



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: INTERMEDIATE SCHOOL 250-ROBERT F. KENNEDY MIDDLE SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 25Q250

PRINCIPAL: VINCENT RANDAZZO

EMAIL: VRANDAZ@SCHOOLS.NYC.GOV

SUPERINTENDENT: DANIELLE DIMANGO

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
Vincent Randazzo	*Principal or Designee	
Ken Dyer	*UFT Chapter Leader or Designee	
Iris Gerofsky	*PA/PTA President or Designated Co-President	
Nora Wong	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Michael Berezovsky	Member/ Chairperson-staff	
David Vasquez	Member/ Secretary-staff	
Ari Kapoutsos	Member/Asst. principal	
Ricky Caceres	Member/Parent	
Aleksandra Gosc	Member/ Parent	
Lisa Looby	Member/ Parent	
	Member/ Parent	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

By June 2013, to improve teacher effectiveness and practice by developing a shared understanding of how to effectively use assessment to drive instruction as evidenced by feedback in walkthroughs and observations, student goal sheets and student progress on DY0 unit assessments.

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.

Feedback from the 2011-2012 DQR- Developing Quality Review revealed the need to “Further enhance the use of on-going assessment practices to strategically adjust instruction to further accelerate student growth and academic achievement.” Although we received an “A” on the 2011-2012 progress Report and our State Accountability is “In Good Standing” student performance shows a need for further improvement.

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) 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.

Teachers completed Individualized PD Plans by October 2012 requiring them to identify their strengths, areas of improvement, and professional development needs-Daniel Competency 3D:Using Assessment in Instruction is a school wide focus and part of each teacher’s PD plan-School leaders and the Instructional Team created a “School-Wide” professional development plan based on the needs of the teachers, data trends, and school-wide goal-Each teacher attended a one-on-one “Individualized Professional Development Plan Conference,” in collaboration with their supervisor, identifying the 2-3 areas they would like to improve in their teaching practices and complete their action plan for each goal-The school will continue to use the Danielson Framework, specifically 3D, as a means to create a common language around good, research-based instructional practices as they relate to the use of assessment-Teams of teachers have developed uniform DY0 assessments and learning tasks with each unit of study to measure and monitor student progress-Teachers are receiving timely assessments reports, aligned to the standards, from the DY0 assessments using the “Scantron Prosper Scanning System”-School-wide expectations and structures have been created to analyze students assessments and work products-The school is utilizing the “School Improvement Cycle” and “Guided Questions” for teams of teachers to mine, analyze and create next learning steps systemically-School leaders have arranged for targeted professional development on the effective use of assessment for teachers in each of the core subject areas and join teachers in their weekly common planning meetings-Teachers will meet in

their departmental teams two times per week: once during school as hours for common planning and each Wednesday, after school, to engage in collaborative inquiry work

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.

Involvement of parents in the School Leadership Team

- **PA Meetings**
- **School bulletins and calendars for school review and improvement meetings and activities, translated into Spanish, Korean and Chinese when possible.**
- **School website that is translated into all home languages**
- **Use of School messenger system to make parents aware of meetings and activities for school review and improvement**
- **We will celebrate student of the month once a month in the evening as a way of increasing parental involvement**
- **The Social Studies, Math, ELA and Science Departments will each present to parents tips on preparing for state exams and understanding their curriculum once a month at night to increase parental involvement.**

Provide parents with the following workshops to bolster student academic performance:

- **Using reading strategies to promote literacy.**
- **Reading to our children at home to promote literacy.**
- **Using technology and computer software to engage children to read and write at home.**
- **Conduct a workshop to enable parents to log on to Aris. As a follow up workshop, the parents will be taught how to interpret and analyze the data from these assessments.**
- **The parents will be informed on what their child's\children should expect to see on their NYS ELA or NYS Mathematics Tests.**
- **Promoting math at home.**
- **Math literature and its relationship in the real world.**

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 x Other

If other is selected describe here:

As a title 1 school wide project school, conceptual consolidation will allow us to combine federal and local funds such as fair

student funding (tax level) and title 1 and title III funds to support the actions/strategies/ activities described in the 2012-2013 action plan.

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).
- **The school has established a head-start program that focuses on improving the oral language abilities, emergent literacy skills that New Comer ELLs will need in order to ensure a successful transition**
- **All SWDs and ELLs will participate in either a Weekday or Saturday “Intervention Academy”**
- **A SAPIS worker was hired to support all ELLs and SWDs through a literacy based Substance Abuse and Bullying program**
- **An Attendance team has been put in place as part of the school’s efforts to improve attendance for SWD’s and ELLs.**

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

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

By June 2013, to improve teacher effectiveness by developing a shared understanding of good instructional practices outlined around the Danielson Framework as evidenced by written observations and feedback.

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.

A review of the 2011-2012 Developing Quality review showed that “A school-wide study of the selected components exposed the staff to clear expectations and a common language for reflection on teacher practice. The principal has developed a form directly aligned to the selected domains as a means to collect low inference data and provide teachers with evidence of their practice. These short, frequent cycles of observation are conducted in six week cycles and provide immediate feedback that focuses on strengths, challenges and next steps either through conversation or written response. This process allows administrators and teachers the opportunity to monitor and reflect on the change in practice. As a result, pedagogy is beginning to improve specifically in terms of planning, higher order questioning and discussion and is evident.” Since these systems are leading to improvement in pedagogy which is evidenced by the improvement in student performance on the State exams, and are expectations laid out in the Citywide Instructional Expectations, our school felt it was necessary to continue with this work.

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) 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.

Teachers will receive ongoing targeted professional development around the 3 central DOE Chosen Danielson Competencies- Teachers self-assess on selected components of the Danielson rubric - Each teacher will receive an Individualized Professional Development Plan that integrates the selected components of the Danielson rubric - School leaders set up and follow a schedule for teacher observation and feedback using the Danielson rubric- Individual PD plan with delineated steps for progress and movement to the next level within the continuum - Teacher self-assessments on selected components of the Danielson rubric- Post observation questions for teachers to use to reflect upon their instructional practices- 6 cycles of walk-through observations focusing on the 3 Danielson Competencies 1E, 3B, 3D- The Purchase of “Teach Boost” online software that will streamline the feedback for teachers and help monitor progress of each teacher over time

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.

