



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: ROCKWOOD PARK SCHOOL

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

PRINCIPAL: LINDA SPADARO **EMAIL:** LSPADAR@SCHOOLS.NYC.GOV

SUPERINTENDENT: 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 Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Linda Spadaro	*Principal or Designee	
Patrick Muraco	*UFT Chapter Leader or Designee	
Vita Leone	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Kathleen McGurk	Member/Teacher	
Margaret Biddiscombe	Member/Teacher	
Rosanne DiNola	Member/Teacher	
Maureen Cozier	Member/Teacher	
Stefanie Hanley	Member/Teacher	
Tracy Fox	Member/Parent	
Donna DeMartino	Member/Parent	
Maria Hoyler	Member/Parent	
Denise Murgida	Member/Parent	
Kelly Sinisgalli	Member/Parent	
Howard Carswell	Member/Parent	Child transferred – being replaced

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- By June 2013, 50% of students with IEPs in grades 4 through 8 will demonstrate progress in ELA by a minimum of one year's growth in their Proficiency Level as measured by the NYS ELA Assessment.

Comprehensive needs assessment

- A three-year trend analysis of student performance data was conducted; it was determined that SWDs have not shown adequate growth as a group. In 2009/10, SWDs scored 28.1% at Level 1, 45.5% at Level 2, and 26.0% at levels 3 and 4 combined. In 2010/11, there was a 7.9% decrease in level 1s, a 10.8% increase in Level 2s, and a 3% decrease in levels 3 and 4 combined. SWDs did not make AYP in ELA for the first time. In 2011/12, SWDs scoring at levels 3 and 4 combined was 31%, which is an 8% increase from the previous year. Our goal is to maintain and increase growth for all SWDs.

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,
- Academic Intervention Services – AIS will be provided for all SWDs through small-group, differentiated instruction according to need determined by data analysis. Benchmarking, skills practice, and progress monitoring will be accomplished through Acuity and Study Island. Fountas and Pinnell reading levels will be determined through the use of WRAP in grades 4 through 8 and Reading 3D in Kindergarten through grade 3. This will enable teachers to deliver balanced-literacy instruction at each student's instructional level. A researched-based reading program, Harcourt **Story Town**, will be extended to grade 4 to increase effectiveness of instruction and progress monitoring. Classroom/subject area teachers and AIS teachers will confer to examine student work and plan instruction accordingly. Progress monitoring through Acuity, Study Island, teacher-made tests, and teacher observation will provide continuous data to maintain fluid grouping and to align CCLS instruction to student needs. Ongoing SETSS support provides small-group, differentiated instruction to address specific needs in order to improve student learning outcomes. All SWDs will be in an ICT class with a reduced student/teacher ratio. Our SETSS/AIS will follow the Alternative Teaching model where specific students with targeted instructional needs will be the responsibility of the SETSS/AIS provider and the remainder of the class will be the responsibility of the general education teacher.
- RTI Program – Continue to expand and implement a strong RTI program through inquiry, professional development, and the use of data-driven instruction. All activities will be designed to increase the use of data driven instruction and to enable teachers to regularly examine effectiveness of instruction. Student/teacher ratio will be decreased through Integrated Collaborative Teaching. Professional development will be ongoing to expand curriculum maps to include CCLS, increase effective use of Essential Questions, the use of data to drive instruction, consideration of UDL principles, and increase the effectiveness of the Collaborative Inquiry process. Initially, assessment data trends will be determined by examining the ITT tool provided in ARIS. Teacher teams will meet regularly during common preps and extended day (Monday) to evaluate data, to identify strengths and weaknesses, benchmark and monitor progress through the use of DIBELS/Reading 3D (K-3), and the use of Acuity and Study Island grades 3-8. They will provide continuous skill-based practice using Acuity and Study Island. Teacher teams will collaborate to develop lesson plans that are differentiated according to current data and then they will monitor for effectiveness and revise to meet the needs of all students. AIS will be provided in small group, data driven instruction that incorporates CCLS. AIS will be provided 3-4 times a week through an additional AIS provider or a licensed reading teacher. During extended day, groups have been restructured according to student achievement data. After the first marking period students will be added through teacher recommendation.
- Analysis of Data – The data wall for Kindergarten to grade 3 will create a visual of disaggregated data to support discussion about all students. This setting will facilitate data conversations focusing on at-risk students and monitoring all student progress. Next steps for instruction will be discussed and incremental goals will be set for individual or small groups of students. Ways to measure interim progress will be discussed using Acuity and Study Island, teacher-made assessments, and teacher observations. Progress and strategies to improve all student outcomes in Levels 1-4 will be discussed. K-4 teachers will be responsible to maintain a data folder with up-to-date progress monitoring for each student. Data meetings will take place for classroom and AIS/SETSS teachers in grades 5-8. All teachers will meet to examine data concerning targeted students during weekly teacher team meetings.
- Professional Development – PD will be provided internally and externally on relevant topics as need is assessed. Teacher understanding of data and its impact

