



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : DR. PETER RAY ELEMENTARY SCHOOL

DBN: 13K305

PRINCIPAL: DR. JULIA MORTLEY EMAIL: JMORTLE@SCHOOLS.NYC.GOV

SUPERINTENDENT: MS. BARBARA FREEMAN

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Dr. Julia Mortley	*Principal or Designee	
Ms. Clora Stovall	*UFT Chapter Leader or Designee	
Mr. Nashon Brown	*PA/PTA President or Designated Co-President	
Ms. Meryl Skeete	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Ms. Kathy Polight	Teacher	
Ms. Kasia Mohamed	Teacher	
Ms. C. Ellerbe	Parent	
Ms. L. Brister	Parent	
Ms. J. Curry	Parent	
Mr. H. Williams	Parent	

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

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative 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 Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

- **By June 2012, one hundred percent of classroom teachers will use guided reading as a strategy to improve reading levels of students in grades K-5 by at least one reading level in Fountas and Pinell every six weeks.**

Comprehensive needs assessment

- Since 2008, data trends showed that at least 50% of students in grades three, four, and five have consistently performed at levels one and two based on the NYS ELA Test.
- According to the Fall 2011 Fountas & Pinnell Baseline Benchmark Assessment results, an average 43% of students were at or above the benchmark.

Instructional strategies/activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

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

Activity

- Professional Development: Professional development on administering and analyzing running records as a means of assessing student progress.
- Target Populations: All teachers as well as students in K-5.
- Responsible Staff Members: Literacy/Technology Coach and Administrator.
- Implementation Timeline: September 2011 through May 2012

Steps for including teachers in the decision making process

- Supervisors will facilitate whole group and individual discussions during which teachers are able to engage in reflective practice, determine next steps, and identify the expected student outcomes.
- Teachers will use written feedback from supervisors to determine next steps and monitor student progress in reading.
- Teacher Teams will analyze student data to evaluate the impact of their practice on student achievement.

Strategies to increase parental involvement

Describe the strategies and activities in your school's Title 1 Parent Involvement Policy (PIP) that will be implemented to achieve this goal.

- Offer parent/child workshops on reading instruction and strategies.
- Invite parents to participate in Pajama Read-In day.

- Share student reading goals with parents in order for parents to monitor reading at home

Strategies for attracting Highly Qualified Teachers (HQT)

Describe the strategies and activities that will be used to attract Highly qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal

- Mentors will be assigned to new and struggling teachers.

Service and program coordination

Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal:

The programs that support this goal are:

- The **Project Succeed** after-school ELA program will support level 2 and low level 3 students in grades 3-5.
- The **Project Boost** program funded by CEI/PEA will support high level 2 fourth grade students.
- The **Reading Eggs** Web based intervention program supports students in grades 1 and 2.
- The **One More Story** e-reading/digital books web program to support students in K-2.
- The **Junior Great Books** consultant supports students in Grades K-5.

Budget and resources alignment

Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Funding Sources

As a Title I School wide Program School, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title II A Funds and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- Supervisor per session (2 days a week)
- Instructional materials used during the regular school day.
- Professional development provided by coach and consultant.
- Consumable materials for use in after school program
- Teacher per session (2 days a week)

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

- **By June 2012, in literacy, at least 75% of the students in grades K-5 will be able to score at least a level three on a rubric-scored, on-demand task that asks them to read and analyze informational texts and write opinions and arguments in response.**

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.

- Since 2008, data trends showed that at least 50% of students in grades three, four, and five have consistently performed at levels one and two based on the NYS ELA Test.

Instructional strategies/activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

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

Activity

- Professional Development: Professional development on creating literacy/writing tasks and creating rubrics with the language of the standards to provide specific feedback to the students
- Target Populations: All teachers as well as students in K-5.
- Responsible Staff Members: Network ELA Specialist and Literacy/Technology Coach and Administrator.
- Implementation Timeline: September 2011 through May 2012

Steps taken for including teachers in the decision making process

- Teachers will collaborate with Network ELA Specialist and Literacy Coach in creating tasks and mini lessons.
- Teacher Teams will engage in the protocol of looking at students' on-demand written pieces with administrators and coach to determine the next steps for students.
- Teacher Teams will analyze student data to evaluate the impact of teacher practice in teaching strategies for reading informational texts.

Strategies to increase parental involvement

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- Principal, Parent Coordinator and Teachers will present the new DOE priorities and expectations to parents via workshops, Curriculum Teas and Parent

Teacher Conferences.

- Invite parents to participate in workshops that will demonstrate strategies to read informational texts.
- Share student reading and writing goals with parents.
- Send home progress reports on reading and writing progress.

Strategies for attracting Highly Qualified Teachers (HQT)

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

- Mentors are assigned to new teachers.
- As a Professional Learning Community, teachers support struggling teachers.
- Interface with Network's Human Resources Director to ensure that all teachers meet the requirements to become highly qualified.

Service and program coordination

Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

The programs that support this goal are:

- The **Project Succeed** after-school ELA program will support level 2 and low level 3 students in grades 3-5.
- The **Project Boost** program funded by CEI/PEA will support high level 2 fourth grade students.
- The **Reading Eggs** Web based intervention program supports students in grades 1 and 2.
- The **Junior Great Books** consultant supports students in Grades K-5.
- The **I-Zone Compass Odyssey ELA** web based program will support students in grade 3.
- The **Study Island ELA** web based program will support students in grade 4.