Involvement of parents in the School Leadership Team

- **PA Meetings**
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- **Conduct a workshop to enable parents to log on to Aris. As a follow up workshop, the parents will be taught how to interpret and analyze the data from these assessments.**
- **The parents will be informed on what their child's\children should expect to see on their NYS ELA or NYS Mathematics Tests.**
- **Promoting math at home.**
- **Math literature and its relationship in the real world.**

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 x Other

If other is selected describe here:

As a title 1 school wide project school, conceptual consolidation will allow us to combine federal and local funds such as fair student funding (tax level) and title 1 and title III funds to support the actions/strategies/ activities described in the 2012-2013 action plan.

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).
- **The school has established a head-start program that focuses on improving the oral language abilities, emergent literacy skills that New Comer ELLs will need in order to ensure a successful transition**
- **All SWDs and ELLs will participate in either a Weekday or Saturday “Intervention Academy”**
- **A SAPIS worker was hired to support all ELLs and SWDs through a literacy based Substance Abuse and Bullying program**
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ANNUAL GOAL #3 AND ACTION PLAN

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Annual Goal #3

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

By June 2013, to improve teacher effectiveness by supporting teachers to design, deliver, and assess 8 CCLS Units of Study; 2 in ELA, 2 Math, 2 Science, 2 Social Studies as evidenced by student work that show growth based on standardized rubrics.

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.

Based on our Internal Audit Curriculum Findings, the changes to NYS Testing program, and the Citywide Instructional Expectations, from the previous and current school year, our findings indicated the need to continue to revamp, revise curriculum maps which are data driven and that will indicate the specific CCLS standards needed to be mastered for the student population to meet the rigorous demands of the Common Core Learning Standards in all core subjects. The increased implementation of the Common Core State Standards will allow the continued promotion of problem solving and critical thinking skills of our students and ensure that the students are ready to face the rigorous demands of the new NYS ELA and Math testing program for 2013 and beyond.

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) 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.

Administration will program all core subject areas teachers to have an inclusive “25th teaching period” Common Planning Meeting -- SINI funds were used in the summer months, 2012, to begin the revamping of curriculum units to fully include the CCLS- Teams of teachers will continue to receive professional development around Understanding by Design and Depth of Knowledge to assist them in writing a CCLS aligned units of study-Teachers will receive targeted PD around the CCLS and CCLS aligned tasks- Teachers will use data from last year’s CCLS tasks to help develop units- Units will include pre-assessment, benchmark assessment, and post assessments to help further develop curriculum writing-Data from the units will be used to help write and design other CCLS aligned units and tasks-Teams of teachers meet weekly in department teams to rewrite curriculum and tasks to include the CCLS-Teams of teachers meet weekly in department teams to assess student work and plan lessons around the CCLS-Teams of teachers meet weekly in their department teams to develop rubrics used to assess the CCLS tasks

Strategies to increase parental involvement

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- **Conduct a workshop to enable parents to log on to Aris. As a follow up workshop, the parents will be taught how to interpret and analyze the data from these assessments.**
- **The parents will be informed on what their child's\children should expect to see on their NYS ELA or NYS Mathematics Tests.**
- **Promoting math at home.**
- **Math literature and its relationship in the real world.**

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 x Other

If other is selected describe here:

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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).
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ANNUAL GOAL #4 AND ACTION PLAN

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Annual Goal #4

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

By June 2013, to improve teacher effectiveness and instruction by engaging teams of teachers in curriculum mapping as evidenced by newly written CCLS aligned curriculum maps, frameworks and tasks written by teams of teachers.

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.

Based on our Internal Audit Curriculum Findings, the changes to NYS Testing program, and the Citywide Instructional Expectations, from the previous and current school year, our findings indicated the need to continue to revamp, revise curriculum maps which are data driven and that will indicate the specific skills needed to be mastered or strategies to be utilized for positive student outcomes. The increased implementation of the Common Core State Standards will allow the continued promotion of problem solving and critical thinking skills of our students.

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) 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.

Further develop the understanding of the Common Core Learning Standards and Understanding by Design • Utilize the Instructional Team to engage in decision making and goal setting • Teams of teachers will meet weekly to analyze formative and summative assessment data using the school improvement cycle during department team meetings • Provide ongoing Professional Development around the CCLS • Monthly Team Interdisciplinary meetings • Focused Weekly Common Planning period programmed into teaching schedule • Plan Professional Development Opportunities around “Mining and Analyzing Data” & Curriculum Development

Strategies to increase parental involvement

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Involvement of parents in the School Leadership Team

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- **Promoting math at home.**
- **Math literature and its relationship in the real world.**

Budget and resources alignment

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

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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).
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ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

By June 2013, ELL and SWD will demonstrate progress in ELA through effective differentiation, as evidenced by growth in Achieve 3000, Acuity, and Departmental DY0 assessments data.

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.

A review of the NYC Progress Report and State Report card revealed that there was not enough adequate yearly progress made with our ELLs or SWDs. Furthermore, Student Progress for English Language Arts indicates the following:

- **37.5% of our students scored at level 3 or above**
- **2.82 median student proficiency**

The overall score for student progress was 41.4 out of 60. Additionally, our school received extra credit for closing the achievement gap for Students with disabilities and English Language Learners. Although we received an “A” on the 2011-2012 progress Report and our State Accountability is “In Good Standing” student performance shows a need for improvement.

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:
 - e) strategies/activities that encompass the needs of identified student subgroups,
 - a) key personnel and other resources used to implement these strategies/activities,
 - b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - c) timeline for implementation.

During pre/post-observation conferences, teachers will be able to articulate how their lesson plans reflect differentiated instruction during the work period based on specific data sets - Formal and Informal teacher observations monitoring progress- In-house professional development – New Units of study with a focus on informational texts with built –in scaffolds and entry points for ELLs and SWDs- Differentiated Instruction PD during grade meetings, monthly departmental meetings and after school meetings – Achieve 3000 PD; September, January, & May- Follow-up classroom visits, modeling and coaching for PD participants- Differentiation monitored and evaluated during every informal/formal classroom teacher observation- Identify a model classrooms where differentiation is taking place for instructional inter-visitations by academic area- Provide targeted Professional Development on effective differentiation in each of the core subject areas - Analyze student assessment data - Determine student deficiencies and align instruction appropriately. Identify the target population. Develop an after school instructional program to provide additional academic support to our identified target population – Intervention Academy on Tuesday’s and Thursday’s for ELLs and SWDs from December 2012- April 2013-AIS ELA 2 days per week for ELLs and SWDs-

New Classroom Libraries with leveled informational texts- Individualized goal sheets for students to track student progress within each unit of study- Newly purchased instructional materials for ELLs and SWDs- Tier II and III interventions in the classroom- PMP “Practice Makes Perfect Initiative” for ELA & Math built into the curriculum for each day

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.