on instructional planning will be emphasized.

- b) key personnel and other resources used to implement these strategies/activities,
 - Administrators, Teachers and CFN210 support staff.
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - Teachers will review student data at grade/subject meetings and at teacher team meetings
 - Teachers will determine incremental gains to monitor the effectiveness of instructional strategies and to plan next steps for differentiated instruction and additional support. Appropriate progress monitoring tool, Acuity or Study Island, will be determined by student need.
 - Teachers will create and monitor custom assignments in Acuity and Study Island
 - All teachers will be involved in the inquiry process to dig deeper into student data
 - All teachers will develop rigorous CCLS aligned tasks. Student achievement measured by CCLS rubrics.
- d) timeline for implementation.
 - September 2012 – June 2013

Strategies to increase parental involvement

- 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 11 through 15 in this CEP.
- **Meet the Teacher Night**
- Engrade established as an informational tool for parents and students in grades 4-8
- Workshops will be offered for parents on topics of interest
- Parent Coordinator and other staff will attend and conduct regularly scheduled informational meetings to share information and answer parent questions and concerns

Budget and resources alignment

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

If other is selected describe here: ASD Nest

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).
- Tax Levy – Fair Student Funding

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

- By June 2013, students in grades Pre K through 4 will be engaged in two rigorous units of study in ELA and/or Science and Social Studies and two units of study in Math. In grades 5 through 8 the number of units will increase to eight, which includes two units of study and tasks in ELA, Math, Science, and Social Studies. Culminating tasks in all grades will demonstrate their progress meeting the CCLS as evidenced by a rubric-based score.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
- In an effort to meet Citywide Expectations, there is a need for greater exposure to reading and comprehending informational texts. Students must develop skills to utilize text features in order to address the growing need to navigate and comprehend informational texts. This will help them prepare for the demand to be college and career ready in a global economy.

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,
 - *Develop well-defined, rigorous tasks at grade/content meetings.*
 - *Choose/create an appropriate CCLS rubric.*
 - *Plan for UDL support as required by student need.*
 - *Create a timeline for assessment and revision of tasks.*
 - *Teach rubric to create clear expectations for student understanding of goals.*
 - *Meet with students throughout the process to form next steps to achieve goals.*
 - b) key personnel and other resources used to implement these strategies/activities,
 - Administrators, Teachers (grade/subject), support staff, CCLS
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - Tasks will be developed by teachers in a collaborative setting.
 - Teachers will be supported in revision/rewrite process after administrative review/discussion with them.
 - d) timeline for implementation.
 - September 2012 – June 2013

Strategies to increase parental involvement

- 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 11 through 15 in this CEP.
- Parent workshops to make them aware of expectations for their children.
- Assignments and grades to be placed on Engrade for parents to become familiar with task, timeline, goals, and assessment results.

