



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

SCHOOL NAME: ROCKWOOD PARK SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 27Q207

Principal: LINDA SPADARO EMAIL: LSPADAR@SCHOOLS.NYC.GOV

Superintendent: MICHELLE LLOYD-BEY

**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
Linda Spadaro	*Principal or Designee	
Patrick Muraco	*UFT Chapter Leader or Designee	
Mary Gallagher	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative	
Susan Blakely	Member/Secretary	
Lisa Delfino	Member/Teacher	
Anthony Scimeca III	Member/Teacher	
Kristine Nappo-Coniglio	Member/Teacher	
Melissa Gonzalez	Member/Teacher	
Patricia Biordi	Member/Chairperson/Parent	
Denise Murgida	Member/Parent	
Vita Leone	Member/PA Co-President	
Catherine D’Andrea	Member/Parent	
Barbara Ingargiola	Member/Parent	
Grace Ann Russo	Member/Parent	

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

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

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

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

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

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

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

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

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

## ANNUAL GOAL #1 AND ACTION PLAN

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

### **Annual Goal #1**

- By June 2012, Students with Disabilities will demonstrate progress towards achieving state standards as measured by a 5% increase in SWDs scoring at Level 3 and 4 on the NYS ELA assessment.

### **Comprehensive needs assessment**

- After conducting a three-year trend analysis of student performance data, it was determined that SWD have not shown growth as an accountability group. In 2008/09, only 8% of grade 3 SWD scored at Level 1, 23% scored at Level 2, and 69% scored at Levels 3 and 4 combined. In 2009/10, SWD scored 28.1% at Level 1, 45.5% at Level 2, and 26.0% at Levels 3 and 4 combined. In 2010/11, there was a 7.9% decrease in Level 1's, a 10.8% increase in Level 2's, and a 3% decrease in Levels 3 and 4 combined. In addition, this was the first year that SWD did not meet the AYP for ELA. As a result, we have made progress for SWD a priority goal for the current school year.

### **Activity #1**

- **Academic Intervention Services:** AIS will be provided for all SWD through small-group, differentiated instruction according to need determined by data analysis. Benchmarking, skills practice, and progress monitoring will be accomplished through Acuity and Study Island. Fountas & Pinnell Reading Levels will be determined through the use of Rigby for all students who do not show growth. This will enable teachers to deliver balanced-literacy instruction at each student's instructional level. A researched-based reading program, **Story Town**, with an Internet component will be purchased for self-contained Special Education students to increase effectiveness of instruction and progress monitoring. Classroom/Subject area teachers and AIS teachers will confer to examine student work and plan instruction accordingly. Progress monitoring through Acuity, Study Island, teacher-made tests and teacher observations will provide continuous data to maintain fluid grouping and to align instruction to student needs and CCLS. Additional SETSS periods will be added when data indicates current strategies are not sufficient to improve student-learning outcomes. All SWDs will be in a setting with a reduced student to teacher ration either in ICT classes or a self-contained class with SETSS. Our AIS will follow the Alternative Teaching Model, where several students with specific instructional needs will be the responsibility of the AIS provider and the remainder of the students will be the responsibility of the second teacher. In addition, as a UFT Teacher Center Partnership School, teachers will attend specific PD in technology and best practices in ICT, Literacy, and Math.
- **Target Population(s):** Teachers serving SWDs and students in the SWD subgroup
- **Responsible Staff:** Assistant Principal, Teacher Center Specialist, Data Specialist, Special Education Teachers, ICT General Education Teachers
- **Implementation Timeline:** September 2011 through June 2011

### **Activity #2**

- **Professional Development:** PD will be provided internally and externally on the various topics including Acuity Interim Assessments and Study Island to monitor progress and revise instructional planning, use CCLS to enhance curriculum mapping and effective planning, digging deeper into data and student work to monitor student progress and revise instruction, increase the effectiveness of the inquiry process through increased development of teacher teams, and the use of student data to plan effectively and to set/revise goals. Danielson's Framework for Effective Teaching will be introduced to enable teachers to improve their craft and develop rigor in delivery of classroom instruction.
- **Target Population(s):** Teachers of SWDs, all members of Teacher Teams involved in the inquiry process
- **Responsible Staff Members:** Assistant Principal, Teacher Center Specialist, Data Specialist, Special Education Teachers, ICT General Education Teachers
- **Implementation Timeline:** September 2011 – May 2011

### **Steps for including teachers in the decision-making process**

- Teachers will review student data derived from periodic assessments at grade/data meetings and at teacher team meetings
- Teachers will determine incremental gains to monitor the effectiveness of instructional strategies and to plan next steps for differentiated instructional and additional support
- Teachers will create and monitor custom assignments in Acuity and Study Island to determine the effectiveness of activities/strategies and whether additional support is required
- All teachers will be involved in the inquiry process by meeting in teams 2-3 times weekly to dig deeper into student work and data

