



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: THE POLICE OFFICER ROCCO LAURIE INTERMEDIATE SCHOOL, IS 72

DBN 31R072

PRINCIPAL: **PETER MACELLARI**

EMAIL: **PMACELL@SCHOOLS.NYC.GOV**

SUPERINTENDENT: **MS. ERMINIA CLAUDIO**



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
Peter Macellari	*Principal or Designee	
Fran Bluth	*UFT Chapter Leader or Designee	
Wahida Tamton	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Danielle Movsesian	Member/Staff/Chairperson	
Cathy Florio	Member/Parent	
Cliff Hagen	Member/Staff	
Lissa Ambrosino	Member/Staff/Recording Secretary	
Kim Modelewski	Member/Parent	
Lizette Nieves	Member/Parent	
Caryn Pucci	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

To build upon the curriculum work done last year so that 6th, 7th, and 8th grade students will experience at least 4 common core aligned units of study in Language Arts.

Comprehensive needs assessment

The new Common Core Language Arts standards are quite rigorous. Every teacher must shift instruction to prepare the students to master these new standards. In this school year the students will need to be exposed to four units.

Instructional strategies/activities

- By April 2013, all Language Arts teachers will have completed and evaluated at least 4 units of study.
- Teachers will be given a series of workshops in which they will become familiar with the CCLS for Language Arts
- Teachers will implement the CCLS into their present teaching styles and share best practices at department meetings on a regular basis
- Teachers will work together to compile a bank of resources aligned to the CCLS for each grade
- Students will be introduced to the new rigorous standards of the new CCLS and familiarize themselves with the difference in questioning and expectations between the new CCLS and the current standards and the format of the new exam
- The curriculum team met regularly in the summer and will continue to meet and edit the current map to include material that meets the rigorous requirements of the CCLS.
- The focus at department meetings will be to allow teachers to collaborate on what pieces of the new curriculum maps have been effective, as well as, what needs to be revisited by the curriculum writing team
- Each unit is approximately six weeks long
- The literature chosen are worth - while challenging pieces of literature that reflect the rigor of the CCLS
- LA teacher teams meet by grade level to review and revise the updated curriculum map
- Teams of teachers meet to review student data in efforts to increase student achievement by altering teaching strategies
- Teachers and the Literacy Coach will identify three to five students in each class and create a meaningful plan to assist them in gaining a year's growth
- Teachers will identify the schools' lowest third with the assistance of ARIS
- An observation reporting system is being utilized to provide the necessary tools teachers need in order to enhance their lessons and support the curriculum in ensuring it is aligned with the CCLS
- Teachers will assess students' reading levels using Ed Performance, DRAs, Achieve 3000 and Acuity
- LA teachers will use a pre- test in September to assess student knowledge based on the CCLS
- LA teachers will administer a pre and post- test surrounding the new common core based units and use the results to drive instruction
- Teachers will participate in professional development sessions on differentiating instruction, working with ELLs in the classroom and depth of knowledge.
- All teachers will implement the school wide Word of the Week initiative that reflect cross curriculum vocabulary
- Teachers will continue to use Brain Pop to assess student's understanding
- Teachers will use Achieve 3000 as a tool to create interdisciplinary plans and professional development will be held on an on- going basis
- Professional development will continue in order to better understand and implement the New York State Standards and Core Curriculum.
- Teachers will continue to utilize school technology (Smart boards, mobile computer labs)
- Students identified as having difficulties with Language Arts will be encouraged to attend extended day (37.5 minutes) and/or Achieve Now Academy to bolster performance
- Read 180 will be used with students in self- contained classes addressing the academic needs of these children

Strategies to increase parental involvement

- Pupil Path
- Availability at PTA meetings
- School Messenger
- Notices backpacked home
- Quarterly Progress Reports
- Report Cards
- Weekly Team Meetings
- Monthly SLT meetings
- Parent Teacher conferences as needed

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.

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

If other is selected describe here:

Service and program coordination

- The Literacy Coach will work with all LA teachers to assure they are on target and to assist with the new curriculum
- The ESL teacher will work closely with the content area teachers to ensure the success of the ELLs in their class
- Teachers will be assisted in developing lessons and material by the Assistant Principal and the literacy coach.
- Students will receive either 8 or 9 periods of language arts instruction per week.
- Funding for the curriculum writing team will be provided by ARRA funding
- Achieve 3000 is funded through CEI
- Remedial and enrichment lessons will be provided during extended day
- The Literacy Coach is funded by Contract for Excellence
The IS 72 after school program is funded through The Achieve Now Grant
Professional Development is supported by Title I Highly Qualified funds
The Literacy Coach is funded through Title I and Fair Student Funding

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

- Our goal is to improve the state exam scores of 5% of the students with special needs (self-contained, SETTS and ESL students) who are categorized as the bottom third of the city.