Involvement of parents in the School Leadership Team

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Budget and resources alignment

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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).
- **The school has established a head-start program that focuses on improving the oral language abilities, emergent literacy skills that New Comer ELLs will need in order to ensure a successful transition**
- **All SWDs and ELLs will participate in either a Weekday or Saturday “Intervention Academy”**
- **A SAPIS worker was hired to support all ELLs and SWDs through a literacy based Substance Abuse and Bullying program**
- **An Attendance team has been put in place as part of the school’s efforts to improve attendance for SWD’s and ELLs.**

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	<p>ELA AIS is being implemented in several different ways:</p> <ul style="list-style-type: none"> • Differentiated instruction in all ELA classes- Tier I Intervention • Students who are not benefiting from Tier I will be referred for Tier II interventions- After-school program and during the school day AIS services 	Both Small group and/or one-to-one.	Both during and after-school hours.
Mathematics	<p>AIS in math is being implemented in several ways:</p> <ul style="list-style-type: none"> • Differentiated instruction in all Math classes-Tier I intervention • Through frequent content and skills based assessment the effectiveness of Tier I intervention will be 	Both Small group and/or one-to-one.	Both during and after-school hours.

	<p>determined. Students who are not benefiting from Tier I will be referred for Tier II intervention.</p>		
Science	<p>AIS is being implemented in several different ways:</p> <ul style="list-style-type: none"> • The use of content and genre reflect Science Content • Differentiated instruction in all ELA classes- Tier I Intervention • Students who are not benefiting from Tier I will be referred for Tier II interventions- After-school program and during the school day AIS services 	Both Small group and/or one-to-one.	Both during and after-school hours.
Social Studies	<p>AIS is being implemented in several different ways:</p> <ul style="list-style-type: none"> • The use of content and genre reflect Social Studies Content • Differentiated instruction in all ELA classes- Tier I Intervention • Students who are not benefiting from Tier I will be referred for Tier II interventions- After-school program and during the school day 	Both Small group and/or one-to-one.	Both during and after-school hours.

	AIS services		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	The service is offered in English and Spanish. Students are assisted in learning how to deal with personal issues including school, friends, and family.	Small group or one-to-one based on the needs of the student(s).	School counselors, Psychologist, Social Worker, will provide guidance and counseling services during the school day. One period a week or more if needed, to all students at risk.

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.

- **We will attend all Department of Education job fairs - We will be in constant contact with all personnel liaisons-Professional contacts will be asked to refer qualified candidates.**
- **Ongoing professional development for all staff to include:**
- **Focused on teaching toward the State and CCLS Standards**
- **Differentiation professional development will be provided for all staff.**
- **Departmental Common Planning time each week**
- **Individualized Professional Development Plans for all 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.

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;

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 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.

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 Jose Ruiz / Debra Van Nostrand	District 25	Borough Queens	School Number 250
School Name Robert F. Kennedy Middle School			

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

Principal Vincent Randazzo	Assistant Principal type here
Coach type here	Coach type here
ESL Teacher Elena Kokoronis	Guidance Counselor type here
Teacher/Subject Area Jaime Hermel / Special Ed.	Parent type here
Teacher/Subject Area type here	Parent Coordinator Karen Eitelberg
Related Service Provider type here	Other type here
Network Leader type here	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	2	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	2
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	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	353	Total Number of ELLs	51	ELLs as share of total student population (%)	14.45%
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Part II: ELL Identification Process

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

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

Paste response to questions 1-6 here

1. To identify English Language Learners in our school, the following is carried out to ensure proper placement. First and foremost, we have a team in place which handles the registration and orientation process with all the necessary documentation. This team includes the principal, ESL coordinator/teacher, people accounting secretary and the parent coordinator. Our parent coordinator welcomes the new registrants and is one of the team members that determines whether a translator will be needed during the registration process. When a parent comes in with his/her child and neither is able to speak in English or comes from another country and is able to converse in English to some extent, the ESL teacher, Ms. Kokoronis is notified and is requested to be present during the registration process. Ms. Kokoronis conducts an interview and looks at the report card grades. If a translated is needed, one of our multilingual staff members (para professionals, classroom teachers, psychologist, and etc.) is requested to be present. During the registration process, all parents are given the parents' preferred language form for school communications, and the Home Language Identification Survey in their native language. The Parent Program Selection Survey is given to the parents by the ESL teacher, Ms. Kokoronis in their native language and an interview is conducted. Once again, if a translator is needed, one of our multi-lingual staff members is requested to be present through this process. In addition, Ms. Kokoronis, the ESL coordinator/teacher shows the parent orientation video and hands out the Parent Survey and Program Selection form to the parents to complete and hand back immediately. The ESL coordinator, or a trained pedagogue is present while the HLIS is completed. The HLIS is given to any student that comes from a private school, out of state and/or abroad. If a student comes from a private school and/or out of state, an informal oral interview is performed by the ESL coordinator to confirm that the new admit does not speak a second language. Next, a letter is attached to the HLIS and "NO" is indicated on the HLIS and indicated on ATS by the people accounting secretary. No HLIS is given to a student who has been in a DOE public school. If a HLIS is not on file from a previous school, the home language is taken from the biographical information on ATS. Our ESL coordinator/teacher, reviews the HLIS and it is the first form used to identify and determine eligibility for testing. Once the students have been identified, they are then administered the LAB-R by the ESL coordinator/teacher within ten days of their enrollment. The LAB-R is hand scored by the ESL coordinator. If a student comes from a Spanish speaking background and scores below the cut score on the LAB-R, then the Spanish LAB-R is administered by the Foreign Language teacher (Spanish teacher) or the trained para professional who speaks Spanish with the ESL teacher present. In addition, the RLER is also printed out and used to keep track of students that need to be tested for the LAB-R and the RLAB is used for placement. Finally, the NYSESLAT scores from the RLAT and RNMR are used to determine which students are entitlement per exam or have passed/tested out. For students that have tested out, the ESL teacher creates a list of all transitioned/former ELLs for up to two school years immediately after they have achieved proficiency on the NYSESLAT that are eligible for testing accommodations and gives a copy to each staff member. All enrolled students have a copy of their exam history (REXH) printed out by the people accounting secretary and placed in their cumulative file and are checked by the ESL coordinator/teacher to confirm if any previous NYSESLAT scores exist.

