



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

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

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 14K19

PRINCIPAL: A. CAMIOLO EMAIL: ACAMIOLO@SCHOOLS.NYC.GOV

SUPERINTENDENT: ALICJA WINNICKI

## 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
Angela Olden-Camiolo	*Principal or Designee	
Jacqueline Calabro	*UFT Chapter Leader or Designee	
EVELYN CHAVEZ	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
ESTHER Z. VELEZ	Member/Parent	
LISMYLI RAMOS	Member/Parent	
Piedad Alejandro	Member/Parent	
Amalia Marmolejo	Member/Parent	
Slyvia LaSalle	Member/Teacher	
Listte Morel-Mercado	Member/Teacher	
Laura Keppis	Member/Teacher	

\*\* Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

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

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

### **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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

## **ANNUAL GOAL #1 AND ACTION PLAN**

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

### **Annual Goal #1**

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

**By June 2013, teachers will use their knowledge and understanding of implemented Citywide Instructional Expectations for ELA to increase the ELA proficiency level of the school by 3% as measured by the student performance. In addition, teacher practice/effectiveness will be strengthened by developing a shared understanding of rigorous ELA instructional tasks. To implement the Citywide Instructional Expectations for ELA and writing.**

### **Comprehensive needs assessment**

After reviewing the NYS Exam data and Progress Report results, it is clear that a number of our students are not making a year of progress in English Language Arts. A significant number of students are not meeting State Standards. Based on this need, our goal is to identify students who are not meeting State Standards, develop appropriate academic intervention services, and help them achieve Standard Proficiency on the 2013 NYS ELA Exam.

In order to ensure that teacher practice and effectiveness will be strengthened, 100% of our teachers will participate in the second phase of the citywide instructional expectations. To set clear expectations, we will design and implement a monitoring system that is aligned with the state common core standards Literacy Focus that will yield timely, meaningful and diagnostic results for all teachers.

### **Instructional strategies/activities**

Grades 3, 4,5- Students will learn CIE task for ELA and Writing.

- Expand current success teachers creating individualized/group student goal-setting in all content areas by June 2013.
- Beginning in Fall 2013, Provide test prep classes after school and during the extended session.
- Ongoing throughout 2012-2013, utilize baseline exams, Acuity Assessments, and DRA assessment data to identify individual, small group, and whole class academic areas in need of improvement.
- Increase number of service providers pushing into classrooms to provide differentiated support by June 2013.
- Utilize common planning periods for discussions related to student progress and best practices ongoing throughout the 2012-2013 school year.
- Teachers will regularly conference with students to guide individual student goal-setting, discuss student progress and performance, and provide feedback and areas for growth, with full implementation expected by Spring of 2013.
- Teachers will incorporate modified ELA and Mathematics (word problems) learning experiences that correlate to the Common Core Standards for English Language Learners and Special Needs Students ongoing and throughout 2012-2013.
- Engage students in community building activities such as student council, community service projects, and drama productions surrounding ethical and global studies continuing throughout the year.
- By September 2012-2013, all teachers will attend ongoing grade meetings on ELA and writing instruction that focus on the implementation of the common core standards and Citywide Expectations

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

- Provide assistance to parents in understanding City, State and Federal standards and assessments. Examples include the use of rubrics, DOE handouts, the Common Core Standards, and parent-teacher conferences;
- Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand. Examples include flyers, PTA meetings, and Student Progress reports mid-year, with all available in English and Spanish;
- Parents will monitor their child's attendance and ensure that the child arrives to school on time

- 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. Examples include PTA Meetings and Back to School Night.

**Budget and resources alignment**

- Indicate your school's Title I status: X  School Wide Program (SWP) X  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

  X   Tax Levy           Title I      X   Title IIA           Title III      X   Grants           Other

If other is selected describe here:

**Service and program coordination**

- TL Fair Student Funding, Title III, Magnet Grant Funds- Ambassadors for Learning
- Substitute Classroom Teachers: Coverage for Training sessions
- National Urban Alliance; Tech4Learning; CITE Center for Integrated Teacher Education ELL Consultant
  - Planning meetings have been scheduled once a week across grades 3-5, predominately lead by the Principal and Lead Teachers
  - Allocations for Professional Development Per Diem and per session has been made in Galaxy
  - High quality Professional Development will be provided to all teachers from the Network Instructional Support Team
  - Frequent instructional observations with the focus on teacher effectiveness that demonstrates knowledge of content and pedagogy

## **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**

**The percentage of students in grades 3-5 showing one year's growth in mathematics, as reported on the Progress Report, will increase 3 % in the 2012 – 2013 school year. In addition, teacher practice/effectiveness across grades 3-5 will be strengthened by developing a shared understanding of rigorous mathematics instructional tasks. To develop and implement rich math performance tasks that requires students to demonstrate many of the standards for mathematics. To implement the Citywide Instructional Expectations for mathematics.**

### **Comprehensive needs assessment**

- Students in grades 3, 4 and 5 are struggling with math language and grade level appropriate calculation strategies. About 90% of the students also scored below 50% in the Math Fall ACUITY Benchmark. Therefore in order to prepare students for the State examination in Math as well as working on the City Expectations in Math, teachers will be provided with professional development on how to develop Math Performance task Bundles. In addition teachers will meet during their weekly common grade meetings to develop plan lessons that are aligned with the CCS, and meet students where they are and move them along the learning continuum. Teachers are also writing a pacing calendar in math supporting their work and differentiating as needed to support the needs of every student in their class.

