



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: THE POLICE OFFICER ROCCO LAURIE INTERMEDIATE SCHOOL, IS 72

DBN : 31R072

PRINCIPAL: **PETER MACELLARI** EMAIL: **PMACELL@SCHOOLS.NYC.GOV**

SUPERINTENDENT: **MS. ERMINIA CLAUDIO**



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
Peter Macellari	*Principal or Designee	
Fran Bluth	*UFT Chapter Leader or Designee	
Wahida Tamton	*PA/PTA President or Designated Co-President	
n/a	DC 37 Representative, if applicable	
n/a/	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Danielle Movsesian	Member/Assistant Principal	
Wendy Makrides	Member/Teacher	
Cliff Hagen	Member/Teacher	
Cathy Florio	Member/PTA	
Kim Modzelewski	Member/PTA	
Melissa Gabrielini	Member/PTA	

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, 100% of our 6th and 7th Grade Language Arts teachers will adapt our current Language Arts curriculum and align it to the new Common Core Learning Standards.

Comprehensive needs assessment

For the 2011-2012 school year the Chancellor's initiative requires all schools to align the CCLS to the LA curriculum. Quality Review statements 1.1 and 5.1 stress the importance of this alignment.

Instructional strategies/activities

- From October 2010 to June 2011 LA teachers and the Literacy Coach have attended meetings focused on aligning the curriculum to the CCLS sponsored by our CFN-CEI/PEA.
- A focus at each department meeting is to allow teachers time to collaborate on what pieces of literature focus on the CCLS has been effective, as well as, what needs to be revisited.
- Teachers will participate in professional development sessions on differentiating instruction, working with ELLs in the classroom and depth of knowledge to meet the rigor of the new CCLS.
- The teachers are encouraged to work with the Literacy Coach to review lessons and assessments to ensure that the CCLS have been integrated.
- Teachers are instructed to visit with other teachers and learn best practices from each other.
- Since writing is embedded into the CCLS in many content areas, LA, ICT, Sp. Ed teachers participated in Write to Learn professional development in August of 2011.
- LA teachers will also lead teacher inquiry teams in looking at student work so that instructional strategies will focus on the CCLS.
- Teachers will "adopt" three students each and create a meaningful plan to assist the students with making progress. Teachers will track student progress on a regular basis using ARIS, the DRA, and in class assessments to ensure the rigor required in the CCLS is being incorporated.
- Since technology is imbedded into the CCLS teachers will continue to use technology, Renzulli Learning System, SMART boards, Brain Pop, and mobile labs.
- The Achieve Now after school program will include small group instruction that enhances the daily rigor of the CCLS.

Strategies to increase parental involvement

The strategies and activities utilized by I.S. 72 this year to maximize parent involvement are: quarterly report cards, quarterly progress reports, monthly PTA meetings, Title 1 PAC meetings, Curriculum newsletters, individualized parent meetings based on the need of each student, monthly school leadership meetings, and pupil path parent training meetings. In addition, I.S. 72 purchased an online program (pupilpath.com) to keep

our parents informed of the student's daily academic progress and performance as well as school calendar and events. The system has also allowed parents to reach out to teachers and administrators via e-mail for a quick response. An additional system that was also purchased is the one call now phone messaging system that sends out phone messages regarding important dates and or events students and parents should be aware of keeping all parents informed regarding their child's education.

Strategies for attracting Highly Qualified Teachers (HQT)

- *Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers ELA teachers.*
- *The pupil personnel secretary will work closely the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.*
- *Mentors are assigned to support struggling and un-qualified teachers*

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

I.S. 72 employs CEI/PEA as our CFN 533, which provided professional development hours for staff members to align the LA curriculum to the CCLS. Five teachers worked 8 hours over the summer to rework our curriculum.

Budget and resources alignment

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 Sept. 2011-June 2012 as indicated below:

- Tax Levy Fair Student Funding supports 23 Language Arts teachers with an average salary of \$77,098
- Tax Levy Fair Student Funding supports one supervisor for the LA department for \$104,437
- CEI funded professional development of "Write to Learn", (10 teachers for two hours at the per session rate \$819.60) and ongoing throughout the year.
- The Literacy Coach is supported 60% of Contract for Excellence (\$62,967) and 40% by Title I Highly Qualified (\$41,978) monies
- Software funds were used for the Renzulli Learning System subscription (\$4,500)
- Title I funds have been allocated for professional development on the Renzulli Learning System (Differentiated Instruction)
- Title I funds were used for 3 one hour professional development sessions conducted after school to revisit the new curriculum (18 teachers 3 hours at the per session rate \$2,221.92)
- Title I funds were used to compensate five teachers over the summer to align the curriculum to the new CCLS (5 teachers for 8 hours at the per session rate \$1,639.20)

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 of 2012, 100% of our Math teachers will be familiar with the Common Core Learning Standard in Mathematics and will collaborate to design a new working Curriculum Map to be operational for our 6th and 7th grades in the 2012 – 2013 school year.

Comprehensive needs assessment

- The NYS CCLS for mathematics are to be implemented in the 2012-2013 school year. In preparation, all schools must develop and effectively carry out one task in mathematics that reflects the CCLS related to one unit of study for the current 2011-2012 school year.
- Last year, the administration conducted a comparative study of the CCLS requirements for each grade. A skeleton version of the curriculum reflecting the CCLS was developed for the 6th, 7th and 8th grades.
- For the upcoming 2011-2012 school year, the following areas are in need of focus:
 - Teachers need to become familiar with the CCLS, the rigors of the curriculum and adjusting their teaching methods
 - Working with the Draft version, a clear and complete Curriculum Map needs to be developed for effective instruction to begin in the 2012-2013 school year.
 - A CCLS mathematical task reflecting one unit of study needs to be created and effectively carried out by June 2012.