Comprehensive needs assessment

- There are 299 students, school wide, who have fallen into the “City’s Bottom Third”. One hundred fifty of the given two hundred ninety-nine are students with an IEP and/or take ESL. Our goal is to improve 5% of the special need students, aiming to increase the raw score of at least eight students

Instructional strategies/activities

- The Assistant Principal gave each teacher a list of students in the city’s lowest bottom third identified in Aris.
 - All Teachers have recognized the needs of their students by looking at student IEPs.
 - Teachers will differentiate their lessons for our targeted group following the Common Core Learning Curriculum.
 - Teachers will share their methods on differentiating instruction by topic at our department meetings (twice a month), and at team meetings.
 - Students falling into the bottom third category in Math and Language Arts will practice analyzing and interpreting questions.
 - Our math Coach will sit with the SETTS teachers every Monday and help them determine the best way to reinforce concepts and skills during their resource room periods.
 - Math teachers will continue to communicate through a shared log with SETTS, ICT and ESL teachers: topics covered this week, material used, and progress.
 - Technology in the classroom: Math and SETTS will incorporate explorelearning.com while the computer teachers will work with DimensionU.com
- a) Key personnel and other resources used to implement these strategies/activities,**
- SETTS, ICT and the ESL teachers are working with the math teachers to incorporate key concepts and skills in their classrooms. This will allow the students to work in a small group or on an individual basis with a teacher.
 - SETTS teachers will be smart board trained, given access to gizmos as well as many math workbooks and a student CCLS textbook.
 - All targeted students will be recommended to attend 37.5 minutes. They were also invited to Achieve Now.
- b) Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities**
- The Math department created a pacing calendar, including: pre- tests, post- tests, assessments and tasks which was given to the entire math department on a flash drive. All students complete the pre- tests, post- tests and weekly assessments, which are printed for the teachers. Math teachers will choose a task for each learning standard with the capability of differentiating the task by using their flash drive. All tests, assessments and tasks will be housed in the student’s portfolio. Teachers meet as a department twice a month. There we discuss how effective the assessments have proven to be. Pieces that did not work are revised We will save changes for next year. The portfolios are collected by the Assistant Principal and reviewed with the teachers and Math Coach.
- c) Timeline for implementation.**
- The end result will be determined after the state exam results are posted. We will go back to our original data and compare the raw scores of all students in the population

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.
- Pupil Path
- Availability at PTA meetings
- School Messenger
- Notices backpacked home
- Quarterly Progress Reports
- Report Cards
- Weekly Team Meetings
- Monthly SLT meetings
- Parent Teacher conferences as needed

Budget and resources alignment

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

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- The Math Coach will work with all Math teachers to assure they are on target and to assist with the new curriculum
- The ESL teacher will work closely with the Math teachers to ensure the success of the ELLs in their math class
- Teachers will be assisted in developing lessons and material by the Assistant Principal and the Math coach.
- Students will receive either 8 or 9 periods of Mathematics instruction per week.
- Funding for the curriculum writing team will be provided by ARRA funding
- Dimension U is funded through NYSTL Software money.
- Remedial and enrichment lessons will be provided during extended day (37.5 minutes) .
- The Math Coach is funded by Contract for Excellence
- The IS 72 After School Program is funded through The Achieve Now Grant
- Professional Development is supported by Title I Highly Qualified funds

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- To better prepare our 8th grade SPE students to take the NYS Earth Science and United States History and Government Regents by June 2013. In Science, focusing on the hands on lab performance portion of the New York State Earth Science Regent Exam. In History, to show improvement in the writing portion of the United States History and Government Regent Exam by implementing uniformed writing assignments that align themselves to the Common Core Learning Standards.

Comprehensive needs assessment

- **SCIENCE-** The average score on the Earth Science, June 2012, Lab performance portion of the Regent exam was a 9.6 out of 16 points. This average directly affected the passing rate of students total exam score. Based on the performance of the students last year, we have found it imperative, that In order for more students to enjoy a higher success rate of passing and to better utilize the CCLS units of study, the curriculum has been revised in order to see an increase in achievement of the Earth Science Regents Lab Performance exam in June of 2012, which will result in a total higher passing score.
- **HISTORY-** After analyzing the 2012 American History Regents data, the social studies department identified an area in need of improvement was the writing portion sections of the exam, specifically the thematic essay and DBQ questions. We have created uniformed writing tasks that align to the CCLS to improve student achievement.

