

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: POLICE OFFICER ROCCO LAURIE INTERMEDIATE SCHOOL
IS 72

DBN (i.e. 01M001): 31R072

Principal: PETER MACELLARI

Principal Email: PMACELL@SCHOOLS.NYC.GOV

Superintendent: MR. ANTHONY LODICO

Network Leader: MS. NANCY RAMOS

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Peter Macellari	*Principal or Designee	
Michael Sims	*UFT Chapter Leader or Designee	
Johanna Mascola	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Maria Trani	Member/ Parent	
Cliff Hagen	Member/ Teacher	
Lissa Ambrosino	Member/ Teacher	
Valerie Careccia	Member/ Parent	
Ann Marie Cuba	Member/ Parent	
Christine Letona	Member/ Parent	
Danielle Movsesian	Member/ Assistant Principal	
	Member/	

**Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
x	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
x	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
x	Title I Plan (Only for schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

By the spring of 2015, 3% of all students with IEPs will make a year's growth on the spring 2015 ELA exam

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

- Based on the preliminary results from the spring 2014 ELA exam, students with IEPs are not meeting the ELA standard. There were 12 sixth graders who did not meet the promotional criteria, 5 of them have IEPs. In the 7th grade, 18 students did not meet the promotional criteria, 9 of those students have IEPs and three are ELLs, one is an ELL with an IEP.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

- ICT classes will implement "Lightsail"
- Self-contained classes will implement Read 180
- Teams of teachers meet to review student data in efforts to increase student achievement
- LA teacher teams meet by grade level to review data on student progress
- The focus at department meetings will be to allow teachers to collaborate on what pieces of the curriculum maps have been effective, as well as, what needs to be revisited by the curriculum writing team
- LA teachers will use a pre test in September to assess student knowledge based on the CCLS
- LA teachers will administer a pre test or an anticipation guide and post test surrounding the new common core based units and use the results to drive instruction
- Teachers will use reading inventories such as DRA to assess student comprehension and reading growth level.
- All teachers will continue to implement the school wide Word of the Week initiative that reflect cross curriculum vocabulary
- The curriculum team continues to meet and edit the current map to include material that meets the rigorous requirements of the CCLS and create strategies that focus on differentiating lessons for students with IEPs, as well as, general education students
- Teachers will identify the students with IEPs and create a meaningful plan to assist those students
- Teachers will use periodic assessments, writing products, classroom performance, and conference notes to track student progress in ELA on a regular basis
- Teachers will receive additional training in differentiating instruction to meet the needs of the IEP students
- Teachers will be given a series of workshops in which they will examine the CCLS for Language Arts and develop strategies to meet individual needs
- Teachers and students will continue to work with the new rigorous standards of the new CCLS and incorporate different questioning techniques

B. Key personnel and other resources used to implement each strategy/activity

1. Mary Curran, Assistant Principal, Taryn Mallo, Literacy Coach, and all 11 LA teachers

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

- DRA Assessments
- The Predictive Exams

- Language Arts Portfolios
- Teacher’s presentations and collaboration at department meetings throughout the year.
- Progress Reports and Report Cards
- Results of the NY State ELA exam
- Teacher Assessments
- Pretest/anticipation guides and post tests for each unit
- Libraries are leveled and possess a variety of genre

D. Timeline for implementation and completion including start and end dates

1. Teachers will begin their focus in the fall of 2014 and the exam in the spring of 2015 will be the completion date

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

- The Literacy Coach will work with all LA teachers to assure they are on target and to assist with the curriculum
- LA teacher will collaborate with the Special Education teachers to develop strategies to focus on IEP students’ needs
- 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
- Remedial and enrichment lessons will be provided during extended day
- The Literacy Coach is funded by Contract for Excellence Title I and Fair Student Funding
- The IS 72 after school program is funded through The Achieve Now Grant
- Teachers will receive professional development in the use and implementation of : the Language Arts curriculum, as well as, the management and implementation of differentiation practices
- Professional Development is supported by Title I Highly Qualified funds

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).

- 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 Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA		Title IIA		Title III		Set Aside	x	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Achieve Now Grant

Goal and Action Plan #2

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

Annual Goal #2

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

As of the June 2014 Math State exam results, 31 students in non self-contained classes “did not meet promotional criterion”. There were 15 out of 31 students with ICT or SETSS who “did not meet Promotional criterion”. Our goal is to improve the state exam scores by 5% of the students with special needs with IEPs in the ICT/ SETSS classes who were identified as “did not meet promotional criterion” on the June RPCR report. By next June 2015 their status will be “met promotional criterion”.

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.

Students of Rocco Laurie are held to the Common Core Learning Standards in Mathematics. In a tremendous effort to become college ready, we must track progress and address the needs of our students. Students will take an end of year Math State Exam, which is Common Core based. It is our intention for the targeted students to be identified as “Met Standards” in June of 2015.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

Students were identified in June of 2014 based off the RPCR report. Teachers were notified in June and in September. Student Achievement will be attained by a supportive environment, collaborative teaching, rigorous instruction, effective leadership and strong family community ties.

❖ Supportive Environment-

1. Instructional Focus- By utilizing accountable talk stems and depths of knowledge prompts, the teachers and students will engage in rigorous circular dialogue in all subject areas on a daily basis.
2. Students will take a learning survey to help staff determine how to best teach their students.