Budget and resources alignment

Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Funding Sources

As a Title I School wide Program School, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title II A Funds, ARRA RTTT Citywide Instructional Expectations Funds, and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- Supervisor per session (2 days a week)
- Instructional materials used during the regular school day.
- Professional development provided by coach and consultant.
- Consumable materials for use in after school program
- Teacher per session (2 days a week)
- Inquiry Team will support goal

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

- **By June 2012, 75% of students in Grades K-5 will be able to complete a rubric-scored task that requires them to model with mathematics and construct and reason in mathematics by achieving at least a level 3.**

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.

- Last year's NYS Math test results show that only 50% of students in grades 3, 4 and 5 scored at levels 3 and 4
- Grades 3-5 scored an average of 65% on this Fall's Acuity ITA Math test which is below target of 75%.

Instructional strategies/activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

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

Activity #1

- Professional Development: Professional development will be given on the following topics:
 - >Creating Math tasks
 - >Creating rubrics with the language of the standards to provide specific feedback to the students
 - >Smartboard applications to support units of study in Math
- Target Populations: All teachers as well as students in K-5.
- Responsible Staff Members: Network Math Specialist and Assistant Principal
- Implementation Timeline: September 2011 through April 2012

Activity #2

Teachers will use data from Acuity, iZone Compass Odyssey web based program, I-Zone Pearson Successmaker web based program and the Study Island web based program to create and assign instructional tasks in the students' areas of weakness

- Target Populations: All teachers as well as students in 3-5.
- Responsible Staff Members: Teachers, Assistant Principal
- Implementation Timeline: September 2011 through May 2012

Steps for including teachers in the decision making process

- Math Team will collaborate with Network Math Specialist and Assistant Principal in creating tasks and mini lessons.
- Teacher Teams will engage in the protocol of looking at students' open ended tasks with administrators and coach to determine the next steps for students.

- Teacher Teams will analyze student data to evaluate the impact of teacher practice in teaching problem solving strategies.

Strategies to increase parental involvement

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Introduce Smartboard Math activities during Family Literacy and Math Games Night

- Parent Coordinator will host a series of workshops for parents in Math
- Send home progress reports in Math and give suggested websites

Strategies for attracting Highly Qualified Teachers (HQT)

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

- Mentors are assigned to new teachers.
- As a Professional Learning Community, teachers support struggling teachers.
- Interface with Network's Human Resources Director to ensure that all teachers meet the requirements to become highly qualified.

Service and program coordination

Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

The programs that support this goal are:

- The **Project Succeed** after-school ELA program will support level 2 and low level 3 students in grades 3-5.
- The **Project Boost** program funded by CEI/PEA will support high level 2 fourth grade students.
- The **I-Zone Compass Odyssey Math** web based program will support students in grade 3.
- The **Study Island Math** web based program will support students in grade 4.
- The **I-Zone Pearson Successmaker** web based program will support students in grade 5.

Budget and resources alignment

Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title II A, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Funding Sources

As a Title I School wide Program School, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title II A Funds, ARRA RTTT Citywide Instructional Expectations Funds, and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- Supervisor per session (2 days a week)
- Instructional materials used during the regular school day.

- Professional development provided by coach.
- Consumable materials for use in after school program
- Teacher per session (2 days a week)

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

- By June 2012, a school-wide intervention and incentive program will be established to improve attendance to 90%.

Comprehensive needs assessment

- According to the 2010 Progress Report, our attendance fell from 90% to 89.3%. As the winter months progress, students in the early childhood grades have significantly poorer attendance than the remainder of the school.

Instructional strategies/activities

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

Activity #1

Our attendance team meets twice a month to identify students who are at risk, monitor attendance weekly and coordinate outreach to parents to improve attendance. The team is led by the Assistant Principal and includes the Guidance Counselor, Parent Coordinator, Secretary and the Network Attendance Teacher. Classroom teachers also contact homes of absent students and monitor attendance to discern patterns and areas of concern. They also distribute monthly awards for perfect attendance.

- Target Populations: Students PK-5
- Responsible Staff Members: Assistant Principal, Guidance Counselor, Parent Coordinator, Secretary, Network Attendance Teacher and Classroom teachers.
- Implementation Timeline: September 2011 through June 2012

Activity #2

Incentive Programs to improve attendance include:

Scholar Dollar Program and Perfect Attendance Awards

- Target Populations: Students who achieve 90% to 100% attendance
- Responsible Staff Members: Parent Coordinator and Classroom teachers.
- Implementation Timeline: September 2011 through June 2012

Steps for including teachers in the decision making process

- Teachers keep track of attendance.
- Teachers collaborate with administrative staff and parent coordinator to reward students

Strategies to increase parental involvement

- Involve parents in fundraising activities for incentives
- Invite parents to participate in special assemblies and award ceremonies

Strategies for attracting Highly Qualified Teachers (HQT)

- Interface with Network's Human Resources Director to ensure that all teachers meet the requirements to become highly qualified.