Instructional strategies/activities

SCIENCE

- The curriculum has been redesigned for a 2 year period of study so students have ample time to become more prepared and familiar with Earth Science concepts.
- A Science Lab was created in Room 108 with double period lab time for a more complete lab learning and teaching experience.
- 8th Grade lab teacher meet once a week as a team to work collaboratively on teaching and experimental teaching strategies in order for the labs to be taught well and thoroughly with ample differentiation strategies incorporated.
- A 36 laptop cart along with a printer was purchased through a RESO- A grant in order to implement more technology into the Science lab curriculum focusing on pre lessons and post assessments on lab topics and virtual labs, reinforcing concepts assessed as weakened skills of the class by the teacher as an ongoing daily assessment.
- On line interactive programs have been purchased such as Brainpop, gizmos, discovery learning to reinforce and differentiate lab topics.
- The lab cart may also be utilized to work on the writing component of the lab report while keeping the CCLS expectations on the forefront with a focus in science writing.
- Utilize the 2 lab books (Explorations in Earth Science, The Physical Setting) by United Publishing Company and Earth Science Investigations by Rosemarie Sanders. This second book is a consumable item which is used and written in by each student.
- Utilize Glencoe textbooks and resources as well as the new Holt textbook and resources within the lab periods
- Ample and accurate lab supplies allow students to complete a hands on lab or teacher demonstration when necessary
- Provide ongoing professional development focusing on the Regents curriculum implementation, CCLS in Science writing and lab classes, lab design, examination of old regents exam to support student's needs and learning.
- Teachers will analyze student labs as well as any data product created to drive their future instruction. Teachers will choose, create and design as a team the pre and post lab assignments in order to target students weaknesses.
- Grade level teams of teachers meet to review student data in efforts to increase student achievement by altering teaching strategies
- Science teacher teams meet by grade level to review and revise the updated curriculum map and lab curriculum guide.
- An after school lab make-up program has been implemented 3 days a week to work as a make-up or reinforcement class for students deficient or struggling with the lab component of Earth Science.
- The timeline for implementation for the above instructional strategies and activities are ongoing during the 2011-2012 school year and will be completed by the June 2012 Earth Science Regents.

HISTORY

- The social studies department will implement newly created uniformed writing assignments, which are Regents based and aligned with the Common Core Learning Standards in every social studies classroom.

- The social studies department will also implement newly created uniformed writing assignments in all classes that will include argumentative, narrative, thematic and document based question essays
- Student writing will be assessed with uniform rubrics, based on the Common Core Learning Standards to demonstrate student progress.
- The implementation of a summer writing assignment to 7th grade students In order to strengthen their writing skills and prepare them for the 8th grade Regents curriculum.
- To continue to provide skills based differentiated instruction to further support and target students strengthen and needs.
- Teachers will work collaboratively to analyze student work samples to drive instruction based on student data.
- Ongoing social studies teacher team meetings will be held to identify and target specific students to provide student next steps, student assessment and goals.
- To work closely with the language arts department to support literacy and writing.
- Provide ongoing professional development in regards to writing in the social studies classroom to promote college readiness.
- To focus on vocabulary, based on the revised curriculum and unit plans that align to the Common Core Learning Standards.
- To administer Regents practice exams throughout the school year.
- To introduce the Regents curriculum to our incoming 6th grade accelerated students in order to prepare they for the Exam at the conclusion of the 8th grade. Thematic essay and DBQ writing assignments will be administered each marking period.
- To implement the Regents curriculum to our 7th grade accelerated students. Students will begin to use the Prentice Hall Regents Review Book as a tool to reinforce and promote student achievement.
- To continue to incorporate interactive test prep websites into Regents based lessons to further enhance student learning.
- Continued assessment and analysis of the newly aligned social studies curriculum, units of study and uniformed writing assignments during monthly department meetings.
- By June 2013, there will be two essays given per marking period, a total of eight uniform writing assignments, administered in each Social Studies classroom.
- The Data from the 2013 U.S. History and Government Regents Exam.
- Ongoing assessment of student writing and Regents practice exams.
- Ongoing teacher observations walk throughs and conferencing.
- Monthly department meetings
- Grade level content based teacher-learning communities.
- Data based on marking period social studies skills assessment exams.

Strategies to increase parental involvement

- Pupil Path
- Availability at PTA meetings
- School Messenger
- Notices backpacked home
- Quarterly Progress Reports
- Report Cards
- Weekly Team Meetings
- Monthly School Leadership Meetings
- Parent Conferences as needed

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.

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

If other is selected describe here: Achieve Now Grant

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).

- SCIENCE- Teachers will receive professional development in the use and implementation of developing and interpreting the Earth Science Regents labs, curriculum, as well as management and implementation of different practices that are assessed as student deficiencies. Teachers will be teaming up with the ELA department/ Literacy Coach to closely align vocabulary and lab writing assignments to create a viable connection to ELA supporting CCLS. Teachers will be creating pre and post technology based lab lessons to teach and assess lab topics. This will be done in 7th and 8th grade teams. Achieve 3000 Science Regents lab class is funded through CEI. Funding for curriculum design and writing will be provided by ARRA. Teachers and Writers Collaborative will provide classroom support in writing skills and also Professional development for the Science department, funded by CFN533.
- HISTORY- Teachers will be implementing uniformed writing assignments based on past Regent exams that align with the CCLS. Teachers will be implementing pre and post skills assessments each marking period to monitor student progress. Teachers will meet in professional learning communities throughout the year to assess student data and achievement.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

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.

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.

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.

Budget and resources alignment

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

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

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

If other is selected describe here:

Service and program coordination

- 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).

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.

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.

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.

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.

Budget and resources alignment

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

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

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

If other is selected describe here:

Service and program coordination

- 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).

