



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**SCHOOL NAME: P.169M THE ROBERT F. KENNEDY SCHOOL**

DBN : 75M169

PRINCIPAL: SUSAN FINN

EMAIL: SFINN@SCHOOLS.NYC.GOV

SUPERINTENDENT: MR. GARY HECHT

## 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
Susan Finn	*Principal or Designee	
Jeff Andrusin	*UFT Chapter Leader or Designee	
Carmen Ramos	*PA/PTA President or Designated Co-President	
Mary DiSalvatore	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	
Cynthia Bonano	Member/Parent	
	Member/	

\*\* 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**

- By August, 2013, there will be a 3% increase in the number of students in grades 3-8 scoring on Level 2 or above on State standardized ELA and Math tests.

### **Comprehensive needs assessment**

- A review of testing data utilizing nySTART, Edperformance, Progress Report and ARIS has shown gains in Level 2 scoring across most grade levels in ELA and Math although little gain in Level 3 and/or 4 in ELA. Math performance shows 44% of students in grades 3-8 are at level 2, with 12.7% at or above Level 3. ELA performance shows 43% of students in grades 3-8 are at Level 2, with 3.7% at or above Level 3. As students engage with the Common Core Learning Standards, these percentages need to increase in order for students to demonstrate competence in the areas of college and career readiness. On our 2011-2012 Progress report, our school made acceptable gains in Student Progress. Our school needs to make better gains in Student Performance.

### **Instructional strategies/activities**

- Beginning in September, 2012, all classroom teachers developed their Unit of Study pacing calendars in ELA and Math. In Math, teachers utilize the alignment of Everyday Math and Impact Math to the CCLS to inform their instruction. They emphasized the major work of the grade. Citywide Instructional Expectations are met through a rigorous development of various Unit of Study tasks. Through Inquiry Team analysis, students are ranked by performance levels in both Reading and Mathematics. Edperformance Scantron testing is completed every 8 weeks to identify challenging areas for remediation and support. SWAT activities (Students Will Ace Testing) are employed by classroom teachers. Weekend test-prep packets are given to each student based on their performance level and with a specific focus for each month. Test Preparation workbooks are given to students during the longer school breaks of Thanksgiving in November, Winter break in December, 4-day February break and Spring break. These instructional supports reinforce test taking skills and increase stamina. Our Data Specialist collaborate with all teachers during weekly Collaborative Learning Community Meetings to involve teachers in the evaluation and analysis of student data and instructional best practices.
- By November, 2012 students will have participated in 2 test administrations of Edperformance.
- By January, 2013 students will have engaged in 2 C.I.E. Performance tasks.
- By March, 2013 students will have completed 3 courses of test prep materials.
- By June, 2013 students will have completed 2 additional C.I.E. Performance tasks.

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

- Each school year begins with a Curriculum Night, outlining school expectations and supports to families. This is closely followed by the Fall Parent-Teacher conferences where parents are again invited to collaborate as part of the team insuring their child's success. Monthly Newsletters are sent to families highlighting best practices and the successes of their child. Monthly letters documenting a student's performance in the schoolwide behavior system is also sent to parents. Our Parent Coordinator this year has partnered with Manhattan Parent Coordinators to increase Workshops for parents diversifying the menu of topics to be covered.

### **Budget and resources alignment**

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

If other is selected describe here:

### **Service and program coordination**

- Both our PBIS and Emotional Literacy Programs, this year aligned to Social/Emotional Standards, support both ELA and Math skills. PBIS programs ask students to engage in mathematical skill activities that ask them to engage in real world activities that test their skills in mathematical reasoning. Emotional Literacy asks students to increase their vocabulary and put into writing their feelings to improve behavior and time on task. All leads to increased student achievement.

## ANNUAL GOAL #2 AND ACTION PLAN

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

### **Annual Goal #2**

- By June, 2013, students will demonstrate improved content proficiency across basic subject areas as evidenced by successful completion of CCLS aligned tasks appropriate to grade and content.

### **Comprehensive needs assessment**

- Past Quality Review reports have suggested that the structures of our professional collaborations needed to be refined so that they were aligned to measureable goals to focus on closing the achievement gap. It was noted that while all teachers were involved in professional collaborations working to adjust instruction to better meet student needs, there was not a clear and unified set of expectations or structures around goal setting or analysis of student work and data. Teachers expressed a desire to develop structures to evaluate student work insuring alignment to Common Core Learning Standards.