2. On-going parent orientations are held throughout the school year to inform parents of new admits about the program options for English Language Learners and for parents who were unable to watch the parent orientation video during the registration process. In addition, parents of English Language Learners in our school are invited to a variety of school meetings to keep them informed of the

school's curriculum, the expectations of student progress and various services and programs available to English Language Learners. Also, in the beginning of the school year, a "Back to School" night is held where all parents are invited and an ELL parent orientation is held for the families of those students who are determined eligible for ESL services. It is open to any family member who wishes to attend. The ESL teacher awaits parents so she can explain how the ESL program runs and what expectations are held for the growth of the ELL students. On site, we have the Foreign Language teacher who speaks Spanish, one of the Math teachers who speaks Mandarin Chinese, the school nurse who speaks Haitian Creole and French. During the registration process and the on-going parent orientations, parents are informed of all three program choices (Transitional Bilingual, Dual Language, and Freestanding ESL) through the parent orientation video and the ELL brochures that are online on the NYC DOE website. The ESL teachers show the parent orientation video and collect the completed Parent Survey and Program Selection. During the on-going parent orientations that are held throughout the school year, parents are informed about the program options for English Language Learners and if TBE/DL programs become available. In addition, parents of English Language Learners in our school are invited to a variety of school meetings to keep them informed of the school's curriculum, the expectations of student progress and various services and programs available to English Language Learners.

3. Parents are given translated material regarding the ELL program and the NYSESLAT assessments. All English Language Learners are administered the NYSESLAT each spring to determine their continued eligibility. As for the entitlement and continued entitlement letters, Ms. Kokoronis, the ESL teacher mails one copy of the letter to the parent, hand delivers one copy to the student to give to the parent, and keeps one copy on file here at the school. In addition, Ms. Kokoronis, the ESL teacher conducts an interview and uses the ALLD (Academic Language and Literacy Diagnostic) to identify SIFE students.

4. Once a student has been identified as an English Language Learner as per the HLIS, and has been administered the LAB-R and/or Spanish LAB-R, then the ESL teacher hand scores each test. If a student does not reach the cut score, he/she is placed in the ESL push in class. These students are placed in the Freestanding ESL push in program regardless if their parents selected ESL as their first choice or not on the program selection survey. This is done because at this point in time we do not have the number of students to open a bilingual class. Parents are informed during the video showing that they do have a choice of transferring or registering their child in a bilingual program that might be available in another school in the same or different district. Placement letters are mailed out in their native language as well as English. (One side is in English, the other is the second language). A copy is saved on file in the school in a binder that the ESL coordinator maintains. Furthermore, entitlements letters and non entitlement letters are mailed and kept on file in the same binder. The files are kept in the binder for a year. Furthermore, any communication activities are translated as per their request on the Parents' Preferred Language Form available from the Translation and Interpretation Unit.

5. Based on our past parent surveys, the majority of parents have been requesting a Freestanding ESL program. During the school year 2010-2011, (9) parents selected ESL as their first choice. During the school year 2009 – 2010, ten (10) parents selected ESL as their first choice. During the school year 2008- 2009, six (6) parents selected ESL as their first choice.

6. Our program model is aligned with our parent requests.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
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Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
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Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In							8	8	8					24
Total	0	0	0	0	0	0	8	8	8	0	0	0	0	24

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	51	Newcomers (ELLs receiving service 0-3 years)	30	Special Education	13
SIFE	3	ELLs receiving service 4-6 years	18	Long-Term (completed 6 years)	8

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	30	3	0	13	0	10	8	0	3	51	
Total	30	3	0	13	0	10	8	0	3	51	

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							1	6	8					15
Chinese							1	2	3					6
Russian							2	0	5					7
Bengali							0	2	1					3
Urdu							0	2	2					4
Arabic							0	1	1					2
Haitian							0	0	0					0
French							1	0	1					2
Korean							0	0	0					0
Punjabi							0	0	0					0
Polish							0	0	1					1
Albanian							0	0	1					1
Other							3	6	1					10
TOTAL	0	0	0	0	0	0	8	19	24	0	0	0	0	51

Part IV: ELL Programming

A. Programming and Scheduling Information

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

A. Programming and Scheduling Information

Ia. 8th Grade	Per 1	Per 2	Per 3	Per 4	Per 5	Per 6	Per 7	Per 8		
Monday	Science	Gym	LIT/ESL		LIT/ESL		lunch	Social Studies	Math	Math
Tuesday	Science	Science	Gym	Math	lunch	Art	Health	LIT/ESL		
Wed	Spanish	LIT/ESL		LIT/ESL		Art	lunch	Math	Spanish	Social Studies
Thurs	Social Studies	Math	Math	Gym	lunch	Science	LIT/ESL		LIT/ESL	
Friday	Social Studies	Social Studies	LIT/ESL	Spanish		lunch	Science	Math	Math	

To ensure the achievement of high academic standards, and to accommodate the diverse needs of ELLs, IS 250 continues to provide rigorous standards-based instruction in a variety of learning environments by certified ESL teachers. Students in ESL are taught in English using ESL methodologies as determined by their NYSESLAT and LAB-R scores where the classes across the grade spans are heterogeneous. All mandated units of ESL instruction are being met.

The above schedule is an example of a intermediate student receiving 2 units of mandated ESL instruction.

Our sixth and eighth grade ELLs including our ELLs-SWDs are receiving the mandated units of ESL through the push in model in ELA. Our seventh grade ELLs and ELLs-SWDs are receiving the mandated units of ESL services through the push in model in ELA and Social Studies. All students that were designated x-coded ELLs in the past are currently all receiving ESL services. In addition, ELLs-SWDs also receive Academic Intervention Services during the school day and ESL methodologies are incorporated.

A pull out, self-contained, collaborative and departmentalized organization model does not apply.

2. The Principal, the ESL Coordinator and the programmer ensure that the students are receiving mandated services. RLATs and RLERs are used to view the proficiency levels of ELLs. ELL students who scored advanced level on the NYSESLAT receive ESL 4 periods a week (180 minutes a week). ELL student who scored at a beginner or intermediate level receive ESL 8 periods a week (360 minutes a week). Any newcomer less than a year that is eligible for ESL services also receives ESL 8 periods a week (360 minutes a week). ESL teachers differentiate instruction based on the data collected from the LAB-R and/or NYSESLAT scores for each student as well as data collected from state exams (ARIS, ACUITY, Achieve 3000 and pre-assessments) and informal classroom assessments.

TBE and Dual Language instruction are not provided because they do not apply.