### **Strategies to increase parental involvement**

- Meet The Teacher Night will inform parents of expectations and requirements for the school year
- Engrade will be used by all teachers in grades 4-8 to keep parents informed of student progress
- Workshops will be offered for parents of SWDs to inform them of the testing format on NYS Assessments
- Parents will be surveyed to determine topics of interest for the development of workshops to meet their needs
- Parent Coordinator and other staff will attend regularly scheduled parent meetings to share information and to answer parent questions and concerns
- Parents will be given necessary information to access ARIS, Acuity, Study Island and Engrade

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- PS/MS 207 has an ongoing partnership with Queens College and St. Joseph's College to allow student teachers to intern and determine qualification for a future position
- Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified Special Education teachers, ELA teachers, AIS support teachers

- Mentors are assigned to support new or struggling teachers
- PD will be provided for all new teachers to enable them to develop best practices and meet all instructional goals
- The payroll secretary will work with network HR personnel to ensure that non-HQT meet all required documentation and assessment deadlines

**Service and program coordination**

- All SWD will be involved in all academic and non-academic programs offered in the school
- Teachers will have regularly scheduled meeting times to align classroom instruction with AIS services
- Teachers of SWD will attend PD to enable them to coordinate delivery of effective instruction
- UFT Teacher Center Partnership School
- Partnership with Queens College and St. Joseph's College
- NYU Nest PD
- Support for CFN 210
- Community-based Organizations: Kiwanis, Midori Players, Karate (Anti-bullying Campaign)

**Budget and resources alignment**

- Fair Student Funding: AIS ELA teacher, Math Push-In AIS, Reading Specialist
- Citywide Expectations
- PPT Committee, Data Specialist, Guidance Counselors

## ANNUAL GOAL #2 AND ACTION PLAN

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

### **Annual Goal #2**

- By June 2012, all students will demonstrate progress in ELA by a minimum of one year's growth in their Proficiency Level as measured by the NYS ELA Assessment

### **Comprehensive needs assessment**

- After conducting a three-year trend analysis of student performance data, it was determined that a significant number of students are not showing growth particularly in grades 3, 4, 6, and 8. Overall, there was a -0.8 change in the proficiency level from the 2010 NYS ELA assessment to the 2011 exam. Disaggregated data shows that there were changes of -0.9, -4.5, -8.2, and -20.8 in grades 3, 4, 6, and 8 respectively. As a result, we have made progress in ELA for all students a priority goal for the current school year.

### **Activity #1**

- Develop RTI Program: We will develop a strong RTI program through inquiry, professional development, and the use of data-driven instruction. All activities will be designed to increase the use of data to drive instruction and to enable teachers to examine effectiveness of instruction regularly. Student to teacher ratio will be decreased in all classrooms through Integrated Collaborative Teaching (ICT), an AIS teacher, or a paraprofessional. Professional development will be ongoing to expand curriculum maps to include CCLS, increase effective use of Essential Questions, the use of data to drive instruction, and increase the effectiveness of the collaborative inquiry process. Initially, assessment data trends will be determined by examining the ITT tool provided in ARIS. Teacher teams will meet regularly during common preps and extended day (Monday) to evaluate data to identify strengths and weaknesses, benchmark and monitor progress through the use of Acuity and Study Island, provide continuous skills-based practice using Acuity and Study Island. Teacher teams will collaborate to develop lesson plans that are differentiated according to current data and then they will monitor effectiveness and revise to meet the needs of all students. AIS will be provided in small-group, data-driven instruction incorporating CCLS. AIS will be provided 3-4 times a week through an additional AIS provider or licensed reading teacher. During extended-day, groups have been restructured according to student achievement data. AIS has been revised to lower group size and to differentiate by subject. After the first marking period, students will be added through teacher recommendation.
- Target Population(s): Teachers working in teams, providing AIS, and/or paraprofessionals and all students in grades 4-8
- Responsible Staff: Assistant Principal, Teacher Center Specialist, Data Specialist
- Implementation Timeline: September 2011 through June 2011

### **Activity #2**

- **Creation of a Data Wall:** A data wall will be established by December 23<sup>rd</sup> for all students in grades 4-8. This is in addition to a data wall that is already in place for grades K-3. The wall will create a visual of disaggregated data for all students. This setting will facilitate data conversations focusing on at-risk students and monitoring student progress. Next steps for instruction will be discussed and incremental goals will be set for individual or small groups of students. Ways to measure interim progress will be discussed using Acuity assessments, custom assignments on Acuity and Study Island, teacher-made assessments and teacher observations. Progress and strategies to improve student outcomes will be discussed for all students in Levels 1-4. Teachers will be responsible to maintain a data folder with up-to-date progress monitoring for each student. Data meetings will take place with classroom and AIS teachers in grades 4 and 5. In grades 6-8, subject area teachers and AIS teachers will meet as a group to examine data concerning targeted students.
- **Target Population(s):** All teachers of students in grades 4-8 and all students in grades 4-8
- **Responsible Staff:** Assistant Principal, Teacher Center Specialist, Data Specialist
- **Implementation Timeline:** September 2011 through June 2011

