



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# **2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME :** THE ROSEDALE SCHOOL

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 29Q038

**PRINCIPAL:** CASSANDRA HUNDLEY      **EMAIL:** CHUNDLE@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** LENON MURRAY

**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
Cassandra Hundley	*Principal	
Dina Wheeler	Assistant Principal	
Suna Golden	*UFT Chapter Leader or Designee	
Carleen Hodge-Morrison	*PTA 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	
Natalie Christian	PTA Co-President	
Danielle Jeudy	Teacher/Upper Grade	
Carmen Bean	Teacher/ Lower Grade	
Donna Grant-Neil	Parent/Lower Grade	
Felicia Cauthen	Parent/Upper Grade	
Jadene Gardener	Parent/Upper Grade	

## **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.

- By June 2012 80% of students in grades 3-5 will show growth on the DRA Assessment by moving up at least 3 levels from their baseline assessment.

### **Comprehensive needs assessment**

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

- An analysis of the 2010-2011 NYC Progress Report showed a decrease in student progress and student performance in ELA from the previous year. We also gave a baseline data assessment in ELA to grades 3-5 which indicated students are having the most difficulty with main idea, author's purpose, story structure, context clues, details, and vocabulary

### **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.

Professional development will be given on the following topics:

- Analyzing data using protocols to inform instruction
- Questioning Techniques as a means to improve and increase rigor
- Further development of inquiry as teams of teachers use data to inform lesson planning
- Common Core Learning Standards

#### Target:

- Teachers of grades 3 – 5 and students in grades 3 – 5.

Responsible staff members:

- Internal and external staff developers

Steps for Including teachers:

- Teachers will meet in grade-level and cross functional teams to review student data gathered from periodic assessments
- Staff determined that a 2% increase in student performance would be the interim benchmark used by teacher teams to measure the effectiveness of the activity/strategy; and whether additional support in using multiple points to analyze data and differentiated instruction is needed.
- Periodic Assessments Dates: 11/2011, 1/2012, and 3/2012
- DRA Interim Assessments

Timeline:

- September 2011 – June 2012

**Strategies to increase parental involvement**

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- The school will host a curriculum night and create a parent-resource library with user-friendly instructional materials and guides.
- Parent Coordinator bookmaking and storytelling workshops for parents
- The Parent Coordinator will attend regularly scheduled parent meetings (PTA) to share information and respond to parent questions.
- The school will create and distribute a parent handbook that is translated in all of the dominant languages.
- Parents will be trained on how to use the ARIS Parent Link.

**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.

- All staff members are NYS certified and are Highly Qualified

**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.

- All students will participate in Character Education as part of the overall instructional program.

**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.

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

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

**ANNUAL GOAL #2 AND ACTION PLAN**

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

**Annual Goal #2**

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

- By June 2012 80% of students will show progress towards achieving State Standards in Math as measured by a 5% increase on the Spring 2012 NYS Math assessment.

**Comprehensive needs assessment**

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

- The 2010-2011 NYS Report Card indicated that we failed to meet our AYP in math for economically disadvantaged students which comprise of approximately 80% of our student population

**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.

Professional development will be given on the following topics:

- Analyzing data using protocols to inform instruction
- Questioning Techniques as a means to improve and increase rigor
- Further development of inquiry as teams of teachers use data to inform lesson planning
- Common Core Learning Standards
- Modify current curriculum maps for math to reflect the CCLS

Target:

- Teachers serving economically disadvantaged students and students who are economically disadvantaged

Responsible for PD:

- Internal and external staff developers

Steps for Including teachers:

- Teachers will meet in grade-level and cross functional teams to review student data gathered from periodic assessments
- Staff determined that a 2% increase in student performance would be the interim benchmark used by teacher teams to measure the effectiveness of the activity/strategy; and whether additional support in using multiple points to analyze data and differentiated instruction is needed.
- Periodic Assessments Dates: 11/2011, 1/2012, and 3/2012

Timeline:

- September 2011 – June 2012

**Strategies to increase parental involvement**

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- The school will host a curriculum night and create a parent-resource library with user-friendly instructional materials and guides.
- Parent Coordinator bookmaking and storytelling workshops for parents
- The Parent Coordinator will attend regularly scheduled parent meetings (PTA) to share information and respond to parent questions.
- The school will create and distribute a parent handbook that is translated in all of the dominant languages.
- Parents will be trained on how to use the ARIS Parent Link.