As per the CR Part 154, we have a Freestanding ESL Program because it is the parents first choice on the program selection survey and we currently do not have 20 LEP students with the same native language which is other than English to create a bilingual education program. Our freestanding ESL program is taught as a push in (co-teaching) model. Therefore, the ELA teacher and ESL teacher are co-teaching. This co-teaching push in model is composed of two components: a language arts instructional component and a content area instructional component. The language arts instructional component is delivered through instruction in ELA and ESL with the use of translated version where applicable, bilingual glossaries, electronic pocket dictionaries. The content area instructional component is delivered through instruction in English and ESL methodologies.

3. Instructional strategies that are used in the program are the following: Guided Reading, Thematic Planning, Small Group Instruction, Reading and Writing Conferences, Scaffolding, Running Records, Whole Language and Balanced Literacy. In addition, modifications of classroom tests, pictures and visual aids, manipulations and Books on Tape are implemented. All students are served by an ESL teacher through collaborative co-teaching model. ESL teachers push-in during literacy and Social Studies periods. The general education teacher and ESL teacher work as a team to plan lessons and discuss best practices and strategies for their ELLs. ESL, Special Education, and General Education teachers meet twice a week for common planning and collaborative inquiry to analyze student work and plan effectively.

4. Most classrooms are equipped with utilizing bilingual books, glossaries and dictionaries. SIFE, Newcomers, ELLs 4-6 years and Long term ELLs are placed in small groups for differentiated instruction. All instruction is standard-based incorporating the four modalities of language. Reciprocal Teaching is incorporating throughout the different levels. Achieve 3000 which a web-based individualized reading program is implemented as an instructional tool. They are all mandated to stay for extended day.

A. Programming and Scheduling Information

- 5a. We currently have only three SIFE students. They are programmed for three times a week block periods of ELA/ESL and Math.
- 5b. Newcomers receive language support during extended day to enhance their fluency and vocabulary. During school hours the ESL teachers differentiate lessons by creating nonlinguistic representations such as visuals and bilingual dictionaries or translated texts when necessary and attainable. Guided reading and read alouds are incorporated by the ESL teachers. Reciprocal Teaching is implemented more visually and with language prompts.
- 5c. All of our ELL students 4-6 years receive differentiated instruction by guided reading and higher-level advance graphic organizers. A readers and writers workshop is implemented where the ESL teachers create a mini lesson drawing on the students needs through scaffolding. Reciprocal teaching is implemented with the use of language prompts as well.
- 5d. Since our LTEs are struggling readers and writers, one differentiation instruction that is used is Reciprocal Teaching. Reciprocal teaching is a scaffolded discussion technique that uses four strategies that proficient readers use to comprehend a text. It is an effective teaching technique that can improve the kind of reading that is used on state exams. Also, graphic organizers are incorporated in lessons to guide and improve the writing skills of LTEs. Student data provided by Achieve 3000, NYSESLAT and ELA is analyzed by the certified ESL teachers in order to provide effective small group instruction. Finally, they attend programs afterschool and a Saturday Academy in order to provide them with opportunities to receive additional support and target their weaknesses in Literacy and Math. These programs will also build their fluency and vocabulary skills and knowledge.
6. Based on the LevelSet from Achieve 3000 that was administered in the beginning of the school year, results have shown that the reading levels of ELL-SWDs are at second or third grade level. Therefore, the standards that are taught, are at grade level, however, the independent nonfiction reading materials are based on the LevelSet. The anchor texts are at grade level. Graphic Organizers are given to assist the students with independent and instructional reading material. Reciprocal Teaching is implementing as well in all lessons. The reading material that is provided is nonfiction and fiction that include different genres from different authors.
7. ELL-SWDs are placed in a CTT classroom where the ELA teacher, Special Education teacher and the ESL teacher are present. Literature circles are incorporated in the lesson. In addition, a block period once a week is dedicated to Teenbiz3000. Teenbiz is committed to enhance reading comprehension. Fifteen students work on Teenbiz 3000 while two structured small groups practice reading, vocabulary, writing, grammar, listening and speaking strategies that are data driven in a 90 minute block. Students rotate throughout the activities.

Courses Taught in Languages Other than English ⓘ

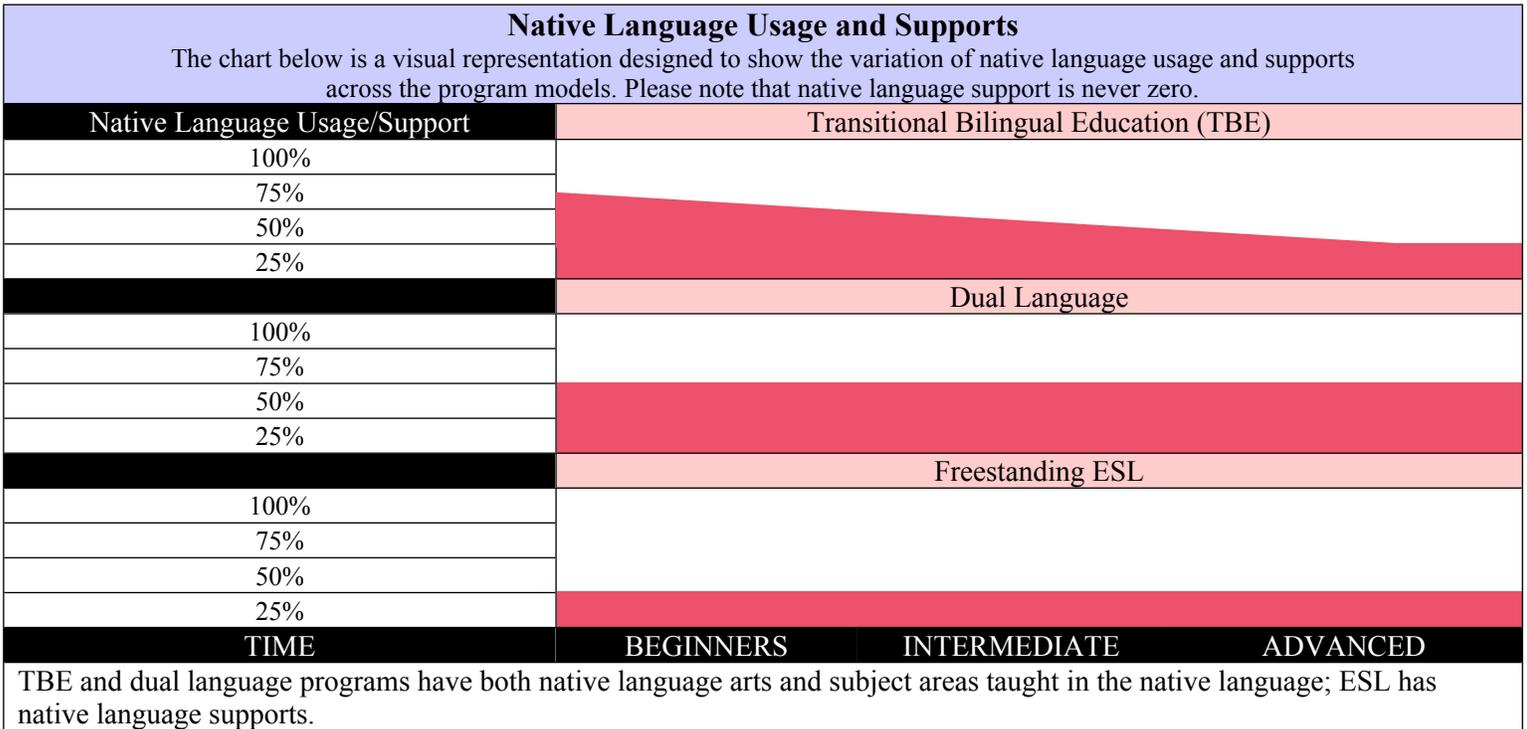
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- 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?