Budget and resources alignment

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

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here: ASD Nest

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).
- Tax Levy – Fair Student Funding

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- By June 2013, 100% of teachers will participate in the Collaborative Inquiry process, to improved teacher effectiveness, as evidenced by short, frequent observations. Participation in the Collaborative Inquiry process is tracked by meeting minutes and ARIS Inquiry Team blogs.

Comprehensive needs assessment

- The Quality Review Report 2011-2012 submitted by Michele Lloyd-Bey states that there is a need to “enhance systems for measuring progress towards interim goals to include analysis of data and student performance to identify areas of improvement and plans for corrective action.” Planning and instruction aligned with the CCLS will help support and accelerate student achievement. In addition, the QRR states that teacher teams needed to be evaluated for effectiveness. A structure for efficient and consistent sharing of instructional goals and challenges must be implemented in order to ensure better-informed planning and effective instruction aligned with the CCLS.

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) The following strategies/activities will be employed to achieve Goal #3:
 - Lead Inquiry Team will do a needs assessment based on information from the Quality Review, School Report Card, and Acuity results to inform their action plan
 - Lead Inquiry Team will consist of Administration and representatives from each grade level and subject area. Representatives become the conduit between the Lead Team and Teacher Teams relaying information from one to the other.
 - Scheduled meetings will help to ensure ongoing communication between leadership and classroom teachers
 - Develop a school-wide system to use quantifiable student results to measure each teams success. Progress monitor using DIBELS/Reading 3D in grades K-3 and progress monitor ELA and math using Acuity and Study Island in grades 3-8 to evaluate student response to instruction.
 - Explicitly stated goals for student growth. Review and revise action plans.
 - Structures need to be put in place for best selection of more rigorous tasks to move students along the continuum. Development of more rigorous tasks aligned to the CCLS so that all students can be challenged to their highest levels.
 - In addition to the horizontal sharing of expectations and challenges, there needs to be a vertical sharing of expectations.
 - All planning should be better informed as a result of the ongoing communication across grades
 - b) Key personnel and other resources used to implement these strategies/activities,
 - Administrators
 - Teachers
 - Lead Inquiry Team
 - Teacher Center Facilitator
 - Data Specialist
 - c) Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - Teachers will review student data derived from periodic assessments at grade/data meetings and at Teacher Team meetings
 - Teachers will determine incremental gains to monitor the effectiveness of instructional strategies and to plan next steps for differentiated instruction and additional support
 - Teachers will create and monitor custom assignments in Acuity and Study Island to determine the effectiveness of activities/strategies and whether additional support is required
 - All teachers will be involved in the inquiry process by meeting in teams 2-3 times weekly to dig deeper into student work and data

- d) Timeline for implementation.
 - September 2012 – June 2013

Strategies to increase parental involvement

- 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 11 through 15 in this CEP.
- **Meet The Teacher Night** will inform parents of expectations and requirements for the school year
- Engrade will be used by all teachers in grades 4-8 to keep parents informed of student progress
- Parent Coordinator and other staff will attend and conduct regularly scheduled parent meetings to share information and to answer parent questions and concerns
- Parents will be given necessary information to access ARIS, Acuity, Study Island, and Engrade
- Establish scheduled parent contact regarding growth/support for students below grade level
- Participate in *Parents Supporting Instruction* in order provide additional targeted support
- Informational meetings by Parent Coordinator or Teacher Center Specialist concerning current, relevant topics

Budget and resources alignment

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

If other is selected describe here: ASD Nest

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).
- Tax Levy – Fair Student Funding

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	Showtime (Voyager Learning) Gr. 3-8	Small group (3-6 students)	2-3 times/weekly extended day
	Targeted Instruction Gr. 1-5	Small group	3-4 times/weekly during the school day
	Reading Tutors Gr. 1-3	Small group	Provided by Paraprofessionals daily
	Rally Ready New York CCLS – Gr. 4-8	Small group	Saturday Test Prep
	<i>Parents Supporting Instruction</i>	Small group	1 time weekly
Mathematics	Showtime (Voyager Learning) Gr. 3 – 8	Small group (3-6 students)	2-3 times/weekly extended day
	Rally Ready New York CCLS	Small group	2-3 times/weekly during the day
Science	Targeted Instruction	Individual/small group	Once a week as needed

Social Studies			
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At-risk counseling as needed – grades K-4	Individual/small group	6-8 Week Cycles

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.

