taught in Languages Other than English

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class

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)?

Paste response to questions 1-5 here

the standards and contribute to the development of a plan for academic intervention services.

Results of the NYSESLAT 2009-2010

	K	1	2	3	4	5
Beginner (B)	9	3	7	17	12	11
Intermediate (I)	1	4	6	10	11	
Advanced (A)		0	3	3	3	2
Total	9	4	14	26	25	24

The results of the NYSESLAT scores show that while many of our K-1 students are attaining proficiency in listening and speaking the focus of instruction needs to be in reading and writing. The Reading First is a program that bridges language, literacy and content to build grade-level achievement. Both teachers received support and professional development to that focus on sequenced skills and researched validated strategies. Teachers in grades 3-4 received support for their writing instruction from our Writing Staff Developer through Teaching Matters. Writing lessons were modified to meet the needs of ELLs at different stages of the second language acquisition. Teachers demonstrated how brainstorming, drafting, revising and editing are recursive processes.

Teachers modeled good writing practices and demonstrated how writers write about topics that are meaningful to them. Professional development is coordinated by a district Literacy coach. the Literacy coach meets regularly to collaboratively combine ideas on effective professional and shares best practices to development planning for teachers. The coach provides professional development to strengthen the staff's knowledge base in literacy, mathematics, social studies and science and in effective classroom practices to help all students meet the New York State learning standards.

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.

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In order to meet the needs of our ELLs we have provided, and will continue to provide the following professional development activities:

- Professional development in planning thematic units of study incorporating different learning styles.
- Professional development on high quality instructional practices across the curriculum for ELLs.
- Professional development on interventions for struggling ELLs
- Professional development on how to contextualize academic language for ELLs by using visuals, manipulative, film and other types of media.

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- Professional development on high quality instructional practices for ELLs provided by the Network.

To current date our staff has assisted the following workshops:

- * I.I. M Workshop on October 5, October 6, and October 7, and November 8, 2011
- * NUA Workshop October 25, 26, 27, 28, 2011
- * My Access Workshop November 02, 2011
- * Site visits November 04, 2011
- * Math PD Exemplars December 5, 6, 7, 2011

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

E. Parental Involvement

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

Pa1,2. Parent involvement in our school including parents of ELLs is a key component of our every year planning. Parents of ELLs have the parents' orientation twice a year. First, at the beginning of the school year, and later during the school year. They are informed about math, NYSESLAT, ELA, science and social studies state test, testing exemptions for ELLs, accommodation for ELLs and promotional policy for ELLs by letters and parent meetings. The parents come for Open School days to meet with the teachers. The ESL teacher together with the parent coordinator designs different workshops for the parents, and invites the parents for other workshops. The parent coordinator is working in the collaboration with ESL teacher to help ESL students and to provide parents with the necessary information about the school. In the school there are school wide events, parent workshops and volunteering (Learning Leaders). The students are also provided with homework help and leadership development team. Translation is available as needed. Bilingual paras are available to help students who speak Spanish. We have different programs for parents and students throughout the school year such as Book Sale, etc. and ELL parents and students are invited to participate. Also, PTA (Parent Teacher Association) meetings with parents and teachers are taking place several times per month. Parents as well as teachers use Education's Achievement Reporting and Innovation System (ARIS) where parents as well as educators go to find and study important information about ELL and other students.

3. The needs of parents are evaluated in informal and formal ways through parent-teacher conferences, parental survey, meetings, workshops, school events, PTA meetings, etc. The educators and administrators listen and have a conversation with parents, try to answer their questions and concerns. Parents always add valuable information about their children, their background, strengths and weaknesses, behavior and academic work, as well as a social economic situation. We are working cooperatively with them, and make student referrals for different services, according to the students' needs and the parent always makes choices for their children's academic and social economic growth.

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4. Parental involvement activities address the needs of the parents since the parents are a part of our school community and we are closely working with them toward their children's success and improvements.