### **Steps for including teachers in the decision-making process**

- Teachers will maintain data folders for ELA
- Teachers within a grade/subject will develop rigorous tasks. Successful completion will be based on rubrics and CCLS
- Teachers will actively participate in decisions for next steps at data meetings and during the inquiry process
- Teacher Teams will determine incremental measures of success for strategies used to remediate deficiencies

### **Strategies to increase parental involvement**

- Engrade will be used to keep parents informed of student academic progress
- Global Connect will be used to inform parents of students' absences, tardiness, upcoming events and/or emergencies
- Parent Coordinator and other staff members will attend regular PA meetings to share information and to respond to parent questions and concerns
- Parent Coordinator and/or other personnel will hold periodic workshops based on parent response to survey and need as it arises
- The Principal will hold monthly meetings with other SLT members to keep parents informed about important issues
- A monthly calendar will be distributed by the PA to inform parents of upcoming events
- Parents will be given necessary information to access ARIS, Acuity, Study Island and Engrade

**Strategies for attracting Highly Qualified Teachers (HQT)**

- PS/MS 207 has an ongoing partnership with Queens College and St. Joseph's College to allow student teachers to intern and determine qualification for a future position
- Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified Special Education teachers, ELA teachers, AIS support teachers
- Mentors are assigned to support new or struggling teachers
- PD will be provided for all new teachers to enable them to develop best practices and meet all instructional goals
- The payroll secretary will work with network HR personnel to ensure that non-HQT meet all required documentation and assessment deadlines

**Service and program coordination**

- Teachers will have regularly scheduled meeting times to align classroom instruction with AIS services
- Teacher working together will attend PD to enable them to coordinate delivery of effective instruction
- Learning Leaders are trained each year to volunteer their time to provide individual or small-group tutoring
- UFT Teacher Center Partnership School
- Partnership with Queens College and St. Joseph's College
- NYU Nest PD
- Support for CFN 210

**Budget and resources alignment**

- AIS Providers for ELA and Math – Fair Student Funding
- Reading Specialist – Fair Student Funding
- Data Specialist – Fair Student Funding
- Citywide Expectations

## **ANNUAL GOAL #3 AND ACTION PLAN**

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

### **Annual Goal #3**

- By June 2012, the school attendance rate for all students will improve by at least 1% as measured by the school's Annual Attendance Report

### **Comprehensive needs assessment**

- After conducting a three-year analysis of student attendance, it was determined that the attendance rate decreased 1.5% from the 2008/09 school year to the 2009/10 school year and 0.9% from 2008/09 to 2010/11. There was a minimal increase from 2009/10 to 2010/11 of 0.6%. As a result, we have made attendance a priority goal for the current school year.

### **Activity #1**

- Implement Global Connect: By October 2011, set up Global Connect, which is a parent-notification phone system. It informs parents of absences and tardiness. Notifications are personalized with student names. Message can be translated into Spanish. It updates information quickly and as often as needed. In addition, it provides emergency notifications, which can reach all parents in minutes. Real-time online reports provide results of messaging including those parents who could not be reached.
- Target Population(s): All parents/guardians of the entire student population
- Responsible Staff: Parent Coordinator, pupil-personnel secretary, teachers
- Implementation Timeline: October 2011 through June 2011

### **Activity #2**

- Incentives for good attendance: All students will receive a N.U.T. card for perfect attendance after each month and the names of those students with perfect attendance will be displayed prominently
- Target Population(s): All students in kindergarten through grade 8
- Responsible Staff: Teachers, pupil-personnel secretary
- Implementation Timeline: September 2011 through June 2011

### **Steps for including teachers in the decision-making process**

- Teachers will review attendance data each month to determine if other steps are necessary for improvement, such as, contacting the parent
- Attendance data provided by the pupil-personnel secretary will be used following each month to determine which students will receive a N.U.T. card and be included in the perfect attendance roster. Teachers will distribute N.U.T. cards

- Teachers will use attendance data to determine if students will be placed on the Honor Roll. Very good (not perfect) attendance and punctuality determine inclusion on the Honor Roll

#### **Strategies to increase parental involvement**

- Inform parents of the new Global Connect system
- Continuous notifications using Global Connect will reach all parents quickly and efficiently
- Parents will be informed of PA meetings and other workshops for them
- Parent Coordinator and other staff will attend regularly scheduled parent meetings to share information and to respond to parent questions and concerns.