❖ Collaborative Teaching-

3. Teachers will analyze student work by grade and team using school protocol.
4. Our Math Coach will meet with the ICT/SETSS teachers by grade on a weekly basis.
5. Lesson plans, learning menus and tests/assessment will be shared on Google Drive.
6. Teacher inter-visitation will occur amongst the ICT and SETSS teachers.

❖ Rigorous Instruction-

7. Students are tested before and after each unit with pre/posttests on DDC.
8. Curriculum teams meet and revise the curriculum tasks, calendar, essential questions, assessments, pre/posttests.
9. Schoolnet.com will be used three times a year to assess progress.
10. Many websites will be incorporated into lessons: learnzillion.com,commoncoresheets.com,mathwork-sheets4kids.com,superkids.com,flocabulary.com,edhelper.com,kutasoftware.com,superteacherworksheets.com,teacherspayteachers.com (some free resources, mostly a pay as you buy site), phschools.com,ixl.com,mathdrills.com,khanacademy.com (a lot of videos),brainingcamp.com,mathcrush.com
11. Learning Menus will be used and incorporated into lessons to provide student choice.
12. Dimension U will be utilized by students to enhance math skills.

❖ Effective Leadership-

13. Teachers are observed and administrators provide immediate feedback.

14. PDs will be provided for the staff based on new initiatives and revised protocols- Google Drive, Universal Design for Learning, Menu Items, Instructional Focus, Data Driven Classrooms

❖ Strong Family Community Ties-

15. Tuesdays afternoons will be used to communicate with parents as a team.

16. Curriculum conferences will be held three times a year.

2. Key personnel and other resources used to implement each strategy/activity

❖ Supportive Environment-

Items 1.-2. All subject teachers will use the “Instructional Focus”; posted in each classroom. Accountable Talk prompts will be displayed in each room. Students will refer to it in the student centered classrooms. The children will take a learning survey <http://www.educationplanner.org/> with the computer teachers. The students will then enter the information into a google form so data can be analyzed. This will help teachers create seating charts for future lessons.

❖ Collaborative Teaching-Items 3.-6. ICT/SETSS Teachers, Math Coach and A.P. will be instrumental in creating a collaborative environment.

Assistant Principal Passantino will set up a Google domain @roccolaurie.com for the entire school. Coach Anne Rizzo will set up a schedule with the teachers. They will meet by grade weekly. During these meeting they will review data, student work, best practice and ideas. New ICT/SETSS teachers are mentored by seasoned teachers.

❖ Rigorous Instruction-

Items 7.-12. We will buy the book Differentiating Instruction with Menus: Math (Grades 6-8) By Laurie Westphal. Teams will meet and discuss learning menus during curriculum and grade meetings. Dimension U will be purchased and used in the computer classes with Ms. Cataneo and Ms. Badolato. Rally! Test prep booklets will be purchased for each student.

❖ Effective Leadership-

Items 13.-14. Teachers are assigned in ADVANCE. Supplies will be needed for PDs; reading materials, videos(teachingchannel.org , <http://www.udlcenter.org/>, <http://schools.nyc.gov/Academics/CommonCoreLibrary/ProfessionalLearning>) and PowerPoints.

❖ Strong Family Community Ties-

Items 15.-16. Parents and Teachers will partner in evaluating student progress. Data will be generated from DDC and schoolnet.com. Parents will receive data reports.

1.

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

❖ Supportive Environment- Students should be using the accountable talk prompts to interactive with the other students. The teacher should act as a facilitator and no longer a sole director. Are students answering high ordered thinking questions? Is there student choice within the lesson activities?

- ❖ Collaborative Teaching- Check if teachers are meeting and working together. Collect teacher anecdotal notebooks each week and read what they have accomplished in regards to student work, data, curriculum and sharing best practice on Google Drive.
- ❖ Rigorous Instruction- Are students obtaining better grades in their posttests? When evaluating student work, are the students able to answer higher ordered thinking questions? Are they making real world connections?
- ❖ Effective Leadership- Are teachers using the information gained from the PDs in their practice? Are teachers using feedback to help support student achievement?
- ❖ Strong Family Community Ties- How many parents are involved in increasing student achievement? Do they attend the workshops? Are they on pupilpath.com checking student grades?

4. Timeline for implementation and completion including start and end dates

- ❖ Supportive Environment-
Daily- September 4, 2014-June 26, 2015.
- ❖ Collaborative Teaching-
Coach meeting/model teaching Monday period1, Thursday period 1 & 4, Friday period 3 & 7 on a weekly basis from 9/2014-6/2015. Revise Curriculum using Universal Design for Learning and Menu Items every Thursday from 11/2014 – 6/2015.
- ❖ Rigorous Instruction-
Baseline School Net- September
Fall Benchmark- November
Spring Benchmark- January
Data Driven Classroom- Beginning and End of each unit
Dimension U- December - April
- ❖ Effective Leadership-
Professional Development on “Analyzing Student Work” October
Professional Development on Menu Items November 4th
Professional Development on Universal Design for Learning November 24th
Professional Development on DDC – recap statistical analysis items December 1st
- ❖ Strong Family Community Ties-
September 18, 2014 Parent Curriculum Night
January – Parent Curriculum Meeting – looking at student work and data
February- Parent Curriculum- getting ready for the state exam.