### **Instructional strategies/activities**

- Utilizing Charlotte Danielson's Framework, specifically targeting Domain 3, Using Assessment in Instruction, staff will develop rubrics by which to evaluate student work samples. These rubrics will share a consistent format in order to provide the consistency needed to insure quality student work. Our Data Specialist collaborate with all teachers during weekly Collaborative Learning Community Meetings to involve teachers in the evaluation and analysis of student data and instructional best practices. School Administrators will perform monthly classroom walkthroughs providing actionable feedback that teachers requested as per the Learning Environment Survey. By June, 2013, teachers will have developed rubrics detailing proficiencies for the reading, writing and listening standards.

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

- Each school year begins with a Curriculum Night, outlining school expectations and supports to families. This is closely followed by the Fall Parent-Teacher conferences where parents are again invited to collaborate as part of the team insuring their child's success. Monthly Newsletters are sent to families highlighting best practices and the successes of their child. Monthly letters documenting a student's performance in the schoolwide behavior system is also sent to parents. Our Parent Coordinator this year has partnered with Manhattan Parent Coordinators to increase Workshops for parents diversifying the menu of topics to be covered. Review of their child's portfolios will share student work samples with parents.

### **Budget and resources alignment**

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

- Rubrics will now be consistent within all programs within our school, whether they are instructional, behavioral or for social/emotional learning. All rubrics will employ the same rating scale differentiated amongst student populations only.

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

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

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

- By June, 2013, students in standardized and alternate assessment will be successfully engaged in CCLS aligned Units of Study across content areas as measured by 100% completion of performance tasks.

#### **Comprehensive needs assessment**

- Previous school year involved students engaging in two performance tasks. This school year as the rigor increased, teachers expressed a desire to work together in developing Units of Study, tasks as well as differentiating these tasks according to student needs, strengths and interests. All teachers needed to be included this year to increase their competence in developing a comprehensive curriculum possessing rigor and standards based instruction.

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

- Students will be engaged in a set of learning tasks, clearly delineated, to lead them towards a standards based finished product. All teachers will utilize the same format so that students can be assessed in a consistent manner. By assessing student data, teachers will choose the appropriate leveled rubric which best assesses student work products. Our Data Specialist collaborates with all teachers during weekly Collaborative Learning Community Meetings to involve teachers in the evaluation and analysis of student data and instructional best practices. Teachers will be the ones to generate the rubrics insuring that students are accurately graded. Teachers will insure alignment to CCLS to improve student achievement.
- By January, 2013, students will have completed 2 performance tasks aligned to 2 Units of Study.
- By June, 2013, students will have completed 2 additional performance tasks aligned to 2 additional Units of Study.

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

- Each school year begins with a Curriculum Night, outlining school expectations and supports to families. This is closely followed by the Fall Parent-Teacher conferences where parents are again invited to collaborate as part of the team insuring their child's success. Monthly Newsletters are sent to families highlighting best practices and the successes of their child. Monthly letters documenting a student's performance in the schoolwide behavior system is also sent to parents. Our Parent Coordinator this year has partnered with Manhattan Parent Coordinators to increase Workshops for parents diversifying the menu of topics to be covered.

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

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

- All subject area teachers will coordinate their academic areas and Units of study across curriculum areas. Administrators will provide support in scheduling.

**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	Words Their Way, Learning A-Z	Small group	2X's a week, during 1 period
Mathematics	Edperformance student centered activities	Individual	2X's a week, during 1 period Weekend support packets
Science	N/A		
Social Studies	N/A		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Social/Emotional Learning standards focusing on Self Management	Individual and small group	During I.E.P. mandated counseling sessions

### **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.

Our school has a stable population of teachers with few vacancies each year. Potential teachers, after a resume and portfolio review, are asked to perform a demonstration lesson with the grade level of their prospective assignment. This lesson is observed by a group of school members. Once hired, all teachers regardless of experience, are paired with a mentor within or school community. Weekly Collaborative Learning Community meetings serve as a forum for continued professional development for all staff. Monthly Administrative Walkthroughs provide actionable feedback to mold teacher performance.