- PS/MS 207 has an ongoing partnership with Queens College and St. Joseph's College in which student teachers intern. We are able to evaluate each candidate and determine qualifications for a possible future teaching position.
- Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified Special Education teachers and support teachers.
- Mentors are assigned to support new or struggling teachers,
- PD is provided for all new teachers to enable them to develop best practices and meet all instructional goals.
- The payroll secretary works with network HR personnel to ensure that all required documentation and assessment deadlines are met for all new teachers.

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

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

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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

The Rockwood Park School
PS/MS 207Q
School-Parent Involvement/Compact 2012 – 2013

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.

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.

The Rockwood Park School community, including staff, parents and the students participating in activities, services, and programs funded by Title 1, Part A of the Elementary and Secondary Education Act (ESEA) agree that this compact outlines how the entire school community will share the responsibility for improved student academic achievement. In addition, it outlines the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2012 – 2013.

Required school-Parent Compact Provisions:

The following are school responsibilities for PS/MS 207, Q:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: Our highly qualified teachers will provide high-quality curriculum and instruction to our students in a supportive and effective learning environment. Students will be provided with rigorous and challenging curriculum and instruction.

2. Parent-teacher conferences will be held twice a year during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

- All Grades: November 14, 2011 (Wed.) – Afternoon/ Evening
- All Grades: February 27 (Wed.) – Afternoon/Evening
- All Grades: March 12, 2011 (Tues.) – Afternoon/Evening

3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: Report cards are issued to parents three times a year. They are distributed during Parent/Teacher Conferences and upon scheduled date. Goals and Engrade reports will be shared periodically.

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Staff will be available to parents during Open School and on scheduled appointments through the Guidance Counselor.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: Parents may see their child's teacher to schedule one to one meetings, observations and set up volunteering schedules. Volunteering information is provided during PA meetings and through calls from the Parent Coordinator. Parents may also speak with the Parent Coordinator at any time.

6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Hold an annual meeting to inform parents of the school's participation in Title 1, Part A programs, and to explain the Title 1, Part A requirements, and the right of parents to be involved in Title 1, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title 1, Part A programs (participating students), and will encourage them to attend.
8. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent possible, in a language that parents can understand.
9. Provide to parents of participating children information in a timely manner about Title 1, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
10. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
11. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
12. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title 1.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Monitoring attendance
- Making sure that homework is completed
- Volunteering in my child's classroom
- Participating, as appropriate, in decisions relating to my children's education
- Promoting positive use of my child's extracurricular time
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child, mail or school phone messenger and responding, as appropriate
- Serving, to the extent possible, on policy advisory groups, such as the Title 1, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups
- Ensuring that students arrive at school on time
- Ensuring that my child's hygiene is taken care of
- Monitoring my child's nutritional diet
- Updating all contact information
- Providing all necessary school supplies when possible
- I have reviewed the discipline code with my child and will reinforce it at home
- Willingness to learn new technology-based programs that support student learning

Linda G. Spadaro

Principal

PS/MS 207 Q

lspadar@schools.nyc.gov

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 Charles Amundsen	District 27	Borough Queens	School Number 207
School Name Rockwood Park School			