**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.

- All staff members are NYS certified and are Highly Qualified.

**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.
- All students will participate in Character Education as part of the overall instructional program

**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.

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

- Professional instructional materials to support curriculum development during the regular school day
- Consumable instructional materials for use during extended day programs

- Teacher per session for differentiated professional development

### ANNUAL GOAL #3 AND ACTION PLAN

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

#### **Annual Goal #3**

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

- By June 2012 students with disabilities will demonstrate progress towards achieving state standards as measured by a 5% increase on the NYS Math assessment.

#### **Comprehensive needs assessment**

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

- An analysis of the 2010-2011 NYS Accountability Report Card indicated that we made AYP through safe harbor in math for students with disabilities. The school's data indicates that the majority of these students also fall under the economically disadvantaged sub-group. Therefore this is a priority for our school.

#### **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.

Professional development will be given on the following topics:

- Analyzing data using protocols to inform instruction
- Questioning Techniques as a means to improve and increase rigor
- Further development of inquiry as teams of teachers use data to inform lesson planning
- Common Core Learning Standards
- Modify current curriculum maps for math to reflect the CCLS

#### Target:

- Teachers serving students with disabilities and students with disabilities

Responsible for PD: Internal and external staff developers

Steps for Including teachers:

**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.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>			<b>N/A</b>	<b>N/A</b>				
<b>1</b>			<b>N/A</b>	<b>N/A</b>				
<b>2</b>			<b>N/A</b>	<b>N/A</b>				
<b>3</b>	12	18	<b>N/A</b>	<b>N/A</b>				
<b>4</b>	25	15						
<b>5</b>	15	10						
<b>6</b>								
<b>7</b>								
<b>8</b>								
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								

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	Wilson, Scholastic Guided Reading Program Small Groups, One-to-One, Push-in Provided during the school day
Mathematics	Skill Bridge, Comprehensive Math Assessment Small Groups, One-to-one, Push-in Provided during the school day
Science	
Social Studies	
At-risk Services provided by the Guidance Counselor	
At-risk Services provided by the School Psychologist	
At-risk Services provided by the Social Worker	Small Group discussions, One-to-one , push-in

<b>At-risk Health-related Services</b>	
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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.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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;

1. P.S. 38Q will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:

- Invite parent participation through the dissemination of invitational letters to school parent body.
- Explain the parameters of the school parent involvement plan at PA meetings and Parent-Teacher conferences.
- Form committees involving both parents and staff to jointly develop effective policies.
- Provide staff and parents access to relevant data concerning the school policies, practices and performance.

2. P.S. 38Q will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

- Disseminate all relevant data through the SLT.
- Coordinate meaningful discussions of needs assessment and data
- Facilitate parental discussion of school practices and priorities
- Collate all relevant parental feedback and suggestions for consideration by school personnel

3. P.S. 38Q will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

- Parent Coordinator will be available as a consultant to parents in their meetings and discussions with school staff
- School will make available for parents an adequate meeting area, resource materials, and needed equipment including use of computers, internet access, Telephone, Fax , Email, etc.

4. P.S. 38Q will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and

activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. (List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play)

- In the spring of each school year a parental survey will be distributed to the entire parent body including translations where necessary in preferred languages
- Parent Coordinator will be responsible for the distribution and collection of the survey
- Parental workshops will be conducted to explain the ramifications of the survey
- Parental input will be facilitated through the availability of freestanding comment/suggestion boxes, spontaneous parental letters, and questions raised in regularly scheduled parent meetings and conferences
- Results of survey will be brought before the parent body for additional clarification and analysis
- School will prepare a report on the evaluation and distribute it to all relevant constituencies