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**CAN BE LAST YEARS BUT MUST BE UPDATED**

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>Gary Hecht/Arthur Fusco</b>	District <b>75</b>	Borough <b>Manhattan</b>	School Number <b>169</b>
School Name <b>Robert F. Kennedy</b>			

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

Principal <b>Susan Finn</b>	Assistant Principal <b>I. Halpern</b>
Coach	Coach <b>type here</b>
ESL Teacher <b>Mr. C . Magill</b>	Guidance Counselor
Teacher/Subject Area	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Ms. Velazquez</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader <b>Arthur Fusco</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>1</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	
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	
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			

### D. School Demographics

Total number of students in school	<b>274</b>	Total Number of ELLs	<b>45</b>	ELLs as share of total student population (%)	<b>16.42%</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. 

English Language Learners are identified during the initial evaluation which occurs at the Committee on Special Education (CSE) or at their former school. It is at that time that parents are asked to fill out a Home Language Identification Survey and, if the student is eligible he/she will be administered the Language Assessment Battery Revised (LAB-R). The LAB-R is used to determine the child's eligibility for ESL/bilingual services. If, for some reason, a child has not been identified during their initial CSE evaluation, then the school's ESL teacher along with an appropriate translator will complete the Home Language Identification Survey within the first ten days of school. The (HLIS) consists of a series of questions that are asked of a parent by a licensed pedagogue to determine how well a child understands, speaks, reads, and writes in English. It is also used to determine the language preference of the parent when receiving important information from the school. Based on the results of the (HLIS), the ESL teacher will administer the LAB-R to further determine eligibility for ESL/Bilingual services. The Spanish LAB will be administered by Mr. Magill our NYS certified ESL teacher, who is also a Spanish speaker. If the student is an English Language Learner, then they will receive appropriate services and they will have the NYSESLAT (New York State English as a Second Language Achievement Test) administered once a year to measure their English language proficiency level. ATS reports are used to ensure all ELLs receive the NYSESLAT annually. The following ATS reports are utilized in maintaining the most current ELL eligibility list for NYSESLAT: RLER, LAB-R, RLER-LAT. Teachers collaborate to ensure that all four modalities of the exam are administered efficiently. However due to the severity of their developmental and or behavioral challenges, not all students are able to complete all four modalities of the exam. A nsc or invalid appears as the final score for our most impaired students. At the start of our school year we host Curriculum Night and during this event, parents are informed of the ESL program we offer; this year Curriculum night was held on October 13, 2011. Parents are provided with literature in their language that describes the programs we offer. Parents are given information to help guide them through our program model which is both a push-in and pull-out program.

## Part III: ELL Demographics

### A. ELL Programs

<p><b>This school serves the following grades (includes ELLs and EPs)</b> Check all that apply</p>	<p>K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/></p> <p>6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/></p>
--	---

**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):
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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> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>	1	2	4	1	4	3								15
<b>Total</b>	1	2	4	1	4	3	0	0	0	0	0	0	0	15

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	45	Newcomers (ELLs receiving service 0-3 years)	24	Special Education	45
SIFE	0	ELLs receiving service 4-6 years	15	Long-Term (completed 6 years)	6

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	24			15			6			45
<b>Total</b>	<b>24</b>	<b>0</b>	<b>0</b>	<b>15</b>	<b>0</b>	<b>0</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>45</b>

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

**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
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 L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other <u>Bambara</u>																			0	0
<b>TOTAL</b>	<b>0</b>																			

**Dual Language (ELLs/EPs)**

**9-12**

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

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

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_ Asian: \_\_\_\_ Hispanic/Latino: \_\_\_\_  
 Native American: \_\_\_\_ White (Non-Hispanic/Latino): \_\_\_\_ Other: \_\_\_\_

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		3	8	4	7	4	17							43
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other					2									2
<b>TOTAL</b>	<b>0</b>	<b>3</b>	<b>8</b>	<b>4</b>	<b>9</b>	<b>4</b>	<b>17</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>45</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