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

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

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	
50%	

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13a/b. All ELL subgroups are included in the technology available, which include smartboards, laptops, I Pod Nanos and flip top cameras. All ELLs are aided in their learning through the use of audio aids, books on CD and audiocassette with text to help improve their listening and reading skills. Language software such as Rosetta Stone, Leap Frog, and Learning Village provide them with native language support. The program reinforces learning by giving direction in their native language. Teachers of ELLs in the fourth grade use I Pod Nanos, smartboards, flip cameras through the E-Science program to create class projects.

English Language Learners learning to write in their second language are faced with difficulties trying to grasp concepts of print such as organizational structure of different kinds of writing, and grammatical structures of English.

We use My Access, a Web based program through Advantage Learning, a writing program that provides ELLs with an interactive educational setting. Multi-lingual support and immediate student feedback give students the opportunity to improve their English writing

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)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

Paste response to questions 8-17 here

Our plan to support those students that have passed the NYSESLAT is as follows:

- Participation in ESL self-contained instruction to provide as a transitional period into the mainstream class.
- Participation in small group instruction through the extended day program
- Invitations to attend our Title III after-school program

A review of the data from two content areas, English Language Arts and Mathematics show that a majority of our ELLs that have taken standardized tests have not scored as well as native speakers. We feel that the results are better in Math than in the ELA because, the ELA requires higher reading skills. Uncommon vocabulary, non-literal usage (idioms), complex sentence structures, uncommon genres, and multi-clausal processing are all barriers that can create a gap between performance of ELLs and non-ELL students.

The results showed that our ELLs scored higher in the third grade on the content area Mathematics test than on the ELA test. The pattern across proficiency and grades show that a significant number of Intermediate and Advanced learners scored a 2 on the ELA.

10. Our school is providing the National Urban Alliance as a key to professional Development for the staff. It provides the opportunity guidance and voice to identify what practices the teachers need in order to help them build on student's strengths and engage them in learning essential skills, content and strategies. NUA shares strategies with teachers to help them connect learning with the lives of the students. Students are then able to understand concepts and other classroom materials building their confidence. This program provides long term learning objectives that are embedded in the curriculum and engage students to set high expectations.

11. Our parental response has been very positive concerning all the programs offered for the ELLs which include Suprem, Saint Nicholas, Leap Saturday ESL and afterschool ESL programs. We will continue these programs for the new school year. All educational programs that service our Special Education population will also continue as per IEP.

12. The programs in our school are offered to everyone regardless of language status. All extra curriculum activities are offered via letter translated to everyone.

12b. As per CR Part 154 - Title III, ESL after school program provides our ELLs focused language instruction and targeted test preparation for state and city exams. Students in the program will receive small group instruction twice a week from December through May/June 2012, on Tuesday from 3:30 to 5:30 and Thursday from 2:30 to 5:30pm. All ELL students in grades three to five are encouraged to participate in the program. We use the data from the NYSESLAT and the ELA to differentiate instruction and support linguistic and academic needs. Services will be provided by certified ESL teachers. As a result of the NYSESLAT subtest which indicates an overall weakness in writing and reading skills, we will use Writing Fundamentals and Essential Skills, based on models of best practices in writing instruction. Students will use NYSESLAT Test Prep to support the development of the four modalities. Other programs include Leap, Saint Nicholas, and Suprem. These programs assist ELLs with homework and other activities that help them further understand and speak English and help to meet English proficiency in the NYSESLAT, ELA, Math, and other formal and informal assessments.

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English Language Learners learning to write in their second language are faced with difficulties trying to grasp concepts of print such as organizational structure of different kinds of writing, and grammatical structures of English.

We use My Access, a Web based program through Advantage Learning, a writing program that provides ELLs with an interactive educational setting. Multi-lingual support and immediate student feedback give students the opportunity to improve their English writing proficiency by receiving feedback in their native language. In addition, our curriculum provides language support elements through the

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)?

Paste response to questions 1-5 here

the standards and contribute to the development of a plan for academic intervention services.