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Supportive Environment- Schedule all classes to visit the computer lab and take the learning survey. Paste the URL <http://www.educationplanner.org/> on each lap top. Also include the google forms document. Save them as your favorites.
2. Collaborative Teaching- Set up Google accounts for all teachers. Initially give everyone the same password and link to DOE accounts. Set up shared folders amongst the department. Teachers must keep a work order for each per session meeting. Schedule follow- up meeting with the A.P.
3. Rigorous Instruction- Schedule the DDC tests onto the curriculum calendar. Post dates for the Schoolnet assessments. Answer documents for each will have to be printed in the program office.

4. Effective Leadership- Create groups by Department or Academy for each Professional Development session. Set up times to meet with the teachers to speak about their observations.
5. Strong Family Community Ties- Set two Tuesdays aside to work with parents on student's goals and achievement.

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).

Parents/Guardians will discuss the screening test with their math teachers. Parents/Guardians will receive a report for each unit assessment taken by their student. The screening test and unit assessment will be posted on Pupil path. All Data Driven tasks will be housed in the student's portfolio. Parents can view their student's portfolio during Parent Teacher Conferences.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA	Title IIA	Title III	Set Aside	x	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Achieve Now Grant

Goal and Action Plan #3

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

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

By June 2015, **all** students in the 6th, 7th and 8th grade will take their quarterly Social Studies skills assessments through the Data Driven Classroom Portal (DDC) on Skedula. The data generated will be used to drive instruction and assess the students' skills.

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.

Students enter Rocco Laurie will poor social studies skills which prevent them from working to their full potential in history. These abilities include map skills, graph and chart skills, main idea/inference and thinking/writing. Each quarter, students take a pretest and posttest on each of the skills related to the curriculum. Teachers gather data by listing each child and indicating if they incorrectly answered the question by placing an X under the question number. This method of data collection is tedious and time consuming for the teacher. It also does not cite which wrong choice was chosen. Analysis of data is limited. By using the Data Driven Classroom portal, the teachers can create an answer document for each assessment, scan the sheet and generate data. The excel spreadsheets produced will allow the teacher to sort data and help identify misconceptions. This method will help drive instruction in the classroom.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

1. Supportive Environment- Students will be made aware of the necessary skills criteria to be successful in the social studies common core curriculum. They will become familiar with the type of assessments and how to complete the DDC scantrons. Each question will be aligned with the Common Core Standard.
2. Collaborative Teaching- The Social Studies curriculum team will revise the skills assessments and link them to the DDC Portal. All exams will be made available on Google Docs. This will allow the Special Education teachers to modify the assessment for their students. Social Studies teachers

will work together on Tuesdays by grade and evaluate student data.

3. Rigorous Instruction- Teachers will incorporate these skills in their daily lessons. Students will receive differentiated instruction based on the results of DDC.
4. Effective Leadership- Professional Development will be provided in DDC, evaluating student work, and Google Docs for the staff members.
5. Strong Family Community Ties- Parents will receive feedback from DDC and support this new process. Overall assessment performance will be generated and sent home. Parents will also be able to see their child's overall grade on DDC. Assessments will be housed in the students' portfolio and made available during Tuesday afternoon parent conferences along with the two general Parent Teacher Conferences in the fall and winter.

2. Key personnel and other resources used to implement each strategy/activity

1. Supportive Environment- Social Studies teachers will create a supportive environment for the students encouraging them to do their best in the skills assessment. Instruction will be based on remediating and challenging the students.
2. Collaborative Teaching- ICT, Self- contained and General Ed teachers will work together to design skill assessments that will best determine the student's strengths and weaknesses.
3. Rigorous Instruction- Teachers will include ICT, Special Ed, General Ed teachers.
4. Effective Leadership- Professional Development on "Analyzing Student Work" Given by A.P. Passantino , Professional Development on DDC – statistical analysis items January given by Coach Rizzo.
5. Strong Family Community Ties- Programmer Jessica Wohlstetter will print the DDC reports and report cards for the parents after each assessment.

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Supportive Environment- Check Pupilpath/Skedula and analyze data. Are pretests and posttest given to the students?
2. Collaborative Teaching- Check google drive for assessments. Look through team notebooks and assess student evaluation of skills.
3. Rigorous Instruction- Use formals and informal observations to focus on skills instruction as a result of DDC.
4. Effective Leadership- Meet with the grade teachers during their team meetings. Look at student work with them. How well can they determine future lesson and instruction for their students?
5. Strong Family Community Ties- Assign report card comments to rate skill achievement as a result of DDC.

4. Timeline for implementation and completion including start and end dates

6. Supportive Environment- September -June
7. Collaborative Teaching- On a daily basis
8. Rigorous Instruction-Daily September- June
9. Effective Leadership- Effective Leadership- Professional Development on "Analyzing Student Work" October 20th & Professional Development on

DDC – statistical analysis items January

10. Strong Family Community Ties- Scheduled appointments on Tuesdays and Parent-Teacher Conferences.

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Supportive Environment- Students will complete the assessments during their scheduled period class.
2. Collaborative Teaching- Teachers will meet on a common prep period to create the tests and answer documents. Curriculum teams will work for one hour after school on DDC documents and bubble sheets.
3. Rigorous Instruction- Skills will be incorporated into every lesson and addressed on Fridays.
4. Effective Leadership- Set aside at least two Professional Development Mondays to address student work and DDC. Allow Follow up Mondays for reconvene sessions.
5. Strong Family Community Ties- Parents will be notified of meeting dates via school calendar and emails.