#### **Strategies for attracting Highly Qualified Teachers (HQT)**

- PS/MS 207 has an ongoing partnership with Queens College and St. Joseph's College to allow student teachers to intern and determine qualification for a future position
- Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified Special Education teachers, ELA teachers, AIS support teachers
- Mentors are assigned to support new or struggling teachers
- PD will be provided for all new teachers to enable them to develop best practices and meet all instructional goals
- The payroll secretary will work with network HR personnel to ensure that non-HQT meet all required documentation and assessment deadlines

#### **Service and program coordination**

- Parent Coordinator
- Pupil-personnel secretary
- PA Support with monthly calendar, newsletter, and meetings

#### **Budget and resources alignment**

- Fair Student Funding
- Citywide Expectations
- Free six-month trial for Global Connect

**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>	14		N/A	N/A	4	2	2	
<b>1</b>	20		N/A	N/A	4	2	2	
<b>2</b>	20		N/A	N/A	4	2	2	2
<b>3</b>	23	10	N/A	N/A	4	2	2	
<b>4</b>	24	10			4	2	2	
<b>5</b>	22	10			15	2	2	3
<b>6</b>	18	12			15	2	2	
<b>7</b>	19	10			15	2	2	1
<b>8</b>	19	10	12	10	20	2	2	
<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
<p><b>ELA</b></p>	<ul style="list-style-type: none"> <li>• All classes in K-8 will incorporate the 90-minute reading block for both general and special education students. Small-group, differentiated instruction will be used to address specific need, based on data and teacher observation. IEP requirements will be met.</li> <li>• AIS will be provided in small groups based on performance data and teacher observation.</li> <li>• An AIS teacher will target students performing at Levels 1 or 2.</li> <li>• Students in Kindergarten through grade 3 will receive intervention by a teacher or paraprofessional based on DIBELS and Reading 3D data. Groups will remain fluid based on Progress Monitoring results and teacher observation.</li> <li>• During the school day, AIS will be provided using the remedial kit from the <b>Story Town</b> reading program.</li> <li>• Extended-day AIS in K-2 will be delivered through the use of <b>BURST</b> from Wireless Generation for 20 targeted students in grades 1 and 2. The remaining students in K-2 will be remediated using <b>Quick 60</b> from Iversen Publishing.</li> <li>• All Level 1 and 2 students in grades 3 through 8, both general and special education students will be placed in classes with a reduced student-teacher ratio. This will be accomplished in ICT classes or with a paraprofessional.</li> <li>• Students in grades 3 through 8 will receive AIS during ELA periods by an additional teacher. Specific skills will be targeted and groups will remain fluid to accommodate all students in need of remediation.</li> <li>• During extended-day AIS, students in grades 3-8 will receive small group, differentiated instruction based on strengths and weaknesses determined by Acuity results, Study Island results, I-Ready, and teacher observation.</li> <li>• Study Island and Acuity will be used to provide practice to target specific skills.</li> <li>• During extended-day AIS, teachers will use FOCUS books and/or Comprehensive Reading Assessments (Options Publishing, Inc.).</li> <li>• All ELLs are full-time special education students. They will receive AIS according to</li> </ul>

	<p>data-driven need in addition to their mandated ESL periods.</p> <ul style="list-style-type: none"> <li>• Saturday Test Prep will be provided for students in need if the budget permits.</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• In grades 3-8, all Level 1 and 2 students will receive instruction in classes with reduced student-teacher ratio (ICT or paraprofessional). Small-group, differentiated instruction will be used to address specific need, based on data and teacher observation. IEP requirements will be met.</li> <li>• AIS will be provided for all students performing at Levels 1 and 2 on the NYS math exam for grades 4-8. Low Level 3 students will be added according to data and teacher observation.</li> <li>• Small-group, differentiated instruction will address weakness determined by Acuity, Study Island, I-Ready, and teacher observation.</li> <li>• During extended-day, remedial materials will include Finish Line, Ladders to Success, Buckle Down, and I-Ready.</li> <li>• Benchmarking and skills practice will be accomplished through the use of Acuity and Study Island.</li> <li>• In grades K-5, <b>enVision Mathematics</b> has been added this year. The program is based on CCLS with a strong focus on next steps for instruction. Envision focuses on the Big Ideas, provides daily spiraled review, and has an Internet component. In addition, it addresses all modalities of learning.</li> <li>• Saturday Test Prep will be provided for students in need if the budget permits.</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>• In grades 3-8, all Level 1 and 2 students will receive instruction in classes with reduced student-teacher ratio (ICT or paraprofessional).</li> <li>• Grade 8 students will receive individual and small-group AIS from the Science teacher during extended-day according to need determined by exam/lab data and teacher observation.</li> <li>• Students in grades 4-7 will receive additional instruction during teacher prep periods or extended-day based on data obtained from classroom tests and teacher observation.</li> </ul>
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>• Social Studies teachers will provide individual and small-group AIS to students as needed. Instruction will be based on data obtained from classroom exams, rubric-based projects, and teacher observation. AIS will be provided during teacher prep periods or extended day. Additional AIS will be provided for students having difficulty completing their exit projects. Social Studies teachers are an integral part of their teacher teams and they will be included in all data conversations. All teachers will be</li> </ul>