Results of the NYSESLAT 2009-2010

	K	1	2	3	4	5
Beginner (B)	9	3	7	17	12	11
Intermediate (I)	1	4	6	10	11	
Advanced (A)		0	3	3	3	2
Total	9	4	14	26	25	24

The results of the NYSESLAT scores show that while many of our K-1 students are attaining proficiency in listening and speaking the focus of instruction needs to be in reading and writing. The Reading First is a program that bridges language, literacy and content to build grade-level achievement. Both teachers received support and professional development to that focus on sequenced skills and researched validated strategies. Teachers in grades 3-4 received support for their writing instruction from our Writing Staff Developer through Teaching Matters. Writing lessons were modified to meet the needs of ELLs at different stages of the second language acquisition. Teachers demonstrated how brainstorming, drafting, revising and editing are recursive processes.

Teachers modeled good writing practices and demonstrated how writers write about topics that are meaningful to them. Professional development is coordinated by a district Literacy coach. the Literacy coach meets regularly to collaboratively combine ideas on effective professional and shares best practices to development planning for teachers. The coach provides professional development to strengthen the staff's knowledge base in literacy, mathematics, social studies and science and in effective classroom practices to help all students meet the New York State learning standards.

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.

Paste response to questions 1-3 here

Professional development is coordinated by a district Literacy coach. the Literacy coach meets regularly to collaboratively combine ideas on effective professional and shares best practices to development planning for teachers. The coach provides professional development to strengthen the staff's knowledge base in literacy, mathematics, social studies and science and in effective classroom practices to help all students meet the New York State learning standards.

In order to meet the needs of our ELLs we have provided, and will continue to provide the following professional development activities:

- Professional development in planning thematic units of study incorporating different learning styles.
- Professional development on high quality instructional practices across the curriculum for ELLs.
- Professional development on interventions for struggling ELLs
- Professional development on how to contextualize academic language for ELLs by using visuals, manipulative, film and other types of media.

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- Professional development on high quality instructional practices across the curriculum for ELLs.
- Professional development on interventions for struggling ELLs
- Professional development on how to contextualize academic language for ELLs by using visuals, manipulative, film and other types of realia.
- Professional development on high quality instructional practices for ELLs provided by the Network.

To current date our staff has assisted the following workshops:

- * I.I. M Workshop on October 5, October 6, and October 7, and November 8, 2011
- * NUA Workshop October 25, 26, 27, 28, 2011
- * My Access Workshop November 02, 2011
- * Site visits November 04, 2011
- * Math PD Exemplars December 5, 6, 7, 2011

E. Parental Involvement

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

Pa1,2. Parent involvement in our school including parents of ELLs is a key component of our every year planning. Parents of ELLs have the parents' orientation twice a year. First, at the beginning of the school year, and later during the school year. They are informed about math, NYSESLAT, ELA, science and social studies state test, testing exemptions for ELLs, accommodation for ELLs and promotional policy for ELLs by letters and parent meetings. The parents come for Open School days to meet with the teachers. The ESL teacher together with the parent coordinator designs different workshops for the parents, and invites the parents for other workshops. The parent coordinator is working in the collaboration with ESL teacher to help ESL students and to provide parents with the necessary information about the school. In the school there are school wide events, parent workshops and volunteering (Learning Leaders). The students are also provided with homework help and leadership development team. Translation is available as needed. Bilingual paras are available to help students who speak Spanish. We have different programs for parents and students throughout the school year such as Book Sale, etc. and ELL parents and students are invited to participate. Also, PTA (Parent Teacher Association) meetings with parents and teachers are taking place several times per month. Parents as well as teachers use Education's Achievement Reporting and Innovation System (ARIS) where parents as well as educators go to find and study important information about ELL and other students.

3. The needs of parents are evaluated in informal and formal ways through parent-teacher conferences, parental survey, meetings, workshops, school events, PTA meetings, etc. The educators and administrators listen and have a conversation with parents, try to answer their questions and concerns. Parents always add valuable information about their children, their background, strengths and weaknesses, behavior and academic work, as well as a social economic situation. We are working cooperatively with them, and make student referrals for different services, according to the students' needs and the parent always makes choices for their children's academic and social economic growth.

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2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
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4. Parental involvement activities address the needs of the parents since the parents are a part of our school community and we are closely working with them toward their children's success and improvements.