Instructional strategies/activities

- Teachers will be given a series of Workshops in which they will become familiar with the CCLS in Math.
- Teachers will implement the Standard for Mathematical Practice (from the CCLS) into their present teaching styles and share “best practices” at department meetings on a regular basis.
- Teachers will incorporate more difficult word problems and real-world applications into their daily lessons to reflect rigorous instruction associated with the CCLS.
- Teachers will work in teams by grade to discuss and understand the specific objectives needed to be covered in each grade.
- Teachers will work in teams by grade to develop a new curriculum map for their grade based on the CCLS. Teachers will work to develop new assessments in addition to and as alternatives to class exams.
- Teachers will work to compile a bank of resources aligned to the CCLS for their grade.
- Teachers will work together, by grade level, to develop a unit project aligned to one section of the CCLS. This project will be assigned to the students during the 2011-2012 school year.
- Teachers will publish a Curriculum Map for their grade to go into effect in the 2012-2013 School year.
- Students will be introduced to the new CCLS standards and familiarize themselves with the difference in questioning and expectation between the new CCLS and the current State Standards using comparative examples.
- Students will develop a portfolio throughout the 2011-2012 school year complete with examples reflecting the CCLS linked to their course of study each marking period.

- Students will produce at least one culminating math assessment or task embedded in well-sequenced units of instruction that are fully aligned to selected Common Core standards.
- Collaborative teacher teams will access the progress of students and teachers throughout the year to project future problems that may arise when integrating the CCLS into the curriculum providing both feedback and strategies.
- Make use of the strengths of the schools Math Coach to support the promotional mandates set forth with an emphasis on helping teachers to develop their lessons effectively, build student portfolios and differentiate instruction appropriately linking it to the CCLS.
- Utilize technology by continuing to support each math teacher with their use of a Smart Board to utilize within the classroom to enhance the curriculum.
- Utilize resources to obtain supplemental materials and textbooks supporting the new Common Core Curriculum.
- Emphasize the importance of setting clear expectations, promoting accountable talk in the classroom, and demanding academic rigor in the classroom.
- Use a new observation rubric to provide the necessary tools and technological aides for teachers in order to enhance their lessons and support the curriculum in ensuring it is aligned with the CCLS.
- Recognize the strengths of individual teachers and stress the importance of inter-visitation among staff to enhance their lessons and lend support in preparation for CCLS in the classroom.
- Inform parents of the upcoming CCLS and what it means for their children in terms of expectations.

Strategies to increase parental involvement

The strategies and activities utilized by I.S. 72 this year to maximize parent involvement are: quarterly report cards, quarterly progress reports, monthly PTA meetings, Title 1 PAC meetings, Curriculum newsletters, individualized parent meetings based on the need of each student, monthly school leadership meetings, and pupil path parent training meetings. In addition, I.S. 72 purchased an online program (pupilpath.com) to keep our parents informed of the student's daily academic progress and performance as well as school calendar and events. The system has also allowed parents to reach out to teachers and administrators via e-mail for a quick response. An additional system that was also purchased is the one call now phone messaging system that sends out phone messages regarding important dates and or events students and parents should be aware of keeping all parents informed regarding their child's education.

Strategies for attracting Highly Qualified Teachers (HQT)

- *Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers ELA teachers.*
- *The pupil personnel secretary will work closely the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.*
- *Mentors are assigned to support struggling and un-qualified teachers.*

Service and program coordination

- On the Federal level, the SES supportive educational program is offered to Title I students for remedial academic services in LA and Math. This program operates three days a week.
- On the state level, the Goodhue Children's Aid Society 21st Century Grant program provides our students with recreational activities, band/art

and homework help 5 days a week. The program is open to any child who applies.

- On the local level, the Sundog Theatre CASA grant provides our students with an afterschool drama program to include the arts. (City Council Fund)

Budget and resources alignment

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 Sept. 2011-June 2012 as indicated below:

- \$104,437 for Assistant Principal of Mathematics paid for by Tax Levy Fair Student Funding.
- There are currently 15 full-time general education math teachers and 4 full-time special education math teachers with an average teacher salary of \$77,098 totaling \$1,464,862.00. Salaries are paid using Tax Levy Fair Student Funding.
- Achieve Now Grant of \$50,000 to pay for the After School Academy program and supplies. Per Session money allocated: \$9,000 supervisor, \$30,239 for teachers, \$4,600 for guidance counselor.
- \$7,500 from CEI-PEA allocated for the DATACATION system providing the parents, staff, administration and students with instant feedback on daily progress.
- \$5,000 staff development for math teachers for Common Core and High Order Questioning.
- \$104,946 allocated from contract for excellence for the Math Coach to provide teachers with Professional Development for CCLS, curriculum alignment.
- \$10,000 NYSTL purchase of supplemental and support materials to develop the CCLS curriculum.

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 of 2012, our 8th grade SPE students will be academically prepared to take the New York State American History and Earth Science Regents and 80 % of them will achieve a score of 65 or better on the American History and Earth Science Regents Exams.

Comprehensive needs assessment

Based on the schools mission to raise student achievement and provide academic rigor, this goal was identified to target our schools SPE students. This goal was based on student performance, test scores and academic progress in order to raise the standards of learning and prepare students to be College ready, which corresponds to the CCLS.