5. P. S. 38Q will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:

a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –

- i. the State's academic content standards
- ii. the State's student academic achievement standards
- iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators:

- Raise level of awareness of grade level expectations through the dissemination of information and literature at regularly scheduled parent workshops
- Conduct parent conferences that will empower parents as partners in the home-school-community continuum
- Keep parents informed of their right to be involved in the decision making process of educational policies and practices
- Maintain availability of library reference materials, computer software, and database access to enable parents to share information in a timely manner with their peers

b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

- School sponsorship of relevant workshops conducted by experts in various fields
- Provision of basic literacy training that will enable parents to more effectively assist their children with homework and assignments
- Basic training in effective utilization of technology for development of their children's literacy and math skills
- Hold special workshops in conjunction with CBO's in areas of interest to parents cultural development

c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate

with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

- Professional development will be conducted for school staff on effective ways of collaborating with parents
  - School will take customer service orientation that facilitates improved communication between staff and parents while addressing parental concerns
  - School will conduct a series of workshops to maximize the benefits to be derived from Parent-Teacher Conferences
- d. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
- Letters and written communication will be distributed in the preferred language of the parent
  - Parent Coordinator will be available to explain the ramifications of any written school communication
  - Notices and newsletters from the school will be written briefly and accurately without educational jargon of any kind.

#### ***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.

P.S. 38Q and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

*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;

## **School Responsibilities**

### **P.S. 38Q will:**

Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

Current strategies used for improving instruction in English Language Arts include the implementation of a balanced literacy approach for reading and writing. This approach consists of: read aloud/write aloud, shared reading/shared writing, guided reading/guided writing, independent reading/independent writing, and collaborative reading/collaborative writing. This approach will be continued in the 2011-2012 school year with the addition of certain important elements. We will continue to follow and implement the Teacher's College workshop model.

Our literacy block will include Reader's and Writer's Workshop, literature circles, and teacher/student reading and writing conferences. We have abandoned basal reader textbooks in favor of leveled classroom libraries and authentic literature. Our full-time Literacy Coach was effective in supporting our teachers and will continue to enhance our teacher's literacy instruction.

Currently grades K-5 are using the Go Math! series as the primary vehicle for mathematics instruction.

For the 2011-2012 school year, grades K-5 will continue to utilize the Go Math! curriculum as the primary means of instruction supported by classroom

mathematics libraries. This is a part of the uniform citywide program for balanced mathematics and has been implemented during the math block. We will use Go Math! Online Tutorial as a supplemental tool to continuously gather data that will aid in differentiating instruction. Science education at P.S. 38 offers our students' ways to understand, make predictions about, and adapt to an increasingly complex world. We have aligned our science instruction with state and city standards. We particularly encourage participation in hands-on scientific activities.

P.S. 38 will continue to follow the NYS Core Curriculum for Social Studies. The main texts and authentic documents come from the Scott Foresman and Houghton Mifflin textbook series. In order to develop higher order thinking skills, social studies instruction will focus on authentic research. Students will use the library and internet resources to complete projects.

Technology is infused into all curricula areas through the use of in-classroom computers and one computer lab. Students will be provided with consistent opportunities to independently support their learning.

Art is infused into the curriculum. The teacher provides the children with content knowledge and hands on practice that are aligned with the blue print for the Arts standards. Our Art program has garnered recognition and awards from the PS Art through the NYC Scholastic Programs. A Youth Project Coordinator provides students with support and intervention in the areas of conflict resolution, problem solving, and communication skills.

Specifically, staff will be available for consultation with parents as follows:

Staff will be available with consultation with parents by appointments, during their prep period daily, during regularly scheduled Parent /Teacher conferences, during parent meetings and school activities. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: Parents may volunteer daily in an organized program such as Learning Leaders or by appointment and specific arrangements with school personnel.

Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.

Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.

Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.

Provide to each parent an individual student report about the performance of their child on the State assessment in Math, English Language Arts, Fourth Grade Science.

Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

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

Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: Parent Conferences are held in November and March each school year. Provide parents with frequent reports on their children's progress.