### **Instructional strategies/activities**

Grades 3, 4,5- Students will learn CIE task for mathematics.

- By October 2012-June 2013, Everyday Mathematics DOE pacing calendar; Mastering the Standards; and teacher created math tasks units will provide assessment data will be used at regular intervals to more effectively and efficiently to track student progress.
- By October 2012- June 2013, we will analyze ACUITY data to adjust instructional objectives to meet the identified needs of the students
- By September 2012, weekly collaborative planning meetings (3-5) will be held where strategic lesson planning development will take place utilizing the above data
- By September 2012-June 2013, all students identified as ELLs will have their goals closely monitored to ensure progress
- By September 2012- June 2013, all students with IEP and identified AIS will have their assessment data closely monitored to ensure student progress
- By September 2012- June 2013, identified for AIS will have their assessment data closely monitored to ensure student progress
- By September 2012- June 2013, we will continue to develop and implement differentiate instruction to meet the students at their entry point while focusing on content, process, and product i.e. Professional Development, Grade Meetings, Frameworks for Teaching
- By September 2012-2013, all teachers will attend ongoing grade meetings on mathematics instruction that focus on the implementation of the common core standards and Citywide Expectations

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

- Provide assistance to parents in understanding City, State and Federal standards and assessments. Examples include the use of rubrics, DOE handouts, the Common Core Standards, and parent-teacher conferences;
- Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand. Examples include flyers, PTA meetings, and Student Progress reports mid-year, with all available in English and Spanish;
- Parents will monitor their child's attendance and ensure that the child arrives to school on time
- 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. Examples include PTA Meetings and Back to School Night.

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.  
 Tax Levy     Title I     Title IIA     Title III     Grants     Other

If other is selected describe here:

**Service and program coordination**

- TL Fair Student Funding, Title III, Magnet Grant Funds- Ambassadors for Learning
- Substitute Classroom Teachers: Coverage for Training sessions
- National Urban Alliance; Tech4Learning; CITE Center for Integrated Teacher Education ELL Consultant
  - Planning meetings have been scheduled once a week across grades 3-5, predominately lead by the Principal and Lead Teachers
  - Allocations for Professional Development Per Diem and per session has been made in Galaxy
  - High quality Professional Development will be provided to all teachers from the Network Instructional Support Team
  - Frequent instructional observations with the focus on teacher effectiveness that demonstrates knowledge of content and pedagogy

### **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**

- To improve teacher effectiveness and build capacity to implement Inquiry Based protocols, within horizontal and vertical grade level that promote success with ELL Learners.

#### **Comprehensive needs assessment**

- Students in grades 3, 4, and 5 are struggling with reading and writing due to the lack of knowledge in academic language based on the NYSESLAT results and other formative tests.

#### **Instructional strategies/activities**

Teachers will include tier II vocabulary words in their teaching and assessment of vocabulary in content areas. During their Reading Block, teachers will use the Read Aloud to expose and introduce academic language that is beyond their understanding. Content area vocabulary journals will be used to view frequently to internalize words and word meaning. Teachers will use variety of graphic organizers and other visual aids for instruction and to support independent and group activities. Teacher will receive professional development through the CITE program to further develop best practices throughout the content areas. CITE consultant will provide targeted professional development that is differentiated to all teachers in grades 3-5.

The administration and select staff will:

- Identify students in subgroups, specifically those in the lowest third, and provide all teachers in grades 3-5 with NYS Exam data.
- Program weekly common planning periods
- Create a vertical teacher team that utilizes inquiry based strategies to refine and develop curriculum that is aligned to the CCS
- Create Inquiry Tools that allow team analysis of student work to be more efficient.
- Lead teachers and Administration will attend training related to the Common Core State Standards and Citywide Instructional Expectations, and Frameworks for Teaching. These individuals will turnkey the information throughout the school year during common collaborative periods, staff meetings, and professional development days.
- Observe, foster and expand the implementation of the Inquiry Process to become a regular component of each teacher's daily instructional planning and practice.
- Administration will attend and facilitate weekly scheduled common planning/collaboration periods during which time is scheduled for discussions related to teachers' Inquiry work focused on ELL Learners achievement.
- Allow teachers to utilize the time during monthly Professional Development meetings to share "Best Practices" and have discussions around the inquiry work creating successful.

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

- Provide assistance to parents in understanding City, State and Federal standards and assessments. Examples include the use of rubrics, DOE handouts, the Common Core Standards, and parent-teacher conferences;
- Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand. Examples include flyers, PTA meetings, and Student Progress reports mid-year, with all available in English and Spanish;
- Parents will monitor their child's attendance and ensure that the child arrives to school on time
- 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. Examples include PTA Meetings and Back to School Night.

**Budget and resources alignment**

- Indicate your school's Title I status: X  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

  X   Tax Levy           Title I           Title IIA      X   Title III      X   Grants           Other

If other is selected describe here:

**Service and program coordination**

- TL Fair Student Funding, Title III, Magnet Grant Funds- Ambassadors for Learning
- Substitute Classroom Teachers: Coverage for Training sessions
- National Urban Alliance; Tech4Learning; CITE Center for Integrated Teacher Education ELL Consultant
  - Planning meetings have been scheduled once a week across grades 3-5, predominately lead by the Principal and Lead Teachers
  - Allocations for Professional Development Per Diem and per session has been made in Galaxy
  - High quality Professional Development will be provided to all teachers from the Network Instructional Support Team
  - Frequent instructional observations with the focus on teacher effectiveness that demonstrates knowledge of content and pedagogy



## **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**

- **By June 2013, Teachers will effectively use RTI strategies (Tier 1, Tier 2, and Tier 3) based instructional procedures as indicated by assessment data collected to inform teacher effectiveness and improve instruction. In addition, RTI strategies will be implemented to improve school-wide behavior and impact overall school environment.**

### **Comprehensive needs assessment**

- After reviewing NYS Exam data and the Quality Review Report results, it is clear that a number of our students are not making a year's progress in ELA and Mathematics and are struggling to meet State Standards. Our goal is to identify all students (Inclusive of ELLs and Special Education) who are not meeting State Standards, develop appropriate academic intervention services, and help them achieve Standard Proficiency on the 2013 ELA/Math Exams.