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).

Parents/Guardians will receive a report for each unit assessment taken by their student. The screening test and unit assessment will be posted on Pupil path. All Data Driven tasks will be housed in the student's portfolio. Parents can view their student's portfolio during Parent Teacher Conferences. By providing as much information onto Skedula, parents will be updated on a more consistent basis. This will also provide more communication between teachers, parents and students on student progress and assignments.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA		Title IIA		Title III		Set Aside	x	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Achieve Now Grant

Goal and Action Plan #4

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.

To increase the average score on the 2015 ELA exam, for 7th grade students with IEP's who did not meet promotional criteria last year, by 15%.

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.

On the 2014 ELA exam, 18 of our 7th grade students did not meet the promotional criteria. Nine of these students have an IEP. Based on the needs assessment data, we have decided that we must provide differentiated instruction at each students reading level ,track their progress and focus on the weaknesses each student has in order to move them forward. Lightsail will also provide and establish habits of a good reader.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- **Strategies/activities that encompass the needs of identified subgroups**

1. The scheduling is set up with 9 periods per week inclusive of a library skills period. During the library skills period, students will be utilizing Lightsail,

which is a literacy based program, on each students reading level with embedded assessments, and tracking materials.

2. This program will begin to roll out in the ICT classes where 2 teachers will work together as well as the push in from the literacy coach to reinforce and aid in implementation for differentiation for the ESL, ELL and IEP learners.
3. 7th grade classes utilize the 31 ipad cart, where they are able to access the app Lightsail, launch and begin their period of reading and assessment as well as tracking daily progress. We also purchased the volume purchase program through apple. Mac book pros were also purchased, as well as a charging docking station for each cart to assist with syncing and loading apps.
4. The literacy coach will work with the classroom teachers in developing reading and writing strategies to be used along with the Lightsail app to create “good readers” and prepare for the NYS ELA exam as well as experiencing more success in class.
5. ELA teachers will work closely with the students, literacy coach as well as the PD staff from Lightsail to assess the development, success and failures of the program.
6. Continue to provide ongoing professional development focusing on reading and writing strategies, utilizing the Lightsail app as well as PD offered from the company and on line tutorials, lesson plans, powerpoints and weekly data provided.
7. Teachers will utilize weekly data reports sent to them by Lightsail specific to their student’s gains or deficiencies on how to next drive their instruction.
8. Administration will observe and provide direct feedback for lessons.
9. Any tech problem or upload will be handled by administration to ensure the program runs smoothly.
10. A parent letter will be distributed and email home to let the parents know about this new program and how students with tablets are able to access the program from home at any time.

• **Key personnel and other resources used to implement each strategy/activity**

1. Language Arts Department Assistant Principal
2. Technology Department Assistant Principal
3. Classroom teachers/ ICT teachers
4. Technology- smart boards, ipads
5. Literacy Coach
6. Lightsail app

• **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

Daily embedded assessments
Student teacher conferences
Instant Message conversation/ questions
Weekly data reports from Lightsail
Homework assignments
Classroom exams
Exit slips
Projects
Teacher team meetings
Parent conferences
Updating pupilpath

• **Timeline for implementation and completion including start and end dates**

The timeline for implementation is the start of school September 2014 through June of 2015

• **Describe programmatic details and resources that will be used to support each instructional strategy/activity**

6. The Library skills period embedded into the ELA programs will be utilized to implement Lightsail
7. Utilizing PD available through the Lightsail website, which includes, lesson plans, powerpoint, videos handouts,
8. Lightsail App, Volume Purchase Program through Apple.
9. On-site PD for teachers through Lightsail.
10. I-Pad cart of 31 ipads.

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).

- Pupilpath
- School messenger
- PTA meetings
- School leadership meetings
- Parent conferences
- Report cards
- Notices home

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Achieve Now Grant, Councilmatic Funding

Goal and Action Plan #5

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 school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1.Strategies/activities that encompass the needs of identified subgroups

1.

2.Key personnel and other resources used to implement each strategy/activity

1.

3.Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

4.Timeline for implementation and completion including start and end dates

1.

5.Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
--	-----------------	--	-----------------	--	------------------	--	------------------	--	------------------	--	---------------

List any additional fund sources your school is using to support the instructional goal below.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<p>Read 180 – Remedial reading program.</p> <p>Achieve Now – Remediation and Enrichment activities.</p> <p>United Activities Unlimited (OST) – Homework assistance, Remediation and Enrichment activities.</p>	<p>Small Group, one to one</p> <p>Small group</p> <p>Small group</p> <p>Small group</p>	<p>During and after school</p> <p>During and after school</p> <p>During and after school</p> <p>After school</p>
Mathematics	<p>Achieve Now – Remediation and Enrichment activities</p> <p>UAU – Homework assistance, Remediation and Enrichment activities.</p> <p>Dimension U.-online Math CCLS</p>	<p>Small group</p> <p>Small groups</p> <p>Small group, one to one</p> <p>Large and small groups</p>	<p>During and After School</p> <p>After School</p>
Science	<p>Achieve Now – Remediation and Enrichment activities.</p> <p>UAU – Homework assistance, Remediation and Enrichment activities</p>	<p>Small group, one to one</p> <p>Small Groups, one to one and tutoring</p>	<p>During and After School</p> <p>After School</p>
Social Studies	<p>UAU – Homework assistance, Remediation</p>	<p>Small group, one to one, tutoring</p>	<p>During and After School</p> <p>After School</p>