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	37.5 Minutes – Remediation activities. Read 180 – Remedial reading program. Achieve Now – Remediation and Enrichment activities. Children’s Aid Society – Homework assistance, Remediation and Enrichment activities.	Small Group, one to one Small group Small group Small group	After school During and after school During and after school After school
Mathematics	37.5 Minutes – Remediation activities. Achieve Now – Remediation and Enrichment activities Children’s Aid Society – Homework assistance, Remediation and Enrichment activities. Dimension U.-online Math CCLS	Small Group, one to one Small group Small group, one to one Large and small groups	After school After school After school During school
Science	37.5 Minutes – Remediation activities. Achieve Now – Remediation and Enrichment activities. Children’s Aid Society – Homework assistance, Remediation and Enrichment activities	Small group Small group, one to one Small group, one to one	After school After school After school
Social Studies	37.5 Minutes – Remediation activities. Children’s Aid Society –	Small group, one-to one and tutoring Small group, one to one, and tutoring	After school After school After school

	Homework assistance, Remediation and Enrichment activities	Small group, one to one, and tutoring	
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Guidance Counselor Psychologist Social Worker	Small Groups, one to one One to one One to one	During and after school During School During School

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.

As per the New York City Department of Education’s hiring mandates, our school only hires individuals that are fully Certified by New York State. In addition, they must also possess the appropriate license issued by the New York City Department of Education. All newly appointed teachers must be provided Mentoring for the first two years in the system. Title 1-Highly Qualified Funding is also available for staff members to further their education, meet the State’s teaching requirements and ultimately achieve the Highly Qualified status.

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.



The Police Officer Rocco Laurie School
Parental Involvement Policy
September, 2012

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carry out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 1. that parents play an integral role in assisting their child's learning;
 2. that parents are encouraged to be actively involved in their child's education at school;
 3. that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 4. The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

Description of How School Will Implement Required Parental Involvement Policy Components

1. Police Officer Rocco Laurie, IS72 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: (List actions)
 - Administration will attend monthly PA meetings and address parent concerns
 - Consult with the parents to decide the most effective way to spend the allocated money
 - Meet with the parents whenever needs arise
2. Police Officer Rocco Laurie, IS72 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: (List actions)
 - Meetings with the PA Executive Board
 - Monthly SLT meetings
 - Title I Parent Advisory Committee Meetings
3. Police Officer Rocco Laurie, IS72 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: (List activities)
 - Meeting with the PA Executive Board
 - Monthly SLT meetings
 - Title I parent Advisory Committee Meetings
4. Police Officer Rocco Laurie, IS 72 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs
 - Read 180
 - Wilson Program
 - After School Academy
 - Saturday (Principal's) Academy
 - After School Center (Children's Aid Society)
 - Regent's Prep classes
 - Parent Workshops
 - Children's Aid Society
 - Supplemental Educational Providers
5. Police Officer Rocco Laurie, IS72 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parent in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. (List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play)
 - Focus groups will be conducted with teachers, students and parents to determine what needs are being met, what challenges do we face, and how we can achieve our goals in the fall and the spring.
 - A survey will be conducted at the September PA meeting to determine the needs of the parents
 - Feeder school articulation
 - Title I discussion at SLT meetings

6. Police Officer Rocco Laurie, IS 72 will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:

A. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph -

- the State's academic content standards
- the State's student academic achievement standards
- the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators
 - i. Portfolio Assessments
 - ii. Periodic Assessments
 - iii. Translation/Interpretation Services
 - iv. High School Information Night
 - v. Title I Guidelines
 - vi. Curriculum Night
 - vii. Chancellor's Promotional Policies
 - viii. Chancellor's Regulations/ Discipline Code

SCHOOL-PARENT COMPACT
As Per Title I Requirements
September 2012

The Rocco Laurie School, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

Required School- Parent Compact Provisions

School Responsibilities:

The Rocco Laurie School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the rigorous academic standards as set forth by the New York State Education Department and the Department of Education of the City of New York.

2. Hold parent-teacher conferences periodically, during which this compact will be discussed as it relates to the individual child's achievement. Specifically those conferences will be held:

-In September of each school year we will discuss in detail the school wide programs offered utilizing Title I funding. Parents will be notified of the registration procedures for the Afterschool and Saturday Academies and be issued a yearly schedule of the classes being offered.

-At each PTA meeting there will be a portion devoted to the Title 1 activities and funding status.

-At each of the School Leadership Team meetings, Title 1 funding will be discussed.

-At the final PTA meeting in May, the membership will vote on Title 1 subcommittee membership and the proposal for the School wide Programs.

3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide the following reports:

- Quarterly student report cards
- Quarterly student progress reports
- New York State Examination Scores
- Acuity reports/Interim assessment reports
- School Report Card
- Title I Parent Letter (January)
- Provide all students with Student Planners so that parents can be informed of all aspects of their child's daily progress.

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

At IS 72 we have established an "Open Door Policy". Parents are encouraged to come up at any time to speak to their child's Assistant Principals, Deans and teachers. In addition, parents can contact our parent coordinator at any time to request a meeting with the entire team of teachers. All this is in addition to the designated parent-teacher conference days established and scheduled by the Chancellor's Office.