Service and program coordination

As a Title I School wide Program School, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III SIIG Funds and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

This goal is supported by:

- The ***SAPIS Worker who intervenes to improve attendance***
- The ***Network Attendance Teacher who follows up with long term attendance issues***
- The ***Parent Coordinator who supports the school's attendance goals by interfacing with parents***

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Funding Sources

As a Title I School wide Program School, Fair Student Funding (Tax Levy), allows us to support this goal by purchasing supplies and incentives for the Scholar Dollar and Perfect Attendance Program.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	10	4	N/A	N/A	0	1	0	0
1	25	25	N/A	N/A	2	4	3	0
2	19	47	N/A	N/A	2	3	2	0
3	52	24	N/A	N/A	2	4	4	9
4	48	50	68	68	4	10	11	5
5	42	42	42	42	1	6	6	0
6								
7								
8								
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	Programs used for intervention are Voyager (1 st grade, Small Group Instruction (SGI) before school), Reading Eggs (1 st and 2 nd grades, SGI and Individual Tutoring during the day); iZone Compass Odyssey (3 rd grade, SGI and Individual Tutoring during the day); Study Island (Gr 4 SGI and individual Tutoring during the day); iZone Pearson Success Maker (5 th grade, SGI and Individual Tutoring during the day) and ACUITY as an extension of learning after SGI (grades 3-5) during the school day). Project Succeed, our after school program will target high level two and low level three students. Project BOOST will also be used to address the needs of our high level 2 students in Grade 4 to provide enrichment.
Mathematics	During Math Workshop the needs of the AIS students are addressed through small group instruction targeted to areas of weakness for grades K – 5. The following programs are used to support AIS students – ACUITY (grades 3-5) ; Simple Solutions (Grade 2 Math Intervention Program SGI and Individual during the day); iZone Compass Odyssey (3 rd grade, SGI and Individual Tutoring during the day); Study Island Math (3 rd grade, SGI and Individual Tutoring during the day); iZone Pearson Successmaker (5 th grade, SGI and Individual Tutoring during the day). RTI in Math will also be implemented during the day.
Science	The Science Content Specialist provides supplemental instruction to students in all grades for one to two periods a week. As part of the Science program, the Science Content Specialist will targeted small group instruction through the Study Island web based program for students who performed at levels 1 and 2 on the Beginning of the Year Science Baseline tests in grades 3-5.
Social Studies	Small group instruction is provided by the classroom teacher.
At-risk Services provided by the Guidance Counselor	The Guidance Counselor sees mandated students and at-risk students in small groups or on an individual basis during the school day. We also have Woodwind Family Counseling Services, a Community Based Organization, which supports individual students and their families during the school day.
At-risk Services provided by the School Psychologist	The School Psychologist will provide short-term crisis counseling to students in need as an extension of the work done with our CARE (Children Are Reason Enough) Team.

At-risk Services provided by the Social Worker	The Social Worker will provide short-term intervention counseling for students in need as an extension of the work done with our CARE (Children Are Reason Enough) Team.
At-risk Health-related Services	The school nurse provides Open Airways classes for our most at-risk asthma students on a small group basis.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. 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.

The PIP should describe how your school will plan and implement effective parent involvement activities 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.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and

asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;

- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

Part I: School ELL Profile

A. School Information [i](#)

Cluster Leader/Network Leader Joe Blaize	District 13	Borough Brooklyn	School Number 305
School Name Dr. Peter Ray			

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

Principal Julia Mortley	Assistant Principal Bruce Copeland
Coach J. Lord	Coach
ESL Teacher J. Wizner	Guidance Counselor C. Houser
Teacher/Subject Area L. Norville	Parent N. Brown
Teacher/Subject Area	Parent Coordinator L. Ayers
Related Service Provider	Other
Network Leader	Other

C. Teacher Qualifications [i](#)

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

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

D. School Demographics

Total number of students in school	308	Total Number of ELLs	23	ELLs as share of total student population (%)	7.47%
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Part II: ELL Identification Process

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

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

1. In order to ensure the identification, the appropriate placement and educational services for children, all of the newly registering parents are initially interviewed one-on-one, and given a Home Language Survey (HLIS) by a pedagogue present in the office. The Home Language Surveys are distributed according to the home languages spoken by the parents. In the event that other languages are spoken by parents, the Translation and Interpretation Unit is called for assistance or members of the staff are used to translate. After an informal interview is conducted and the HLIS is reviewed, the ESL teacher conducts the Language Battery Assessment (LAB-R) to determine whether or not a child is eligible for ESL instructional services. The scores from the Language Battery Assessment (LAB-R) test identify a child as an English Language Learner or English Proficient. The child that scores at or below proficiency level becomes eligible for ESL services. The tests are first scored by the ESL teacher, and are later accessed through the ATS report (RLAT). Students who speak Spanish at home and score at or below proficiency level are also administered the Spanish LAB-R to determine language dominance. The ELL Identification process is completed within 10 days after child's enrollment.

