Department of Education

Dennis M. Walcott, Chancellor

2012-2013
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: ROBERT VERNAM SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 27/Q/042

PRINCIPAL: PATRICIA FINN EMAIL: PFINN3@SCHOOLS.NYC.GOV

SUPERINTENDENT: MICHELE LLOYD-BEY

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP 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
Patricia Finn	*Principal or Designee	
John Krattinger	*UFT Chapter Leader or Designee	
Kevin Morgan	*PA/PTA President or Designated Co-President	
Natoya Venning	DC 37 Representative, if applicable	
Alicea Flynn	*Title 1-Parent*	
Amanda Silva	Parent	
Laura Young	Member/ UFT	
Laurisse Rodriguez	Member/ UFT	
Diane Hewitt	Member/ UFT	
Joanne Smith-Skinner	Member/ UFT	
Maureen Babel	Member/ Parent	
Belinda Martinez	Member/ Parent	
Sherrie Monroe	Member/ UFT	

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

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO SCEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

SCEP goals are generally intended to guide school-wide planning and development. SCEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) HERE and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: HERE.

  1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
  2. School Leader Practices and Decisions
  3. Curriculum Development and Support
  4. Teacher Practices and Decision
  5. Student Social and Emotional Developmental Health
  6. Family and Community Engagement

- 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.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 HERE.

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

School leaders should provide written feedback to all teachers following all observations and walkthroughs. The feedback should focus on the quality of student learning and should lead, as appropriate, to follow-up visits, PD opportunities and the sharing of good practice. (JIT February, 2011, page 6)

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

____ 2.2 School leader's vision	____ 2.4 School leader's use of resources
____ 2.3 Systems and structures for school development	__X__ 2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

- School leaders will provide written feedback, utilizing standardized feedback forms, 100% of the time, to 100% of the teachers observed, following all observations within 3 business days.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
    - **All written, standardized feedback forms will include a mechanism (analysis) to determine how well the teacher knows and implements the curriculum for the subjects being taught**
    - **All written, standardized feedback forms will include a mechanism (evidence) to capture student responses as a way of measuring the level of teacher questioning during instruction**
    - **Coordinate the distribution and review of standardized feedback forms at post-observation/walkthrough conferences, not to occur after three business days**
    - **Allow for written teacher input on standardized feedback forms, including a chronicled documentation, as appropriate, of any follow-up visits and/or support provided. In this way, the standardized feedback form becomes a running, documented record of leader-teacher collaboration to improve instruction/student outcomes**
    - **All recommendations contained in written feedback forms will include specific baseline data, derivative of the school leader's direct observations, with 1) realistic targets for improvement and 2) strategies and or methods/plans to obtain strategies that will allow the teacher to achieve the desired result(s) which may be documented at sub-sequent walkthroughs/observations**
    - **Staff will be shown a demonstration lesson from the video Enhancing Professional Practice, A Framework for Teaching, with the focus being Domain 3b, using questioning and discussion techniques**
    -

    a) strategies/activities that encompass the needs of identified student subgroups,
        a. "Look-Fors" from the Regional Special Education – Technical Assistance Support Center's (RSE-TASC) Structured Instructional Walk-Through Tool will be incorporated into standardized written feedback forms to allow for a specific focus on research based instructional practices proven to improve outcomes for students with disabilities. As a follow up, evidence of practice will be evident as follows: Strategies/ activities would include small group instruction, modifications according to students' IEP. ELL students and bottom 1/3 would continue to utilize the Wilson Reading Program (facilitated by one teacher,Ms. Levy our ESL teacher, there are presently 35 students participating who have been identified

through PPT referrals and NYSELAT) all of which is a phonetic based reading program. All student populations will be offered the opportunity to attend Saturday Academy and tutorial programs before and after school. There are presently 130 students attending the program which runs for 14 weeks (9am-12pm). There is one supervisor; nine teachers and one paraprofessional. Additionally, another program will begin for grades K-2 after school two days a week and will run from April to June. The purpose of this program is to provide both academic intervention and enrichment. The sessions will be an hour and a half with an anticipated enrollment of 100 students who will be serviced by no more than 6 teachers; one supervisor and a paraprofessional.

b) key personnel and other resources used to implement these strategies/activities
   a. The school administrative staff will work with the School Inquiry Teams to develop the standardized written feedback forms. Administrators will advise all teachers, paraprofessionals and support staff to assist in the implementation of small group instruction

c) Identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
   a. Each month, the school administrative staff will review the written feedback forms to 1) identify trend data, 2) identify resources to support improvement, 3) inform the course of future PD and 4) identify foci for subsequent observations. Following our 2 week cycles, the school administrative staff will review the written feedback forms to 1) identify trend data, 2) identify resources to support observations.

d) Timeline for implementation.
   a. January, 2013 – Development of standardized feedback forms; February, 2013 – feedback form distribution and review at post-observation conferences begins; March, 2013 – First administrative meeting to review standardized feedback form data

Budget and resource 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.

☒ Tax Levy ☐ Title IA ☐ Title IIA ☐ Title III ☒ Set Aside ☐ Grants X ☐ Other-describe here: Title 1 Priority/Focus_____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start). Achievement Coach from the CFN meets with teachers no less than once a month to provide professional development specific to the Instructional Shifts, CIE2 and Danielson's Framework

  CFN Set-Aside (Activity Code 0012): Used to support the efforts of the Achievement Coach coming to our school at a minimum of two times per month to provide Professional Development.
  Title 1 Priority Focus Funds (Activity Code UMPN): Used to purchase software focused on Danielson's Framework for Professional Development of entire staff.

GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

All teachers and administrators should participate in Professional Development (PD) on how to plan and implement a curriculum with rigor, as well as delivery methods that are student-centered. The curriculum should be relied upon as the basis for assessing the individual student mastery and progress. Walkthroughs and formal evaluations should include how well the teacher knows and implements the curriculum for the subjects being taught. (JIT February, 2011, page 3)

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

X 3.2 Enacted curriculum	____ 3.4 Teacher collaboration
____ 3.3 Units and lesson plans	____ 3.5 Use of data and action planning

Annual Goal #2

- By June, 2013, 100% of all teachers and administrators at PS/MS 42Q will participate in PD that 1) is aligned to the Common Core Learning Standards (CCLS), 2) is focused on curricula planning, creations of Units of Study and implementation and 3) promotes a student-centered approach to instruction.

Instructional strategies/activities

- *Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:*
  - *a) strategies/activities that encompass the needs of identified student subgroups,*
  - *b) key personnel and other resources used to implement these strategies/activities,*
  - *c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.*
  - *d) timeline for implementation.*

- *Teachers will develop common core aligned units of study on an on-going basis, which incorporate rigorous tasks with a focus on questioning to engage students in classroom conversations that require students to use academic vocabulary and support statements with evidence.*
- *Teachers will meet during their common preps, weekly team meetings, and team meetings with their grade supervisor to share best practices.*
- *Teachers will meet regularly to create authentic rubrics aligned to the standards to assess student work as well as evaluate the effectiveness of their own teaching practices. Student Subgroups will be determined and assessed over the course of the schools year by data from ARIS, Acuity, as well as i-Ready Math and Literacy Diagnostic assessments.*
- *Teachers will analyze and adjust teaching practices and strategies used with the subgroup during Inquiry once a week, Grade Team meetings with support from Literacy Coach and grade supervisor.*
  All Middle School ELA teachers will receive 25 days (once a week/spread out over the course of the school year) worth of professional development support provided by a consultant from Writing Matters instructing middle school staff on the creation of Common Core aligned tasks in ELA/Writing (Writing Standard 1)
  There are 8 teachers, including the 5th grade teachers, who will participate. Support will also be given to the Assistant Principal, Literacy Coach and Principal.
- *Professional Development opportunities will be provided for all teachers (20 max), specific to the creation of common core aligned units, at the rate of 4 sessions/2hours per session.*
- *Professional Development will be provided for all classroom teachers(35) and paraprofessionals(10) specific to the use and implementation of I-Ready in ELA*

and Math. This will be a one session PD and will last for 3 hours.

- *I-Ready ELA and Math books will be purchased for grades 3-8, totaling approximately 400 students.*

Budget and resource 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 IA ☐ Title IIA ☐ Title III ☒ Set Aside ☐ Grants X Other-describe here: _ Title 1 ☐ Priority/Focus_____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

  CFN Set-Aside (Activity Code 0012): Used to support the efforts of the Achievement Coach coming to our school at a minimum of two times per month to provide Professional Development.
  Title 1 SWP (Activity Code U5C7): Used to provide 25 days worth of Professional Development by a consultant from Writing Matters, instructing middle school staff on the creation of Common Core aligned tasks in ELA/Writing (Writing Standard 1)
  Title 1 SWP (GJS6J): Used for Teacher Per Session (not to exceed 140 hours) while participating in Professional Development focused on the creation of common core aligned units of study.
  PF Supporting Great Teachers and Leaders (Activity Code GL3IS and GL3IO): Used for Teacher Per Session (3hours/1day) while participating in Professional Development focused on the creation of common core aligned units of study.
  PF Academic Intervention: **(Activity Code UMPO):** I-Ready Textbooks used to support those students scoring below Tier 3 on either Predictive or ITA Acuity Assessment.

GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

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

Major Recommendation 2

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

+

School leaders should work with teachers to build a repertoire of effective higher order questioning strategies. Differentiated PD should be provided to teachers who are having difficulty implementing effective questioning techniques. School leaders should evaluate the success of this PD by observing student responses in lessons. (JIT February, 2011, page 4)

Tenet #4 TEACHER PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

_X_____ 4.2 Instructional Practices and strategies	___ 4.4 Classroom environment and culture
_____ 4.3 Comprehensive plans for teaching	___ 4.5 Use of data, instructional practices and student learning

Annual Goal #3

- **By June, 2013, 100% of the teaching staff at PS/MS 42Q will participate in PD that is differentiated by exposure/readiness related to the utilization of higher order thinking skills that will 1) improve instructional questioning techniques and 2) build a repertoire of higher order thinking skills for use by the entire staff**

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  a) strategies/activities that encompass the needs of identified student subgroups,
  b) key personnel and other resources used to implement these strategies/activities,
  c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
  d) timeline for implementation
- Staff will be shown a demonstration lesson from the video Enhancing Professional Practice, A Framework for Teaching, with the focus being Domain 3b, using questioning and discussion techniques. On-going professional development will take place grade meetings, lunch and learns and common prep, and inter-visitations. PD will be facilitated by administrators and instructional leads.
- On-going FCO and formal observations using CFN feedback forms will be ongoing throughout the school year. b) Professional Development will be provided by Administration, Achievement Coaches, Literacy Coach, Network Instructional Leads, Writing Matters.
- Weekly Professional Development from Jillian Cantor (Writing Matters) instructing middle school staff on the creation of Common Core aligned tasks in ELA/Writing (Writing Standard 1) will be provided. *All Middle School ELA teachers will receive 25 days (once a week for a period/spread out over the course of the school year) worth of professional development support provided by a consultant from Writing Matters* instructing middle school staff on the creation of Common Core aligned tasks in ELA/Writing (Writing Standard 1). *There are 8 teachers, who will participate. Support will also be given to the Assistant Principal, Literacy Coach and Principal.*
- *Professional Development opportunities will be provided for all teachers (20 max) and one supervisor, specific to the development of Danielson's 3b, questioning techniques, at the rate of 5 sessions/1hour per session.*

c) High Frequent Observations focusing on Questioning techniques, evidence of high order thinking questions in performance tasks across all core subjects. and ongoing professional conversations that allow for teachers to share best practices as well as address needs/concerns to grow in their teaching dealing with questioning and what next steps should be to provide ongoing support