	<p>teachers of reading and will use data to drive instruction. Vocabulary building will be emphasized in the content areas.</p>
<p><b>At-risk Services provided by the Guidance Counselor</b></p>	<ul style="list-style-type: none"> <li>• Guidance Counselors will provide at-risk services as needed for individual or small groups of students. Students will be targeted as needed through teacher recommendation and/or specific situations. Counselors will provide assistance in conflict resolution and in building self-esteem. Counseling and discussions will focus on helping students to develop ways to cope with everyday social situations in the classroom and at home.</li> </ul>
<p><b>At-risk Services provided by the School Psychologist</b></p>	<ul style="list-style-type: none"> <li>• The School Psychologist provides at-risk services to students as needed through teacher recommendation and requests from parents/guardians. Evaluations are provided when warranted. In addition, he assists parents in finding outside help and/or alternate placements for students when needed.</li> </ul>
<p><b>At-risk Services provided by the Social Worker</b></p>	<ul style="list-style-type: none"> <li>• The Social Worker provides services as needed to help students develop social skills needed to cope in the classroom and at home. She helps students build self-esteem. She contacts parents when necessary and helps them find assistance from outside sources when needed. She meets with parents of children in the Nest Program to help them develop skills to meet their children's needs and to network with other parents.</li> </ul>
<p><b>At-risk Health-related Services</b></p>	<ul style="list-style-type: none"> <li>• The nurse provides at-risk services as needed. Twice each year she conducts awareness workshops for students newly diagnosed with asthma or diabetes. In addition, she monitors students with severe food allergies.</li> </ul>

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

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

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

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

### ***SCHOOL-PARENT COMPACT***

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

#### **I. School Responsibilities**

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

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

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

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

- convening an Annual Title I Parent Meeting prior to December 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;

## **II. Parent/Guardian Responsibilities:**

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

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

### **III. Student Responsibilities:**

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

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

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

## Part I: School ELL Profile

### A. School Information

Cluster Leader/Network Leader <b>Charles Amundsen</b>	District <b>27</b>	Borough <b>Queens</b>	School Number <b>207</b>
School Name <b>Rockwood Park School</b>			

### B. Language Allocation Policy Team Composition

Principal <b>Linda Spadaro</b>	Assistant Principal <b>Eileen Davies</b>
Coach <b>Kathleen McGurk</b>	Coach <b>type here</b>
ESL Teacher <b>Angela Cafaro</b>	Guidance Counselor <b>Cathleen Coleman</b>
Teacher/Subject Area <b>Catherine Stanzoni</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Nina DeBlasio</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader <b>Joanne Brucella</b>	Other <b>type here</b>

### 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>0</b>	Number of certified bilingual teachers	<b>1</b>	Number of certified NLA/foreign language teachers	<b>1</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>1</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>800</b>	Total Number of ELLs	<b>3</b>	ELLs as share of total student population (%)	<b>0.38%</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. The Home Language Identification Survey is administered to all incoming students new to the New York City school system. The Pupil Accounting secretary, Susan Blakely, holds the initial meeting. She informs the ESL teacher when a formal assessment is needed. In addition, the licensed Bilingual teacher, Angela Cafaro, reviews all language surveys to determine which students need to be given the LAB-R assessment and if she feels any other formal interviews are needed. The RLER report in ATS is also monitored to determine if any students will require an interview and/or LAB-R assessment. The initial LAB-R is administered for new admits, when necessary, within 10 days of the start of school. Throughout the school year, students, who require the LAB-R, are given it within 10 days. After BESIS, is completed, the list of ESL students is continually monitored each month through ATS and the RLER. All current ELLs are given the NYSESLAT each spring. The test coordinator along with the ESL teacher monitors the administration of the NYSESLAT to ensure all ELLs are given all parts of the exam. Results are monitored to determine the number of ESL periods each student is required to receive. It also helps the ESL teacher determine the strengths and weaknesses of the students and on which modalities they are showing the greatest improvement.
2. When necessary a meeting is held with parents of new ESL students, the ESL teacher, and the Parent Coordinator to help them understand the 3 programs that are available. Since our school has a freestanding ESL program only, the Guidance Counselor will assist parents in finding the appropriate placement if they choose one of the other two programs. This, however, has not been our experience since our parents have been satisfied with our program choice.
3. We have an extremely small ESL population so it is quite easy to manage distribution of ESL materials to parents. Entitlement letters are distributed when needed by the test coordinator and the ESL teacher. When forms are not returned, the Guidance Counselor makes a follow-up phone call. When it is necessary to distribute Parent Survey or Parent Selection forms, the test coordinator and ESL teacher distribute and collect the letters and surveys. The test coordinator stores all items that are returned.
4. PS/MS 207 has a freestanding ESL program only. If a child requires placement in a bilingual program, we assist the parent in finding the appropriate placement. A staff member will communicate with parents in their native language. If necessary, we will obtain a translator for another language that we do not speak. It has not been necessary to distribute placement letters in several years. However, when it is necessary, the test coordinator along with the ESL teacher are responsible to distribute these letters. Continued entitlement letters are distributed at the beginning of each year. The test coordinator distributes the letters and maintains a copy of them. If the letters are not returned, a second request is made.
5. Often our ESL students enter our school after they have begun their ESL services. In the rare occasion, when we have given parents program selections, they have chosen our freestanding ESL program 100% of the time. This, however, has not happen in the past several years.
6. Our program has been aligned with parent requests at all times. This program serves our population, which traditionally has been parents who request a freestanding ESL program.