## A. Programming and Scheduling Information

P169M uses both the Push-in and Pull-out models to deliver instruction to our English language learners. Our students are both graded and ungraded and have the following staffing ratios indicated on their IEPs: 6:1:1, 8:1:1, and 12:1:1. Our groups are developed based on students IEP mandates. Our staff ensures that the mandated number of instructional minutes is met by grouping students according to proficiency level and their instructional ratio. Our beginning and Intermediate students in grades k-8 receive 360 minutes of ESL per week from our certified ESL teacher. Our advanced k-8 students receive 180 minutes per week of ESL from our certified ESL teacher and 180 of ELA from the classroom special ed teacher. Our students' native language is supported through both native language books in the classrooms. Students whose IEP recs is for TBE receive the srvs of a certd ESL teacher and an alternate placement paraprofessional who speaks the child's native language and English. Assesment is ongoing, both formal and informal. Our ESL teacher in collaboration with the content area teachers plan, either when pushing in to the classroom or pulling students out of the classroom, together to address specific needs for each child participating in P169s ELL program. The instructional methods are primarily scaffolding, TPR, and cooperative learning. Our students are paired with either a paraprofessional or student to aid in language development. Instruction is differentiated according to specific student needs and is done so through scaffolding of materials. Presently, we do not have any SIFE (students with interrupted formal education) students. At such time that we do, we will provide the following: CALLA instructional framework, scaffolding, cooperative learning, and peer tutoring. For our ELLs in the US school system for less than three years, we have intensive English language blocks where students are immersed in language rich lessons, which utilize the following strategies, TPR, whole language, graphic organizers, and think, pair, share. Our ELLs receiving service between 4 to 6 years are encouraged to transition their skill set from BICs to CALP with the help of specific academic interventions, which include tutoring, study groups, utilizing ESL methodology. Long term ELLs are supported through the collaboration of the homeroom teachers and the ESL teacher who plan cooperatively to address the student's specific language learning needs they are also provided with AIS (Academic Intervention Services). Our English Language Learners are aided in content areas through vocabulary specific work to improve their ability to comprehend individual subject areas. This vocabulary is taught as part of their subject area learning in addition to their language arts/English instruction. The instructional materials utilized across the content areas are age and grade level appropriate, and are scaffolded for use with our diverse ELL population. Transitional ELLs are supported through our Academic Intervention Services, tutoring, and when necessary are paired with a peer tutor. We encourage our ELLs to participate in our intensive ESL After School Academy. We are a special education school; therefore all of our students are identified as having special needs, appropriate accomodations are made on a needs basis. In response to the State's citation, all of our students are served as per their IEPs and are administered the NYSESLAT on a yearly basis.

### 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**

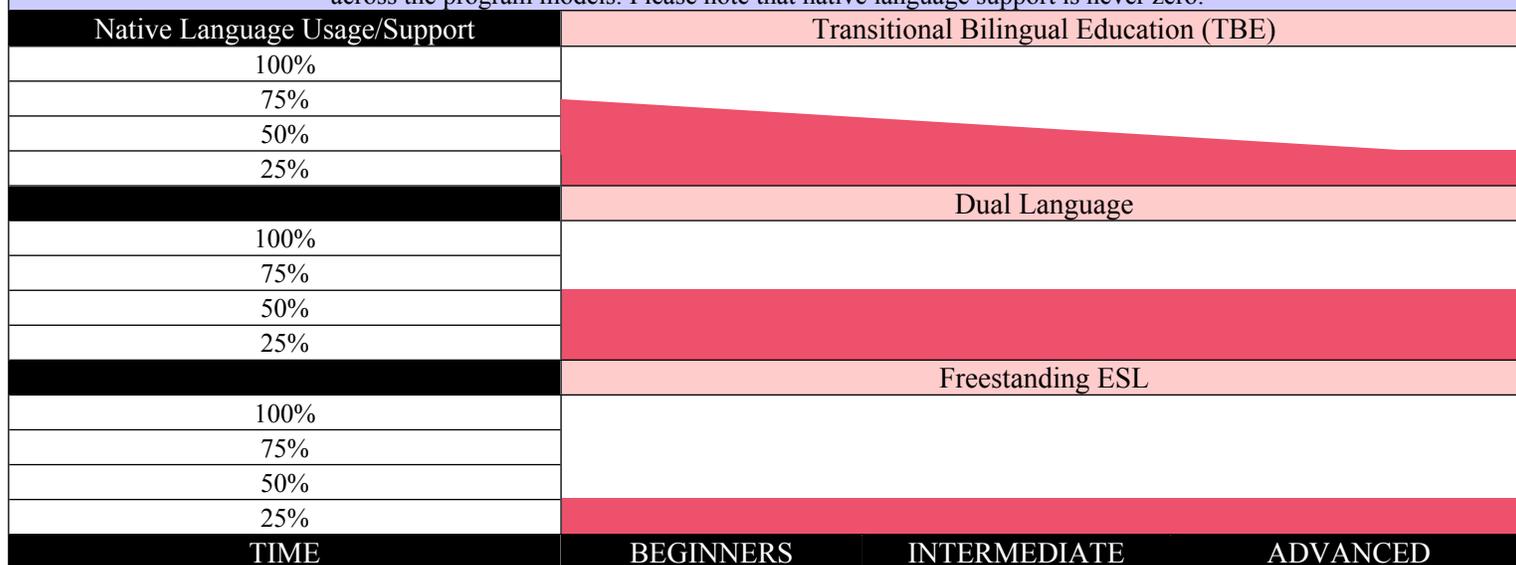
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native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