Instructional strategies/activities

Social Studies:

- Teachers will work collaboratively and share best practices in writing and how to use data to drive instruction aligned with the CCLS.
- Utilize the Prentice Hall Regents Review Book as a tool to reinforce and support student learning.
- Incorporate interactive test prep websites into Regents based lessons to reinforce and support student learning.
- Administer Regents practice questions each marking period throughout the school year.
- Continue to provide skills based differentiated instruction to support student needs and learning.
- Provide ongoing professional development focusing on the Regents implementation and the skills based differentiated instructional initiative to all Social Studies teachers.
- Teachers will analyze student work samples in relation to selected CCLS and use this data to strengthen teacher work in relation to standards.
- Discussions of teachers' conferences with their students will be shared in order to provide appropriate next steps for each student.
- After school programs will be provided to support enrichment in reading and writing for all students in preparation for taking the New York State Social Studies Regents.
- Skedula/Pupil Path, our schools online support system will be utilized daily to monitor student progress, data and keep parents informed on a daily basis of students assignments, grades and academic achievement.
- The timeline for instruction for the Social Studies Regents begins in September of Grade 7 and extends to June of Grade 8 when the Regents exam is administered, which provides students with 2 years to complete the curriculum.

Science:

- Teachers will work collaboratively and share best practices in writing and how to use data to drive instruction aligned with the CCLS.
- Utilize the Glencoe textbook, interactive chalkboard CD, student notebook, lab manual (1200 minutes of hands on lab) as well as the Earth Science Reference Tables Workbook as a tool to reinforce and support student learning towards Regents exam-Science.
- Incorporate interactive test prep websites into Regents based lessons to reinforce and support student learning.
- Administer Regents practice exams each marking period throughout the school year.
- Continue to provide skills based differentiated instruction to support student needs and learning.
- Provide ongoing professional development focusing on the Regents implementation and the skills based differentiated instructional initiative to all Science teachers.
- Professional development will include meeting student's individual needs.
- Teachers will use periodic assessments, classroom performance, Lab Reports and projects to track student progress in Earth Science.
- Professional development in lab design and assessment will be ongoing.
- Professional development will include examination of prior Earth Science Regents exams and focusing instruction on the skills students need in order to acquire a passing score. Constant assessment of best practices based on the student data collected and revising the curriculum.
- Teachers will continue to utilize school technology (Smart boards, mobile computer labs, Brain Pop Discovery Education and Smart Science Virtual Lab Program.)
- Students identified as having difficulties with the labs or Earth Science curriculum will be encouraged to attend extended day (37.5 minutes).
- After School program will be provided to support enrichment, review and lab make-up for Earth Science regents students.
- The timeline for instruction for the Earth Science regents begins in January of Grade 7 and extends to June of Grade 8 when the regents exam is given. Incorporated into this timeline would also be the 1200 minutes of lab work that is required to take the NYS Earth Science Regents exam. This provides students and teachers with 1.5 years to complete the curriculum.

Strategies to increase parental involvement

The strategies and activities utilized by I.S. 72 this year to maximize parent involvement are: quarterly report cards, quarterly progress reports, monthly PTA meetings, Title 1 PAC meetings, Curriculum newsletters, individualized parent meetings based on the need of each student, monthly school leadership meetings, and pupil path parent training meetings. In addition, I.S. 72 purchased an online program (pupilpath.com) to keep our parents informed of the student's daily academic progress and performance as well as school calendar and events. The system has also allowed parents to reach out to teachers and administrators via e-mail for a quick response. An additional system that was also purchased is the one call now phone messaging system that sends out phone messages regarding important dates and or events students and parents should be aware of keeping all parents informed regarding their child's education.

Strategies for attracting Highly Qualified Teachers (HQT)

- *Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers ELA teachers.*
- *The pupil personnel secretary will work closely the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.*
- *Mentors are assigned to support struggling and un-qualified teachers.*

Service and program coordination

- The only two programs currently provided at I.S.72 are Sports and Arts (Supplemental educational Services), that provides academic remediation for our Title One students and Children's Aid Society (21st Century Grant) that provides recreational after school services.
- Come February the school will offer Regents Review Classes for the 8th Grade utilizing funds from the "Achieve Now" Grant.

Budget and resources alignment

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 Sept. 2011-June 2012 as indicated below:

- There are currently 2 Assistant principals one for each Department, Social Studies and Science these 2 positions are paid for through Fair Student Funding \$144,758 and Title 1 funding 85,580.
- There are currently 10 full time Social Studies teachers with an average salary of \$770,980.00. Salaries are paid using Tax Levy Fair Student Funding.
- There are currently 10 full time Science teachers with an average salary of \$770,980.00. Salaries are paid using Tax Levy Fair Student Funding.
- Tax Levy money was utilized in purchasing multiple computers, lab tables, science lab materials to create a functioning science regents lab.
- NYSTL software money was utilized to purchase on on-line reading and writing based virtual lab program to be used in conjunction with instruction and the lab manual for the Earth Science regent's lab.
- The Achieve Now Grant is currently funding an enrichment regents program for both the Science and S.S. Regents classes as well as a Science lab make-up class.
- NYSTL money was allocated to purchase S.S. regents prep books and supplemental workbooks.
- NYSTL money was allocated to purchase science regents textbooks.
- Title One Highly Qualified money for contractual services relating to the topic of Depth Of Knowledge costing \$5000.00 recommended by our most recent Quality Review.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

To utilize the 37 ½ minutes on Mondays, to create an additional common planning time so our instructional teams can collect and review student data in order to modify their instruction to best meet the needs of their students by June 2012.