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

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

1. All elements of the *All Title I Schools* section must be completed*.
2. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
3. Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
x	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

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.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
This year a tremendous amount of Training occurred for the New Teacher Evaluation System. Supervisors and teachers were offered Summer and Fall training in Danielson. In addition many staff members were trained in the Measures of Student Learning, (MOSL) and new common core learning standards.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
This year alone, we have already had three assembly programs targeting violence prevention. In addition, funding has been put aside for Supplies and other needs for STH.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
N/A

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
This past Spring we created a Professional Development Advisory Committee to help plan the PD to be held on all Mondays during the School year. In addition our Measures of Student Learning Committee has been expanded this year to participate in the selection of assessments to be used this year. The Team attended Professional Development training to assist them with their selections. PD has been ongoing from this past August to assist teachers as they adjust to the new additions to the Advance System for the Common Core Learning Standards. In addition this year we conducted a survey for the entire staff to determine the topics they would like to see offered at the Monday sessions. We have also applied for a Calendar Change to make March 6, 2015 a professional development day.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

N/A

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

N/A

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

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

Parent Involvement Policy (PIP)



The Police Officer Rocco Laurie School

Parental Involvement Policy

September, 2013

- 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 1 Guidelines
 - vi. Curriculum Night
 - vii. Chancellor' Promotional Policies
 - viii. Chancellor's Regulations/ Discipline Code

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

SCHOOL-PARENT COMPACT

As Per Title I Requirements

September 2013

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 1 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

6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any school wide program plan, in an organized, ongoing, and timely way.
8. 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.

9. 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.

10. 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.

11. 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.

12. 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.

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. by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;

1.

DBN: 31R072

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$460,302.48	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus	Federal			

School Improvement Funds				
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal	\$11,200.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$5,890,173.00	X	See action plan

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).

- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.



**Division of Specialized Instruction and Student Support
Office of English Language Learners**

Claudia Aguirre, Chief Executive Officer
52 Chambers Street, Room 209
New York, New York 10007
Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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 [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by September 30, 2014.

Part A: School Information	
Name of School: Rocco Laurie	DBN: 31R072
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: 17
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: 2
of certified ESL/Bilingual teachers: 1
of content area teachers: 1

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 on the NYS ELA exam, as we would like. As a result, we will offer an after school academy, running from November 5 to June 11, excluding school holidays. The classes will meet two times a week (Wednesdays and Thursdays) from 1:30-3:00 (the students are dismissed at 1:28 p.m.) in 56 sessions. The classes will be taught by two teachers: our ESL teacher, Mrs. Brzezinski, and a content area teacher, and will service 17 students. The program was offered to all ELLs, but because there is no busing service, only 17 students signed up. We will be servicing our beginners, intermediate, and advanced students in grades 6th, 7th, and 8th. All instruction will be in English, with the implementation of Native Language support, when possible. Based on the students' level, the program we will use in after school academy is the "ESL Reading Smart" and "Inside - Language, Literacy, and Content" (Level A and B) by National Geographic.

The program offers individualized, content-based instruction for newcomers, beginning, intermediate, early advanced, and advanced English language learners (ELLs). I.S. 72 decided to use National Geographic company's program "Inside – Language, Literacy, and Content" (Levels A and B) to provide solutions for our ELLs. "Inside" series provides materials that promote the development of academic language through content area instruction and explicit instruction, in which the teacher identifies a specific strategy for students, then models exactly where, how, and why to apply the strategy to get meaning from a reading passage. The program covers all standards in language and literacy with connections to content. Reading selections reflect a diversity of cultures and perspectives, genres capture, and hold students' interest.

In our after school academy, there are 17 students who function at different proficiency levels. We have 8 beginners, 7 intermediate, and 2 early advanced English language learners. ELLs are grouped in two groups: beginners and intermediate/early advanced. Students will rotate to each teacher for 45 minutes. ELA teacher will work on reading comprehension and writing. However, both teachers will work closely together to meet the needs of all learners. Level A of "Inside - Language, Literacy, and Content" will be used for students who are at the beginning stages of language development. This level is specifically designed for the learners who need sequential work in phonemic awareness, phonics, decoding, and spelling, as well as foundational work in vocabulary, language, and writing. Explicit instruction helps students develop the reading and spelling skills that lead to independence. Many of the activities involve manipulatives and visual aids.

Level B of "Inside - Language, Literacy, and Content" will be used for the intermediate and early advanced learners who need intensive work to build academic vocabulary and language, to learn reading strategies, and to develop skills in comprehension, literary analysis, and writing. The learning strategies cover all four modalities: listening, reading, speaking, and writing, but are not limited to the analysis of morphemes, learning grammar rules and sentence structure, presenting information in the graphic organizers, making inferences and predictions, using context clues to figure out the meaning of unknown words, cause an effect, summarizing the stories/passages, drawing conclusions, and so on. ESL Reading Smart supports WIDA, TESOL, and state ESL learning objectives. It offers over 148 lessons, written in varied English proficiency levels. We believe that this program is an excellent choice for our students in an after school academy, since it has proven to be an effective intervention that raises students' reading and language scores on standardized tests.