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

Principal Linda Spadaro	Assistant Principal Eileen Davies
Coach Kathleen McGurk	Coach type here
ESL Teacher Angela Cafaro	Guidance Counselor Cathleen Coleman
Teacher/Subject Area Catherine Stanzoni	Parent type here
Teacher/Subject Area type here	Parent Coordinator Nina DeBlasio
Related Service Provider type here	Other type here
Network Leader Joanne Brucella	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	0	Number of certified bilingual teachers	1	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	1	Number of teachers of ELLs without ESL/bilingual certification	0
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	800	Total Number of ELLs	3	ELLs as share of total student population (%)	0.38%
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Part II: ELL Identification Process

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

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

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

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	23	Newcomers (ELLs receiving service 0-3 years)	3	Special Education	3
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	3		3							3
Total	3	0	3	0	0	0	0	0	0	3

ELLs by Subgroups											Total
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)					
All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education			
Number of ELLs in a TBE program who are in alternate placement: <u>0</u>											

C. Home Language Breakdown and ELL Programs

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

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

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

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

Number of third language speakers: _____

Ethnic breakdown of EPs (Number):

African-American: _____

Asian: _____

Hispanic/Latino: _____

Native American: _____

White (Non-Hispanic/Latino): _____

Other: _____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish						1			1					2
Chinese														0
Russian														0
Bengali														0
Urdu					1									1
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	1	1	0	0	1	0	0	0	0	3

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

1.
 - A. Our freestanding ESL program combines both Pullout and Push-in models. In the early grades, the ESL uses the pull-out model, in groups of two to four students, to help students acquire language skills necessary to communicate and assimilate successfully in the classroom setting. In the middle school, she uses a push-in model to enable to develop content-area skills and align ESL instruction with classroom assignments.
 - B. In the early grades, classes are grouped heterogeneously. In the middle school, classes are grouped homogeneously and they travel together as a group. The only time they are separated is when they go to Talent. These classes are geared to the specific needs and choices of the students.
2. Staff is organized according to their licensed subject area and the ESL teacher provides ESL instruction. Each student receives the required number of minutes of ESL instruction according to his or her proficiency rating on the NYSESLAT. Classes are scheduled for 90 minutes of ELA instruction every day. ESL students are scheduled for their required numbered of ESL minutes independently of their ELA instruction. Two students receive 180 minutes of ESL each week and one students receives his required 360 minutes of ESL. These students are given native language support as per CR Part 154. However, these 3 students speak English fluently. They are special needs students who require differentiated instruction to help them strengthen their comprehension and fluency. Their listening comprehension in English is age and grade appropriate. They mainly need instruction to strengthen their literacy skills.
3. The ESL teacher works with the content-area teachers to make content comprehensible to all ESL students. At the present time we have no general education students in ESL. The three ESL students are special education students. All of them speak English, but come from foreign language backgrounds. Their learning difficulties are addressed and their instruction is differentiated according to their needs. Two are in a self-contained Special Education class and the grade 8 student is in an ICT class. All instruction is differentiated to remediate specific skills and to assist students in completing assignments.
4. At the present time, we have no ELLs who are evaluated in their native language. However, when necessary, we order exams in the appropriate language.
5. All ELL students receive differentiated instruction according to skill-based needs as determined by benchmark exams, progress monitoring assessments, and individual conferencing with teachers. They receive intervention as needed.
 - A. We have no SIFE students.
 - B. This year we have no ELL students in the US less than 3 years. ELL students, receiving service 4 to 6 years, are assisted in ELA with instruction that targets their specific needs. Additionally, the ESL teacher assists them in completing assignments. She works with the ELA teacher or classroom teacher to align ESL instruction with the requirements of ELA assignments.
 - C. ELLs receiving 4 to 6 years in our school have IEPs and have learning difficulties. The ESL teacher provides instruction to meet the demands of their content-area instruction. Instruction is differentiated to meet their learning styles and needs.