Comprehensive needs assessment

- In order to adhere to the citywide instructional expectations for 2011-2012 whereas teachers need to create “cognitively demanding learning experiences in their classroom every day”, I.S. 72 has created a stronger learning community for teachers by instituting bi-monthly team and curriculum meetings. The school needs to provide more and or better differentiated instruction within classrooms to all students at all levels. By having teachers meet in teams and creating a target group of students, teachers will be able to create an action plan for each specific student based on their specific needs and differentiated for each student. Looking at student work will allow teachers to understand what students know and are able to do and how teachers can adapt their lessons to create rigorous learning for all children.

Instructional strategies/activities

The research-based instructional strategies and activities that will be used to achieve this goal include the following:

- Developing an action plan (goal) for each specific student which will be based on their specific needs and differentiated specifically for them.
- Looking at student work will allow teachers to understand what students know and are able to do. It will also align curriculum with the school's learning goals, and CCLS.
- Assess academic growth over time and design instructional practices to reach all students. Teachers will be working collaboratively to set high standards, close the achievement gap among students, utilize a wide range of instructional strategies and approaches and emphasizing the teaching of literacy and writing in all subject areas.
- Academic grade teams and department teams who share the same groups of students look at student work on a weekly basis (using looking a student work protocols) during every other Monday from 1:30-2:08, as well as, during each grades gym periods and any other common planning or prep time. Each team of teacher's record minutes from the meeting inside of a notebook that also houses the student work being looked at, and other data that was collected, as well as, sharing past practices and teaching strategies used.
- Department teams will work closely aligning each grades curriculum map to the CCLS creating exemplary lesson plans focusing on differentiated instruction and rigorous tasks.
- **Gaining a more comprehensive understanding of what students know and are able to do over time:** Student work helps teachers “get inside students' heads” and understand what they are thinking and how their thinking is developing over time.
- **Embedding professional development in teachers' daily practices to improve student achievement:** When teachers participate in ongoing conversations about teaching and learning, they engage in the practice of reflective thinking about their beliefs, assumptions, and practices. Collegial feedback and critical analysis of student and teacher work in a safe and structured format creates a culture that supports continuous learning.

- **Building a sense of community:** Looking collaboratively at student work and participating in collective problem solving moves teachers away from the isolating concept of “my students” and toward the community concept of “our students.” These practices develop a culture of shared problem solving and demonstrate the power of focusing multiple perspectives on a single issue.
- **Fostering a culture that collaboratively assesses the quality and rigor of teacher work:** Collegial feedback and discussion enables teachers to critically analyze whether their lessons or units ask students to construct knowledge, develop habits of mind, and make connections between school and the real world.
- **Developing shared, public criteria to assess student work:** As teachers look at student and teacher work, they develop a shared language for assessing student work and a common understanding of what quality student work looks like. When these criteria are made public and shared with students, the quality of the work continues to improve.

Teachers will be utilizing attendance, behavior, tests, projects, HW assignments, ITA’s, state tests, teacher anecdotes, student interviews and any other relevant data and or assignments that students participate in from September 2011 through June 2012.

Strategies to increase parental involvement

- The strategies and activities utilized by I.S. 72 this year to maximize parent involvement are: quarterly report cards, quarterly progress reports, monthly PTA meetings, Title I PAC meetings, Curriculum newsletters, individualized parent meetings based on the need of each student, monthly school leadership meetings and pupil path parent training meetings. In addition, I.S. 72 purchased an online program pupilpath.com to keep our parents informed of the students’ daily academic progress and performance, as well as, school calendar and events. The system has also allowed parents to reach out to teachers and administrators via e-mail for a quick response. An additional system that was also purchased is the onecallnow phone messaging system that sends out our phone messages regarding important dates and or events students and parents should be aware of keeping all parents informed regarding their child’s education.

Strategies for attracting Highly Qualified Teachers (HQT)

- *Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers ELA teachers.*
- *The pupil personnel secretary will work closely the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.*
- *Mentors are assigned to support struggling and un-qualified teachers*

Service and program coordination

- I.S. 72 utilized the cooperation between the UFT and BOE to establish An SBO vote for Monday afternoons, the 37 ½ minutes, to achieve our goal

Budget and resources alignment

- The use of this time is contractual for all staff on the instructional and curriculum teams.

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	121	121	74	74	41	N/A	N/A	N/A
7	110	110	68	68	29	N/A	N/A	N/A
8	114	114	67	67	35	N/A	N/A	N/A
9	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
10	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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	<ul style="list-style-type: none"> • Read 180 – small group instruction using technology • Write to Learn – individualized remedial writing using technology • 37.5 minutes – small group instruction mandated by DOE for at risk students • After School Academy – small remedial classes • Supplemental Educational Services – after school and Saturday tutoring programs for Title I students
Mathematics	<ul style="list-style-type: none"> • 37.5 minutes – small group instruction mandated by DOE for at risk students • After School Academy – small remedial classes • Supplemental Educational Services – after school and Saturday tutoring programs for Title 1 students
Science	<ul style="list-style-type: none"> • 37.5 minutes – small group instruction mandated by DOE for at risk students
Social Studies	<ul style="list-style-type: none"> • 37.5 minutes – small group instruction mandated by DOE for at risk students
At-risk Services provided by the Guidance Counselor	<ul style="list-style-type: none"> • Counseling provided in individual and small group setting during the school day.
At-risk Services provided by the School Psychologist	<ul style="list-style-type: none"> • N/A
At-risk Services provided by the Social Worker	<ul style="list-style-type: none"> • N/A
At-risk Health-related Services	<ul style="list-style-type: none"> • N/A

**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.

IS 72 PARENT INVOLVEMENT POLICY

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, IS 72, 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 Advisory 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, we will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

IS 72 will further encourage school-level parental involvement by:

- holding an annual Title I Parent Information Night/Curriculum Conference each October.
- 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;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- The purchasing of Pupil Path (Skedula) as a major form of Communication designed to keep parents informed about school activities and student progress each day;
- providing student 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

IS 72, 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 Advisory Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;

- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by promptly 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.