Paste response to questions 8-17 here

8. Using data driven assessments from summative assessments (ELA, MATH, Pre and Post Assessments in English, Math, Science and Social Studies, Interim Assessments, ELL Periodic Assesments, and NYSESLAT) ELLs as well as Former ELLs will be invited to enroll in an after school literacy program for enrichment and to improve the skills they are lacking in ELA and Math. Also, students are madated to attend extended day twice a week for 50 minutes each day. Apart from extended day, struggling students are receiving academic intervention services twice a week. In addition, an intervention academy will commence on November 1, 2011 and finish on April 19, 2011. This academy will be opened to level 1's, ELLs and students with disabilities. In the near future, ELL students will also be enrolled in an after school program that targets their needs to reach proficiency on the NYSESLAT.

The ELA targeted interventions include Achieve 3000, on demand writing curriculum, literature circles aligned with their reading levels based on the LevelSet of Achieve 3000, various picture books, books on tape, multi-cultural levels libraries, translated dictionaries, bilingual books, ExC-ELL strategies and technology (smartboard, laptops, ipads).

The Math targeted interventions include Impact Math textbooks, charts, graphs, rulers and other visual displays, bilingual content glossaries ExC-ELL strategies and technology such as smartboard and laptops.

The Science targeted interventions include technology (smartboard, laptops), ExC-ELL strategies, lab manipulatives and equipment, bilingual content glossaries, content based classroom libraries and ExC-ELL strategies.

The Social Studies targeted interventions include technology once again, newspapers, content based libraries, bilingual content glossaries, ExC-ELL strategies, non fiction texts, level set libraries and various Atlases.

9. Transitioned ELLs will be receiving the same support they have been and will continue to receive the same accommodations that current ELLs are receiving. (ample time on tests, extended time on state tests (time and a half), and providing them with native language dictionaries in all content areas.

10. The current ELA pacing calendar is being remapped to include studies that concentrate on the themes of conflict, identity and survival. This revised curriculum will include the Common Core State Standards as well integrating differentiated instruction and Understanding by Design. This revised curriculum includes a "mutli-genre" appraoch that is intended to expose students to a variety of texts that include, fiction, non fiction, poetry, short stories, informational text and etc. It will include material for ELLs as well.

11. This does not apply because no significant changes will be made.

12. ELLs within our school are offered the same instructional program as their general education peers. With Title I and III funds our ELLs and former ELLs will also be provided with the opportunity to attend the Saturday Academy for English Language Learners for additional support. With Title III funds, ELLs will also particiapte in an After School Intervention Academy that targets ELA/ESL and Math skills. Teachers will provide ESL/Math instruction, utilizing researched based best practices in small group settings. Monthly assessments will be

administered to monitor student growth and to plan further instruction. Progress reports will also be generated and discussed with the parents.

13. Advance and intermediate level ELLs receive the same instructional material and resources as general education students. The materials are based on their reading levels per the results of the levelset from Achieve 3000. Newcomers use modified materials on their reading level and visuals are used. Teachers modify lesson using ESL strategies to make the standard based curriculum more accessible for ELLs. Teachers incorporate smartboard interactive lessons from www.teq.com. Instructional technology such as smart slate, smart camera, iPad mobile classroom are used to support the ELLs. Finally, level texts sets are also used to support the ELLs.

14. Native language is supported through the use of bilingual libraries, bilingual dictionaries and bilingual glossaries. Native language state exams are also available. In addition, we have multiple staff members who speak a second language. ELLs who were considered to be “newcomers” are instructed with an intensive vocabulary and grammar rich curriculum . A solid reading and writing component, aligned with the ESL standards and ELA curriculum are incorporated in the lessons.

15. Yes, the required servies support and resources correspond to the ELLs ages and grade levels.

16. Currently that is a project being looked into this year for future years with our new principal.

17. The only language elective offered to seventh and eighth grade ELLs is Spanish.

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.

Paste response to questions 1-3 here

1. The common branch teachers, subject area teachers, paraprofessionals, ESL teachers, Special education teachers will be trained in ExC-ELL, a research based program which provides professional development for teachers of limited English proficiency across the content areas. ExC-ELL is designed to help teachers provide effective instruction for ELLs and all other students in their classrooms, particularly those reading below grade-level and needing extensive vocabulary development. The program focuses on strategies and teaching tools which address language acquisition and participation for students. The ExC-ELL program will be provided by Margarita Calderon. The 10-15 hours are being purchased for this professional development and it will be from December 2011 until April 2011.

Ongoing Smartboard training is scheduled that will be able to integrate content area instruction using ExC-ELL strategies.

This year, the entire staff received professional development with Achieve 3000. Achieve 3000, a web-based individualized reading program using non-fiction text, not only will extend a teacher's reach but accelerate students' reading comprehension, writing proficiency and performance on high stakes exams. Staff member will receive three professional development dates. One has already taken place on September 15, 2011. It was provided by Molly Breslin and a total of 66 hours were obtained. The next two Achieve 3000 professional development dates are scheduled for February 15, 2011 and June 14, 2011.

Also, professional development that uses data to drive instruction is already being implemented. This is scheduled for November 8, 2011. Finally, a professional development Differentiating Instruction for ELLs and SWDs was scheduled on October 19, 2011 where two teachers from each subject area (ELA, MATH, SCIENCE, SOCIAL STUDIES) attended and a total of 4 hours were obtained.