### **Instructional strategies/activities**

#### **Strategies/activities that encompass the needs of identified student subgroups**

- **Sundance Comprehension Strategies Kit- used to teach children how** to construct meaning from text. The goal is to engage students in critical thinking that leads to higher -level comprehension. Six core comprehension strategies are explicitly and systematically taught. These strategies are monitor & clarify, make connections, visualize, ask questions, predict, and summarize. This comprehension kit is used during the inclusive Extended Day program for students in grades 3-5.
- **Small Group Strategy Lessons-** This is a structured and multimodality teaching to target decoding skills, sight word and vocabulary development, oral reading fluency, encoding and sentence writing skills to students 3-5 struggling with reading skills; as well as, mathematics skills. This is taught during the school day in small groups.
- **Guided Reading-** Small reading groups arranged according to their benchmark instructional level receiving modeled and guided reading instruction by their teacher during the school day and during school day
- **Push-in services** by service providers to provide academic support individually and in small groups
- **Everyday Math Activities-** games, differentiated instruction activities, guided math groups, modeled lessons
- **Mastering the Standards-** Reading and Math curriculum program designed to provide differentiated instruction for the new Common Core State Standards (CCSS). Program is used to bring on-level and below level students where they need to be to meet the rigors of the CCSS.

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

- Provide assistance to parents in understanding City, State and Federal standards and assessments. Examples include the use of rubrics, DOE handouts, the Common Core Standards, and parent-teacher conferences;
- Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand. Examples include flyers, PTA meetings, and Student Progress reports mid-year, with all available in English and Spanish;
- Parents will monitor their child's attendance and ensure that the child arrives to school on time
- 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. Examples include PTA Meetings and Back to School Night.

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program(TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title I     Title IIA     Title III     Grants     Other

If other is selected describe here:

**Service and program coordination**

- TL Fair Student Funding, Title III, Magnet Grant Funds- Ambassadors for Learning
- Substitute Classroom Teachers: Coverage for Training sessions
- National Urban Alliance; Tech4Learning; CITE Center for Integrated Teacher Education ELL Consultant
  - Planning meetings have been scheduled once a week across grades 3-5, predominately lead by the Principal and Lead Teachers
  - Allocations for Professional Development Per Diem and per session has been made in Galaxy
  - High quality Professional Development will be provided to all teachers from the Network Instructional Support Team
  - Frequent instructional observations with the focus on teacher effectiveness that demonstrates knowledge of content and pedagogy

**ANNUAL GOAL #5 AND ACTION PLAN**

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

**Annual Goal #5**

- PS 19 will continue implementing the magnet theme of global and ethical studies. The grant will be used to expose our students to the global ethical and cultural ideologies. The school will develop a global and ethical studies research library to enable students to engage in CCSS research task.

**Comprehensive needs assessment**

- The school needs to continue to create rigorous theme-based instructional programs aimed at increasing diversity while promoting student achievement.

**Instructional strategies/activities**

- Classes use the Heartwood Ethics curriculum, integrating activities and discussions around ethical topics into various curricular areas. Students also receive focused instruction in world culture, history, government and geography, and they present their work over the course of the year in a culminating Magnet Expo for parents and members of the community.

**Strategies to increase parental involvement**

- Provide assistance to parents in understanding City, State and Federal standards and assessments. Examples include the use of calendar, DOE handouts, the Common Core Standards, and parent-teacher-student events and trips;
- Sharing information about school and parent related programs, activities format, and in languages that parents can understand. Examples include flyers, PTA meetings, Student Performance mid-year and student performance at end of the year, with all available in English and Spanish;
- Parents will monitor their child's attendance and ensure that the child arrives to school on time to engage in global and ethical learning task
- 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 Global and Ethical program and other initiatives of the Chancellor and allow parents to provide suggestions. Examples include PTA Meetings and International Luncheon, and June Expo.

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program(TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

\_\_\_\_\_ Tax Levy    \_\_\_\_\_ Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III      X   Grants    \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

- Magnet Grant Funds- Ambassadors for Learning
- Substitute Classroom Teachers: Coverage for Training sessions
- National Urban Alliance; Tech4Learning; CITE Center for Integrated Teacher Education ELL Consultant
  - Planning meetings have been scheduled once a week across grades 3-5, predominately lead by the Principal and Lead Teachers
  - Allocations for Professional Development Per Diem and per session has been made in Galaxy
  - High quality Professional Development will be provided to all teachers from the Network Instructional Support Team

**District 14 MSAP Allocations – Year 3**

	<b>PS 19</b>
Salaries w/ fringe @ 38.01%	\$139,094
Per session, Planning/Curr. Dev. w/ fringe @ 19.56%	\$3,330
Per session, Extended Day w/ fringe @ 19.56%	\$9,323
Per session, Training w/ fringe @ 19.56%	\$5,461
Per Diem w/ fringe @ 8.15%	\$1,778
Travel	\$1,500
Equipment	
Supplies	\$10,000
Library Books/Textbooks	\$10,000
Contractual Services	\$38,500
Postage	