Part B: For Title I SINI Schools Only

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement. Of the \$ 860,000 -Title 1-SW money we received for this year, \$93,840 has been used to pay for 2 of our Assistant Principals in charge of professional development. Another \$41,000 has been used to pay for our Literacy Coaches, who work with the teachers each day. In addition, we have set aside \$5,000 for contractual services for providing professional development on Differentiated Instruction. Per Session-title 1 funds have already been spent on the P.D. offerings that appear in the next question.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

Professional development sessions have been conducted in the programs that offer teachers the needed resources to create lessons that focus specifically on student need. The programs include:

- The Renzulli Learning System
- Write to Learn
- Read 180
- Incorporating the CCLS to the curriculum

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

Parents were notified of the school's identification by numerous methods

- The principal discussed it at the Parent Association meeting on November 28, 2011
- A letter was back-packed home on November 29, 2011
- The letter was also posted on our Pupil Path System.
- The Parent Association meeting on December 19, 2011 has been designated as the Title I meeting

**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 Nancy Ramos	District 31	Borough Staten Island	School Number 072
School Name P.O. Rocco Laurie Intermediate School			

B. Language Allocation Policy Team Composition

Principal Peter Macellari	Assistant Principal Mary Curran
Coach Taryn Garcia	Coach Joseph Gibson
ESL Teacher Lisa Six	Guidance Counselor Mary Karasinski
Teacher/Subject Area Eileen Gleavy	Parent Maryann Jimenez
Teacher/Subject Area Christine Manzo	Parent Coordinator Fran Pirone
Related Service Provider Ruth Naiman	Other type here
Network Leader Nancy Ramos	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers	1	Number of certified bilingual teachers		Number of certified NLA/foreign language teachers	5
Number of content area teachers with bilingual extensions		Number of special education teachers with bilingual extensions		Number of teachers of ELLs without ESL/bilingual certification	
Number of teachers who hold both a bilingual extension and ESL certification		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification			

D. School Demographics

Total number of students in school	1499	Total Number of ELLs	71	ELLs as share of total student population (%)	4.74%
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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 compliance with CR Part 154, the initial identification of the ELLs begins with a greeting from the pupil accounting secretary, Anna. A trained pedagogue, Lisa Six or Mary Curran, is then summoned to the main office in order to fill out the Home Language Identification Survey (in the parent's home language when possible) and conduct an informal interview. If a translator is necessary, there are several staff members who speak a variety of languages including Russian, Spanish, Arabic, Italian, French, and Hebrew. Once it has been determined that a language other than English is spoken at home, the student is administered a Language Assessment Battery-Revised (LAB-R) to determine the student's proficiency level. The LAB-R is administered within ten days of the student's arrival and hand scored so that the student may begin to receive the necessary services immediately.

2. Within ten days of the student being identified as an ELL, the parents or guardians are called and are invited to the school for an individual meeting with the ESL teacher. The ESL teacher explains the three program choices and allows the parents to view the parent orientation video in their native language.

3. The parent also completes the Parent Survey and Program Selection Form within ten days of enrollment. Most parents complete this form at the time of registration and a trained pedagogue explains all three program choices (Transitional Bilingual Education, Dual Language, and Freestanding ESL) and allows the parent to view the orientation video issued by the chancellor's office. If the parent does not complete the form at the time of enrollment he or she is asked to come back and undergo the same process described above. As per CR Part 154, the school is aware that if a parent does not complete the Program Selection Form, the default program is Transitional Bilingual Education. A student receives an entitlement letter stating his or her placement in our ESL program. The student brings the letter home and a copy is placed in the student's cumulative record along with the Home Language Survey and the Parent Survey and program Selection Form. The parents are notified about the letter distribution via One Call Now and Pupil Path.

4. Identified ELLs are placed in an ESL instructional program based on the Parent Survey and Selection Form. This year one parent has opted for placement in a transitional bilingual program. The parent was informed that the school would attempt to place the student in a school that offers the desired program, but the parent did not wish to have the student travel far from home. The parent's choice has been noted and if several other requests are made in the same home language, a transitional bilingual program will become available in the school.

5. After reviewing the Parent Survey and Program Selection Forms from the past few years, 100% of the parents (with the exception of one this year) have chosen to have their child placed in a Freestanding ESL Program.

6. The program models offered at our school are aligned with parent requests. We have one student who will be placed in a Transitional Bilingual Program if other students speaking the same language and within the same grade levels also request to be placed accordingly.

Part III: ELL Demographics

A. ELL Programs

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

Page 24

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 #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	71	Newcomers (ELLs receiving service 0-3 years)	28	Special Education	38
SIFE	0	ELLs receiving service 4-6 years	25	Long-Term (completed 6 years)	18

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	28		8	25		22	18		8	71
Total	28	0	8	25	0	22	18	0	8	71

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

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

Dual Language (ELLs/EPs) K-8																					
Number of ELLs by Grade in Each Language Group																					
	K		1		2		3		4		5		6		7		8		TOTAL		
	EL	EP																			
Spanish																			0	0	
Chinese																			0	0	
Russian																			0	0	
Korean																			0	0	
Haitian																			0	0	
French																			0	0	
Other																			0	0	
TOTAL	0																				

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
Spanish									0	0	
Chinese									0	0	
Russian									0	0	
Korean									0	0	
Haitian									0	0	
French									0	0	
Other									0	0	
TOTAL	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							11	9	14					34
Chinese							3	2	5					10
Russian														0
Bengali														0
Urdu								2	2					4
Arabic							2	1	3					6
Haitian														0
French														0
Korean							1							1
Punjabi														0
Polish									1					1
Albanian							2	1	4					7
Other							1	3	4					8
TOTAL	0	0	0	0	0	0	20	18	33	0	0	0	0	71

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

A. Programming and Scheduling Information

content areas and accelerate English language development?