Budget and resource 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 IA ☐ Title IIA ☐ Title III ☒ Set Aside ☐ Grants X Other-describe here:___ Title 1 ☐ Priority/Focus_____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

CFN Set-Aside (Activity Code 0012): Used to support the efforts of the Achievement Coach coming to our school at a minimum of two times per month to provide Professional Development.
PF AIS (Activity Code UK1U): Used to provide 25 days worth of Professional Development by a consultant from Writing Matters, instructing middle school staff(5 teachers) on the creation of Common Core aligned tasks in ELA/Writing (Writing Standard 1).
Title 1 Priority Focus Funds (Activity Code UMPN): Used to purchase software focused on Danielson's Framework for PD of the entire staff.
Title 1 Priority Focus Funds (Activity Codes GL09E and GL3IM): Per Session hours for teachers and supervisor not to exceed 100 and 5 hours respectively.

GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)

Use this template to identify an annual goal. Respond to each section to indicate stra

tegies and activities in support of accomplishing this goal.

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

The school leaders, staff, students and parents, with help and guidance from the Network, should develop a student code of conduct for behavior expectations that reflects the challenges within the school building. School leaders should work alongside staff in ensuring that the agreed policy is implemented uniformly across the school and should consistently monitor classrooms and hallways to ensure that improvements are established and maintained. (JIT February, 2011, page 7)

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

__ 5.2 Systems and partnerships

__ 5.4 Safety

X

__ 5.3 Vision for social and emotional developmental health

__ 5.5 Use of data and student needs

Annual Goal #4

- By June, 2013, the School Leadership Team (SLT), representing school leaders, staff, students and parents, will develop and, uniformly implement and systematically monitor a student code of conduct for behavioral expectations that is 1) aligned to the Department of Education's Code of Conduct 2) reflects the challenges within the school building. And 3) will result in a 5% reduction in suspensions and/or safety incidents in OORS.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  a) strategies/activities that encompass the needs of identified student subgroups,
  b) key personnel and other resources used to implement these strategies/activities,
  c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
  d) timeline for implementation.
- The SLT and the principal have established a committee with a cross section of school constituents and charged with the task of designing and implementing along term strategic PBIS program for our school.
- We are identifying and designing strategic interventions for one or more sub group of students that have demonstrated trends of unacceptable behavior.
- All school staff members will be participating in regularly scheduled professional development which will include ongoing conversation focusing on materials shared with staff and the book titled, Have you filled your bucket today?
- *Professional Development opportunities will be provided for all teachers (10 max) and one supervisor, specific to the development of the schools PBIS, questioning techniques, at the rate of 10 sessions/1hour per session.*
- An Assembly will take place on February 6 to officially kick off the PBIS program.

- 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.

☐ Tax Levy Title IA ☐ Title IIA ☐ Title III X ☐ Set Aside ☐ Grants ☐ Other-describe here: _____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

CFN Set-Aside (Activity Code 0012): Used to support the efforts of the Achievement Coach coming to our school at a minimum of two times per month to provide Professional Development.
Title 1 SWP (Activity Code GJS6J): Used for Teacher Per Session (not to exceed 100 hours) while participating in Professional Development focused on the creation and refinement of a PBIS program (RISE).
OASAS (Activity Code UL7W): Used to purchase books for students; staff and parents related to PBIS.
Tax Levy (Activity Code VU20): Used to purchase incentives to sustain PBIS (not to exceed $500.)

GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

The Network should assess the current student support system and assist school leaders to better use existing resources and personnel. The school should develop more consistent communication with students and parents regarding academic expectations and promotional requirements via newsletters, workshops, and a range of other means. (JIT February, 2011, page 7)

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

___ 6.2 Welcoming environment ___ 6.4 Partnerships and responsibility

_X_ 6.3 Reciprocal communication ___ 6.5. Use of data and families

Annual Goal #5

By June, 2013, school administrators at PS/MS 42Q will develop mechanisms for more consistent communication with students and parents, to promote an increased awareness of 1) academic expectations and 2) promotional requirements as evidenced by an increase of 20% in parent attendance at school sponsored workshops.

Strategies to increase parental involvement and engagement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages XX through XX in this SCEP.
- Describe the research-based strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  a) strategies/activities that encompass the needs of identified student subgroups,
  b) staff and other resources used to implement these strategies/activities,
  c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  d) timeline for implementation.
- Conduct parent workshops (Breakfast with the Principal) with topics that will include: 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.
- Workshops designed to empower parents with respect to the CCLS, provided by the administrative team and collaborative partners in education (Writing Matters; America's Choice; 100 Book Challenge; Achieve 3000).
- Sharing information about school and parent related programs, meetings and other activities via School Messenger as well as flyers backpacked home, in all relevant languages. All Faculty including, classroom teachers, cluster teachers, related service providers, paraprofessionals and school aides, will assist in the implementation of strategies. Teachers are included by way of SLT representation.