A. Programming and Scheduling Information

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

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

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

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

Courses Taught in Languages Other than English ⓘ

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

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

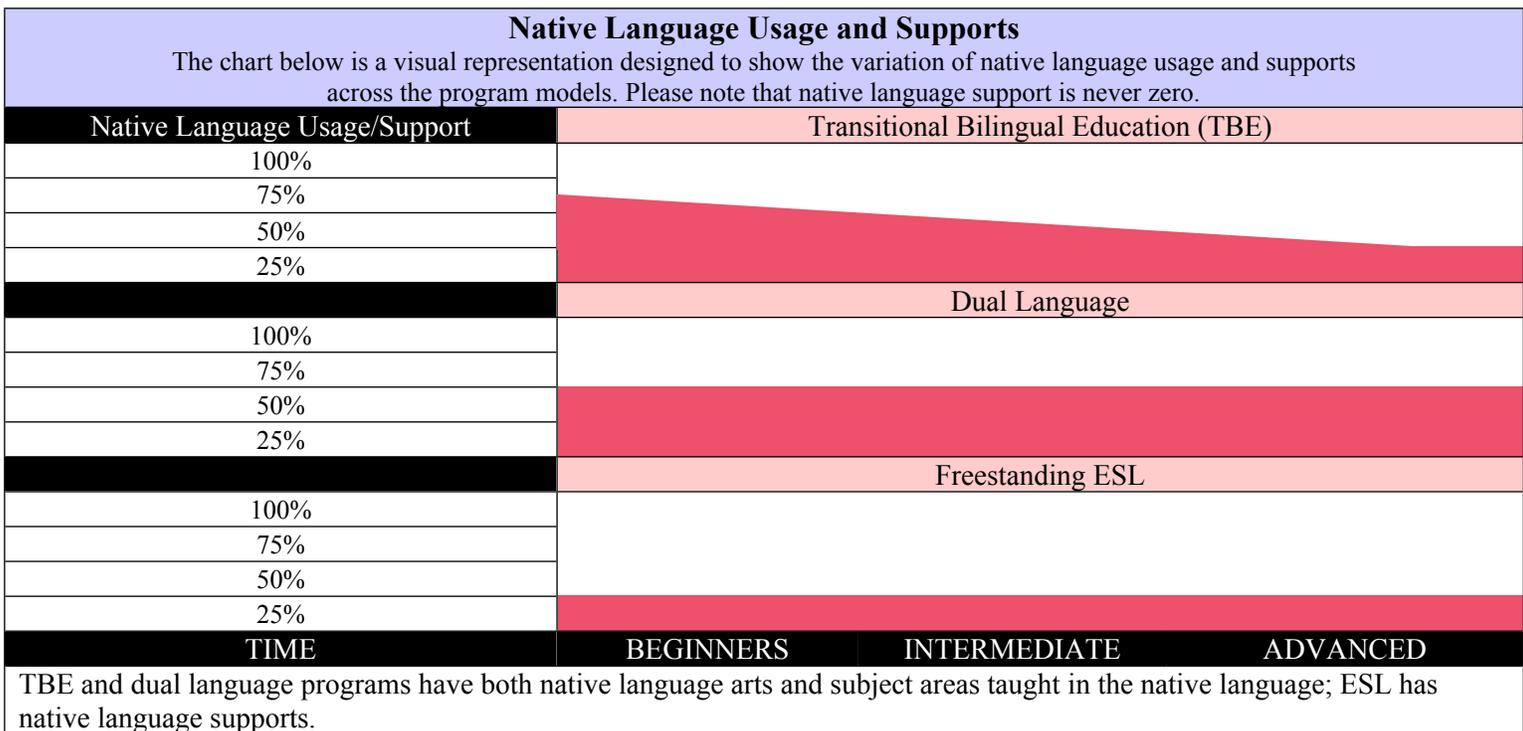
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week

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

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



B. Programming and Scheduling Information--Continued

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

8. ELL students receive the same targeted-intervention programs as all other students. This is based on the needs of each student. All programs are offered in English only. AIS is provided for students in small groups according to need. Instruction is differentiated and specific skills are targeted. AIS is provided in ELA and Math during the school day. AIS is provided in the extended day for all subjects. The two ELLs in grades 4 and 5, receive support in reading and math from two AIS providers. They monitor their progress using Acuity and Study Island. They target weaknesses shown. In math manipulatives are used.