# 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 checked="" type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input checked="" 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> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>					1	2	0		1					4
<b>Total</b>	0	0	0	0	1	2	0	0	1	0	0	0	0	4

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	23	Newcomers (ELLs receiving service 0-3 years)	3	Special Education	3
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	3		3							3
<b>Total</b>	<b>3</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>

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			
Number of ELLs in a TBE program who are in alternate placement: <u>0</u>											

**C. Home Language Breakdown and ELL Programs**

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

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

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

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

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_

Asian: \_\_\_\_

Hispanic/Latino:

Native American: \_\_\_\_

White (Non-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
Chinese														0
Russian														0
Bengali														0
Urdu					1									1
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	0	0	0	0	1	1	0	0	1	0	0	0	0	3

## Part IV: ELL Programming

### A. Programming and Scheduling Information

## A. Programming and Scheduling Information

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

1. A. Our freestanding ESL program combines both Pullout and Push-in models. In the early grades, the ESL uses the pull-out model, in groups of two to four students, to help students acquire language skills necessary to communicate and assimilate successfully in the classroom setting. In the middle school, she uses a push-in model to enable to develop content-area skills and align ESL instruction with classroom assignments.

B. In the early grades, classes are grouped heterogeneously. In the middle school, classes are grouped homogeneously and they travel together as a group. The only time they are separated is when they go to Talent. These classes are geared to the specific needs and choices of the students.

2. Staff is organized according to their licensed subject area and the ESL teacher provides ESL instruction. Each student receives the required number of minutes of ESL instruction according to his or her proficiency rating on the NYSESLAT. Classes are scheduled for 90 minutes of ELA instruction every day. ESL students are scheduled for their required number of ESL minutes independently of their ELA instruction. Two students receive 180 minutes of ESL each week and one student receives his required 360 minutes of ESL. These students are given native language support as per CR Part 154. However, these 3 students speak English fluently. They are special needs students who require differentiated instruction to help them strengthen their comprehension and fluency. Their listening comprehension in English is age and grade appropriate. They mainly need instruction to strengthen their literacy skills.

3. The ESL teacher works with the content-area teachers to make content comprehensible to all ESL students. At the present time we have no general education students in ESL. The three ESL students are special education students. All of them speak English, but come from foreign language backgrounds. Their learning difficulties are addressed and their instruction is differentiated according to their needs. Two are in a self-contained Special Education class and the grade 8 student is in an ICT class. All instruction is differentiated to remediate specific skills and to assist students in completing assignments.

4. At the present time, we have no ELLs who are evaluated in their native language. However, when necessary, we order exams in the appropriate language.

5. All ELL students receive differentiated instruction according to skill-based needs as determined by benchmark exams, progress monitoring assessments, and individual conferencing with teachers. They receive intervention as needed.

A. We have no SIFE students.

B. This year we have no ELL students in the US less than 3 years. ELL students, receiving service 4 to 6 years, are assisted in ELA with instruction that targets their specific needs. Additionally, the ESL teacher assists them in completing assignments. She works with the ELA teacher or classroom teacher to align ESL instruction with the requirements of ELA assignments.

C. ELLs receiving 4 to 6 years in our school have IEPs and have learning difficulties. The ESL teacher provides instruction to meet the demands of their content-area instruction. Instruction is differentiated to meet their learning styles and needs.

## A. Programming and Scheduling Information

D. Our ELLs who have completed six years of instruction speak English. However, they do not reach a proficiency level on the NYSESLAT because of other learning issues. The ESL teacher aligns her instruction to meet their learning needs and to assist them in content-area instruction.

E. All of our ELLs receiving ESL services for four years or more have special needs. Although they have acquired the skills necessary to communicate in English and they speak and read English, their learning needs prevent them from reaching the proficiency level on the NYSESLAT. The ESL teacher provides instruction to assist these students in content-area instruction.

6. All ELLs are provided with the instructional strategies and grade-level materials to meet their individual needs as determined by standardized tests, classroom assessments and teacher evaluation. All ELL students are provided with rigorous instruction, which is adjusted according to their needs. For these students, progress is monitored every week. Instructional strategies are evaluated and revised according to results. It was determined that the grade 4 and grade 5 ELL students were not making progress in developing reading skills. A researched-based reading program, Story Town, was purchased in order to provide materials and structure required to increase their reading skill acquisition.

7. At this time, we have 3 ESL students. This small number affords us the ability to provide the least restrictive environment for each student. In addition, we are able to provide a schedule and instructional materials that support their academic and language development. The ELL student in grade 8 is in an ICT class. She is grouped with other SWDs as well as general education students in all subject areas. In addition she is grouped with general education students in talent classes, physical education, and lunch. For the students in the self-contained special education class, they are scheduled with general education students in physical education and lunch. ELLs with IEPs are mainstreamed whenever possible. They are also invited to join in all activities offered after school.