Part B: Direct Instruction Supplemental Program Information

Additionally, students will utilize Continental Press's Empire State NYSELAT review books in preparation for the NYSELAT.

The school will purchase bilingual dictionaries for the parents of ELLs to use at home. The funds will also cover other expenses needed for the after school academy, such as the copy paper, notebooks, and folders.

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 literacy coach, Ms. Mall, will facilitate professional development sessions open to all staff members throughout the year. The purpose of these workshops will be to enhance and support ELL instruction in order to improve teaching and learning across all content areas. The sessions will be held on Friday afternoons from 1:30 to 3:00, starting in September, 2014 to March, 2015. Topics to be covered during these sessions include:

1. Identification and Placement of ELLs (September 12)
2. Understanding Second Language Acquisition (November 22)
3. ESL strategies and techniques for classroom teachers (January 16)
4. Assessment strategies for ELLs (February 20)
5. Overview of the NYSELAT exam (March 20)

Part D: Parental Engagement Activities

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

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

Begin description here: The school will offer information sessions open to all parents of ELLs, beginning on November 24 and ending on May 22. At these monthly meetings, parents will explore:

1. Using the Oxford Picture Dictionary and ESL Reading Smart Program, and other resources to enhance ELLs' education at home (November 24)
2. Common Core Learning Standards and successful study habits for ELLs and strategies that help ELLs in school (January 26)
3. The NYS ELA exam format and tips (February 23)
4. The NYS Math exam format and tips (March 30)
5. The NYSELAT exam (April 27)
6. An overview of the upcoming school year and review of the summer reading expectations (May 22).

Part D: Parental Engagement Activities

These activities will be provided by the ESL teacher, Mrs. Brzezinski. These meetings will take place before the monthly PTA meetings from 6:30 to 7:30 p.m. Parents will receive notification of these meetings via notices and Pupil Path.

Part E: Budget

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

Allocation Amount: \$11200

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	_____	_____

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 31	Borough Staten Island	School Number 072
School Name The Police Officer Rocco Laurie School		

B. Language Allocation Policy Team Composition [i](#) NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Peter Macellari	Assistant Principal Mary Curran
Coach Taryn Mallo	Coach type here
ESL Teacher Anna Brzezinski	Guidance Counselor Mary Karasinski
Teacher/Subject Area Eileen McLoughlin/LA	Parent type here
Teacher/Subject Area Fran Bluth/SS	Parent Coordinator Toni Rufo
Related Service Provider Lisa Bolton	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	6	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1259	Total number of ELLs	65	ELLs as share of total student population (%)	5.16%
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Part II: 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	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>							0	0	0					0
Dual Language <small>(50%:50%)</small>							0	0	0					0
Freestanding ESL														
Pull-out							5	5	5					15
SELECT ONE														0
Total	0	0	0	0	0	5	5	5	0	0	0	0	0	15

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	65	Newcomers (ELLs receiving service 0-3 years)	31	ELL Students with Disabilities	25
SIFE	0	ELLs receiving service 4-6 years	29	Long-Term (completed 6+ years)	5

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 SWD. [i](#)

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
TBE		0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0	0
ESL	31	0		29	0		5	0			65

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	31	0	0	29	0	0	5	0	0	65
Number of ELLs who have an alternate placement paraprofessional: _____										

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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0													

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			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									
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									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							10	6	12					28
Chinese								2	1					3
Russian								1						1
Bengali								1	1					2
Urdu							1	1	1					3
Arabic							3	2	2					7
Haitian														0
French								1						1
Korean									1					1
Punjabi														0
Polish														0
Albanian							2	1	2					5
Other							6	4	4					14
TOTAL	0	0	0	0	0	0	22	19	24	0	0	0	0	65

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							1	5	6					12
Intermediate(I)							2	1	7					10
Advanced (A)							20	12	11					43
Total	0	0	0	0	0	0	23	18	24	0	0	0	0	65

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	17	3			20
7	12	1			13
8	12	3			15
NYSAA Bilingual (SWD)					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	17		3						20
7	11		4		1		1		17
8	15		1		4				20
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									0

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

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

After reviewing and analyzing the assessment data, answer the following:

- 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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Our school utilizes DRA assessments and the ELL predictive 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. When analyzing the data patterns across proficiency levels, the ESL teacher, along with the literacy coach, noted that

regardless of their English proficiency level, the ELLs are not performing as well as they should on the NYS ELA exams.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
 2. When analyzing the data patterns across proficiency levels, the ESL teacher, along with the literacy coach, noted that regardless of their English proficiency level, the ELLs are not performing as well as they should on the NYS ELA exams. For example, in the 6th grade 17 ELLs received a level one on the ELA exam while only four received a level one on the math exam. Additionally, only one ELL in all three grades received a three on the ELA exam, while eleven ELLs received a level three or higher on the math exam. This information is being used to modify the English instruction of ELLs in the ESL and Language Arts classrooms. LAB-R data indicates that many students come in with a basic skill of speaking limited English and they can read and write in rudimentary English but they do require explicit targeted instruction in reading and writing.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))
 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. For each program, answer the following:
 - a. 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?