Specifically, the school will provide reports as follows:

The school will provide Report Cards in November, March and June with supporting documentation. Provide parents reasonable access to staff.

Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

**Parent/Guardian Responsibilities:**

We, as parents, will support our children's learning in the following ways:

Such as:

- Monitoring attendance and punctuality
- Making sure that homework is completed and signed each evening.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- volunteer in my child's school or assist from my home as time permits;
- 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;
- encourage my child to follow school rules and regulations and discuss this Compact with my child.
- respond to surveys, feedback forms and notices when requested
- share responsibility for the improved academic achievement of my child;
- ensuring that children come to school every day dressed in school uniform.

**I. Student Responsibilities:**

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards.

Specifically, we will:

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.

- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- come to school prepared to work daily.
- show respect for myself, other people and property
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

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

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

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>Joseph M. Blaize</b>	District <b>29</b>	Borough <b>Queens</b>	School Number <b>038</b>
School Name <b>The Rosedale School</b>			

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

Principal <b>Cassandra A. Hundley</b>	Assistant Principal <b>Dina Wheeler</b>
Coach <b>Brenda Marshal</b>	Coach
ESL Teacher <b>Sanaz Sadjadi</b>	Guidance Counselor
Teacher/Subject Area <b>Nick Nwaogu SE</b>	Parent <b>Osvalda Ventura</b>
Teacher/Subject Area <b>Helen Frenkel SETSS</b>	Parent Coordinator <b>Yvonne Goodman</b>
Related Service Provider	Other
Network Leader	Other

### C. Teacher Qualifications [?](#)

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

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

### D. School Demographics

Total number of students in school	<b>269</b>	Total Number of ELLs	<b>8</b>	ELLs as share of total student population (%)	<b>2.97%</b>
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## Part II: ELL Identification Process

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

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

1) In accordance with State regulations, our students are identified for ESL via LAB R testing according to their Home Language Survey (HLIS) within their first 10 school days in conjunction with an oral interview, all performed by Sanaz Sadjadi, a NYS certified ESL teacher, who speaks Farsi, Spanish, and English, supervised by the principal. The ESL teacher is responsible for all initial screenings, administrating the HLIS, LAB R, and NYSESLAT (when appropriate), and the entire ESL program inclusive of all state regulations, testing, and mandates.

The parent is asked if there is a language other than English spoken in the home. If so, an appropriate Home Language Survey (in that language) is given to the parent. If 1, out of the first 4 questions, combined with 2 out of the next 4, indicate a language other than English, that child will be administered the LAB-R (and Spanish LAB, when required) within the first ten days after registration.

Children who score below the benchmark are then entitled to ESL services. There are staff members in the school (second language speakers) who are called upon to aid with parent oral interviews, and the ESL teacher does follow-up interviews.

In the spring, the NYSESLAT is administered to all ELL students to assess growth. Students are identified for such testing via ATS reports (RLAT, and RLER). The test is administered during 4 sessions, each part evaluating a different modality. In order to ensure all four components are completed testing lists are comprised before administration. In the fall, when the scores are released, the ESL teacher compares scores with those of the previous year, using the Scaled Score Table, to assess growth and areas that need improvement.

2) Immediately after the initial LAB-R tests are administered in the fall, and subsequently as needed when newly admitted students are designated as ELL's, the ESL teacher conducts a Parent Orientation meeting. Parents of eligible students are immediately invited to a Program Choice orientation (via entitlement letters and phone calls) where they are familiarized with their program options (Transitional, Bilingual, Dual Language, and Free Standing ESL).

At these meetings, the ESL teacher, and other bilingual staff members (when needed), explain the ESL selection process using visual aids. A video is shown in the parents' native language, which explains program choices (freestanding ESL, dual language, transitional bilingual). Brochures on school organization and school programs are distributed as well. Usually the parent selects a program at this time. If the parent would like to discuss the choice with another person, the parent may take the form home and return it promptly.

Suitably students are then placed into appropriate Bilingual Education programs according to their LAB R score and parental choice.