Every year, the English language development of ESL students in Reading, Writing, Listening and Speaking, is determined by the results of the NYSESLAT test. The NYSESLAT Eligibility Roster (RLER) which is generated from ATS, is carefully reviewed by Ms. Wizner, the ESL teacher to ascertain the eligibility of students for ESL services. The (RLAT) report or the Exam History report is also carefully reviewed by the ESL teacher to determine student eligibility, home language and years that students have been serviced. If the RLAT report shows that students have reached the proficiency level on the NYSESLAT test from the previous school year, their parents receive a Non-entitlement letter. Students, on the other hand, who have not tested out, are grouped according to their age and language proficiency levels - Beginning, Intermediate, Advanced and Proficient. The results of the NYSESLAT test enable the ESL teacher to determine the areas of strength and weakness of each individual student in order to plan the instructional goals for the coming school year, and determine how much instructional time should be spent in ESL classroom. Beginner and Intermediate students receive 360 minutes of ESL instruction per week, and advanced students receive 180 minutes. All of the above is also included in the Continued Entitlement letters sent to the ELL parents.

2. During the first two weeks of the school year, parents of ELLs are informed, via formal letter, by phone or individually by person, about their child's language assessment, and are invited to the Parent Orientation meeting where they receive entitlement and non-entitlement letters are distributed to all parents based on the results of the LAB-R test. Parents of students who scored below the cut off scores receive the ELL Parent Brochure and view an informational video in their native language that describe and explain three program choices for their children - Transitional Bilingual, Dual Language, and Freestanding ESL. They also receive Parent Survey and Program Selection forms provided in the language spoken by the parents. By the end of the orientation session, these forms are collected and reviewed by the ESL teacher. If the forms are sent home, parents are required to be return them to the ESL teacher or the Parent Coordinator.

Ms. Wizner, the ESL teacher and Ms. Ayers, the Parent Coordinator both make sure that parents' preferences regarding the three program choices are met. During the orientation or later on in a one to one conference with the parent, the ESL teacher, Ms. Wizner and Ms. Ayers, the Parent Coordinator, explain all options to the parents for those who inquire about a TBE or Dual Language Program - programs that are not available at the school at this time. Ms. Wizner keeps track of all data regarding the parents program choice in the event that one of the programs becomes available at our school. Parents would then be immediately informed via an informal letter,

by phone, and again, and provided with counseling in the event of a possible student transfer to another school for participation in the TBE or Dual Language program. In the event that any language communication issues occur, staff are available at school to serve as translators between the teacher and the parent. The Parent Coordinator or ESL teacher will also utilize the services of the Translation and Interpretation Unit provided by NYC Department of Education to assist the school and parents with communication issues.

3. Entitlement, Placement letters and the Program Selection forms are distributed during the Parent Orientation meeting. During this meeting Ms. Wizner, the ESL teacher, and Ms. Ayers, the Parent Coordinator, provide the parents with information regarding NYS mandates of eligibility for ESL programs. The parents get an opportunity to view the NYC Chancellor’s informational DVD on program, available in the parents’ spoken language, regarding three program choice options - Transitional Bilingual Education, Dual language, Freestanding ESL programs. After viewing this DVD, the parents have the opportunity to ask questions and fill out and return the Program selection forms. At the end of the orientation, Ms. Wizner collects Parent Surveys and Program Selection forms, review them and file them in the cabinet of the ESL classroom along with the copies of Entitlement and Placement letters that were distributed. If the Program Selection form is never returned, the default program for ELLs is the Transitional Bilingual Education which is not available in the school at this time. The default program at PS 305 is the Freestanding ESL program.

4. After watching the information video, Ms. Wizner-ESL and Ms. Ayers-PC distribute the parent Program choice forms and discuss with the parents the proper placement of their child. According to the Aspira Consent decree, students with limited English proficiency have the legal right to receive bilingual education. In order to honor a parent’s choice, the ESL teacher and PC present all of the options to the parents who choose a TBE or Dual Language Program, which are not available at our school at this time. Once the decisions are made and recorded on the forms, Ms. Wizner sends the official Placement letters and Continued Entitlement letters to all of the parents. Ms. Wizner keeps track of all data regarding the parents program choice, and files all of the Placement and Continued Entitlement letters in the cabinet in the ESL classroom.

In the event that there are 30 parent’s bilingual program selections, and one of the TBE or DL programs becomes available at our school, the parents will be immediately informed via informal letter or by phone, and again, assisted with their decision and the student’s new program accommodation if they still insist on changing the program.

If the parents are not present during the Orientation and Program Selection form have not been handed in or returned would do the following: (a) Meet the parents on a make-up day; (b) follow up with a personal mailing; (c) send the Program Selection form home and (d) make phone calls if necessary. During this whole process, PS 305 utilizes the services offered by Translation and Interpretation Unit; offers onsite Spanish interpretation services and provides parents with brochures and materials translated in their language.

5. For the past five years, Ms. Wizner, has noticed from the Parent Surveys and the Parent Selection forms that most parents choose the Freestanding ESL program. Only a few parents of the upper grade students considered the bilingual program but declined to transfer their children to another school where such programs were available. The Bilingual program is not offered due to the low number of ELL students at PS 305.