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. Since the ELA exam is not available in their native languages, it is difficult to determine if an ELL does better taking an exam in his or her native language. Even though the math exam is available in limited languages, students seem to do better on the math exam, regardless. Except in the case of the beginner students who do have the exam available in their native language. Compared to their predictive exams, they do better on the exam in their native languages. 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. From the exam we see that students struggle with advanced vocabulary words and grammar structure when writing.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
6. How do you make sure that a child's second language development is considered in instructional decisions?

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. It is been a practice at IS 72 to instill in teachers that they are all teachers are literacy teachers. Writing is a focus in all classrooms. Teachers assign writing assignments that can be produced in the students home language as well as English.
7. 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?

Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

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. Currently we have 12 beginners, 10 intermediate and 43 advanced students. We look to see how many of these students proress on this year's NYSESLAT exam.

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

1. Describe the steps followed for the initial identification of 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
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, Anna Brzezinski 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 in which the pedagogue assesses the student's educational background and experiences as well as his or her experiences with the English language. 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. If the student is Spanish speaking, and his or her score indicates the need for placement, the Spanish LAB-R is also administered. Once a student is placed in a program, he or she is administered the NYSESLAT annually until the student scores proficiently. In order to maintain an accurate record of eligible students for the NYSESLAT, the ESL teacher prints the RLER every three weeks. The students are administered the speaking portion of the test individually (by the ESL teacher or the testing coordinator), while the other three components are administered by grade and according to their IEPs. If a student is absent, every effort is made to have the students make-up any portion of the test that they have missed.
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.
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 parents are invited by telephone to meet with the ESL teacher at a time that is most convenient for them. The ESL teacher explains the three program choices and allows the parents to view the parent orientation video in their native language. In the event that the parent has indicated a program other than ESL on the parent survey and selection form, their name is placed on a waiting list and would be called by the ESL teacher or Assistant Principal if the desired program were to open up.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
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, generally the ESL teacher, 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. The signed Parent Survey and Selection Forms are photocopied and the original is placed in the student's cumulative file and a copy is kept by the ESL teacher. If the parent does not complete the form at the time of enrollment he or she is called by the ESL teacher to come back for a parent orientation and undergo the same process described above, also within ten days of enrollment. 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. 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.
4. Identified ELLs are placed in an ESL instructional program based on the Parent Survey and Selection Form (provided in the parent's native language). Students are sent home with placement letters and a photocopy is placed in the student's cumulative file. Annually, students receive continued entitlement letters in their native language and a photocopy is placed in the student's cumulative file. This year 16 parents chose a freestanding ESL program and one chose a bi-lingual program.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test

(NYSESLAT) to all ELLs each year.

The students are tested as a group originally and any students who was absent takes the test during a make up period. If a student is absent a phone call is made to the student's home. The listening and speaking sections are done one on one by the ESL teacher, or literacy coach. A RELC from ATS is run frequently throughout the year.

6. 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.) 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. [i](#)
6. The program models offered at our school are aligned with parent requests. This year 16 parents chose a freestanding ESL program and one chose a bi-lingual program.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs](#))
 - 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])?
 1. Instruction is delivered through a Pull-Out Freestanding ESL Program. The classes are ungraded and heterogenous.
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)?
 2. The ESL teacher does individualized programming for a pull-out model based on the student's proficiency level as well as his or her IEP (where applicable). There is one ESL teacher servicing the 65 ELLs. The teacher's schedule is based on her students' programs. Beginner and intermediate ELLs receive 360 minutes a week while advanced students receive 180 minutes a week of ESL instruction with an additional 180 minutes of language arts instruction in the mainstream classroom.

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 foster language development and meet the demands of the Common Core Learning Standards.

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. By being integrated in the classroom, the ELL faces the same rigorous Common Core Learning Standards. Although teachers differentiate their instruction, the ELL who has been here for more than two years is held to these standards.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Depending on the results of the LAB-R, students use resources in translation. Teachers translate exams for students in the beginning but then the focus is on language acquisition.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Depending on the results of the LAB-R, students use resources in translation. Teachers translate exams for students in the beginning but then the focus is on language acquisition.

6. How do you differentiate instruction for ELL subgroups?

a. Describe your instructional plan for SIFE.

b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..

c. Describe your plan for ELLs receiving service 4 to 6 years.

d. Describe your plan for long-term ELLs (completed 6+ years).

e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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, however in the past SIFE students have been encouraged to attend the 37 ½ minute program as well as the after school programs. This students were also encouraged to attend the ESL Summer Success Academy at IS 72 during the summer. Weekly contact is maintained with the parent to ensure this child's acclimation and success.

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 after school program.

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.

e. 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. The student use a glossary and are given modified time for state exams.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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. Both the ESL teacher and teachers of the ELL-SWDs scaffold the material. They model reading and writing strategies and provide students with appropriately leveled materials.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
8. 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 

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:	0		
Social Studies:	0		
Math:	0		
Science:	0		

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	45 minutes per day	45 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