2. To assist all ELLs, all staff members are given resources such as bilingual dictionaries for their classrooms. Also, they are notified of their current, former and transitioned ELLs by the ESL coordinator. For our 8th grade students who will be articulating to High School our guidance counselor meets with each class to explain the application process. The guidance counselor also shows the ELLs how to identify schools that have the programs they need and the guidance counselor reviews each application to ensure that the schools they are applying to have the ESL program they need. In addition, our guidance counselor receives professional development for ARIS and DYO (Design Your Own). ARIS and DYOs are formative and summative assessments that the guidance counselor receive training to track student progress on pre and post assessments.

3. ELL training that the staff will be receiving is through ExC-ELL; a research based program which provides professional development for teachers of limited English proficiency across the content areas. A total of 10-15 hours will be purchased. Records will be maintained by sign-in sheets and agendas. Furthermore, evidence of ExC-ELL strategies will be implemented in future curriculum maps.

In addition, CFN and OELL workshops will be ongoing throughout the school year for all staff members.

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?

Paste response to questions 1-4 here

Initially a spread sheet is established by the Parent Coordinator regarding the ELL students including the following categories: child's name, class, language spoken, level of ESL, and the parent's facility with English. Once the parent's facility with English is established for both ESL and non-ESL students, a list is compiled for translation purposes. A set of labels is created indicating student's name, class and the home language. All letters and other pertinent information are sent to the Translation and Interpretation Unit for translation. When those items are received back at school they are given to the Homeroom teacher with a label indicating which child is to receive the translated article as well as the English version and the student can then take the item(s) home.

The Parent Coordinator also creates an e-mail list of all parents, our school has approximately 85% compliance with the request for parent e-mails. The list is divided in many ways. One of the groups established is the ELLs and parents of non-ELLs who need information translated. The information is then sent home as an e-mail as well as a hard copy.

Using the spreadsheet as an informational base interpretation needs for formal meetings such as Parent/Teacher Conferences are determined. The Parent Coordinator confers with the Principal for the finances available, contacts LIS, asks for an estimate, finalizes the needs of the school and reserves the necessary translation personnel. The funds available for live interpreters are used primarily for anything that is confidential, i.e. Parent/Teacher Conferences, individual conferences, disciplinary hearings, IEP reviews and the like.

During the Parent/Teacher Conferences the Translators are seated in one room and when a teacher needs translation they call the room and a Translator is dispatched to the teacher's room. This seems to be the most efficient way to use Translators.

Additionally, at more informal meetings and/or activities where confidentiality is not an issue, the Parent Coordinator enlists parents and former students who are fluent in their native language and capable of translating. Another source of interpreters, especially for lesser known languages, is community groups. Contacting these groups is very helpful on finding resources for parents whose knowledge of English is limited. Also, the Parent Coordinator informs parents through email about the availability of adult ESL classes in the community. School notices and general information (such as legal and medical services) that are translated and distributed by the schools are kept in a computer file by the Parent Coordinator so that they may be readily accessed for a parent when requested.

Parents are always welcome in our school and accommodations are made to assist them in many ways, including providing assistance in their native language. We have staff who speak Chinese, Spanish and French; they are more than willing to help if their schedules permit. Sometimes just giving a little extra effort to help our parents who have limited English speaking skills gives them confidence and helps them to communicate with the school community.

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	5	7					13
Intermediate(I)							2	8	10					20
Advanced (A)							4	6	6					16
Total	0	0	0	0	0	0	7	19	23	0	0	0	0	49

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	2	3	1		6
7	8	3			11
8	8	5			13
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	1		2		2				5
7	6	1	6		2				15
8	4	0	6	1	4		1		16
NYSAA Bilingual Spe Ed									0

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

Paste response to questions 1-6 here

1. To assess the early literacy skills of our ELL students, our school uses Level Set on Achieve 3000. The Level Set measures both text difficulty and reader ability on the same scale which enables our teachers to better match students with content that will both engage and challenge them in the level at which they learn best. Also, we use data from the ELL periodic assessments that are administered in the fall and spring. These assessments measure the students' progress in English language proficiency and predict performance on State English language acquisition tests. We use the detailed information about our students' strengths and weaknesses in English language development and serve them as a resource to help plan individual and group instruction. In addition, we use data reports from summative assessments such as Acuity, New York State exams and formative assessments to evaluate their strengths and weaknesses in order to improve student achievement and for teachers to incorporate the weakest skills and strategies in their daily lessons and differentiate instruction.

2. An analysis of the NYSESLAT and the LAB-R has shown that our ELL seventh grade students are much stronger in the listening and speaking modality. Only 10% of the ELL seventh graders were at the beginner and intermediate level for speaking and listening as opposed to 40% of these students falling in the beginner and intermediate level for reading and writing. However, the sixth grade students are much stronger in the reading and writing modality because only 25% of the students were at the beginner and intermediate level while in listening and speaking 12.5% of these students were beginner and intermediate. In the eighth grade 15.5 % of the students were at the beginner and intermediate level for listening and speaking while in reading and writing 58% of these students were beginner and intermediate.

3. Upon review of the four modalities across proficiency levels and grades, our Language Allocation Policy (LAP) and instruction will focus on two modalities of language: reading, and writing. Professional development will provide teachers with the tools required to implement scaffolding techniques into their classrooms. Teachers will focus on comprehension skills, such as determining the main idea, making inferences, comparing and contrasting, and understanding figurative language. Teachers will present lessons in a Readers and Writers workshop, which will focus on engaging the students in Accountable Talk.

4. Based on the ELLs performance, implications for classroom instruction suggest the need for more context-embedded language instruction in math classrooms. Teachers will explicitly teach students the academic language needed to understand and master mathematical tasks. ELLs will continue to receive content area instruction utilizing ESL strategies and methodologies. All teachers will be given ExC-ELL training specifically designed to address the language needs of ESL students. More professional development emphasizing the importance of contextual clues in the classroom, such as manipulatives, pictures, graphs, and charts will continue to be provided. The use of technology will also increase with the implementation of Smartboards in each classroom.