6. The program model offered at our school is aligned with the requests of the parents.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes●	No*	If yes, indicate language(s):
Dual language program	Yes●	No*	If yes, indicate language(s):

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes,

refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	23	Newcomers (ELLs receiving service 0-3 years)	17	Special Education	4
SIFE	0	ELLs receiving service 4-6 years	6	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	17		2	6		2	0			23
Total	17	0	2	6	0	2	0	0	0	23

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

C. Home Language Breakdown and ELL Programs

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

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
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Hispanic/Latino: ____
	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	1	1		3	2								8
Chinese			1	1										2
Russian														0
Bengali		2												2
Urdu														0
Arabic			2	2	4									8
Haitian														0
French						1								1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	2													2
TOTAL	3	3	4	3	7	3	0	23						

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1.a) P.S. 305 implements a Pull- Out organizational model for a Freestanding English as a Second Language Program (ESL). The language of instruction is English.

b) Since students are grouped by language fluency and age, the ESL program most often follows the homogenous grouping model wherein students at the same proficiency level are grouped in the same class). There are only two groups, however, that are heterogeneously mixed and ungraded. The fourth and fifth grade students form one group with mixed language proficiency levels are mixed to provide proficient students could provide support with extra help.

2. In 2011-2012, there are 23 ESL students from K-5 grades in our school. They range from the Beginners to Advanced and Proficiency

A. Programming and Scheduling Information

levels, and according to their language proficiency levels, they receive 180 minutes to 360 minutes a week of ESL. To remain in compliance with CR Part 154, our Beginner and Intermediate students receive 360 minutes of ESL instruction per week, and Advanced students receive 180 minutes.

a) All ESL students receive the same academic content as those students who are native English speakers so that ELL students could achieve proficiency and attain the standards established for all students for grade promotion and graduation. Therefore, at PS 305, ELL students attend Reading and Writing workshops which total 675 minutes a week. All P.S 305 students receive either one period of Math everyday, around 450 minutes per week. All students receive four periods of 45 minutes of Science and Social Studies a week. They receive required instruction in two Technology classes, and at least one Physical Education a week. This year teachers also integrate Art and Music into their everyday curriculum. In these content areas, teachers of ELLs modify their instructional language and scaffold the instruction in order to ensure students' understanding. The school directly provides or makes referrals for appropriate support services, and instructional methods that may be needed by ELL students in order to achieve and maintain satisfactory level of academic performance. In order to help ESL students to achieve proficiency in English, the Articulation Forms are filled out monthly by the classroom teachers. They serve as communication between ESL teacher and content area teachers to use ESL methodology and activities for each grade level. Also, the Literacy by Design program used in grades 3- 5 at PS 305 has an ESL specific component which helps the ESL teacher align the ESL and general education class curricula. All English Language Learners (ELLs) are instructed in English using Total Physical Response, Cooperative Learning and Cognitive Academic Language Learning Approach. In the ESL classroom, many different practices are utilized such as: Scaffolding, Modeling, Bridging, Schema Building, Contextualization, Text Representation and Metacognition. The teacher uses Informal assessments and running records. The ELL teacher is also a member of an Inquiry team which examines curriculum maps and planned instructional activities. In this role she makes specific and concrete suggestions that will help ELLs satisfactorily complete units of study.

3. In order to help ESL students to achieve proficiency in language and academics so that they could attain the same standards established for all students at each grade level, the Articulation Forms are filled out monthly by the classroom teachers, and curriculum overview maps are shared. They serve as communication between ESL teacher and content area teachers to plan ESL curriculum and activities for each grade level. All English Language Learners (ELLs) are instructed in English using Total Physical Response, Cooperative Learning and Cognitive Academic Language Learning Approach. In the classroom many different practices are utilized such as: Scaffolding, Modeling, Bridging, Schema Building, Contextualization, Text Representation. The ESL classroom materials include Scott Foresman ESL book series that follow the principles of CALLA: the Cognitive Academic Language Approach. It teaches grade-level topics from the major curriculum areas, and Prentice Hall Regents ESL which is literature- based language acquisition program that incorporates Science, Social studies and Math altogether. With regards to native language support in the ESL program, the word wall often includes word native language translations and cognates. The students also use dictionaries and glossaries, same language speaking peer support, native language library books, and international websites. The teacher uses Informal assessments and running records. Additionally, there are small group AIS sessions for each grade prior to all state assessments, to focus on literacy and academic language.

Beyond explicit ESL, General Education teachers are concerned with the language needs of ELLs. Therefore, they constantly monitor students' understanding of linguistically challenging material, and utilize the ELL targeted parts of the Literacy By Design program, and Junior great Books program. They use a shared reading module, a variety of phrasings and synonyms to clarify meaning, and scaffold the instruction with visual aids such as maps, illustrations, and graphic organizers to increase comprehension. If possible, the students are paired-up with an English proficient student who can assist with language translation, and help with the classroom activities during the day.

Instruction is modified for newcomers by focusing on building vocabulary, developing listening comprehension, modeling reading and writing using visuals, realia, and providing active contextualized engagement activities. A combination of different second language acquisition strategies (The Natural Approach, TPR, scaffolding) are used to introduce the students to school routines and to basic English language skills. In the testing grades the students utilize translated glossaries for Mathematics, Social Studies and Science, available also on the ALBETAC website.

4. At the beginning of their first year at school, students and their parents are informally interviewed to gather information about the students' background. Those who speak Spanish at home and score at or below proficiency level on the English LAB-R, are also administered Spanish LAB-R to determine language dominance. With regards to literacy instruction, all ESL students are provided with the testing accommodations such as bilingual dictionaries and glossaries, the use of English and alternate language editions of the test or the oral test translation.