5. Provide parents opportunities to volunteer and participate in their child's class and to observe classroom activities, as follows:

As stated above, our parents are involved in every aspect of the school day. Parents are encouraged to serve as chaperones on school trips, participate in all fundraising events and are invited to watch and sit in on the child's classes whenever they request to

Parent Responsibilities:

- ❖ We, as parents, will support our children's learning in the following ways:
- ❖ I will attend PTA meeting whenever possible.
- ❖ Participate in Parent-teacher conferences to stay informed of my child's progress.
- ❖ Respond to the teachers in a timely fashion.
- ❖ Attend team meetings when requested.
- ❖ Insist that my child hand to me all school notices.
- ❖ Check my child's student planner each day to make sure all assignments are completed.

Student Responsibilities:

We, as students of the Rocco Laurie School, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- ❖ Pay attention in class and take all the required notes.
- ❖ Come to school prepared for class.
- ❖ Adhere to the School's Discipline Code
- ❖ Volunteer to attend the Afterschool and Saturday Academies if I need additional help.
- ❖ Always represent IS 72 in a positive manner.
- ❖ Use our student planners as instructed by our teachers.
- ❖ Keep our parents informed of school events by giving them all the school notices.

Additional Required School Responsibilities (requirements that schools must follow, but optional as to being included in the school-parent compact

1. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
2. Involve parents in the joint development of any school wide program plan, in an organized, ongoing, and timely way.
3. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
4. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
5. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
6. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
7. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
8. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

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 Nancy Ramos	District 31	Borough Staten Island	School Number 072
School Name P.O. Rocco Laurie Intermediate School			

B. Language Allocation Policy Team Composition

Principal Peter Macellari	Assistant Principal Mary Curran
Coach Taryn Garcia	Coach Joseph Gibson
ESL Teacher Lisa Six	Guidance Counselor Mary Karasinski
Teacher/Subject Area Eileen Gleavy	Parent Maryann Jimenez
Teacher/Subject Area Christine Manzo	Parent Coordinator Fran Pirone
Related Service Provider Ruth Naiman	Other type here
Network Leader Nancy Ramos	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers	1	Number of certified bilingual teachers		Number of certified NLA/foreign language teachers	5
Number of content area teachers with bilingual extensions		Number of special education teachers with bilingual extensions		Number of teachers of ELLs without ESL/bilingual certification	
Number of teachers who hold both a bilingual extension and ESL certification		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification			

D. School Demographics

Total number of students in school	1499	Total Number of ELLs	71	ELLs as share of total student population (%)	4.74%
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Part II: ELL Identification Process

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

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

1. In compliance with CR Part 154, the initial identification of the ELLs begins with a greeting from the pupil accounting secretary, Anna. A trained pedagogue, Lisa Six or Mary Curran, is then summoned to the main office in order to fill out the Home Language Identification Survey (in the parent's home language when possible) and conduct an informal interview. If a translator is necessary, there are several staff members who speak a variety of languages including Russian, Spanish, Arabic, Italian, French, and Hebrew. Once it has been determined that a language other than English is spoken at home, the student is administered a Language Assessment Battery-Revised (LAB-R) to determine the student's proficiency level. The LAB-R is administered within ten days of the student's arrival and hand scored so that the student may begin to receive the necessary services immediately.

2. Within ten days of the student being identified as an ELL, the parents or guardians are called and are invited to the school for an individual meeting with the ESL teacher. The ESL teacher explains the three program choices and allows the parents to view the parent orientation video in their native language.

3. The parent also completes the Parent Survey and Program Selection Form within ten days of enrollment. Most parents complete this form at the time of registration and a trained pedagogue explains all three program choices (Transitional Bilingual Education, Dual Language, and Freestanding ESL) and allows the parent to view the orientation video issued by the chancellor's office. If the parent does not complete the form at the time of enrollment he or she is asked to come back and undergo the same process described above. As per CR Part 154, the school is aware that if a parent does not complete the Program Selection Form, the default program is Transitional Bilingual Education. A student receives an entitlement letter stating his or her placement in our ESL program. The student brings the letter home and a copy is placed in the student's cumulative record along with the Home Language Survey and the Parent Survey and program Selection Form. The parents are notified about the letter distribution via One Call Now and Pupil Path.

4. Identified ELLs are placed in an ESL instructional program based on the Parent Survey and Selection Form. This year one parent has opted for placement in a transitional bilingual program. The parent was informed that the school would attempt to place the student in a school that offers the desired program, but the parent did not wish to have the student travel far from home. The parent's choice has been noted and if several other requests are made in the same home language, a transitional bilingual program will become available in the school.

5. After reviewing the Parent Survey and Program Selection Forms from the past few years, 100% of the parents (with the exception of one this year) have chosen to have their child placed in a Freestanding ESL Program.

6. The program models offered at our school are aligned with parent requests. We have one student who will be placed in a Transitional Bilingual Program if other students speaking the same language and within the same grade levels also request to be placed accordingly.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	71	Newcomers (ELLs receiving service 0-3 years)	28	Special Education	38
SIFE	0	ELLs receiving service 4-6 years	25	Long-Term (completed 6 years)	18

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	28		8	25		22	18		8	71
Total	28	0	8	25	0	22	18	0	8	71

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

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

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

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
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							11	9	14					34
Chinese							3	2	5					10
Russian														0
Bengali														0
Urdu								2	2					4
Arabic							2	1	3					6
Haitian														0
French														0
Korean							1							1
Punjabi														0
Polish									1					1
Albanian							2	1	4					7
Other							1	3	4					8
TOTAL	0	0	0	0	0	0	20	18	33	0	0	0	0	71

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

A. Programming and Scheduling Information

content areas and accelerate English language development?