9. Transitional support is provided in the content-areas. The ESL teacher works with ESL students to complete content-area assignments. 10/11. At this time, no programs will be added or discontinued. At a later date in the year, when present programs are reviewed and student achievement is examined, additional programs or program revisions will be discussed.

12. ELLs are offered all programs. There is no distinction between the programs offered to ELLs or any other students. At the present time, additional programs are offered during extended day. ELLs are invited to these programs based on the same criteria as all students.

13. ELLs are instructed with the same materials as all students. However the ESL teacher uses additional materials to assist ELLs in acquiring language skills necessary to communicate and to assimilate into the classroom. Soliloquy, a computer-based program, is used to help ELLs increase fluency. All students take a pretest in ELA and Math from Study Island, a computer-based program. Then differentiated practice is provided for each student.

14. Native language support is provided when necessary. At the present time, Spanish and Urdu are the only two languages spoken by our ELLs. We have several teachers and paraprofessional who speak Spanish and one paraprofessional who speaks Urdu. However, instruction is provided in English only.

15. All support and resources are aligned with students' grade levels and ages. Services, such as, counseling, SETSS, or AIS are grade and age appropriate in both materials and delivery.

16. Newly enrolled ELL students meet with the ESL teacher. She helps them acclimate to the school and addresses any concerns they express.

17. All middle school students take Spanish. All grade 7 students receive 2 periods per week and all grade 8 students receive 3 periods per week.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

1. The ESL teacher and all content-area and classroom teachers are provided PD to meet the needs of all students. They are given time to plan and align instruction to meet the demands of the ELL students.
2. Common preps and planning time is given to staff to meet the needs of the ELL students as they move from the elementary grades to the middle school grades. In the elementary grades teachers meet on the grade to plan and provide differentiated instruction for all students. In the middle school, teachers meet in both subject areas and grade level to provide appropriate instruction for all students. The model the ESL teachers uses is changed to provide appropriate support for the ELL students and to help them transition from a self-contained classroom to program in which they are instructed by subject-area teachers.
3. All teaches are instructed in ways to work with the ESL teacher to provide optimal instruction for all ELL students. They will receive a minimum of 7.5 hours of training in aligning classroom instruction with ESL instruction to enable ELL students to receive differentiated instruction to meet their specific educational needs. The ESL teacher and/or administrators will provide professional development. Guest presenters will provide support whenever possible.

E. Parental Involvement

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

1. All parents, including parents of ELLs, are invited to participate in all activities. Parents are encouraged to join the Parent Association. They are asked to become Learning Leaders. In this program, they are trained to help the teacher in the classroom once a week. They help with individual or small groups of children. In addition, parents are invited to student performances, Pasta Night, Pre-School Family Night, Kindergarten Tea, and many other activities
2. At this time, we are not involved with any agencies that provide workshops or services for ELL parents. However, when parents are in need of assistance, our Guidance Counselor, School Psychologist, or Parent Coordinator help them find appropriate help.
3. We evaluate the needs of parents through surveys and communication with the Parent Association and/or Parent Coordinator. In addition, parents are always encouraged to communicate with their child's teachers, Guidance Counselors, and administration.
4. Parent involvement is designed to meet the needs that parents have expressed an interest or concern in. They may vary each year depending on issues that arise. All parents are invited to become Learning Leaders. They participate in an instructional program that prepares them to assist teachers in providing small-group and/or one-to-one instruction. After completing the program, each volunteer is assigned to a class.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

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

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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4					1				1
8									0
NYSAA Bilingual Spe Ed									0