5. Our goal for the school's LAP is to ensure that instruction is designed to mediate the learning of various proficiency classifications: newcomers, SIFE, long-termed ELLs, and beginner, intermediate and advanced. We have compiled assessment data from ARIS, LAB-R, NYSESLAT and State Assessments results to analyze the strengths and weaknesses of our ELLs in specific modalities. In order to

A Programming and Scheduling Information

B. Programming and Scheduling Information--Continued

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

8. PS 305 uses the Balanced Literacy model and together with the Freestanding ESL program, they follow the school's curriculum frameworks and ESL curriculum guides. As Tier I intervention, the classroom teachers use Literacy by Design which also includes a specific ESL component, and TC writing program. Also Junior Great Books is a program that engages all students in shared inquiry around good literature. PS 305 had purchased the Study Island online learning program in order to help our fourth graders in all subject areas. Students in grade 5 also utilize iZone Pearson Successmaker web program as an intervention tool to increase students' performance in English Language Arts and Math. Compass Learning is used to provide individualized instruction in English Language Arts and Math for students in grade 3.

Tier II interventions include ESL teacher, and Speech Therapist, Social Worker and Psychologist. All the grades are using also Everyday Math program.

The ESL classroom materials include Scott Foresman ESL book series that follow the principles of CALLA: the Cognitive Academic Language Approach. It teaches grade-level topics from the major curriculum areas, including Social Studies, Science, Math. Prentice Hall Regents ESL books are the example of literature-based language acquisition program that incorporates Science, Social studies and Math altogether. With regards to native language support in ESL program, the word wall often includes word native language translations and cognates, students use dictionaries and glossaries, same language speaking peer support, native language library books, and international websites.

Instruction is modified for newcomers by focusing on building vocabulary, developing listening comprehension, modeling reading and writing using visuals, realia, and providing active contextualized engagement activities. A combination of different second language acquisition strategies (The Natural Approach, TPR, scaffolding) are used to introduce the students to school routines and to basic English language skills. In the testing grades the students utilize translated glossaries for Mathematics, Social Studies and Science, available also on the ALBETAC website. All of the intervention programs for ELA, Math and other content areas are offered in English but with the native language support whenever needed. For the state tests in Math and Science, the translated versions and glossaries are available.

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3. The ESL teacher will make presentations on effective learning and teaching strategies for ELLs at a Faculty Conference and grade meetings to fulfil the requirement of 7.5 hours of ELL training for staff. The power point presentation and information will be shared dealing with ELL student specific characteristics, instructional approaches and types of scaffolding for ELL population. The ELL Specialist will also present to staff and support teachers throughout the year. The records will be maintained by keeping the meetings' agendas and the attendance sheets.

E. Parental Involvement

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

1. All parents of PS 305 students are encouraged to be partners in their child's education at home and in school. We rely on parent support to ensure student success. It is our practice to provide regular opportunities for parents to participate in workshops on topics they have identified as relevant and of interest through surveys and informal assessment. We attempt to provide meaningful communication through the school calendar, website, email, backpacked notices and phone calls. The school regularly plans activities that involve the families in the school community such as several parent/child activities that are jointly planned by the Parent Teachers Association and the Parent Coordinator. Incentives such as Earning Scholar Dollars for child are offered to attend workshops and PTA Meetings that focus

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2. Our school is always open to the support of our school community and has several community partnerships. At this time none of our partnerships are specifically targeted to parents of English Language Learners. We do support and encourage attendance at the workshops for ELL parents held by the Department of Education and other organizations.

3. Parents are formally surveyed and informally assessed when there is opportunity for face to face interaction. They are invited to come, call or email with any issues that may impede their child's educational progress. Surveys about their interests and needs, feedback forms from workshops and the Learning Environment Survey are also used to evaluate parent needs. Parent Coordinator provides a warm, welcoming environment to all ELL parents, and lets them know they are always welcomed and important to our school community no matter the language or cultural differences. The onsite interpreters and over the phone Translation and Interpretation service are always available.

4. Our activities are designed to support the Six Types of Parent Involvement as defined by Joyce Epstein's research.

(1) Parenting: Providing a supportive home environment.

(2) Communication: School and home exchange information about the child.

(3) Volunteering: Parents are recruited to help at school.

(4) Learning at home: Schools can provide guidance and materials to parents to involve them in their children's education.

(5) Decision making: Parents are represented and involved in school decisions.

(6) Collaborating with the Community: Identifying resources from the community to improve student learning and family life.

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5. At P.S. 305 parents of newly enrolled ELL students are provided with an orientation session on the State Standards, assessments, school expectations and the general program requirements of our ESL program. Also, all ELLs are invited to two informational meetings as required under Part 154; they meet with an ELL teacher during the School Open Night, Parent- Teacher Conferences. These meetings provide information on ELA/ ESL and Math Standards and Assessment, and later in the school year on NYSESLAT Assessment and Promotional Policy.

Parents are also kept informed of testing, instruction and assessment through meetings and notices from the Parent Coordinator who is organizing weekly parent workshops, monthly PTA meetings, and monthly Family Fun Activities such as: Family Literacy and Math Games Night, Career Day, Field day, Carnival, Parent/Child Workshops, Book fairs, Teacher Appreciation Week..