Based on the results of the English Assessment, the implication for the LAP is that students will need continued support in reading and writing. Teachers will continue instruction involving multi-step tasks requiring the application of more than one skill area, and the use of more than one learning resource to promote mastery. Differentiated methodologies will be implemented to help ELLs to achieve high standards. Scaffolds that involve peer interaction between students of different proficiency levels or ranges will be provided to facilitate student engagement in intellectual tasks. Classrooms will have explicit discussions of how language works and characteristics of language, text, and disciplinary discourse through Accountable Talk, whole group and small group discussions. Teachers and students will continue to build a climate of mutual respect that contributes to the achievement of all. In addition, all students will participate in the web based individualized reading program, Achieve 3000. The software distributes assignments and assessments to the entire class, but tailors them

according to each student's reading level. Students who need additional support are offered Academic Intervention Services (AIS).

From the ELL Periodic Assessments, the school is learning what strands the ELLs are struggling and what strands they are proficient. Therefore, the ELL Periodic Assessments is/will continue to be used as a tool for staff members to differentiate their daily lessons.

5. This does not apply because we do not have dual language programs.

6. The success of our programs for ELLs is evaluated throughout the year through the use of teacher made assessments (formative) and the (summative) ELL interim assessment. A final assessment is made at the end of the year with 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: Robert F. Kennedy MS

School DBN: 25Q250

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Vincent Randazzo	Principal		11/4/11
	Assistant Principal		1/1/01
Karen Eitelberg	Parent Coordinator		11/4/11
Elena Kokoronis	ESL Teacher		11/4/11
	Parent		1/1/01
Jaime Hermel	Teacher/Subject Area		11/4/11
	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

School Name: Robert F. Kennedy MS

School DBN: 25Q250

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 25Q250 **School Name:** Robert F. Kennedy I.S. 250

Cluster: 6 **Network:** 609

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.

- a. In house created survey to all Official Teachers to determine the home language for each student.
- b. All written communication is sent to the DOE translation
- c. Emergency written communication is translated "in-house" in Spanish. All other families receive an attached form stating that if they need this information in another language to contact the school.
- d. All staff receives a school circular in their opening packet outlining the school and DOE policies for providing translations/interpretations services for parents.
- e. Any notices sent via the school's phone messaging system are translated into Spanish, Chinese, Bengali and Russian.

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.

ATS Home Language Report (RHLLA) identifies Spanish as the only language comprising 10% or more of our families. However, we routinely provides translated documents in Bengali, Russian and Mandarin.
Data from the ATS Home Language Report and In-House Survey are kept in the main office for review by duplicating staff.
Teachers are provided a copy of the "In-house" Language survey upon request.

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.

Written communication with parents is sent to the DOE Translation Unit approximately two weeks prior to the planned distribution. All written communication is disseminated by Official Class with the appropriate number of translations according to our in house survey. In the case of an emergency where it is not possible for a document to be translated by the DOE Translation Unit, the document will be translated into Spanish. All other parents receive an English copy with an attached statement stating that if they need an interpretation of the document to contact 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.

Staff members are used whenever practical for interpretation. If a staff member is not available, the DOE Translation Line is used. For evening events, staff members who speak a second language are paid on a per session basis to attend and provide interpretation services. Parents volunteer on a regular basis to provide interpretation services during evening events.

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>.

Signs in all eight languages provided on the DOE site are conspicuously hung in the main lobby and main office. All staff has access to the DOE Translation Hotline for communication with parents. A list of staff members who speak a second language is kept in the main office for review. All written communication is sent to the DOE Translation Unit a minimum of one week prior to the proposed distribution date. Staff who speak a second language are paid at the per session rate to attend evening events to provide interpretation services. In an emergency where it is not possible to translate a document, a form is attached to the parental notification advising parents to contact the school if they need the document in another language.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: I.S. 250	DBN: 25Q250
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 53
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 5
of certified ESL/Bilingual teachers: 1
of content area teachers: 4

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: We are servicing our "beginner" "advanced" and "intermediate" ESL students through an afterschool "Intervention Academy" ELL program from November - April : Tuesday and Thursday each week, from 3:00 pm- 4:00 pm. Using data from the NYSESLAT, ELA State Assessment, Math State Assessment, Interim Assessments, and the ELL Interim Assessment we have designed an English based instructional program to meet the needs of this population with language acquisition, literacy, reading, writing, listening, and speaking and mathematics centered around problem solving and word problems. Students will be grouped using their most recent NYSELAT data; "beginner" "advanced" and "intermediate." Students will receive instruction spread out over 24 instructional sessions and each week will receive 1 hour of ELA and Math instruction from 5 teachers: 1 ESL to provide support to the 4 content teachers: 2 ELA and 2 Math. The ESL teacher will be rotating from class to class, spending 30 minutes in each classroom. In addition, the ESL teacher will be co-planning with all content area teachers on ELL instructional strategies as well as collaborating on units and lesson plans. We have also implemented an online program for all students entitled, "Achieve 3000." This web-based, individualized program promotes language acquisition, reading comprehension, vocabulary, and writing proficiency.

Part C: Professional Development

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

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

Begin description here: ELA and ESL teachers have and will receive 3 full days of "Achieve 3000" professional development. They will receive intensive training on this web-based, individualized program and learn how to implement the program and use it to promote language acquisition, reading comprehension, vocabulary, and writing proficiency for English language learners. The training has been scheduled for 3 full days on October, January, and April. In addition, our ESL teachers have received 3 full days of Professional Development, in November, and coaching from CFN 609 on Strategies for ELLs and the CCLS- The combination of components, strategies, and performance assessment tools has been arranged in a framework to help the ELLs meet the demands of the CCLS.

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

Begin description here: Parents will receive workshops throughout the school year, on the parent edition of Achieve 3000- October 18- 5:30 pm- 7:00 pm & October 19-9:00 am - 10:30 am, ARIS Parent Link November 14th- 5:30 pm- 7:00 pm , and ELA & Math Family Night February 16th- 5:00 pm- 7:00 pm, Science Family Night May 17th 5:00 pm- 7:00 pm, and Social Studies Family Night March 15th 5:00 pm- 7:00 pm. Each of these family nights will present parents with practical strategies that they can use at home with their children to accelerate language acquisition and achievement for ELLs. We will have three staff members on hand to translate the content for the parents into; Chinese, Spanish, and Russian. Parents will be invited to these events using our monthly calendar of events and letters sent home via backpack, which will be translated into home languages. Furthermore, we will use our automated school messenger system. In January, we will be launching our new school website, which will also have a link to our parent events. Furthermore, it has the capability of being translated into the home languages of our students.

Part E: Budget

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

Allocation Amount: \$11000

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	0	
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly 		

Part E: Budget

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

Allocation Amount: \$11000

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
listed.		
Educational Software (Object Code 199)		I
Travel		
Other		
TOTAL		