7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. Instruction is delivered through a Pull-Out Freestanding ESL Program. The classes are ungraded and heterogenous.
2. The ESL teacher does individualized programming based on the student's proficiency level as well as his or her IEP (where applicable).
3. The students receive the majority of their content area instruction from the certified content area teachers in English. All of the teachers are aware of the ELLs in their classroom as well as their proficiency levels. They differentiate their content area instruction in order to accommodate the needs of the students. They utilize visual aids and scaffold learning with the ELLs in mind. Whenever possible, textbooks are provided to the students in their native language. When textbooks are not available in the native language, students are permitted to leave a copy at home for reference and reinforcement of the day's lesson. Classroom libraries have been supplemented with novels in the students' native languages. Students also use side by side glossaries in science, Social Studies, and math when they are available in their home language.
4. In conjunction with the School Based Support Team, the ESL teacher, content area teachers and parents meet to discuss specific concerns regarding student progress. If a parent agrees to have the student evaluated, the student is tested by a bilingual school psychologist in the language indicated on the home language survey.
5. Instruction is differentiated for ELLs based on their proficiency level as well as grade level and years of service.
 - a. Presently there are no SIFEs at the school.
 - b. All newcomers are receiving at minimum 360 minutes of instruction in ESL. Additionally, they are paired with another student who speaks their language and act as a liaison between the students and their teachers. The newcomers are immediately started on National Geographic's Insides Program which has a comprehensive program specifically for students new to the country. The students also utilize ESL Reading Smart to expedite English proficiency. As per NCLB, after one year students are required to take the ELA exam. As a result, the ESL teacher exposes the students to the format of the exam and works in collaboration with the child's Language Arts teacher in order to provide the students with the necessary tools to succeed on the exam.
 - c. In order to avoid the students becoming Long-Term ELLs, the ESL teacher is mindful of those students who have been serviced in an ESL program for 4-6 years. These students receive small group tutoring in literacy and utilize the computed based reading program, ESL Reading Smart. The students are encouraged to attend the 37 ½ minutes program as well as the SES program after school and on Saturdays.
 - d. The Long-Term ELLs are also encouraged to attend all of the after school programs available to them. The ESL teacher maintains regular contact with their content area teachers as well as their related service providers in order to monitor progress outside of the ESL classroom. These students utilize the computed based reading program, ESL Reading Smart. The students are encouraged to attend the 37 1/2 minutes program as well as the SES program after school and on Saturdays.
6. The ESL teacher works in conjunction with the Special Education teachers in order to provide the most effective instruction for the ELL students who have been identified as having special needs. The teachers are provided with the NYSESLAT samplers and use them as a vehicle for instruction. ELL-SWDs utilize the Continental Press NYSESLAT review books to familiarize students with the format of the NYSESLAT exam. These students also use READ 180 and ESL Reading Smart to improve their literacy skills.
7. Class placement of the ELL-SWDs is done in the least restrictive manner on an individualized basis and based on their IEP.

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

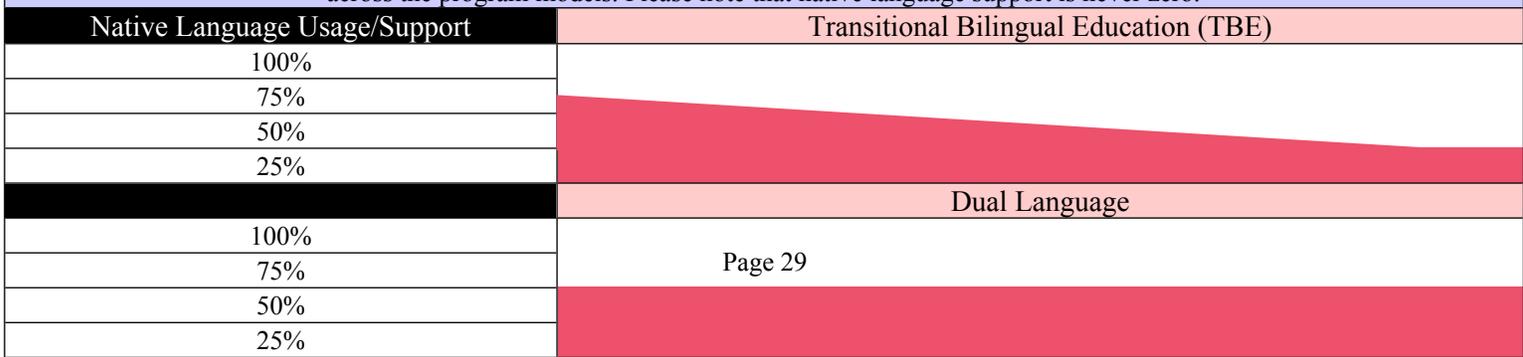
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