In the past parents have always been able to attend the original or alternate Orientation Meeting. If necessary, an explanatory session would be conducted by phone, and the Parent Option Letter subsequently sent home.

Currently our school is meeting all the needs of the parents according to regulations and their Parental Choice forms. In the event that a parent chooses a program that we do not offer, we will immediately inform them regarding the programs availability, utilizing appropriate translation of services.

3) The ESL Teacher ensures that Entitlement Letters, Parental Survey and Program Selection forms are distributed to the appropriate students to take home, and are returned.

Follow up phone calls are made and additional letters are sent home (inclusive of oral and written translations) in order to ensure document collection. Copies of original forms are kept on site. Returned documents are filed and secured on site.

Afterwards, such students are placed in appropriate programs, and are assessed annually using the NYSESLAT. Throughout the past three years, all our Bilingual students' parents/guardians have decided to place their children into ESL. At this time there is no need for a Bilingual program in our school, we are aligned with parent request.

4) Newly admitted students' parents make their program choice at the Orientation Meeting, or return the program choice letters. Follow up phone calls are made and additional letters are sent home (inclusive of oral and written translations) in order to ensure document collection. Copies of original forms are kept on site. Returned documents are filed and secured on site.

Previous year students who are entitled to an additional year of ESL services are given a "Continued Entitlement" letter, in English and the native language, which allows the parent to change the program choice. Follow up phone calls are made and additional letters are sent home (inclusive of oral and written translations) in order to ensure document collection. Copies of original forms are kept on site. Returned documents are filed and secured on site.

Honoring Parental Choice is a priority.

There is also a letter sent to the parents of students who no longer require ESL services, to notify them and to stress that continued support will always be extended to their child.

5) Historically and presently trends indicate that near 100% of parents have chosen the Freestanding ESL Program, which the school offers. If a parent desires a different program model, the Parent Coordinator would facilitate finding a suitable placement. We continuously monitor parental choice trends as to honor parental request, and plan for future programming

6) The Program Model conforms to parent requests. The parents are pleased with the fact that their children will be immersed in English with the support of an ESL teacher and program. They feel secure that their children will quickly advance their English Language Skills.

## 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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>	1	1	1	0	1	4								8
<b>Total</b>	1	1	1	0	1	4	0	0	0	0	0	0	0	8

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	8	Newcomers (ELLs receiving service 0-3 years)	8	Special Education	2
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6 years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. [?](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	8									8
<b>Total</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>8</b>

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

### C. Home Language Breakdown and ELL Programs

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

**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
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

**Dual Language (ELLs/EPs)**

**K-8**

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

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

**Dual Language (ELLs/EPs)**

**9-12**

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

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

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

## Freestanding English as a Second Language

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

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

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

1) There are few non-English speakers and consequently we have only one freestanding pull out ESL Program with one fully State Certified part time ESL Teacher, where English is the sole language of instruction. We implement small pull out group instruction, and homogeneously group children according to age and proficiency for instructional and achievement purposes.

## A. Programming and Scheduling Information

2) Scheduling is done by the ESL teacher. As per CR Part 154 our Beginner and Intermediate students receive a minimum of 360 minutes of ESL instruction a week and our Advanced Students receive a minimum of 180 minutes of ESL instruction a week (as per LAB-R or NYSESLAT tests), all by our one and only fully state certified instructor. Students are additionally assessed in all core subjects and offered supplemental assistance with the subject they need improvement with. We have beginner, intermediate, and advanced students. We ensure that ESL scheduling fulfills all the mandated ESL and ELA required instructional minutes. Since we only have a need for an ESL program we do not currently offer NLA. Students receive instruction in language arts (reading, writing, listening, and speaking comprehension, phonics, vocabulary, oral communication, and grammar), academic content language, and American cultural celebrations and customs, according to the ESL standards. Different types of writing are studied, such as poetry, non-fiction, instructional texts, biography, narratives, and plays.