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

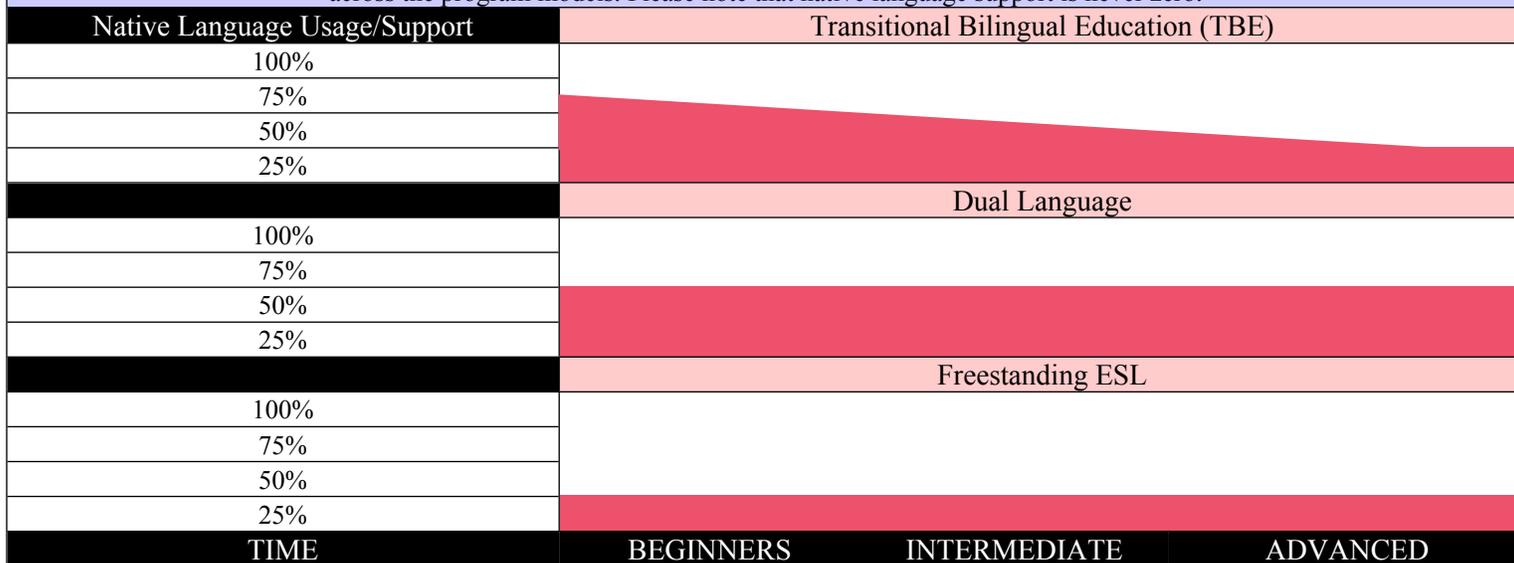
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
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FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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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.

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1. The ELL Specialist from the Children's First Network provides professional development and instructional support to the entire school staff (including ESL teacher). At monthly meetings conducted by Network, staff development is offered in differentiated instruction, Common Core Standards, Universal Design Learning and DOE's expectations in the areas of Literacy and Math. The ESL teacher and other staff members such as paraprofessionals, guidance counselor, special education teachers, psychologist, speech therapist, secretary, and parent coordinator attend also the workshops offered by the Literacy Coach and the Network Content Specialist at school. Our ELA Professional Development is based on the needs of the students and teachers. It is data driven and focused on improving teacher craft and students' areas of weakness. We continue with the methodology of the Junior Great Books program to engage students in shared inquiry around good literature. We also make guided reading a high priority to address critical thinking skills. Each week the cabinet which consists of the Principal, the Assistant Principal and the Literacy Coach meet to review and assess the progress of different groups so that professional development could be adjusted accordingly to meet the needs of these groups. Professional Development is offered more from an individualistic stance rather than a whole group approach. In addition our grade leaders and subject facilitators in ELA and Math participate in vertical meetings across the grades to strengthen the instruction and practices that ensure student academic success. Our Literacy/Technology coach will work with targeted teachers as another means of providing one to one professional development.

2. ESL teacher and the guidance counselor provide teachers, parents, and the students with information about different schools, helping make the proper placement decision of those ELL students who transfer from elementary to junior- high school. The Guidance Counsellor attends the workshops and turnkeys the information that he has learned to the teachers and administrators who in turn educate students about different choices by supplying them with the materials and resources. Together with Parent Coordinator, the Guidance Counselor organizes workshops for the parents, distribute the fliers and brochures informing about the open school days at various locations. There are links with Community based Organizations, and our Social Worker who represents the Woodwind Foundation helps the parents, students and the Guidance Counsellor communicate and work with each other in assisting the ELLs in transition from one school level to another.

3. The ESL teacher will make presentations on effective learning and teaching strategies for ELLs at a Faculty Conference and grade meetings to fulfil the requirement of 7.5 hours of ELL training for staff. The power point presentation and information will be shared dealing with ELL student specific characteristics, instructional approaches and types of scaffolding for ELL population. The ELL Specialist will also present to staff and support teachers throughout the year. The records will be maintained by keeping the meetings' agendas and the attendance sheets.