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

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

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

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. Our school uses DIBELS and Reading 3D to assess early literacy skills. The data indicates that ELLs need to build fluency and increase sight word vocabulary. Reading 3D provides a Fountas and Pinnell level that enables the teachers to provide appropriate instruction and materials. In June, Jannat's ending benchmark reading goal was Level P and she read at Level L. Although she made progress, Jannat remains four levels below the expected level. The goal for Oral Reading Fluency (ORF) was 110 words per/minute. Jannat read 75 words per/minute indicating she needs to build fluency. In the current school year, our ELLs are beyond the early literacy assessments. However, those skills will continue to be monitored.
2. On the NYSESLAT proficiency levels indicated a definite pattern. All students tested scored one level higher in listening/speaking than in reading/writing. For example, Michelle Torres achieved a proficient level in listening/speaking and an advanced level in reading/writing. The other two ELLs scored similarly, with Jose attaining advanced level in listening/speaking and intermediate in reading/writing. One grade 8 student, who graduated, attained proficient on all modalities.
3. NYSESLAT patterns indicate that students need more practice reading so that they can build fluency and comprehension. They need to increase vocabulary and they need to practice using context clues to determine unfamiliar words. In addition, they need to add more details to written responses.
4.
 - (a) Our ELL students are able to communicate fairly well in English. Three of our ELLs are Special Education students in self-contained classes. Results on exams indicate that they have learning difficulties, which are important to monitor. Although ELLs have scored at levels 1 and 2 on the ELA, they have difficulty in their native language as well.
 - (b) The ELL Periodic Assessment was not given last year.
 - (c) Periodic Assessments in ELA and Math help determine the skills that need to be targeted. Small-group instruction is provided to improve these skills. The ESL teacher also provides instruction that targets weaknesses. All three ELL students have IEPs. Two of them are in a self-contained class and the seventh grader is in an ICT class. This year SETSS has been added to Jannat and Jose's IEPs. The teacher will provide additional learning support.
5. N/A
6. We evaluate the success of our programs for ELLs in several ways. Firstly, we examine how middle school students' achievement in subject areas on unit tests, projects, homework, and Periodic Assessments. We determine strengths and weaknesses and the areas in which additional support is needed. Then we examine the NYS exam scores and the item analysis to determine areas of weakness. In grades 3-5, we examine Periodic Assessments, class work, and teacher observation to determine how well ELLs are doing and how successful instruction is. In grades K-2, we rely on DIBELS, Reading 3D, and teacher observation to determine how well instruction is meeting their needs. Ultimately, we examine NYSESLAT scores to determine progress in language acquisition. Last year, one grade 8 Special Education student achieved proficient scores.

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

LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013

Requirement under Chancellor's Regulations – for all schools

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

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

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

Part A: Needs Assessment Findings

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.

ESL data is examined to determine which languages are needed for written and oral interpretation. At the present time, all written communication is done in English. At least one or both parents of each child can read English. A few parents need oral conversations to be translated in Spanish. This is accomplished through the use of a Spanish speaking teacher or paraprofessional.

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.

At the present time, we have one ESL student in Kindergarten. Her parent, however, is able to communicate in English in both written and oral communication. We have a very limited number of parents who need oral conversations to be translated into Spanish. This is easily accomplished through the use of a Spanish teacher or paraprofessional. At the time, there are no other languages to translate.

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.

After the languages needed are determined, we make sure procedures are in place to communicate with each parent effectively and in a timely fashion. When necessary, an outside vendor is used to provide translation. More often, translation can be accomplished through the use of a teacher, paraprofessional, or parent volunteer. We also make parents aware that the DOE website is equipped to provide information in many languages.

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.

At this time, it is not necessary to use an outside vendor to interpret orally for any parent. All communication can be accomplished by staff or parent volunteer. At the present time, only spanish is needed in order to communicate with all parents.

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>.

When necessary the parent coordinator and other support staff meet with the parent to let them know that the DOE site is available in many languages. In addition, an outside vendor is used at this meeting, if necessary, to help acclimate the parent to the school and to let the parent know that we will be communicating through the use of an interpreter.