**PS 19**  
**MSAP Proposal Budget O.T.P.S. Detail –**

Recruitment (Advertising/Printing/Web site)	
Communications	
Student Admissions	\$3,500
Miscellaneous	
Total Direct	\$222,486
Indirect @ 3.2% (including equipment)	\$7,120
Total	\$229,606

**Year 3**

**Travel - \$1,500**

- Out of town travel - (MSA)
- Local travel

**Supplies and Materials - \$10,000**

- LCD projectors
- Fabric
- Digital cameras, printers, paper, supplies
- Heartwood Ethics class kits
- Instructional supplies

**Library Books and Textbooks - \$10,000**

- Professional library books for teachers
- National Geographic subscription
- Multicultural classroom libraries
- TimeForKids

**Contractual Services -**

- Heartwood Ethics – Self Sustaining
- Global Kids - \$5,000
- Tech4Learning- 5,000
- Peace Builders- Self Sustaining
- Creative Music Program - \$9,537.00
- National Urban Alliance - \$10,000
- Urban Tech Youth Leadership Academy- \$2,500
- Salvadori Center- \$7,500

**Student Admissions - \$6,000** (proposed sites: United Nations, Tibetan Museum, Metropolitan Museum, Brooklyn Museum, El Barrio, Asian Cultural Society)

Note: OTPS details reflect changes to original proposal included in NUA addition and PS 19 re-allocation plan.



**ACADEMIC INTERVENTION SERVICES (AIS)**

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<ul style="list-style-type: none"> <li>• <b>Sundance Comprehension Strategies Kit-</b> small groups; Extended Day Grades 3-5</li> <li>• Comprehension &amp; Writing strategies from <b>Options Mastering the Standards; New York Ready Strategies.</b> Whole class, Small groups, and one-to one conferencing grades 3-5</li> <li>• <b>SETTS At-Risk ELA</b></li> <li>• <b>ESL- At-Risk ELA Intervention</b></li> </ul>	<ul style="list-style-type: none"> <li>• small groups; Extended Day Grades 3-5</li> <li>• Whole class, Small groups, and one-to one conferencing grades 3-5</li> </ul>	<ul style="list-style-type: none"> <li>• The Ambassadors for Learning ELA Program is provided during the school day</li> <li>• Students in the afterschool program receive instruction 2 to 3 times a week</li> </ul>
Mathematics	<ul style="list-style-type: none"> <li>• <b>Small Strategy Groups-</b> small groups; Extended Day Grades 3-5</li> <li>• Comprehension &amp; Writing strategies from <b>Options Mastering the Standards; New York Ready Strategies.</b> Whole class, Small groups, and one-to one conferencing grades 3-5</li> <li>• <b>SETTS At-Risk ELA</b></li> <li>• <b>ESL- At-Risk ELA Intervention</b></li> </ul>	<ul style="list-style-type: none"> <li>• small groups; Extended Day Grades 3-5</li> <li>• Whole class, Small groups, and one-to one conferencing grades 3-5</li> </ul>	<ul style="list-style-type: none"> <li>• The Ambassadors for Learning Math Program is provided during the school day</li> <li>• Students in the afterschool program receive instruction 2 to 3 times a week</li> </ul>

Science	<ul style="list-style-type: none"> <li>• <b>Measuring Up Science</b> program</li> <li>• Small guided reading groups during Extended Day and school day integrating Science and Literacy using non-fiction books/articles.</li> <li>• The lead science teacher also works with teachers to provide professional development and pacing calendar.</li> </ul>	<ul style="list-style-type: none"> <li>• Small groups in class Science lab during their Science periods.</li> </ul>	<ul style="list-style-type: none"> <li>• During school day</li> <li>• After school small group intensive</li> <li>• After school whole class lab</li> </ul>
Social Studies	<p>Establishing a central question in the social studies unit and working in small guided reading groups during the school day to researching responses using differentiation techniques such as scaffolding and graphic organizers.</p>	<ul style="list-style-type: none"> <li>• small groups; Extended Day Grades 3-5</li> <li>• Whole class, Small groups, and one-to one conferencing grades 3-5</li> </ul>	<ul style="list-style-type: none"> <li>• During school day</li> <li>• After school small group intensive</li> </ul>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> <li>• <b>Building social skills in small groups and individually through games, play, role play</b></li> <li>• <b>Discussions</b> to address issues students face daily</li> <li>• <b>Behavior Intervention</b></li> <li>• <b>Teacher support-</b>behavioral and instructional strategies</li> <li>• <b>Urban Tech Youth Leadership Academy-</b>teacher development ion RTI strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Small groups; Extended Day Grades 3-5</li> <li>• Whole class</li> <li>• Small groups</li> <li>• one-to one</li> <li>• Conferring with grades 3-5</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Push-in</b> to support individual</li> </ul>

### HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

**Some of the strategies that are employed to attract highly qualified teachers are the provision of alternative routes of certification, high quality research based professional development, the active recruitment of certified teachers at job fairs and student teachers and relationships with university schools of education such as Teachers College, Brooklyn College, Long Island University, Adelphi University, Touro College.**

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies 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. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

**In our school we strongly believe that parents are our children's first teachers, we know that parent involvement is crucial for our students' success.**

We provide two sessions of English language classes daily to our parents. The morning session is for parents who already have some English skills. The afternoon session is for beginners. The parents work hard at learning the basic English skills and practice Home/School Communication. They are encouraged to be proactive in their child's education and practice everyday language. Current events are a core part of the curriculum. To stay up to date, they read articles from newspapers, magazines and use the internet as a research tool.