7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. Instruction is delivered through a Pull-Out Freestanding ESL Program. The classes are ungraded and heterogenous.
2. The ESL teacher does individualized programming based on the student's proficiency level as well as his or her IEP (where applicable).
3. The students receive the majority of their content area instruction from the certified content area teachers in English. All of the teachers are aware of the ELLs in their classroom as well as their proficiency levels. They differentiate their content area instruction in order to accommodate the needs of the students. They utilize visual aids and scaffold learning with the ELLs in mind. Whenever possible, textbooks are provided to the students in their native language. When textbooks are not available in the native language, students are permitted to leave a copy at home for reference and reinforcement of the day's lesson. Classroom libraries have been supplemented with novels in the students' native languages. Students also use side by side glossaries in science, Social Studies, and math when they are available in their home language.
4. In conjunction with the School Based Support Team, the ESL teacher, content area teachers and parents meet to discuss specific concerns regarding student progress. If a parent agrees to have the student evaluated, the student is tested by a bilingual school psychologist in the language indicated on the home language survey.
5. Instruction is differentiated for ELLs based on their proficiency level as well as grade level and years of service.
 - a. Presently there are no SIFEs at the school.
 - b. All newcomers are receiving at minimum 360 minutes of instruction in ESL. Additionally, they are paired with another student who speaks their language and act as a liaison between the students and their teachers. The newcomers are immediately started on National Geographic's Insides Program which has a comprehensive program specifically for students new to the country. The students also utilize ESL Reading Smart to expedite English proficiency. As per NCLB, after one year students are required to take the ELA exam. As a result, the ESL teacher exposes the students to the format of the exam and works in collaboration with the child's Language Arts teacher in order to provide the students with the necessary tools to succeed on the exam.
 - c. In order to avoid the students becoming Long-Term ELLs, the ESL teacher is mindful of those students who have been serviced in an ESL program for 4-6 years. These students receive small group tutoring in literacy and utilize the computed based reading program, ESL Reading Smart. The students are encouraged to attend the 37 ½ minutes program as well as the SES program after school and on Saturdays.
 - d. The Long-Term ELLs are also encouraged to attend all of the after school programs available to them. The ESL teacher maintains regular contact with their content area teachers as well as their related service providers in order to monitor progress outside of the ESL classroom. These students utilize the computed based reading program, ESL Reading Smart. The students are encouraged to attend the 37 1/2 minutes program as well as the SES program after school and on Saturdays.
6. The ESL teacher works in conjunction with the Special Education teachers in order to provide the most effective instruction for the ELL students who have been identified as having special needs. The teachers are provided with the NYSESLAT samplers and use them as a vehicle for instruction. ELL-SWDs utilize the Continental Press NYSESLAT review books to familiarize students with the format of the NYSESLAT exam. These students also use READ 180 and ESL Reading Smart to improve their literacy skills.
7. Class placement of the ELL-SWDs is done in the least restrictive manner on an individualized basis and based on their IEP.

Courses Taught in Languages Other than English [i](#)

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

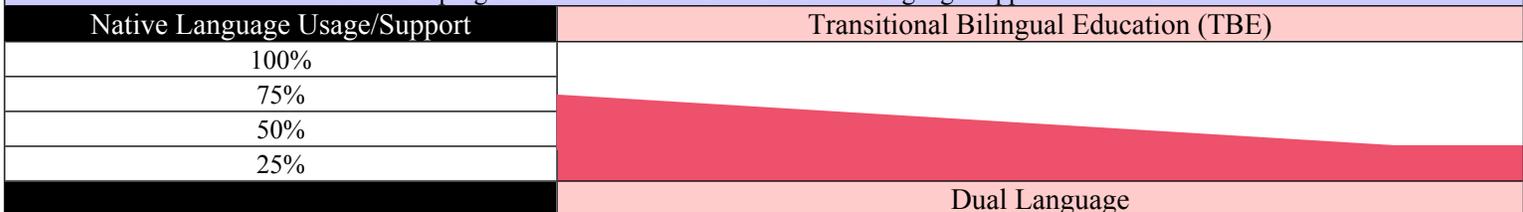
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