- Mentoring Minds, a flip book guide to the Common Core Learning Standards.
- *Professional Development opportunities will be provided for all interested teachers (5 max) and one supervisor, to attend and facilitate parent workshops during the scheduled PA and Title 1/PAC meetings, focused on the raising parental awareness and involvement specific to the CCLS, at the rate of 5 sessions/2 hours per session.*

Budget and resource 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 IA	☐ Title IIA	☐ Title III	X ☐ Set Aside	☐ Grants	X ☐ Other-describe here:__ Title 1 Priority/Focus_____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

CFN Set-Aside (Activity Code 0012): Used to support the efforts of the Achievement Coach coming to our school at a minimum of two times per month to provide Professional Development.

Title 1 Priority Focus Funds (Activity Codes GL09E and GL3IM): Per Session hours for teachers and supervisor to provide Professional Development for family members, not to exceed 50 and 25 hours respectively.

Tax Levy Translation (Activity Code UHQ4): Used to pay school aide to attend evening PD and provide translation services for those in need.

Title 1 Priority Funds (Activity Code UJGE): Used to purchase Mentoring Minds for parents.

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	**Extended Day Program** **1. Achieve 3000** **2. Individualized instruction based on assessment needs through the use of Acuity.** **3. Wilson** **4. I-Ready** **5. Coach** **Saturday Academy** **1. Kaplan Advantage-ELA** **Sports and Arts School**	**Small group** **One-on-one teacher students conferencing.** **Small group instruction.** **Small group instruction.** **Whole class held in the computer lab.** **Small group instruction with ELL teacher.** **Whole class or small group.**	**During 37 ½ minutes 3 days a week.** **Saturday morning 9-12 for 14 weeks.** **After- school program- 1 hour 4 days a week from October thru June.** **During the school day 2 to 3 times a week.** **During the school day 2 to 3 times a week.** **During the school day**

	Foundation- ELA **Achieve 300** **Wilson Program** **I-Ready** **Special Education Teacher Support Services- STARS**	**Small group instruction**	**during a portion of the literacy block.** **3- 5 periods per week.**
Mathematics	**Extended Day Program** **1. Coach** **2. Individualized instruction based on assessment needs through the use of Acuity.** **3. I-Ready math** **Saturday Academy** **1. Kaplan- Math** **Sports and Arts School Foundation- Math**	**Small group** **One-on-one teacher-students conferencing.** **Small group instruction.** **Small group instruction.** **Small group instruction**	**During 37 ½ minutes 3 days a week.** **Saturday morning 9-12 for 14 weeks.** **After- school program- 1 hour 4 days a week from October thru June** **3- 5 periods per week.**

	Special Education Teacher Support Services- STARS		
Science	**Extended Day Program**	**Small group instruction providing differentiated lessons allowing students access to fully equipped science labs. To conduct hands on experiments using the inquiry approach to prepare for the NYS Science Exams.**	**During 37 ½ minutes 3 days a week.**
Social Studies	**Saturday Academy- Increase in non-fiction, informational text with a focus on social studies units of study.** **Sports and Arts School Foundation- Increase in non-fiction, informational text with a focus on social studies units of study.**	**Small group instruction.** **Small group instruction.** **Whole class held in the computer lab.**	**Saturday morning 9-12 for 14 weeks.** **After- school program- 1 hour 4 days a week from October thru June** **During the school day 2 to 3 times a week.**

	Achieve 300- Increase in non-fiction, informational text with a focus on social studies units of study.		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	**Students designated "at risk" are seen by the school psychologist and social worker**	**providing counseling, referrals to support agencies and test students for Special Education Services.**	**minimum of 30 minutes per week for ten weeks**

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.

5% of the Title 1 funds will be set aside for teachers interested in pursuing their academic careers in order to become highly qualified.
Presently all teachers are teaching in their licensed area.

DIRECTIONS AND GUIDEANCE FOR DEVELOPING AND UPDATING THE PARENT INVOLEMENT 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.

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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

- translate all critical school documents and provide interpretation during meetings and events as needed;

- 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;

The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.
PS/MS 42Q receives Title I funding in proportion to the number of children that are eligible to receive *free lunch.
The policies and procedures for Parent Involvement include: Consultation, Annual meetings and Parent Involvement activities.
The Executive Boards of both, the Parent Association and the Title I Parent Advisory Council oversee all School Parent Involvement activities.
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School administration by mandate of Title I NCLB legislation will work closely with the Executive Board of Title I to help devise new and creative ways to provide support to Title I parents and their children.
Consultation
The P.A.C. Chairperson will attend District Parent Advisory Council/District Councils of Presidents meetings to:
 Obtain information of their rights/responsibilities defined by Title I NCLB legislation
 Obtain written description of all Title I programs for review, discussion, and recommendations
 Obtain information and provide input regarding program goals, objectives, and procedures for selecting, assessing schools and
students, development of educational strategies, and implementation and evaluation of said programs.
 Receive monthly updates of program activities and fiscal disbursement regarding the school's total Title I funding as mandated by Title I NCLB.
 Discuss with the Principal, district, and region, recommendations for changes.
Annual Meeting
Parent Involvement
Conducting a Parent Orientation for new parents and incoming transfer students is something that will be developed and implemented moving forward by August 2012. Recruiting through the Executive Boards of both PA and PAC parent volunteers for the SLT will also be a focus. Title I PAC, in collaboration with the PA and school administration, will create afterschool enrichment opportunities

from within the community at large through CBO's that will enhance the children academically and artistically and provide opportunities for sports and the arts, including continuing the Title I PAC afterschool homework help program. To foster a deeper understanding of the relationship between financial planning and independence, Title I PAC will collaborate with the PA to continue it's parent entrepreneur program. To support multi cultural diversity, Title I PAC will collaborate with the PA and administrators to celebrate Hispanic Heritage, Black History month and Women's Heritage month.