### 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 speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

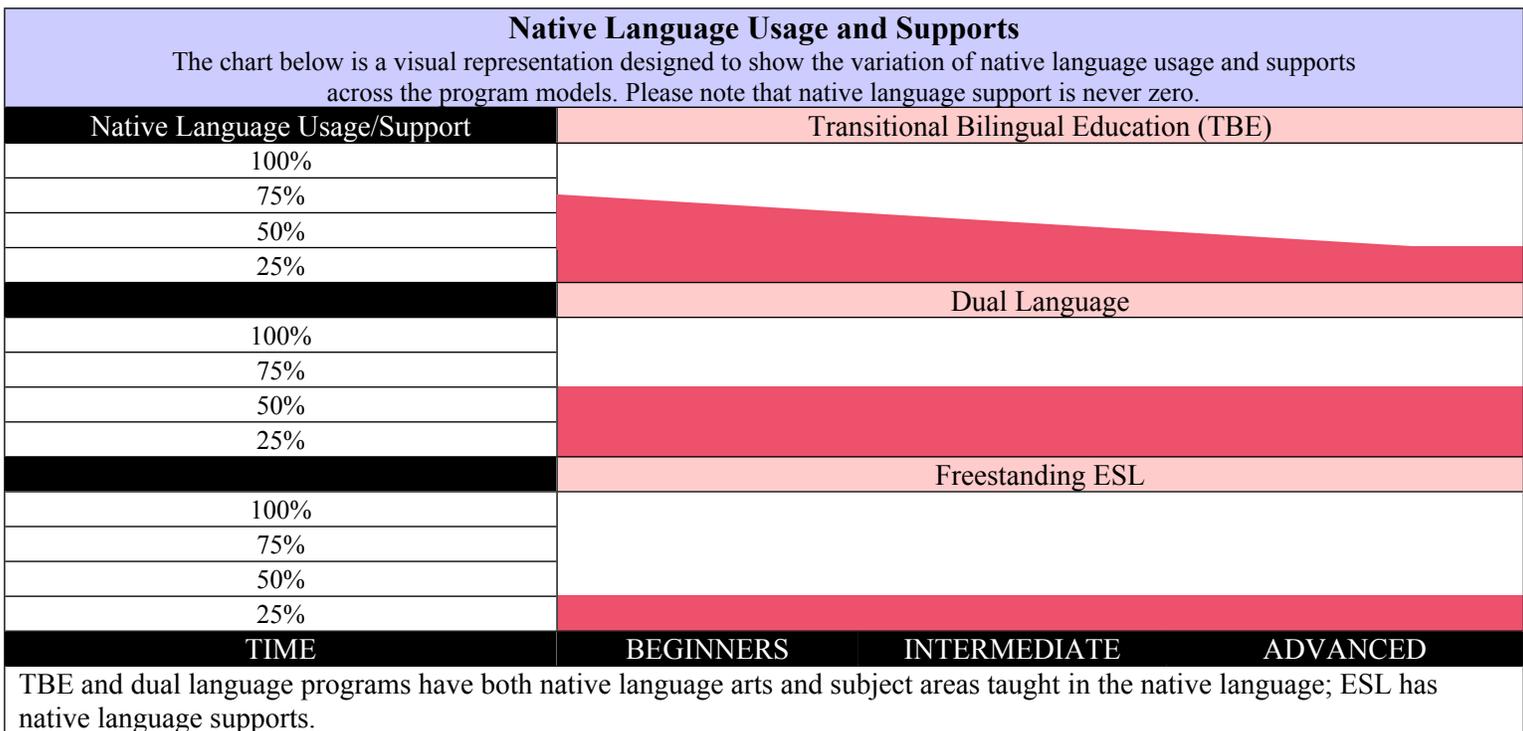
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

### 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

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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



## 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?

8. ELL students receive the same targeted-intervention programs as all other students. This is based on the needs of each student. All programs are offered in English only. AIS is provided for students in small groups according to need. Instruction is differentiated and specific skills are targeted. AIS is provided in ELA and Math during the school day. AIS is provided in the extended day for all subjects.

## 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?

8. ELL students receive the same targeted-intervention programs as all other students. This is based on the needs of each student. All programs are offered in English only. AIS is provided for students in small groups according to need. Instruction is differentiated and specific skills are targeted. AIS is provided in ELA and Math during the school day. AIS is provided in the extended day for all subjects. The two ELLs in grades 4 and 5, receive support in reading and math from two AIS providers. They monitor their progress using Acuity and Study Island. They target weaknesses shown. In math manipulatives are used.
9. Transitional support is provided in the content-areas. The ESL teacher works with ESL students to complete content-area assignments. 10/11. At this time, no programs will be added or discontinued. At a later date in the year, when present programs are reviewed and student achievement is examined, additional programs or program revisions will be discussed.
12. ELLs are offered all programs. There is no distinction between the programs offered to ELLs or any other students. At the present time, additional programs are offered during extended day. ELLs are invited to these programs based on the same criteria as all students.
13. ELLs are instructed with the same materials as all students. However the ESL teacher uses additional materials to assist ELLs in acquiring language skills necessary to communicate and to assimilate into the classroom. Soliloquy, a computer-based program, is used to help ELLs increase fluency. All students take a pretest in ELA and Math from Study Island, a computer-based program. Then differentiated practice is provided for each student.
14. Native language support is provided when necessary. At the present time, Spanish and Urdu are the only two languages spoken by our ELLs. We have several teachers and paraprofessional who speak Spanish and one paraprofessional who speaks Urdu. However, instruction is provided in English only.
15. All support and resources are aligned with students' grade levels and ages. Services, such as, counseling, SETSS, or AIS are grade and age appropriate in both materials and delivery.
16. Newly enrolled ELL students meet with the ESL teacher. She helps them acclimate to the school and addresses any concerns they express.
17. All middle school students take Spanish. All grade 7 students receive 2 periods per week and all grade 8 students receive 3 periods per week.