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

**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?

The ESL teachers push-in to specific subject area classrooms to plan with the subject area teacher regarding scaffolding material and using other ESL methodologies to address vocabulary specific to the different content areas. Our ESL teachers offer tutoring and AIS to our ELLs who have reached proficiency on the NYSESLAT. This year we are using the push-in program model to a larger degree than in prior years to foster greater collaboration between all the academic professionals involved with our ELLs. The pull-out program will be used less than in previous years as we find that the engagement of all the teachers involved with our ELLs yields better academic outcomes. All of our students are encouraged to participate in our after school physical education programs and our sleep away summer camp program. We ensure that our ELLs are included by contacting their parents in their preferred language. Our school has subscriptions to the following web based resources to support the academic goals of our students: Enchanted Learning, Brain Pop, Learning A-Z, and we use PECS (Picture Exchange Communication) for our ELLs. Native language support is delivered to our students through the use of native language books and through our alternative placement paraprofessionals. Our ELLs are grouped according to grades and proficiency level to support their individual language needs. Prior to the start of the academic year, our staff identifies our incoming ELL students and information specific to their child's program. We do not offer language electives at P169.

### **C. Schools with Dual Language Programs**

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

Paste response to questions 1-5 here

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

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

We offer professional development for our staff during each staff development day and during our monthly staff meetings. The topics of our professional development sessions pertaining to the education of ELLs will include NYS ESL standards, balanced literacy, math teaching -- ESL through content areas, for both standardized assesment and alternative assesment students. The entire staff of P169 is expected to attend the following dates scheudeled for professional Development with regard to the education of ELLs at P169: September 7, 2011 November 2, 2011, and June 9, 2011. Our ESL teacher works with each of our teachers who have ELLs in their classrooms to develop action plans which include conferences, tutoring and scaffolding to help our students transition from different educational settings. Our staff is encouraged to participate in the Jose P. training offered by the District's professional development office. All appropriate training documentation is kept on file with the school's payroll secretary.

### 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?

P169M offers parents of ELLs ongoing information in their home languages regarding the program models and strategies we employ. We keep our parents informed of all activities and events through our newsletter with specific columns related specifically to our ELL population. We periodically conduct workshops for our parents that address the needs of our school population. We host a parent breakfast where the parents are asked via a survey what types of workshops they would like to have during the course of the year. Last year we have had the following workshops: Understanding Mental health Services, Behavior Management for the Autistic Child at Home, and Behavior Management for the E.D. Child at Home, and Communicating with PECs Workshop. We partner with the following agencies to help deliver workshops and other valuable information to our parents: New York Public Library, NYFAC (New York Families for Autistic Children), YAI, Sinergia and Resources for Children with Special Needs. We evaluate the needs of our parents through surveys, Curriculum Day event, parent/teacher conferences and Individual Education planning meetings. As a result of our ongoing dialogue with parents we develop workshops that address their specific issues and needs.

## 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)		4	4	8	7	1	8	2	2		1			37
Intermediate(I)				1	2	1	2	1						7
Advanced (A)								1						1
Total	0	4	4	9	9	2	10	4	2	0	1	0	0	45

### NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
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**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**New York State Regents Exam**

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

**Native Language Tests**

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

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

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

Our school uses ECLAS-2 and AABLES R which helps us to properly group our students and informs our instruction. NYSESLAT and LAB-R data indicate that the majority of our ELLs are placed at the beginner level in all of our grade levels. NYSESLAT scores inform both the choice of materials and our program models. Our students take all of their exams in English. The pattern that emerged from our 2011 NYSESLAT scores is that our students are progressing well in speaking, but are lagging behind in listening, reading, and writing. We use the NYSESLAT scores to tailor our instruction for our ELLs. Our assessments indicate that our students would benefit from greater attention to Cognitive Academic language proficiency which will be addressed through content area instruction. The native language is used to help scaffold material for students to transfer their native language proficiency to the target language.