PA and PAC will hold meetings like the "Parent Pit Stop" at various times of the day and evening to encourage broader parent participation, scheduling the

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Principal's Monthly Report at both PA and PAC meetings at a time that the principal can personally deliver her address.

The administration and staff of PS/MS 42Q are committed to making parents feel welcome, respected and appreciated when they enter the school.

Parental Involvement Professional Development 42Q:

DPAC 27 Parental Involvement Activities:

Title one PAC and the PA will collaborate with school administrators in both elementary and middle school to recognize student achievement quarterly.

Parent's Professional Development will focus on building the SLT Parent capacity to understand fundamental Educational language along with concepts and strategies to move 42Q's K-8 students academically to greater academic achievement. During the monthly SLT meetings the principal will introduce the PA SLT Parents to the fundamentals of learning programs that 42Q utilizes to prepare the students in the areas of ELA, Math, Social Studies and Science. These skills will be utilized to assist parents in interpreting the data shared with parents at the parent teacher conferences.

Title1 NCLB mandates parent training in technology. Principal Patricia Finn,IA will facilitate a parent technology workshop during the October PA meeting. The focus will be on familiarizing parents with introducing the basics tenets to operate a PC and laptops and will introduce them to the web site, **Khanacademy.org,** which shows parents who may not have the knowledge of mathematics , ELA or whatever curriculum area that their child's needs, how to find the answer to any question. Additionally, Mrs. O'Dwyer will work collaboratively with the PA President/Title 1 Chair, to plan and conduct workshops for parents on the **Importance and Understanding of Special Education Services** and how the process works.

Sessions began in October and will continue throughout the school year.

District 27 legitimately formed a District Independent Parent Title 1 Governance Structure on 5/21/09 and P.S/M.S. 42Q has participated in all

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DPAC 27 District 27 Parental Involvement Activities since then. During School

year 2010-11, P.S./M.S. 42Q elected Title 1 Parent Chair and
42Q's Title 1 Parents at large will continue to participate in DPAC professional development and parent trainings.
.
To increase parental capacity and to assist their children academically and socially, Title I PAC via the parent set aside allocations, will provide parents a way to receive through computer technology and/ or cell phones information about their children's academic data and social performance instantaneously from **One Green Apple** (DOE Data vendor View). This technology provides constant communication using various ELL translations. This device will also help quantify parental involvement and its impact on student achievement and their social development.
42Q's PAC and Title 1 Parents at large will also participate in the DPAC 27's District wide Talent Show to increase Parent Involvement and Family Interaction.
42Q has also agreed to host Parent Literacy, GED, Job Readiness and Life Skills Workshops with DPAC 27 in concert with Vendors and Schools working together.
42Q will support DPAC 27's District wide Parental Involvement Policy to celebrate multicultural diversity by hosting multicultural Assemblies and inviting all DPAC 27 members as well as opening up opportunities for 42Q's Title 1 Students and Parents to participate in DPAC 27's multicultural events and activities.

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

2012-2013 Title I School-Parent Compact Framework

The school and parents working cooperatively to provide for the successful education of their children agree:

P.S. /M.S. 42Q will: The Parent/Guardian will:

Provide high-quality curriculum and instruction

 Offer a flexible number of meetings at various times

 Actively involving parents with curriculum, i.e. Curriculum Night, Progress Reports.

 Provide parents with timely information about all programs.

 Provide professional development activities for parents according to their needs and interests via survey.

The Parent/Guardian will:

 Share the responsibilities for monitoring student achievement

 Monitor our child's attendance at school

 Homework – agree on a special time and place

 Monitor television viewing

 Read to our children for 15 – 30 minutes each day in grades K – 1

 Listen to our children read for 15 – 30 minutes each day in

grades 2 -3
 Have our children in grades 4 – 8 read independently for 30-
60 minutes daily
 Attend Curriculum Night
 Foster communication between parents and teachers by
attending at least two parent teacher conferences each school
year
 Discuss results of our child's progress with ourchildren
 Arrange appointments to speak with teachers on available
Preps.
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 Volunteer and participate in our children's classes
and related activities when students are deemed at risk.
 Attend at least 4 PA/PAC meetings
 Utilize the assistance that is offered through workshops,
 Discuss school activities daily with our children.
Student Responsibilities:
 Share the responsibility to improve our academic achievement
 Do my homework every day and ask for help when I need to.
 Read 15 - 60 minutes every day outside of school time.
 Have good attendance and arrive to school on time.
 Schools and parents, in consultation with students, are encouraged to include
other relevant and agreed upon activities and actions as well
that will support effective parental involvement and strengthen student
academic achievement.
 The students will work with the school leadership team to create a cohesive
and vial student government.
 The school-parent compact must be provided and disseminated in the major
languages spoken by the majority of parents in the school. For additional
information, please refer to the 2010-
 11 Title I Parent Involvement Guidelines available on the NYCDOE
website.
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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 Margarita Nell	District 27	Borough Queens	School Number 042
School Name Robert Vernam School			

B. Language Allocation Policy Team Composition ⓘ

Principal Patricia Finn	Assistant Principal Louise Pyant
Coach Heather Faciano	Coach type here
ESL Teacher Barbara Levy	Guidance Counselor Susan Kind
Teacher/Subject Area D. McGuire	Parent type here
Teacher/Subject Area N. Oloruntoba	Parent Coordinator Jacqueline Toney
Related Service Provider B. Weinstein	Other S. Lall
Network Leader Margarita Nell	Other type here

C. Teacher Qualifications ⓘ

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	11
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	596	Total Number of ELLs	19	ELLs as share of total student population (%)	3.19%

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.