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)	9	3	7	17	12	11								59
Intermediate(I)	0	1	4	6	10	11								32
Advanced (A)	0	0	3	3	3	2								11
Total	9	4	14	26	25	24	0	0	0	0	0	0	0	102

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
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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	2	5	3	1							
	I	0	2	1	3	5	2							
	A	0	0	6	12	15	9							
	P	0	1	3	3	5	7							
READING/ WRITING	B	0	3	6	13	13	7							
	I	0	1	4	6	10	11							
	A	0	0	3	3	3	2							
	P	0	0	0	0	0	0							

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	16	3	0	0	19
4	23	7	1	0	31
5					0
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	1	13	0	9	0	1	0	0	24
4	2	8	3	4	1	1	0	0	19
5							0	0	0
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	0	5	7	4	0	3	0	1	20
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
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 English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: <u>Roberto Clemente School</u>		School DBN: <u>14BK19</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Maria Witherspoon	Principal		11/14/11
Blanca Vega	Assistant Principal		11/14/11
Maria Cuevas	Parent Coordinator		11/14/11
Jacqurline Calabro	ESL Teacher		11/14/11
	Parent		11/14/11
Samir Akladious	Teacher/Subject Area		11/14/11
Denis Furlani	Teacher/Subject Area		11/14/11
	Coach		1/1/01
	Coach		1/1/01
Laura Keppis	Guidance Counselor		11/14/11
Margarita Nell	Network Leader		11/14/11
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 14k019 **School Name:** The Roberto Clemente Magnet School

Cluster: 6 **Network:** 612

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.

Home Language Surveys are distributed to the families in the beginning of the school year assessing what primary language is spoken and written at home. This provides the school with data to provide parents with written and oral translations for school information regarding their child's education. ATS reports are also used to provide appropriate language translation.

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.

All information and school documents are distributed to the community in both English and in the primary language spoken at home. Spanish is the primary language of our school population. We also take in account families of Tibetan and Arabic origin. Translation letters are accessible for download from the Board of Education website.

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.

All documents including letters, forms, report cards, and progress reports which are provided in both Spanish and English to parents and students. When available, translation documents are downloaded from the Board of Education website. Written translation is all provided by "in house" school staff.

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 are provided to meet the community and parents' needs. Oral interpretations are provided through among the school staff. Our Bilingual Spanish staff as well as the Parent Coordinator are available for translation for Spanish speaking parents. Translators are available on each floor of the school when conducting Parents' Teacher Conferences.

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>.

P.S. 19 fulfill section VII of Chancellor's Regulation A663 by providing posters in the lobby of the school offering translation services.

Parents for the first time are provided with a home language survey when entering the New York City Schools. Within the survey parents are required to fill out a form indicating the primary language spoken in their household. This form provides P.S 19 with the knowledge of languages needed for translation and interpretation. Also, teachers distribute questionnaires for their students and parents in the beginning of every school year which providing more information. P.S 19 provides education for 354 students with a high Spanish speaking population. Every document sent home to our 354 families are translated in both English and Spanish. Oral interpretation is provided to the families through the means of our bilingual staff.

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: 14K19
Cluster Leader: Jose Ruiz	Network Leader: Margarita Nell
This school is (check one): ✱conceptually consolidated (skip part E below) <input checked="" type="radio"/> 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 checked="" type="radio"/> Before school ✱After school <input checked="" type="radio"/> Saturday academy <input checked="" type="radio"/> Other:
Total # of ELLs to be served: TBD Grades to be served by this program (check all that apply): <input checked="" type="radio"/> K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 ✱3 ✱4 ✱5 <input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12
Total # of teachers in this program: TBD # of certified ESL/Bilingual teachers: TBD # of content area teachers: TBD

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: Grades 3-5 received an intense after school program providing support for ELA and Math state exams. Program provides test strategies that help them clarify confusion in meaning, understand test language, format, understand how to use pictures, photographs, and animated drawings to relate to passages on a test and better understand how the sequence of questions as related to the passage.

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:

Teachers received professional development with no cost to Title III. NUA, City Wide Instruction, IIM, weekly team meeting.

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: A parent workshop will be conducted at P.S 19 on May 2 & 9, 2012. Workshop will provide support for parents at home for ELA. Multicultural art activities will be introduced.

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		