Native Language Usage and Supports

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



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. A variety of intervention programs are available for all ELLs in math, ELA and content area classes. All programs are delivered in English. There are several after-school intervention programs to assist students in ELA and math. ELL students are afforded access to all of the programs. The SES program offers classes in math, ELA, and ESL. The school also offers an after school academy to all students. The ELLs with IEPs attend SETTS classes. The school has purchased two computer based reading intervention programs, Read 180 and ESL Reading Smart, designed to raise students' reading levels.
9. For the former ELLs, we provide testing accommodations and continued use of Native Language Support. The teachers utilize ARIS to monitor the progress of these students as well and continue to use successful ESL teaching strategies with them.
10. The school recently purchased ESL Reading Smart. It is a computer based reading program designed specifically for English Language Learners. The students take an initial assessment and they are leveled accordingly. The student lexile levels (provided by the assessment) allow the ESL teacher to consistently provide appropriate leveled material. The school anticipates that the program will enhance student performance on the NYS ELA exam.
11. Currently, the school does not plan to discontinue any programs.
12. There are several after-school programs to assist students in ELA and math. ELL students are afforded access to all of the programs. The SES program offers classes in math, ELA, and ESL. The school also offers an after school academy to all students.
13. The ESL teacher received a network of desktop computers for the ELLs to use technology as a means of intervention. The students use programs such as Read 180 and ESL Reading Smart to improve literacy skills. The ESL teacher also uses a leveled reading intervention program, Insides, to remedy problems in reading and writing. The students are instructed using material that is age and grade level appropriate in all classes. The teachers scaffold the material in order to service the students' needs. Additionally, every classroom has an interactive white board. The use of technology has a huge impact on the instruction of ELLs. Teachers are able to provide a myriad of visual and auditory support for the students. Other uses of technology include Brain Pop, Ed Performance, Read 180, and access to state of the art computer labs.
14. IS 72 provides ELLs with as much native language support as possible. When possible, teachers are provided with dual-language libraries and bilingual dictionaries. The students receive content specific bilingual glossaries to be used in class and/or on exams when they are available in their native language. There is also school staff available to assist the students in their native language.
15. All required services support and resources are both age and grade level appropriate.
16. When a student is identified as an ELL, he or she immediately meets with the ESL teacher and guidance counselor. They are paired with a classmate, given a tour of the school, and meet their teachers. Their parents are invited in for a parent conference and meet the parent coordinator.
17. The school currently offers Spanish, French and Italian. While most students attend ESL during the foreign language period, many of our advanced students enjoy attending the classes and learn a third language.

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 (language subject, teacher, theme)?

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 will continue to attend ELL professional development opportunities offered by the Office of English Language Learners, BETAC and the CEI-PEA (CFN 533). The ESL teacher will turn-key the valuable materials from the professional development sessions to the staff in monthly after school sessions as well as during department meetings.

2. The staff is provided with professional development to meet the special needs of the ELLs in their classroom.

3. In 2009, the entire staff was provided with a full day of professional development geared towards effective pedagogy of ELLs. The ESL teacher regularly attends department conferences to discuss effective strategies and practices for ELLs in the content area classroom. The ESL teacher attends several professional development conferences throughout the year provided by the network provider, CEI-PEA, as well as BETAC. For the 2011-2012 school year, teachers will have the opportunity to attend monthly workshops focusing on effective strategies for teaching English Language Learners.

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. As a community-minded and family oriented school, parents of our ELL students are considered an integral part of our educational community. Throughout the school year, they are encouraged to attend informational sessions, parent-teacher conferences, class trips, and special events. Additionally, parents will be invited to monthly meetings with the ESL teacher to discuss a variety of topics that will help raise student achievement.

2. The school offers ESL classes for adults through the YMCA's "New Americans Initiative" on Tuesdays and Thursdays from 1:30-4:30. All parents are welcome, and encouraged, to attend.

3. The school evaluates the needs of our parents based on parent meetings and parental contact with the Parent Coordinator.

4. The Parent Coordinator assists in contacting parents of our ELL students with any pertinent information and provides translated versions when necessary. Translators are available at school from 7:10 to 2:10 in a variety of languages. These translators also attend the monthly PA meetings and any other informational sessions held at school. Our parent coordinator and the school's administration are familiar with the Department of Education's Translation and Interpretation Unit.

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)							3	2	3					8
Intermediate(I)							7	4	13					24

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Advanced (A)							10	12	17					39
Total	0	0	0	0	0	0	20	18	33	0	0	0	0	71

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							0	1	0				
	I							2	2	3				
	A							4	12	12				
	P							11	2	18				
READING/ WRITING	B							2	1	4				
	I							7	4	12				
	A							8	7	16				
	P							0	5	1				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	8	5	1		14
7	5	7	0		12
8	13	15	0		28
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									0
5									0
6	4		11		1				16
7	3		6		4	1			14
8	4	1	15	1	7		1	1	30
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
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

School Name: 072		School DBN:	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Peter Macellari	Principal		10/13/11
Mary Curran	Assistant Principal		10/13/11
Fran Pirone	Parent Coordinator		10/13/11
Lisa Six	ESL Teacher		10/13/11
Maryann Jimenez	Parent		10/13/11
Eileen Gleavy	Teacher/Subject Area		10/13/11
Christine Manzo	Teacher/Subject Area		10/13/11
Taryn Garcia	Coach		10/13/11
Joseph Gibson	Coach		10/13/11
Mary Karasinski	Guidance Counselor		10/13/11
Nancy Ramos	Network Leader		10/14/11
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 31R072 **School Name:** The Police Officer Rocco Laurie Sch

Cluster: 533 **Network:** CEI/PEA

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

Part A: Needs Assessment Findings

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

According to the HLS of the past few years, we have families whose Native Languages are the following: Spanish, Chinese, Urdu, Arabic, Polish, Albanian, Hebrew, Portuguese, Burmese, Singhalese, Malayalam, Dari, Fulani, Cantonese, Filipino, Burmese, Khowan, Hausa, Singhalese, Mandarin, Korean, Slovak. When meeting our community's needs, letters will be translated; school representatives who speak these languages will be present at PA meetings. Monies will also be spent when translations are conducted during parent meetings at school. All letters of information will be sent home as soon as they are translated in house or by the Department of Education's Translation Unit. This will be as timely as possible.