When every student, new to the NYCDOE, registers at PS/IS 42Q, the parent is given a registration packet to complete, which includes, among other forms, the Home Language Information Survey (HLIS). If the parent or guardian demonstrates that they speak a language other than English, the certified ESL teacher is called to the main office to conduct an informal interview. If, based on the HLIS responses and the informal interview, the ESL teacher determines that the student is eligible to take the LAB-R test, she meets with the parent that same day for a formal interview. In prior years, parents were mailed an eligibility letter and invited to a formal meeting. Unfortunately, parents consistently failed to attend this meeting. Conducting this meeting when the parent is already at the school insures that they receive the information.

The parent watches the orientation video in their home language, describing the available programs for English Language Learners, and is given a parent brochure printed in English and their home language. The parent is also provided with a translator when necessary. The information is designed to enrich the parents' understanding of the available programs and facilitate their ability to make a sound educational decision as to which program will best meet the needs of their child. Having reviewed the information and discussed any questions about the different programs with the ESL teacher and the translator, the parent completes the Parent Survey and Program Selection forms. If the parent chooses the Traditional Bilingual program, their preference is kept on file, so that the parent can be contacted if a bilingual class is opened.

Within ten days of the student's registration, the LAB-R is administered by the ESL teacher to determine the student's level of English language proficiency. If the student's first language is Spanish and the child is unable to complete the LAB-R in English, a Spanish bilingual paraprofessional assists the ESL teacher in administering the Spanish LAB to the student. Should the student be identified as having limited English proficiency based on the LAB-R results, the parent is mailed an entitlement letter (in English and in the identified home language).

Once entitlement is established with the LAB-R results, the student is assigned to an appropriate age ESL group with other ELLs at the same proficiency level. Because the enrollment of ELLs at PS/IS 42Q has always been less than fifty students across nine grades in any one year and there has never yet been 15 students with the same home language registered in two contiguous grade levels, the school has always offered the free-standing ESL program only. Each year, in the spring, the NYSESLAT is administered to all students in ESL classes. The results determine the students' continuing eligibility for ESL classes and the level of proficiency for each student.

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☐	No☒	If yes, indicate language(s):
Dual language program	Yes☐	No☒	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	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In		1		1	1	1	1	1	1					7
Total	0	1	0	1	1	1	1	1	1	0	0	0	0	7

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	19	**Newcomers (ELLs receiving service 0-3 years)**	16	**Special Education**	1
SIFE	2	**ELLs receiving service 4-6 years**	2	**Long-Term (completed 6 years)**	1

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	16	2	1	2			1			19
Total	**16**	**2**	**1**	**2**	**0**	**0**	**1**	**0**	**0**	19
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
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		**1**		**2**		**3**		**4**		**5**		**6**		**7**		**8**		**TOTAL**	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	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
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number): African-American: ___ Asian: ___ Hispanic/Latino: Native American: ___ White (Non-Hispanic/Latino): ___ Other:	

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		1		2	2	2	2		3					12
Chinese														0
Russian														0
Bengali				2										2
Urdu														0
Arabic				1	1				1					3
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1	1						2
TOTAL	**0**	**1**	**0**	**5**	**3**	**2**	**3**	**1**	**4**	**0**	**0**	**0**	**0**	**19**

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).

A. Programming and Scheduling Information

6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1) Instruction is delivered using both push-in and pull-out models. During push-in periods, the students are in a heterogeneous small group, while the pull-out periods are conducted with homogeneous small groups. The decision to pull-out students is primarily based on three factors: 1) the number of students at the same proficiency level 2) within two or three continuous grade levels 3) in classrooms without other ELLs.

2) In order to deliver the mandated minutes, the ESL teacher along with bilingual teachers and paraprofessionals, and the Spanish teacher provide the 75% of ESL instruction and 25% of Native Language instruction required for the freestanding ESL program. Newcomers and those students assessed to have English proficiency at the Beginner or Intermediate levels meet with the certified ESL teacher for five to eight, evenly distributed, 50 minute class periods each week. Students demonstrating proficiency at the Advanced level or who are ready to be transitioned meet for four, evenly distributed, 50 minute class periods each week.

3) Content areas are primarily delivered by the classroom and cluster teachers in English, with support from the ESL and Native Language teachers and paraprofessionals; support is also offered by bilingual peers who have been designated as buddies. When native language support is needed, classrooms have bilingual glossaries and dictionaries and some textual materials when available, as well as bilingual word walls. Content is scaffolded for ELLs, using a wide spectrum of techniques such as modeling, use of visual, aural and manipulative supports, pantomime, movement and other dramatic activity, small group projects, and computer and online programs.

4) As yet there is no evaluation in native language other than making standardized tests available in the native language when possible.

5) Instruction is differentiated in the following ways: To meet the needs of SIFE, the ESL teacher pulls out small groups of two to five students and provides explicit instruction of the five components of reading - phonemic awareness, phonics, fluency, vocabulary, and comprehension. As much native language support as possible is included, and as the students progress, explicit instruction in writing is added to the lessons.

Newcomers are placed in a classroom with a teacher and/or classmates fluent in the new student's native language; the native language glossaries available from the New York State Education Department website are printed and placed in the classroom as well as in the ESL classroom; the ESL classroom also has Spanish, Haitian Creole, and Arabic bilingual dictionaries as well as picture dictionaries in English. The ESL teacher uses computer programs (both online and on cd-rom) which translate and read aloud in the native languages of most students; she also provides bilingual Spanish-English materials.

For Newcomers, ESL instruction emphasizes Listening and Speaking skills, in both academic and social discourse, so that the student will more quickly gain fluency in English, the language of instruction at PS/IS 42Q. Groups are composed of students at the same level of English proficiency and from two or three continuous grade levels: for example, grades K-1 Beginners, grades 2-4 Intermediate and 6-8 Advanced. For those students at the Advanced level or who are about to transition, the emphasis is on academic language.