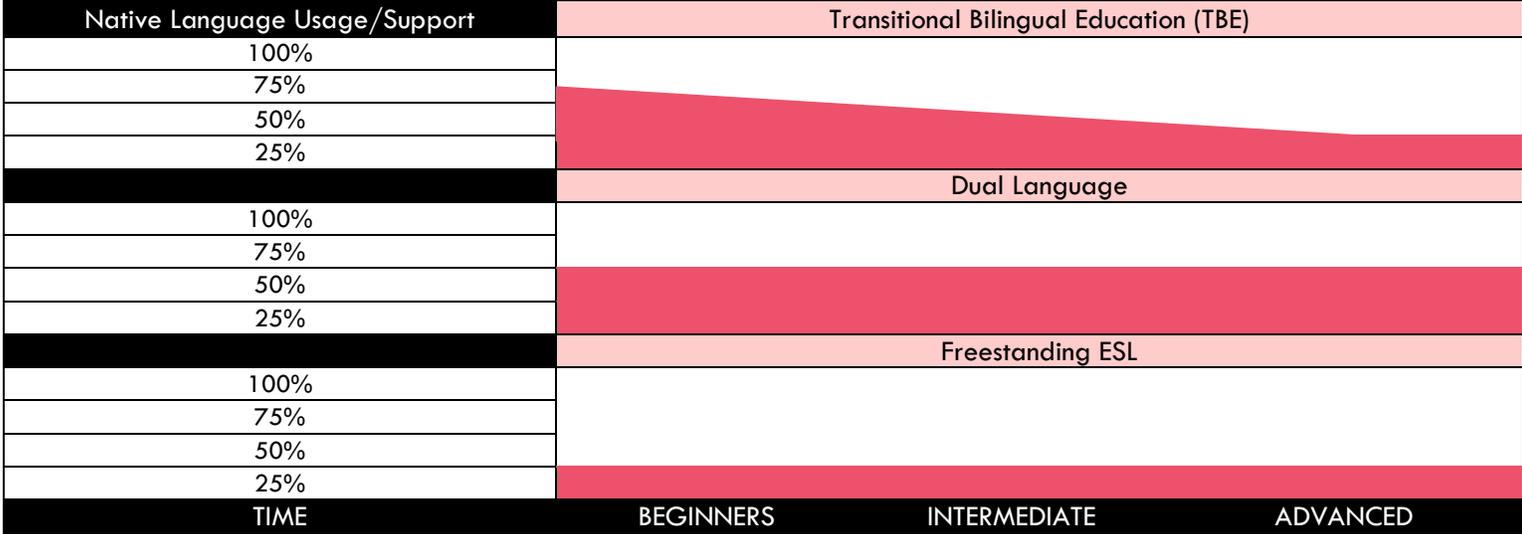
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
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.



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

9. 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.

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 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. Social Studies and science teachers have incorporated literacy skills into their lessons in order to assist the ESL and language arts teachers in improving students' literacy and writing abilities. The computer based programs offer support in several languages. Additionally, Acuity offers native language support. Math teachers can assign their students skill specific work in their native languages.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

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.

11. What new programs or improvements will be considered for the upcoming school year?

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.

12. What programs/services for ELLs will be discontinued and why?

Currently, the school does not plan to discontinue any programs.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

There are several after-school programs to assist students in ELA and math. ELL students are afforded access to all of the programs. The school also offers an after school academy to all students. Parents are invited to these programs via school notices, Pupil Path and the One Call Now phone system. Whenever possible, notices are sent to the parents in their native languages. 100% of the ELLs have been invited to participate in all after school programs and at least one-third of them participate.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

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.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

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.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

All required services support and resources are both age and grade level appropriate. All intervention materials purchased are specifically for intermediate school students and they are leveled within that range.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
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.
18. What language electives are offered to ELLs?
The school currently offers Spanish 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
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?
- Our school not currently offer any Dual Language Programs.

C. Professional Development and Support for School Staff

- Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
- What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
- What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
- Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.
 - The ESL teacher will continue to attend ELL professional development opportunities offered by the Office of English Language Learners, and the CEI-PEA (CFN 533). The ESL teacher will turn-key the valuable materials from the professional development sessions to the staff, (including assistant principals, all content area teachers, guidance counselors, special education teachers, psychologists, occupational/physical therapists, speech therapists, secretaries and parent coordinator) during monthly department and academy meetings.
 - The staff is provided with professional development to meet the special needs of the ELLs in their classroom. The school leadership has set aside every Monday afternoon as a time for the administrators, teachers and guidance counselors to discuss the needs of specific students.
 - Each new ELL is buddied up with another student.
 - 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 2013-2014 school year, teachers will have the opportunity to attend workshops focusing on effective strategies for teaching English Language Learners. Our professional development days will focus on strategies for working with ELLs in the classroom. All attendance records will be kept with the assistant principal.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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 (third Monday of the month) with the ESL teacher to discuss a variety of topics that will help raise student achievement including information on the Common Core State Standards, NYS exams as well as ESL curriculum. The school has several bilingual teachers and paraprofessionals who are available to translate in languages such as Spanish, Italian, French and Arabic.
 2. The school offers ESL classes for adults through the YMCA's "New Americans Initiative." All parents are welcome, and encouraged, to attend.
 3. The school evaluates the needs of our parents based on parent meetings, Parent Survey and Selection forms, Parent's Language of Choice forms and parental contact with the Parent Coordinator. The parent coordinator has several informational brochures for parents in several languages. The school has several bilingual teachers and paraprofessionals who are available to translate in languages such as Spanish, Italian, French and Arabic.
 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.

E. 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 response to question here:

Part VI: LAP Assurances

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

	Other _____		1/1/01
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LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: **_____** Network: **533**

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.

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.

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>.

There will be reports at the September and October PA meetings, as well as in letters home. Parents will be shown the orientation DVD at the time of registration. Monthly informational meetings will be held throughout the school year.