The parents have the opportunity to ask questions regarding their children at a number of parent sessions, or to make an appointment at their convenience. Our bilingual (Spanish/English) parent coordinator organizes regular parent meetings and workshops about different topics – school community, new practices, study support, or to discuss concerns, worries and different issues that come up during a school year. Bilingual materials are provided during parent-teacher conferences and all other meetings. Our Parent Coordinator speaks to our ELL parents on a regular basis discussing the needs of our parents and their children. She is a native Spanish speaker who translates for our parents and acts as interpreter between the parent and the principal, teacher etc. When a parent has a problem that does not involve a student's academics they go to Ms. Molina-Cuevas for direction.

Parents of our ELLs receive all information throughout the school year in their home language. There are two ELL parent meetings throughout the year, during the beginning of the school year, and later during the school year where they are informed about math, NYSESLAT, ELA, science and social studies state test, testing exemptions for ELLs, accommodation for ELLs and promotional policy.

We have alliances with several Community Based Organizations which provide services to ELL parents. The St. Nicholas Alliance, runs not only a student after school program here, but also has workshops for parents and a literacy program. Cornell University Extension runs a series of nutrition workshops which all our parents are welcomed and attend. We have a partnership with Woodhull Hospital that provides an Asthma program for our students and parents.

Parents are trained to use (ARIS) Achievement Reporting and Innovation System to help them obtain important assessment information throughout the school year. Parent Coordinator provides support to set up account and

evaluate information. Parents are encouraged to use this information as a guide line to ask teachers for recommendations and assistance to support their children's study habits. Parental involvement activities address the needs of the parents since the parents are a part of our school community. We are closely working with them toward their children's success and improvements.

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

**Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:**

- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the

assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

***SCHOOL-PARENT COMPACT***

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

**I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as

described in this Compact and the Parent Involvement Policy;

- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

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

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

## **III. Student Responsibilities:**

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

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

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

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

## Part I: School ELL Profile

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

Cluster Leader/Network Leader <b>Jose Ruiz</b>	District <b>14</b>	Borough <b>Brooklyn</b>	School Number <b>019</b>
School Name <b>The Roberto Clemente School</b>			

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

Principal <b>Maria Witherspoon</b>	Assistant Principal <b>Blanca Vega</b>
Coach <b>N/A</b>	Coach <b>N/A</b>
ESL Teacher <b>J. Calabro ESL Lead Teacher</b>	Guidance Counselor <b>L. Keppis</b>
Teacher/Subject Area <b>S. Akladious, ESL Teacher</b>	Parent
Teacher/Subject Area <b>D. Furlani, ESL Teacher</b>	Parent Coordinator <b>Maria Cuevas</b>
Related Service Provider <b>A. Kramer</b>	Other <b>C.Jabouin, 2<sup>nd</sup> Grade Teacher</b>
Network Leader <b>Margarita Nell</b>	Other <b>type here</b>

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

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

Number of certified ESL teachers	<b>4</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>23</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>351</b>	Total Number of ELLs	<b>102</b>	ELLs as share of total student population (%)	<b>29.06%</b>
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## Part II: ELL Identification Process

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

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

Paste response to questions 1-6 here

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

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

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

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

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

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

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

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

## Part III: ELL Demographics

### A. ELL Programs

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

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

**This school offers (check all that apply):**

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

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	102	Newcomers (ELLs receiving service 0-3 years)	87	Special Education	3
SIFE	15	ELLs receiving service 4-6 years	15	Long-Term (completed 6 years)	3

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL	87	15	3	12	1		3	0	0	102
Total	87	15	3	12	1	0	3	0	0	102

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

### C. Home Language Breakdown and ELL Programs

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

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

Dual Language (ELLs/EPs)																				
9-12																				
Number of ELLs by Grade in Each Language Group																				

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

**This Section for Dual Language Programs Only**

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	9	4	14	26	25	24								102
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	9	4	14	26	25	24	0	0	0	0	0	0	0	102

# Part IV: ELL Programming

## A. Programming and Scheduling Information

## A. Programming and Scheduling Information

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

Paste response to questions 1-7 here

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

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

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

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

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

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

## A. Programming and Scheduling Information

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

5c At this stage of language acquisition, Speech Emergence, (four to six years) intermediate and advanced students will focus on activities that are designed to develop a higher level of language use in the content areas, expanding vocabulary, explicating teaching reading comprehension strategies (summarizing, sequencing, inferring, comparing, and contrasting, drawing conclusions, self-questioning, problem.

solving, relating background knowledge, distinguishing between fact and opinion, finding the main idea) scaffolding academic language, modeling a think aloud, verbalizing a confusing point, partnering ELLs with more dominant English speakers that can provide good modeling. The writing process is broken down into stages. This process always starts with brainstorming activities that are visually displayed via graphic organizers. Grammar, spelling and punctuation rules are taught, as well as, the format for writing essays, reports, poetry and letters.

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

We have placed our ELL students with special needs students in special education self-contained class per their IEP. Our special needs ELLs receive services from our licensed ESL pull-out teacher, support services as per their IEP and AIS services.