3) Content area instruction is aligned to the NY State Learning Standards, CCLS, CCSS, and the NY City Scope and Sequence Guides. Students receive content area instruction in areas of need. English is the language of instruction. Methods for instruction include: direct vocabulary development, use of Big Books, use of classroom childrens' magazines, use of multicultural literature, use of media and visual aids, charting, completing graphic organizers, oral discussion, written response to higher-level thinking questions (DOK), and problem solving. Oftentimes children work together on activities that encourage the internalization of the academic language as they discuss and complete the activity. Instruction is modeled, and scaffolded, and bridged to previous knowledge in order to make new learning more easily comprehensible. Spiraling assures continued retention.

4) Since we only have a need for an ESL program we do not currently need to evaluate Native Language. If such a need arises, we do have bilingual support staff to assist in the informal assessment utilizing translation of services. Although the sole language of instruction is English we recognize the importance of native language skills and reinforce them via a student buddy system.

5) We have no SIFE or Long Term students. All the students have been in the program for three or less years.

We recognize the importance of preparing newcomers for ELA testing as NCLB now requires it post their first year. Therefore we differentiate all learning and work with test prep materials in order to prepare for the ELA as needed. Lessons are individually designed for each student, according to their proficiency and are reinforced with immediate follow up activities in order to ensure mastery. Technology, Science, Social Studies, ELA, Mathematics, and the Arts are all part of our schools core curriculum. All core subjects are fully incorporated into the ESL program on an individualized, diversified, differentiated needs basis. Providing high quality instruction for our ELL's is critical to our program. ECLAS-2 and DRA assessments reveal that our ELL students are approaching grade level. Thus we concentrate on literacy skills inclusive of Listening, Reading, Speaking, and Writing. Our school promotes Differentiated Instruction and UDL for all students inclusive of ELL's and SWDs, in order to assist them in maximum performance in the least restrictive environment. Teachers are encouraged to implement RTI, DI, UDL and to design and schedule lessons according to the needs of the students. Content area materials are available to all students on grade levels, and differentiated levels (Go Math, Lead 21, Foss, and Harcourt). Classroom instruction, which includes small group instruction to target students' weaknesses, is rigorous with constant student/teacher individual conferencing and portfolio maintenance. Children, who are identified as struggling, through review of classroom work, data examination, and interstaff conferencing, are targeted for supplementary intervention in the form of AIS services or extended-day small group instruction. When warranted, and considering RTI a formal evaluation is recommended in order to determine if there is a learning disorder, which calls for IEP-mandated service.

6) Content area instruction is aligned to the IEP, NY State Learning Standards, CCLS, CCSS, and the NY City Scope and Sequence Guides. SWD's receive content area instruction in all mandated areas, and supplemental differentiated instruction in areas of need. English is the language of instruction. Methods for instruction vary according to the IEP, but generally include: direct vocabulary development, use of Big Books, use of classroom childrens' magazines, use of multicultural literature, use of media and visual aids, charting, completing graphic organizers, oral discussion, written response to higher-level thinking questions (DOK), and problem solving. Oftentimes children work together on activities that encourage the internalization of the academic language as they discuss and complete the activity. Instruction is modeled, and scaffolded, and bridged to previous knowledge in order to make new learning more easily comprehensible. Spiraling assures continued retention. Grade level and IEP appropriate materials are used.

### 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%	

## A. Programming and Scheduling Information

children as soon as they are ready.

## 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?

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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)?

N/A

Science:

N/A

### 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.

Professional development activities are planned to familiarize the staff with the ESL program, challenges, and needs of ELL students. As per Jose P., a minimum of 7.5 hours of staff Development activities are organized to familiarize staff (all educators, paraprofessionals, guidance counselors, special education teachers, psychologists, occupational/physical therapists, speech therapists, secretaries, and parent coordinators ) with the struggles of English Language Learners. Staff members are introduced to topics such as, The Importance of Cultural Assimilation, Tolerance and Understanding of Different Cultures and Customs, The Necessity of Academic Language, The Purpose of Functional Language, Aligning Academic Writing with ESL Standards, Identifying Mathematic Academic Language for Saliency, and Differentiating Instruction for ELL's. In order to support our ELL's transition from elementary school to middle school we conduct orientation workshops for parents to familiarize them with the programs and expectations of junior high school. Workshops are provided to the appropriate staff throughout the entire school year and are differentiated according to content and group. Furthermore we have purchased books on activities and methodologies to help the classroom teacher integrate ELL's into the classroom. The ESL teacher has also prepared an informational packet on the same subject. These items are discussed during regular grade conference meetings. There are presentations given during Professional Development days. The District Office and UFT also offer workshops to which teachers are encouraged to attend. Records are maintained via sign in sheets and housed on site. .