Native Language Usage and Supports

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



100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

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

8. A variety of intervention programs are available for all ELLs in math, ELA and content area classes. All programs are delivered in English. There are several after-school intervention programs to assist students in ELA and math. ELL students are afforded access to all of the programs. The SES program offers classes in math, ELA, and ESL. The school also offers an after school academy to all students. The ELLs with IEPs attend SETTS classes. The school has purchased two computer based reading intervention programs, Read 180 and ESL Reading Smart, designed to raise students' reading levels.
9. For the former ELLs, we provide testing accommodations and continued use of Native Language Support. The teachers utilize ARIS to monitor the progress of these students as well and continue to use successful ESL teaching strategies with them.
10. The school recently purchased ESL Reading Smart. It is a computer based reading program designed specifically for English Language Learners. The students take an initial assessment and they are leveled accordingly. The student lexile levels (provided by the assessment) allow the ESL teacher to consistently provide appropriate leveled material. The school anticipates that the program will enhance student performance on the NYS ELA exam.
11. Currently, the school does not plan to discontinue any programs.
12. There are several after-school programs to assist students in ELA and math. ELL students are afforded access to all of the programs. The SES program offers classes in math, ELA, and ESL. The school also offers an after school academy to all students.
13. The ESL teacher received a network of desktop computers for the ELLs to use technology as a means of intervention. The students use programs such as Read 180 and ESL Reading Smart to improve literacy skills. The ESL teacher also uses a leveled reading intervention program, Insides, to remedy problems in reading and writing. The students are instructed using material that is age and grade level appropriate in all classes. The teachers scaffold the material in order to service the students' needs. Additionally, every classroom has an interactive white board. The use of technology has a huge impact on the instruction of ELLs. Teachers are able to provide a myriad of visual and auditory support for the students. Other uses of technology include Brain Pop, Ed Performance, Read 180, and access to state of the art computer labs.
14. IS 72 provides ELLs with as much native language support as possible. When possible, teachers are provided with dual-language libraries and bilingual dictionaries. The students receive content specific bilingual glossaries to be used in class and/or on exams when they are available in their native language. There is also school staff available to assist the students in their native language.
15. All required services support and resources are both age and grade level appropriate.
16. When a student is identified as an ELL, he or she immediately meets with the ESL teacher and guidance counselor. They are paired with a classmate, given a tour of the school, and meet their teachers. Their parents are invited in for a parent conference and meet the parent coordinator.
17. The school currently offers Spanish, French and Italian. While most students attend ESL during the foreign language period, many of our advanced students enjoy attending the classes and learn a third language.

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)?

Our school does not currently offer any Dual Language Programs.

D. Professional Development and Support for School Staff

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

1. The ESL teacher will continue to attend ELL professional development opportunities offered by the Office of English Language Learners, BETAC and the CEI-PEA (CFN 533). The ESL teacher will turn-key the valuable materials from the professional development sessions to the staff in monthly after school sessions as well as during department meetings.
2. The staff is provided with professional development to meet the special needs of the ELLs in their classroom.
3. In 2009, the entire staff was provided with a full day of professional development geared towards effective pedagogy of ELLs. The ESL teacher regularly attends department conferences to discuss effective strategies and practices for ELLs in the content area classroom. The ESL teacher attends several professional development conferences throughout the year provided by the network provider, CEI-PEA, as well as BETAC. For the 2011-2012 school year, teachers will have the opportunity to attend monthly workshops focusing on effective strategies for teaching English Language Learners.

E. Parental Involvement

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

1. As a community-minded and family oriented school, parents of our ELL students are considered an integral part of our educational community. Throughout the school year, they are encouraged to attend informational sessions, parent-teacher conferences, class trips, and special events. Additionally, parents will be invited to monthly meetings with the ESL teacher to discuss a variety of topics that will help raise student achievement.
2. The school offers ESL classes for adults through the YMCA's "New Americans Initiative" on Tuesdays and Thursdays from 1:30-4:30. All parents are welcome, and encouraged, to attend.
3. The school evaluates the needs of our parents based on parent meetings and parental contact with the Parent Coordinator.
4. The Parent Coordinator assists in contacting parents of our ELL students with any pertinent information and provides translated versions when necessary. Translators are available at school from 7:10 to 2:10 in a variety of languages. These translators also attend the monthly PA meetings and any other informational sessions held at school. Our parent coordinator and the school's administration are familiar with the Department of Education's Translation and Interpretation Unit.

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)							3	2	3					8
Intermediate(I)							7	4	13					24
Advanced (A)							10	12	17					39
Total	0	0	0	0	0	0	20	18	33	0	0	0	0	71

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	0				
	I							2	2	3				
	A							4	12	12				
	P							11	2	18				
READING/ WRITING	B							2	1	4				
	I							7	4	12				
	A							8	7	16				
	P							0	5	1				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	8	5	1		14
7	5	7	0		12
8	13	15	0		28
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	4		11		1				16
7	3		6		4	1			14
8	4	1	15	1	7		1	1	30

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

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

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

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

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

1. Our school utilizes DRA assessments and to assess the early literacy skills of our ELLs. The data gives the ESL teacher, as well as the subject teachers, insight into the students' literacy skills and allows them to provide the appropriate level of material to the student.
2. When analyzing the data patterns across proficiency levels, one can note that regardless of their English proficiency level, the ELLs are not performing as well as they should on the NYS ELA exams. This information is being used to modify the English instruction of ELLs in the ESL and Language Arts classrooms.
3. Patterns across the NYSESLAT modalities have a tremendous effect on instructional decisions. The patterns allow the ESL teacher to focus instruction in those pattern areas of weakness.
4. When examining student results, the patterns across all proficiency and grade levels seem to be consistent. ELLs tend to do better on the NYS Math exam and continue to struggle on the NYS ELA exam. The ELL Periodic Assessments are a valuable tool to both the school leadership and teachers. They allow teachers and administrators the opportunity to focus the necessary time and resources on the indicated areas of deficiency as indicated by the predictive exam.
5. The school does not currently offer Dual Language Programs.
6. The success of our programs for our ELLs is determined by several factors. We look carefully at the growth that they make on the NYSESLAT exam, their performance in the classroom and their performance on NYS exams. Additionally, student and parent satisfaction and confidence help to determine the success of a program.

Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste additional information here

Part VI: LAP Assurances

School Name: <u>072</u>		School DBN:	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Peter Macellari	Principal		10/13/11
Mary Curran	Assistant Principal		10/13/11
Fran Pirone	Parent Coordinator		10/13/11
Lisa Six	ESL Teacher		10/13/11
Maryann Jimenez	Parent		10/13/11
Eileen Gleavy	Teacher/Subject Area		10/13/11
Christine Manzo	Teacher/Subject Area		10/13/11
Taryn Garcia	Coach		10/13/11
Joseph Gibson	Coach		10/13/11
Mary Karasinski	Guidance Counselor		10/13/11
Nancy Ramos	Network Leader		10/14/11
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 31R072 **School Name:** The Police Officer Rocco Laurie Sch

Cluster: 533 **Network:** CEI/PEA

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.

According to the HLS of the past few years, we have families whose Native Languages are the following: Spanish, Chinese, Urdu, Arabic, Polish, Albanian, Hebrew, Portuguese, Burmese, Singhalese, Malayalam, Dari, Fulani, Cantonese, Filipino, Burmese, Khowan, Hausa, Singhalese, Mandarin, Korean, Slovak. When meeting our community's needs, letters will be translated; school representatives who speak these languages will be present at PA meetings. Monies will also be spent when translations are conducted during parent meetings at school. All letters of information will be sent home as soon as they are translated in house or by the Department of Education's Translation Unit. This will be as timely as possible.

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.

Most parents indicate on the HLIS that they would prefer to receive notifications in English. Whenever possible, we provide notices in the native language as well as English. The findings were reported at the September and October PA meetings, as well as in letters home.

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.

When available, in house staff will conduct translations of letters. If in house staff members are not available then outside vendors will be contacted.

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.

In house staff will be used whenever possible. Staff members will act as interpreters when parent meetings are held to discuss student progress. If a staff member is not available, a vendor will be arranged prior to the meeting.

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>.

In accordance with Chancellor's Regulations A-663, all parents are provided the opportunity to play a meaningful and vital role in their child's education. Therefore, there will be reports at the September and October PA meetings, as well as in letters home, in the parent's language, when requested. Parents will be shown the orientation DVD at the time of registration in the native language, when available. Monthly informational meetings will be held throughout the school year specifically for parents of ELLs with information provided in their native language, when available.

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 or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Intermediate School 72	DBN: 31R072
Cluster Leader: Deborah Maldonado	Network Leader: Nancy Ramos
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 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: 1 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 0

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: IS 72 has a large number of English Language Learners that are not showing as much growth as we would like on the NYS ELA exam. As a result, we will offer an after school academy, running from October 9 to April , to all grades and all proficiency levels of ELLs. The classes will meet three times a week (Tuesdays, Wednesdays and Thursdays) from 1:30-3:00 (The students are dismissed at 1:28 p.m.). The classes will be taught by one certified ESL teacher and will service 10 students. All instruction will be in English with the implementation of Native Language support when possible. The program we will use is ESL Reading Smart. The program offers individualized, content-based instruction for newcomers, beginning, intermediate, early advanced, and advanced English language learners (ELLs). ESL ReadingSmart supports WIDA, TESOL, and state ESL learning objectives. Additionally, students will utilize Continental Press's Empire State NYSESLAT review books in preparation for the NYSESLAT.

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: There is a tremendous need for all teachers of ELLs to design their lessons with the ELLs in mind. As a result, the ESL teacher and an additional colleague (literacy coach or math coach) will participate in two training classes provided by Pearson. One course will be in SIOP training and the other course will be on RTI for ELLs. Both courses are online courses that last for 4 weeks each. Once they are completed, the content of the courses will be used to provide professional development to the rest of the staff.

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

Part D: Parental Engagement Activities

Begin description here: The school will offer monthly, one hour, parent information sessions preceding the monthly PTA meetings beginning in November and ending in May. At these monthly meetings, parents will explore: the Common Core Standards (November), using the Oxford Picture Dictionary and ESL RadingSmart Program to enhance their education at home (December), The NYS ELA exam format and tips (January), The NYS Math exam format and tips (February), The NYSESLAT exam (March), and an overview of the upcoming school year and review of the summer reading expectations (May). These activities will be provided by the ESL teacher. Parents will receive notification of these meetings via notices, Pupil Path and the One Call Now system.

Part E: Budget

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

Allocation Amount: \$

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 		
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 listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		