This enables us to meet the needs of this specific population by allowing for a majority of instruction to occur in small groups. Lessons for students with special needs are modified to address different learning styles, incorporating assistive technology and using a variety of scaffolding techniques and modifying lessons to address different learning styles.

6. Information that is embedded in context allows English Language Learners and Students with Disabilities to understand and complete more cognitively demanding tasks. Supplementary materials such as, hands-on manipulatives, realia, pictures, visuals, multi-media, demonstrations, related literature, adaptive text and graphic organizers, provide support for the core curriculum and contextualize learning. This further assists ELL, and SWDs who do not have grade-level academic background, and language and learning disabilities. Supplementary materials will enhance meaning and confusing concepts making lessons appropriate. A variety of supplementary materials also support different learning styles and multiple intelligences. It provides a real life content and bridges prior experiences with new learning.

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

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

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

## A. Programming and Scheduling Information

classroom teachers to achieve the following goals:

- provide academic content-area instruction in English
- using ESL methodology and instructional strategies
- using native language support to make content comprehensible
- assisting students to achieve the state-designated level of English proficiency for their grade

### Courses Taught in Languages Other than English

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

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

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

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

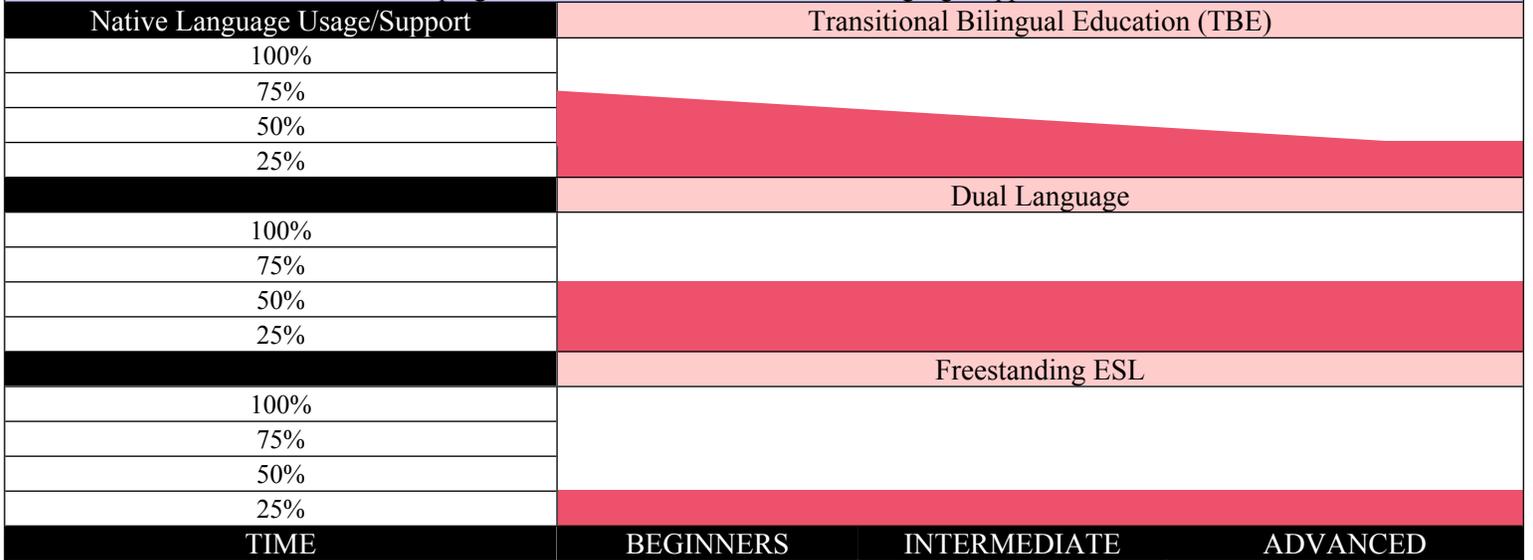
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90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

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

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

## Native Language Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

## B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

Paste response to questions 8-17 here

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

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

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

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

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

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

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

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

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

English Language Learners learning to write in their second language are faced with difficulties trying to grasp concepts of print such as

organizational structure of different kinds of writing, and grammatical structures of English.

We use My Access, a Web based program through Advantage Learning , a writing program that provides ELLs with an interactive educational setting. Multi-lingual support and immediate student feedback give students the opportunity to improve their English writing proficiency by receiving feedback in their native language. In addition , our curriculum provides language support elements through the content. All classes are provided with Bilingual and multicultural libraries to support all levels of language acquisition. Kindergarten, First, Second and Third grade reading program, Trophies, and Fourth and Fifth grade, have an ELL component and an Intertvention Kit to aid teachers as well as our ESL teachers. Kindergarten, First, and Second grade classes have Foss Science Program, Third, Fourth, and Fifth grade have Hartcourt Science Program which incorporate hands on activities beneficial to ELL learners. Everyday Math Program for grades K-5 provides manipulatives, native language support and Bilingual Dictionaries

14. Our ESL program provides lanuage support using the aid of content bilingual ditionaries available through the state website. Web based program that provide feedback in their native language. The use of native language for quick explanation. Native languae is spoken briefly to explain or reinforce a concept making content comprehensible than return to English. Currently there are two ESL teachers that are bilingual and provide this translation service. Leap Frog and other on line web based as mementioned also provide native language support.

15. Required service support for ELLs is based on age. Enrollment in a classroom is based on age and level is based on performance. Evaluation data is obtained and used to make an educational decision based on academic or educational achievment and learning characteristics, social development, physical development, and management needs. Each of these areas determin the type of education needed for each student and an appropriate educational plan is developed.