### 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:** P169M

**School DBN:** 75M169

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Susan Finn	Principal		10/27/11
I Halpern	Assistant Principal		10/27/11
Vazquez	Parent Coordinator		10/27/11
Charles Magill	ESL Teacher		10/27/11
	Parent		1/1/01

School Name: P169M

School DBN: 75M169

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
Arthur Fusco	Network Leader		10/27/11
Gary Hecht	Other <u>Cluster Leader</u>		10/27/11
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

## LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

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

DBN: 75M169 School Name: P169

Cluster: Gary Hecht Network: 4

**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.

The School's Administrative Team, our bilingual Parent Coordinator, our ESL teacher, and our counseling staff reviewed the home language surveys of the entire student body as well as all school-to-home communications: written and logged-verbal, whether available in translation or not for the 2010-11 school year. Moreover, the entire IEP/CSE identification and remediation of needs process was reviewed to insure that families would be provided with all relevant information in their preferred language as required by Federal, State and Local statute and relevant case law.

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.

It was determined that because every school-to-home communication has value, and because a relatively large percentage of the parents/guardians of our students are limited English proficient (about 30 percent or 80 families according to the home language survey included with every new student intake), every written mass-communication (such as those reminding families of the dates of holidays, testing dates, P/T conference dates, PA meeting dates, special assembly programs, picture-days, trip notifications, etc) would be sent home in translation. Additionally, any family-specific written communication would be sent in translation if required, either by the home language survey, by the family's request, or at the suggestion of a staff member familiar with the language needs of the family. These procedures would then involve either the DOE Translation and Interpretation Unit for which a two-to three-week turn-around is normally required for each translated document, or for more timely service, appropriately trained and authorized school staff.

Moreover, every verbal communication would also involve translation/interpretive services as indicated by the home language survey or simply to accommodate a family's request. This would involve volunteer staff members fluent in the language needed for effective communication.

At this time, the only languages (other than English) needed for school-to-home communication at P169M were found to be Spanish and Mandarin (Chinese). Teachers of students whose families are not English speaking are both informed and provided with contact information both in the school and at relevant community support services in order to insure adequate home-school communication is effective and uninterrupted. Staff members fluent in Spanish and Chinese have received the required DOE training in translation and interpretive services. This information has been disseminated to all staff members who have need or desire to communicate with families. A summary of the requirements included in Chancellor's Regulations A-663 listed in the P169M Staff Handbook and will be included in the staff orientation before the beginning of each new school year.

## 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.

As indicated above, several staff members are fluent and literate in the necessary languages. Moreover, two staff members have received the required DOE translation and interpretive services training to be approved for insuring site-based preparation of translated documents for school-to home communication on a timely basis. On an as-needed basis, a budgetary item has been established to insure the ability to pay per-session for these staff members to complete translation of written communications so that non-English speaking families are apprised of school-related activities in timely fashion, thereby maximizing their opportunity for full participation.

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.

Because of the "real-time" nature of oral communication, interpretive services have been and will continue to be provided by volunteer staff fluent in the languages required by the families with which communication is desired. Since this is largely done during school hours, no additional funding is required. It should be noted that our Parent Coordinator is funded independently (DOE) for her time during after-hours meetings, both group and individual, and she is DOE-trained and certified for translation and interpretation in one of the languages (Spanish) required by most of the P169M non-English speaking families. Additionally, three Chinese speaking staff members, two of whom were originally hired for interim placement instructional support for Chinese-speaking students and the third is a licensed China Tour Operator, make possible timely communication with our Mandarin-speaking families.

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

We strive be in accord with chancellor's regulation A-683, and all pertinent school staff are aware of our policy to provide interpretation services on an as needed basis or via parental request. Families are informed of their rights to have school-to-home communication provided in the language of choice directly through written notice sent in translation, as an inclusion in both the Parent Handbook and monthly PA newsletter published by the P169M office of the Parent Coordinator, and through direct verbal communication with the school counselor assigned to each and every student in this special education program. Necessary documents including Special Education Services, as well as building emergency services and procedures are all available in English and in translation services at the DOE.