6) The instructional plan for academic language development stresses, in particular, development of vocabulary and higher-order thinking skills, using challenging content, in order to prepare students to use English to think critically, solve problems and communicate in their classes. This goal is pursued with all students in ESL, whether newcomers or long term ELLs, through the use of ESL strategies: scaffolding: modeling, bridging, schema building, contextualization, and text representation; role playing and dramatization; multimedia

A. Programming and Scheduling Information

support; total physical response (TPR); small group instruction; conferencing with students; informal assessments; and focus on literacy and academic language.

These are the materials being utilized in the ESL classroom:

- Language for Learning series
- Wilson Language program materials
- Empire State NYSESLAT series
- WriteSource series
- TrueFlix (online animated books with text read aloud)
- www.samsonsclassroom.com (sight words, spelling, and reading comprehension)
- www.starfall.com (phonics)
- Reading Horizon program
- Reading Rods with Reading Mentor
- Heinle Picture Dictionary and workbooks (Beginning and Intermediate)
- Heinle Children's Picture Dictionary and workbook
- Longman Study Dictionary
- Longman Dictionary of American English
- Harcourt Picture cards
- www.Teacherfilebox.com
- www.superteacherworksheets.com
- Recorded Books
- Native Language texts
- Sight Word Buddy (computer application)
- Math manipulatives
- Spectrum review workbooks

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

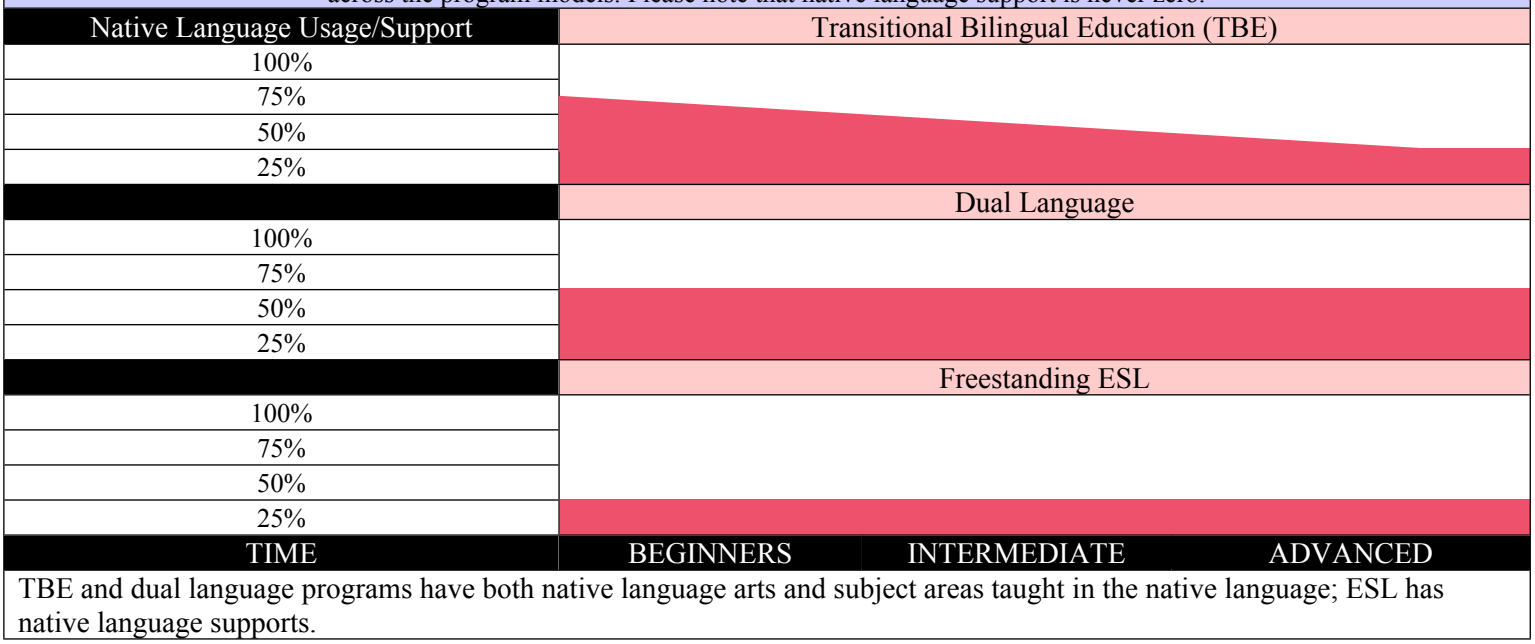
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	**Intermediate**	**Advanced**
ESL instruction for *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	**Intermediate**	**Advanced**
ESL instruction for *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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



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?

8) Please see responses to questions 3, 5, and 6 above.

9) ELLs reaching proficiency on the NYSESLAT within the previous two years are monitored by the ESL teacher through their classroom teacher. When requested by either the student or the classroom teacher, the ESL teacher will conference with the student before, or after school or during the student's lunch period. In addition, the classroom teachers and testing coordinator are alerted to the fact that these students receive testing modification of time and a half for two years after reaching proficiency.

10) N/A

11) N/A

12) ELLs are offered before and after-school assistance with the ESL teacher. AIS and Resource Room services are provided for any ELL who is identified as in need of them; small-group tutoring sessions are periodically offered during lunch periods by the AIS and classroom teaching staff. ELLs are also offered the opportunity to take part in all after-school academic programs, extracurricular sports, and the art, drama, drumming, newsletter, and chess clubs. All age-appropriate ELLs do participate in one or more of these activites.