### 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?

In the beginning of the school year (September) parents/guardians of ELLs are invited to an orientation workshop, where they are introduced to bilingual, transitional, dual language and ESL programs. Translation of services is included. Over the past three years the overwhelming majority of our parents/guardians have consistently chosen to place their children into ESL. Throughout the school year parents/guardians are continuously invited to both school/community and district based workshops. Translation of services is included. These workshops are designed to familiarize parents/guardians with state standards and school expectations. Parents/guardians are educated on the importance of their daily involvement in their students' education. They are encouraged to read to their children in any and all languages, and to actively monitor their daily progress. Parents are provided with a rubric so that they can follow up, and follow along with activities and lessons that are taught in school. Via continuous Parental Coordinator outreach, we identify parental needs and align appropriate parental involvement activities as to address such individualized needs. The Parent Coordinator reaches out to all parents to attend the many activities the school offers, such as Book Discussions, a Health Fair, and Parent Volunteers to train or tutor the students. Workshops for Parents of Special Education, Reading Skills, Nutrition Information, and Math and ELA Review. The Parent Coordinator

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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

### Native Language Usage and Supports

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

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

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15) The school has a Resource Room teacher, an IEP teacher, a Speech Pathologist, an Occupational Therapist, a Physical Therapist, and a Hearing Teacher. They are able to work with all ages and grades of students in the school.

16) At present there are no programs available before the start of the school year.

17) There are no language electives offered to any student during the school day.

### 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)?

N/A

### 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.

Professional development activities are planned to familiarize the staff with the ESL program, challenges, and needs of ELL students. As per Jose P., a minimum of 7.5 hours of staff Development activities are organized to familiarize staff (all educators, paraprofessionals, guidance counselors, special education teachers, psychologists, occupational/physical therapists, speech therapists, secretaries, and parent coordinators ) with the struggles of English Language Learners. Staff members are introduced to topics such as, The Importance of Cultural Assimilation, Tolerance and Understanding of Different Cultures and Customs, The Necessity of Academic Language, The Purpose of Functional Language, Aligning Academic Writing with ESL Standards, Identifying Mathematic Academic Language for Saliency, and Differentiating Instruction for ELL's. In order to support our ELL's transition from elementary school to middle school we conduct orientation workshops for parents to familiarize them with the programs and expectations of junior high school. Workshops are provided to the appropriate staff throughout the entire school year and are differentiated according to content and group. Furthermore we have purchased books on activities and methodologies to help the classroom teacher integrate ELL's into the classroom. The ESL teacher has also prepared an informational packet on the same subject. These items are discussed during regular grade conference meetings. There are presentations given during Professional Development days. The District Office and UFT also offer workshops to which teachers are encouraged to attend. Records are maintained via sign in sheets and housed on site. .

### 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?

In the beginning of the school year (September) parents/guardians of ELLs are invited to an orientation workshop, where they are introduced to bilingual, transitional, dual language and ESL programs. Translation of services is included. Over the past three years the overwhelming majority of our parents/guardians have consistently chosen to place their children into ESL. Throughout the school year parents/guardians are continuously invited to both school/community and district based workshops. Translation of services is included. These workshops are designed to familiarize parents/guardians with state standards and school expectations. Parents/guardians are educated on the importance of their daily involvement in their students' education. They are encouraged to read to their children in any and all languages, and to actively monitor their daily progress. Parents are provided with a rubric so that they can follow up, and follow along with activities and lessons that are taught in school. Via continuous Parental Coordinator outreach, we identify parental needs and align appropriate parental involvement activities as to address such individualized needs. The Parent Coordinator reaches out to all parents to attend the many activities the school offers, such as Book Discussions, a Health Fair, and Parent Volunteers to train or tutor the students. Workshops for Parents of Spanish Speaking Students, Reading Skills, Nutrition Information, and Math for ELL's. The Parent Coordinator