16. N/A

17. N/A

### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

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

Results of the NYSESLAT 2009-2010

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

The results of the NYSESLAT scores show that while many of our K-1 students are attaining proficiency in listening and speaking the focus of instruction needs to be in reading and writing. The Reading First is a program that bridges language, literacy and content to build

grade-level achievement. Both teachers received support and professional development to that focus on sequenced skills and researched validated strategies. Teachers in grades 3-4 received support for their writing instruction from our Writing Staff Developer through Teaching Matters. Writing lessons were modified to meet the needs of ELLs at different stages of the second language acquisition. Teachers demonstrated how brainstorming, drafting, revising and editing are recursive processes. Teachers modeled good writing practices and demonstrated how writers write about topics that are meaningful to them. Professional development is coordinated by a district Literacy coach. the Literacy coach meets regularly to collaboratively combine ideas on effective professional and shares best practices to development planning for teachers. The coach provides professional development to strengthen the staff's knowledge base in literacy, mathematics, social studies and science and in effective classroom practices to help all students meet the New York State learning standards.

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

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

Paste response to questions 1-3 here

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

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

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

To current date our staff has assisted the following workshops:

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

## E. Parental Involvement

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

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

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

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

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	9	3	7	17	12	11								59
Intermediate(I)	0	1	4	6	10	11								32
Advanced (A)	0	0	3	3	3	2								11
Total	9	4	14	26	25	24	0	0	0	0	0	0	0	102

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKIN	<b>B</b>	0	1	2	5	3	1							

**NYSESLAT Modality Analysis**

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

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	16	3	0	0	19
4	23	7	1	0	31
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1	13	0	9	0	1	0	0	24
4	2	8	3	4	1	1	0	0	19
5							0	0	0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	5	7	4	0	3	0	1	20
8									0
NYSAA Bilingual Spe Ed									0

**New York State Regents Exam**

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

**Native Language Tests**

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?

6. Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

S 19K is a Reading First school. We use ECLAS-2, EL SOL, DRA and TCRWP. The purpose of the Language Allocation policy for our school is to ensure that English Language Learners have access to educational opportunities by providing them with high quality instruction and appropriate support services.

The results of the NYSESLAT are used to inform decision making about instructional programs, academic intervention, and professional development. The results are used by teachers to plan and differentiate instruction. Teachers also use the results to help them identify students who are at risk of not achieving the standards and contribute to the development of a plan for academic intervention services.

Results of the NYSESLAT 2010-2011

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

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

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

The program model we offer is Freestanding ESL. We currently have on staff four licensed/certified ESL teachers. We do not have any certified Bilingual teachers or Content Area teachers with Bilingual Extensions. Our Freestanding ESL Program is a systematic program of English language instruction using second language acquisition methodologies such as: The Natural Approach and the Cognitive Academic Language Learning Approach (CALLA), providing access to content area instruction through the use of various instructional supports, e.g., scaffolding (modeling, bridging, contextualization, schema building, graphic organizers, questioning and working in cooperative groups), and thematic units of study. This program provides our English Language Learners with instruction in English that emphasizes English-language acquisition. New York State regulations determine how many units of ESL instruction each student receives according to his or her English proficiency level on the New York State English as a Second Language Achievement Test. All of our ELL students that are either a "B" or an "I" as per their NYSESLAT score, or for new admits who have scored "B" or "I" on the LAB-R, receive a minimum of

360 minutes per week of ESL services as per CR Part 154 regulations. Those students classified as an “A” on the NYSESLAT or LAB-R receive 180 minutes of ESL services per week as per CR Part 154 regulations and 180 minutes of English Language Arts instruction per week. We have three organizational models: the ESL self-contained model, the ESL Pull-out, and Push-In model.

- In kindergarten we have our ESL Pull-out program. The total number of ELLs in Kindergarten is 9
- In first grade, we have 4 ELLs in our ESL Pull-Out/Push-In program.
- English Language Learners in grades two receive ESL pull-out services. We have a Third Grade and Fourth Grade self-contained ESL class.
  - The total number of ELLs by grade is as follows:
  - Kindergarten: 9 ELLs
  - First Grade: 4 ELLs
  - Second Grade - 14 ELLs
  - Third Grade -26 ELLs
  - Fourth Grade - 25 ELLs
  - Fifth Grade - 24 ELLs.
- The total number of ELLs in our Freestanding ESL program is 102.
- The total number of ELLs who have been in the program for three years or less is 97.
- The total number of special education students who have been in the program for three years or less is 3.
- The total number of ELLs ages 4-6 years is 14.
- The total of Long-Term ELLs who have been in the program six years is 3

### 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:** Roberto Clemente School

**School DBN:** 14BK19

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Maria Witherspoon	Principal		11/14/11

**School Name: Roberto Clemente School**

**School DBN: 14BK19**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Blanca Vega	Assistant Principal		11/14/11
Maria Cuevas	Parent Coordinator		11/14/11
Jacqueline Calabro	ESL Teacher		11/14/11
	Parent		11/14/11
Samir Akladius	Teacher/Subject Area		11/14/11
Denis Furlani	Teacher/Subject Area		11/14/11
	Coach		1/1/01
	Coach		1/1/01
Laura Keppis	Guidance Counselor		11/14/11
Margarita Nell	Network Leader		11/14/11
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