## C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

### D. Professional Development and Support for School Staff

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

1. The ESL teacher and all content-area and classroom teachers are provided PD to meet the needs of all students. They are given time to plan and align instruction to meet the demands of the ELL students.

2. Common preps and planning time is given to staff to meet the needs of the ELL students as they move from the elementary grades to the middle school grades. In the elementary grades teachers meet on the grade to plan and provide differentiated instruction for all students. In the middle school, teachers meet in both subject areas and grade level to provide appropriate instruction for all students. The model the ESL teachers uses is changed to provide appropriate support for the ELL students and to help them transition from a self-contained classroom to program in which they are instructed by subject-area teachers.

3. All teaches are instructed in ways to work with the ESL teacher to provide optimal instruction for all ELL students. They will receive a minimum of 7.5 hours of training in aligning classroom instruction with ESL instruction to enable ELL students to receive differentiated instruction to meet their specific educational needs. The ESL teacher and/or administrators will provide professional development. Guest presenters will provide support whenever possible.

### 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?

1. All parents, including parents of ELLs, are invited to participate in all activities. Parents are encouraged to join the Parent Association. They are asked to become Learning Leaders. In this program, they are trained to help the teacher in the classroom once a week. They help with individual or small groups of children. In addition, parents are invited to student performances, Pasta Night, Pre-School Family Night, Kindergarten Tea, and many other activities

2. At this time, we are not involved with any agencies that provide workshops or services for ELL parents. However, when parents are in need of assistance, our Guidance Counselor, School Psychologist, or Parent Coordinator help them find appropriate help.

3. We evaluate the needs of parents through surveys and communication with the Parent Association and/or Parent Coordinator. In addition, parents are always encouraged to communicate with their child’s teachers, Guidance Counselors, and administration.

4. Parent involvement is designed to meet the needs that parents have expressed an interest or concern in. They may vary each year depending on issues that arise. All parents are invited to become Learning Leaders. They participate in an instructional program that prepares them to assist teachers in providing small-group and/or one-to-one instruction. After completing the program, each volunteer is assigned to a class.

## 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)														TOTAL
K	1	2	3	4	5	6	7	8	9	10	11	12		L

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)														0
Intermediate(I)					1									1
Advanced (A)				1				1						2
Total	0	0	0	1	1	0	0	1	0	0	0	0	0	3

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

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

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

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

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

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

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

## 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>Rockwood Park School</u></b>		<b>School DBN: <u>27Q207</u></b>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Linda Spadao	Principal		10/11/11
Eileen Davies	Assistant Principal		10/12/11
Nina DeBlasio	Parent Coordinator		10/11/11
Angela Cafaro	ESL Teacher		10/11/11
	Parent		1/1/01
Catherine Acevedo	Teacher/Subject Area		10/11/11
Marion Costa	Teacher/Subject Area		10/11/11
Kathleen McGurk	Coach		10/11/11
	Coach		1/1/01
Cathleen Coleman	Guidance Counselor		10/11/11
Joanne Brucella	Network Leader		10/11/11
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 27Q207      **School Name:** Rockwood Park School

**Cluster:** 2      **Network:** CFN 210

**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.

After the Home Language Surveys are reviewed every September, we determine which languages are needed to be translated. We determine which staff members can communicate with these parents. In addition, we have a new parent phone system, Global Connect, which translates notices into Spanish. We also make parents aware that the DOE website is parent friendly and provides all information in many languages.

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.

The language most needed to be translated is Spanish. We are able to communicate easily using several staff members. One child's parent speaks Urdu and we have a paraprofessional who is able to communicate with her. All findings are shared with the school community at staff conferences, grade conferences, and Inquiry Team meetings.

## 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.

We mostly use school staff to translate. We find this to be most efficient in providing information to parents in a timely fashion. When necessary, we will use an outside vendor. This has not been necessary in several years.

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.

When oral translation is required, we use staff members. At Parent-Teacher Conferences, a staff member will assist teachers to communicate effectively with parents. If necessary, a parent volunteer will also assist a teachers.

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>.

We have a small ESL population. Therefore, we fulfill all Chancellor's Regulations A-663 in a timely and effective manner.