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.

Most parents indicate on the HLIS that they would prefer to receive notifications in English. Whenever possible, we provide notices in the native language as well as English. The findings were reported at the September and October PA meetings, as well as in letters home.

Part B: Strategies and Activities

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

When available, in house staff will conduct translations of letters. If in house staff members are not available then outside vendors will be contacted.

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.

In house staff will be used whenever possible. Staff members will act as interpreters when parent meetings are held to discuss student progress. If a staff member is not available, a vendor will be arranged prior to the meeting.

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 accordance with Chancellor's Regulations A-663, all parents are provided the opportunity to play a meaningful and vital role in their child's education. Therefore, there will be reports at the September and October PA meetings, as well as in letters home, in the parent's language, when requested. Parents will be shown the orientation DVD at the time of registration in the native language, when available. Monthly informational meetings will be held throughout the school year specifically for parents of ELLs with information provided in their native language, when available.

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

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: 072	DBN:
Cluster Leader:	Network Leader: Nancy Ramos
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="radio"/> Before school <input type="radio"/> After school <input checked="" type="radio"/> Saturday academy <input type="radio"/> Other:
Total # of ELLs to be served: 25 Grades to be served by this program (check all that apply): <input checked="" type="radio"/> K <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9 <input type="radio"/> 10 <input type="radio"/> 11 <input type="radio"/> 12
Total # of teachers in this program: 1 # of certified ESL/Bilingual teachers: 1 # of content area teachers:

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: IS 72 has a large number of English Language Learners that are not showing as much growth as we would like on the NYS ELA exam. As a result, we will offer an after school academy, running from November to May, to all grades and all proficiency levels of ELLs. The classes will meet three times a week for an hour and a half each class. The classes will be taught by one certified ESL teacher. All instruction will be in English with the implementation of Native Language support when possible. The program we will use is ESL Reading Smart. The program offers individualized, content-based instruction for newcomers, beginning, intermediate, early advanced, and advanced English language learners (ELLs). ESL ReadingSmart supports WIDA, TESOL, and state ESL learning objectives. Additionally, students will utilize Continental Press's Empire State NYSESLAT review books in preparation for the NYSESLAT.

Part C: Professional Development

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

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

Begin description here: We understand that quality professional development will help to promote quality instruction, especially regarding English Language Learners. This year our school will offer monthly professional development opportunities to the entire staff. Each session will be an hour and a half and will focus on strategies for enhancing instruction through planning, strategies for supporting student involvement, strategies for building vocabulary and fluency and strategies for building comprehension. All content area teachers will have the opportunity to participate and they will be compensated at the per session rate. The certified ESL teacher, Lisa Six, will provide the professional development. We will adhere to the following schedule:

Friday, October 28, 2011- ELL identification process, ELL testing accommodations, Using ARIS to track your ELLs and Former ELLs, Best Practices with ELLs (predictable routines, scaffolding) and Ten Strategies to Improve Instruction (embrace cultural diversity, tap in to prior knowledge, build background knowledge, teach essential vocabulary, explain cultural assumptions, teach to all learning styles & levels, teach language along with content, teach interdisciplinary thematic units whenever possible, teach meta cognitive tools, and use cooperative learning and collaborative group work).

Friday, December 2, 2011- Student Reading- getting to deep comprehension through multiple interactions with a book (Repetition and innovation is using the text in several different ways to

Part C: Professional Development

reinforce the understanding of it and gradual integration of the vocabulary and concepts). Choose books that will sustain interest over time, explore the story structure, play with words, create an alternate text or create an innovation on the text. The workshop will also focus on exploring tough text using GIST which is Generating Interaction between Schema and Text.

Friday, January 6, 2011- Reading, Writing and Thinking in the math and science classroom. This session will equip teachers with the knowledge of Tier I, II and III vocabulary in order to improve the performance of ELLs in the mainstream classroom. Although the focus is on math and science, many helpful vocabulary acquisition skills will be shared in order to improve the vocabulary and speaking abilities of ELLs.

Friday, February 3, 2011- Focus on the NYSESLAT exam format. Teachers will become familiar with the format of the NYSESLAT exam and get strategies for implementing activities in the classroom to help students succeed on the exam.?????

Part D: Parental Engagement Activities

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

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

Begin description here: The school will offer monthly, one hour, parent information sessions preceding the monthly PTA meetings. At these monthly meetings, parents will explore the Common Core Standards, the formats of the state exams their children will be taking, and receive strategies for helping their child enhance their education at home. These activities will be provided by the ESL teacher. Parents will receive notification of these meetings via notices, Pupil Path and the One Call Now system.

Part E: Budget

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

Allocation Amount: \$11664

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	\$9,561.46	This money includes the teacher's salary for the after school academy as well as the monthly professional development workshops. The teachers will be compensated at the per session rate plus fringe benefits at the rate of \$50.06 per hour. Of the \$10, 760, \$3, 303.96 will be used for

Part E: Budget

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

Allocation Amount: \$11664

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		the after school academy which will run for 22 weeks beginning December 6 and run until May 24. The remaining \$6,257.50 will be used to fund five professional development session one Friday a month from October until February. This will allow 25 teachers to attend the meetings at the rate of \$50.06 for an hour each session.
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	\$2,102.54	These supplies (binders, folders, paper, duplication) will be used during the parent and teacher workshops. Additionally, parents will receive NYSESLAT review books and Oxford dictionaries to study with their children at home.
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$11,664	