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

**Cluster:** 6      **Network:** 612

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

**Part A: Needs Assessment Findings**

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

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

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

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

## Part B: Strategies and Activities

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

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

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

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

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

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

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

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

### Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: The Roberto Celeme School	DBN: 14k19
Cluster Leader: Jose Ruiz	Network Leader: Steven Cherningoff
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> 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 type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 50 Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 3 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 1

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

The students' language proficiency levels according to the NYSESLAT range from Beginner to Intermediate to Advanced. The goal is to work on students' integration of four skills of listening, reading, writing and speaking in literacy and math in English in order to scaffold learning to the next level. Early intervention guided reading strategies as well as metacognitive strategies to increase reading comprehension will be emphasized. Content writing in response to picture graphics will also be a focus. In addition, group time emphasis will be on scaffolding math academic language needed to solve word problems. Students will be given continuous opportunity to integrate modalities and work toward meeting standards.

Approach: Small group instruction

Schedule/Duration: after school 3:20 pm to 4:35 pm, 1.25 hours, three days per week. Tuesday-Wednesday and Thursday October 2012-May 2013.]

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Subgroups/Grade Levels/Number of Students: 50 3-5th grade students grouped by proficiency level, grade, Fountas and Pinnell assessments, informal assessments and analysis of student work. All current ELLs and former ELLs who have tested out of the program will be invited to participate. These students although they have reached proficiency will require support as this is their first year as former ELLs.

Number/Types of certified Teachers: 2 certified ESL teacher and 1 with Elementary Special Education/Common Branch Certifications. The Title III trained ESL study group teachers will work in small groups and the certified ESL teacher will rotate with the other 1 teachers. Our program will follow a Differentiated Teaching Model. In this manner the students will receive coherent instruction that is aligned to the common core .

Types of Materials- New York Ready Mathematics and Reading Books are found to be successful and meet the New York State Standards. An IPAD technology piece will be added to deepen differentiation for interactive small group instruction to address multisensory modality work. Technology component is also for internet research and inquiry on theme topics being investigated. Various iTunes applications (APs) will be utilized to correlate with content work. .

Measurement and Assessment Indicators: State tests such as ELA and NYSESLAT, ELL interim assessments, City/State Math Exams as well as teacher made assessments.

The assessment and accountability will be shown in the following ways:

We will look for academic growth and achievement to be evidenced by ESL/Common Core standards. Several formal assessments will be administered throughout the year to help guide instruction. They are

### Part B: Direct Instruction Supplemental Program Information

LAB-R and NYSESLAT where applicable, ELA and math Acuity Assessments, ELL Interim assessments and NYS exams. We will develop student language skills in the areas of listening, speaking, reading and writing. Fountas/Pinnell assessments, Aris reports, teacher made assessments, anecdotal records, writing samples, student accountable talk and portfolios will be used to help guide instruction and scaffold learning as well. The accountability of the students will be measured by ensuring that teachers who are working with the ELL population are trained and knowledgeable on providing support for these students. Student progress will be discussed during grade meetings and program meetings.

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### 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: Rationale, teachers to receive training, schedule and duration, topics to be covered, name of provider

To continue the focus of our LAP of developing the four modalities and help increase knowledge of supporting our ELL students across subgroups, we will hold professional development by CITE. Topics to be covered include setting up a classroom for ELLs, integrating literacy and content area instruction, teaching academic language through the curriculum, differentiated instruction, student writing, and lesson planning. The Professional Development and Instruction will be facilitated by CITE. The professional development will be monthly for one hour from November 2012 through March 2013. As a culmination activity participants will create a curriculum map highlighting strategies and activities to support Title III instruction and learning. In addition to the teachers teaching in the Title III Program, other classroom teachers will be invited. Teachers will turn key information during common prep meetings and staff meetings. This new learning will enhance our existing Professional Development.

The Professional development will be measured by the following: State ESL standards being met as evidenced by student work on ongoing assessments. A pre and post survey will be given to measure teacher increased awareness of scaffolding strategies and increased knowledge of working with students. Teachers will be given the opportunity to collaborate and work in groups to differentiate their knowledge levels and learn from each other. An ongoing journal will be created to reflect upon and improve instruction.

### Part D: Parental Engagement Activities

**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: Rationale, schedule and duration, topics to be covered, name of provider, how parents will be notified of these activities

In order to recognize the importance of family and community involvement and reach out to parents, we will be holding three 1.25 hour workshops to help parents with strategies to support their children at home as well as familiarize them with alignment of ESL and Common Core State standards for ELA. The other will be a hands -on culmination activity ceremony sharing and celebrating student work. The workshops will be led by our ESL certified teacher, Mrs Calabro.and the parent coordinator, Ms. Cuevas. Proposed dates will be 03/07, 2013 , 03/, 2013 and 04/ /2013. The workshops are the following: Organizational Strategies for ELLs, At Home Reading Strategies for Parents of ELLs, and Testing Information for ELLs. In addition we will purchase Common Core State Standards Parent Guide, which available in several languages. Parents of all ELLs will be invited to participate. Their increased knowledge base from these workshops will lead to increased student performance in school. Translators will be available on an “as needed” basis. Parents will be notified of these activities through notices in student book -bags, our monthly family flyer, and well as follow up written reminders and phone calls.

**Part E: Budget**

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

Allocation Amount: \$11000

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"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff</li> </ul>		

**Part E: Budget**

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

Allocation Amount: \$11000

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none"><li>• Must be supplemental.</li><li>• Additional curricula, instructional materials.</li><li>• Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		