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## Part V: Assessment Analysis

### A. Assessment Breakdown

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

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

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

**NYSESLAT Modality Analysis**

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

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5	1	1			2
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									0
4	1								1
5		1	2		1				4
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		1	1		2				4
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				

### New York State Regents Exam

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

### Native Language Tests

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

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

1. 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.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. 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?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Providing high quality instruction for our ELL's is critical to our program. ECLAS-2 and DRA assessments reveal that our ELL students are approaching grade level. Some of these students are SWD, or newcomers. Thus we concentrate on literacy skills and phonics, implementing Foundations, DI and UDL. In consideration of the NYSESLAT scores, instruction will be geared mostly towards reading and writing skills, as most students display difficulty with these areas. The program will also continue to implement listening and speaking skills. Few of our students have limited literacy in their native language; therefore we focus on decoding and literacy skills in order to

## 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

<b>School Name: <u>The Rosedale School PS 38Q</u></b>		<b>School DBN: <u>29Q038</u></b>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Cassandra A. Hundley	Principal		10/17/11
Dina Wheeler	Assistant Principal		10/17/11
Yvonne Goodman	Parent Coordinator		10/17/11
Sanaz Sadjadi	ESL Teacher		10/17/11
Osvalda Ventura	Parent		10/17/11
Helen Frenkel SETSS	Teacher/Subject Area		10/17/11
Nick Nwaogu SE	Teacher/Subject Area		10/17/11
Brenda Marshal	Coach		10/17/11
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 29Q038      **School Name:** ROSEDALE SCHOOL

**Cluster:** 531      **Network:** CFN

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

**Part A: Needs Assessment Findings**

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

Upon meeting with parents we have concluded that the ELL families would greatly benefit from both written and oral translations. Consequently we have employed both in-house and parent volunteer translators. Our parent coordinator ensures that all services are rendered in a timely fashion.

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.

We have discovered that only a few families need translated services. However, our school community has decided to fully continue our translation services program, since it encourages all families to participate in school activities.

## Part B: Strategies and Activities

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

In order to bridge the involvement gap between ESL families and school activities we offer foreign families with translated document in their native languages. These documents explain our special events. Parent/Teacher Meetings, PTA Meetings, Character Night, Literacy Workshops, Math Workshops, Social Studies Workshops, Art programs, and many other program notification letters are translated in hopes of expanding parental understanding and participation of school events. In order to ensure that such documents are available in a timely fashion our parent coordinator contacts both volunteer parents and in house translators, and prepares necessary documents prior to all event due dates.

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.

Upon meeting with the guardians of the ELL students and past requests we have concluded that it would be highly beneficial to have oral translation services in Spanish, French, Haitian/Creole, and Tagalog . These services are most beneficial for students of non-literate families and families that can only speak and read in their native language. Such services will be available during the admission process, Parent Orientation, Parent Conferences (both in person and via telephone), PTA Meetings, Character Night, Literacy Workshops, Math Workshops, Social Studies Workshops, and on a needs basis. These services are provided by in house staff as well as parent volunteers and are designed to promote parent involvement and better communication between our school and the families of our ELL'S.

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>.

In compliance with the Chancellor Regulation A-663 all students who speak another language at home are identified within the first ten days of their enrollment. If the family needs written or oral translations they are provided immediately in order to "provide such families with a meaningful opportunity to participate in and have access to programs and services critical to their child's education". The families of our ELL's receive the same equal and fair treatment as the families of our non-ELL's. We recognize the importance of parental involvement, and the right of parents to be involved in their child's education. Consequently we continuously ensure open lines of communication with all families. All English documents will be translated and made available to families in need. Additionally families that require oral translations will receive them as needed.