13) These are the instructional materials used to support ELLs:

Language for Learning series
Wilson Language program materials
Empire State NYSESLAT series
WriteSource series
TrueFlix (online animated books with text read aloud)
www.samsonsclassroom.com (sight words, spelling, and reading comprehension)
www.starfall.com (phonics)
Reading Horizon program
Reading Rods with Reading Mentor
Heinle Picture Dictionary and workbooks (Beginning and Intermediate)
Heinle Children's Picture Dictionary and workbook
Longman Study Dictionary
Longman Dictionary of American English
Harcourt Picture cards
www.Teacherfilebox.com
www.superteacherworksheets.com
Recorded Books
Native Language texts
Sight Word Buddy (computer application)
Math manipulatives
Spectrum review workbooks

14) Native language support is provided by the bilingual teachers, paraprofessionals, and peers; translations provided by the Translation Service Bureau and by the ESL teacher through the use of computer and online translation programs; bilingual dictionaries; native language texts and websites.

15) Required services support and resources do correspond to ELLs' ages and grade levels.

16) There is currently no program to assist newly enrolled ELL students before the beginning of the school year. When school starts, the ESL locates and meets with all newly enrolled ELLs.
17) Spanish is offered to students in the school.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

1) The ESL teacher attends seminars offered by the Office for English Language Learners throughout the year and then provides relevant information to the classroom teachers.
2) All eighth grade students, including ELLs, are supported in the process of transitioning to high school by the guidance counselor.
3) The minimum 7.5 hours of ELL training is provided occasionally by school staff. The topics covered have included ESL standards, Math for ELLs, NYSESLAT, and best practices.

E. Parental Involvement

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

1) Parents are actively involved in the academic and social life of PS/IS 42Q students, including four parents who volunteer daily during school hours. There is a full-time Parent Coordinator, a dedicated Parents' Association, formal and informal Parent/Teacher meetings, and weekly and monthly assessment letters sent to parents. Information back-packed with ELL students is written in Spanish and when possible, Arabic and Bengali. All families are included in all parent activities.
2) The school partners with New York Junior Tennis League for after-school activities, and the Long Island Jewish Hospital for social work services in school. The following Community Based Organizations are also an active presence at the school: Learning Leaders, EPIC, Witness, Liberty Learning, One on One Academic Tutor, Champion Learning, and Educate Online.
3-4) Parents' needs are assessed by the Parent Coordinator on an individual basis and all attempts are made by the Parent Coordinator to address every issue raised.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)		1		1	2		1	1	2					8
Intermediate(I)				3	1				1					5
Advanced (A)				1		2	2		1					6
Total	0	1	0	5	3	2	3	1	4	0	0	0	0	19

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

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

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

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

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

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

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
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.

1) The school uses ECLAS-2 to assess the early literacy skills of primary grade students, including ELLs. However, limited ECLAS-2 data exists at present for ELLs. It indicates that, of the four, 3rd grade students with complete information all had previously mastered phonemic awareness. Further, two students tested at expected levels on all measures of Reading and Oral Expression (and one above expected levels in Sight Words) and Listening and Writing. One student tested at expected levels on all measures of Reading and Oral Expression, but tested below expected level on all measures of Listening and Writing and in Spelling under Phonics. Two students have ambiguous results in Reading and Oral Expression measures. In conjunction with NYSESLAT results (see responses 2 and 3 below), this data suggests that listening and writing skills need more instructional emphasis.

2) .The clear pattern in NYSESLAT data across proficiency levels and grade levels is that ELLs' proficiency levels in Listening and Speaking are consistently one or two levels higher than their proficiency level in Reading and Writing. Furthermore, looking at the raw scores in Reading and Writing, more students tested higher in Writing than in Reading.

3) This pattern indicates that reading and writing require more emphasis than listening and speaking. However, given that the NYSESLAT writing section does not automatically penalize for misspelling and that being able to successfully decode a word is essential for understanding its meaning, there will continue to be an emphasis on strengthening students' listening skills.

4) In past years, most ELLs were not literate in their home language and so were not tested in their native language, or were read the tests (other than the ELA) in their native language, but answered it in English. Therefore there are no results to compare at this time. Additionally there have been no ELL Periodic Assessments administered yet.

5) N/A

6) Success of the ESL program has been evaluated by the number of students who tested proficient on the NYSESLAT as well as the number of students who increased in their level of proficiency on the NYSESLAT.

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: _____		**School DBN:**	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	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
	Network Leader		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

CEP Appendix 7

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: 27Q042 **School Name:** 042Q

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

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 Leadership Committee conducted interviews of parents and review of letters, calendars, and meeting minutes to determine the nature and frequency of communication with caretakers, noting the use of home languages. Interviews of parents and staff were conducted to determine oral translation needs during planning of school-wide grade and classroom activities.

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.

Interviews of parents and staff were conducted to determine the oral translation needs during the school-wide grade and classroom activities. It was determined that most parents are capable of reading English. However, parents from Spanish speaking countries are provided translated materials in their native language. Translators are available.

Part B: Strategies and Activities

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

If a document requires translation, the school will provide this service. Any document the DOE sends comes with a translated version. Letters to parents, regarding eligibility and access to ESL services, from the Department of English Language Learners, are printed in the appropriate language. The online translation service at www.google.com is used daily with students by the ESL teacher and some classroom teachers. With this program, a short text can be quickly double-checked for coherency, and translation is available in all of the languages of the ELLs in the school.

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 in-house. Bilingual staff, parents and student peers assist in translating and interpreting during class, parent meetings, and when necessary, on standardized tests.

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.

If any need is noted, a staff member will be present to translate into the required language during mandated parent-teacher conferences and any other occasions where caretakers and staff have opportunities to discuss student progress and/or concerns.