E. Parental Involvement

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

1. All parents of PS 305 students are encouraged to be partners in their child's education at home and in school. We rely on parent support to ensure student success. It is our practice to provide regular opportunities for parents to participate in workshops on topics they have identified as relevant and of interest through surveys and informal assessment. We attempt to provide meaningful communication through the school calendar, website, email, backpacked notices and phone calls. The school regularly plans activities that involve the families in the school community such as several parent/child activities that are jointly planned by the Parent Teachers Association and the Parent Coordinator. Incentives such as Earning Scholar Dollars for child are offered to attend workshops and PTA Meetings that focus

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2. Our school is always open to the support of our school community and has several community partnerships. At this time none of our partnerships are specifically targeted to parents of English Language Learners. We do support and encourage attendance at the workshops for ELL parents held by the Department of Education and other organizations.

3. Parents are formally surveyed and informally assessed when there is opportunity for face to face interaction. They are invited to come, call or email with any issues that may impede their child's educational progress. Surveys about their interests and needs, feedback forms from workshops and the Learning Environment Survey are also used to evaluate parent needs. Parent Coordinator provides a warm, welcoming environment to all ELL parents, and lets them know they are always welcomed and important to our school community no matter the language or cultural differences. The onsite interpreters and over the phone Translation and Interpretation service are always available.

4. Our activities are designed to support the Six Types of Parent Involvement as defined by Joyce Epstein's research.

(1) Parenting: Providing a supportive home environment.

(2) Communication: School and home exchange information about the child.

(3) Volunteering: Parents are recruited to help at school.

(4) Learning at home: Schools can provide guidance and materials to parents to involve them in their children's education.

(5) Decision making: Parents are represented and involved in school decisions.

(6) Collaborating with the Community: Identifying resources from the community to improve student learning and family life.

The onsite interpreters and over the phone Translation and Interpretation Services are always available.

5. At P.S. 305 parents of newly enrolled ELL students are provided with an orientation session on the State Standards, assessments, school expectations and the general program requirements of our ESL program. Also, all ELLs are invited to two informational meetings as required under Part 154; they meet with an ELL teacher during the School Open Night, Parent- Teacher Conferences. These meetings provide information on ELA/ ESL and Math Standards and Assessment, and later in the school year on NYSESLAT Assessment and Promotional Policy.

Parents are also kept informed of testing, instruction and assessment through meetings and notices from the Parent Coordinator who is organizing weekly parent workshops, monthly PTA meetings, and monthly Family Fun Activities such as: Family Literacy and Math Games Night, Career Day, Field day, Carnival, Parent/Child Workshops, Book fairs, Teacher Appreciation Week..

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	2	1		2	4									9
Intermediate(I)		2			1									3
Advanced (A)	1		4	1	2	3								11
Total	3	3	4	3	7	3	0	0	0	0	0	0	0	23

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

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

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:

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.

Part VI: LAP Assurances

School Name: Dr. Peter Ray

School DBN: 13K305

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Julia Mortley	Principal		10/26/11
Bruce Copeland	Assistant Principal		10/26/11
L. Ayers	Parent Coordinator		10/26/11
J. Wizner	ESL Teacher		10/26/11

School Name: Dr. Peter Ray

School DBN: 13K305

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
N. Brown	Parent		10/26/11
	Teacher/Subject Area		
	Teacher/Subject Area		
J. Lord	Coach		
	Coach		
C. Houser	Guidance Counselor		
	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **13K305** School Name: **Dr. Peter Ray**

Cluster: **5** Network: **531**

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

The Home Language Identification Survey (HLIS) is provided to the parents upon registration at the school. On the Home language Survey, the parent provides the school with the parent's communication language preference. At the time of registration, parents are also notified about all the translation services available namely - the DOE's Translation and Interpretation Unit, and Over-the-Phone Interpretation Services. The ELL Parent Information Kit (EPIC) which contains documents available in several languages is placed in a designated cabinet in ESL classroom. It is also available at the DOE website:
<http://schools.nyc.gov/Academics/ELL/EducatorResources/Parent+Information.htm>

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

At P.S. 305, there is a growing population of students who speak the Arabic language. This means that any written correspondence being sent home will have to be translated for these parents. The staff and parents are informed each year about any significant changes or trends in the ethnicity breakdown of the school and are aptly provided information about the school's written translation and oral interpretation needs at the beginning of the year faculty conference; at registration, Parent workshops and at PTA Meetings.

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.

The Home Language Identification Survey (HLIS) will be provided upon the registration at the school. The parent will be notified in a timely fashion about eligibility for LAB-R testing, LAB-R results and a Parent-Teacher Orientation session for the parents of newly enrolled students. At the orientation session, parents will be provided with information and choice regarding ELL programs available in the New York City School System. Moreover, parents will be informed about the upcoming, citywide tests, the NYSESLAT results, and all documents containing critical information about their children's education. In addition to this, the ESL teacher has an access to The ELL Parent Information Kit (EPIC) which includes: the Home Language Identification Survey, the ELL Parent Brochure, Parent Survey and program selection Form, and Parent notifications (Entitlement, Non-entitlement, Continued Entitlement, Placement, and Transition letters). All of the above are available in several languages, and also at the DOE website: <http://schools.nyc.gov/Academics/ELL/EducatorResources/Parent+Information.htm>

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.

Whenever there is a need, the oral interpretation services will be provided by in-house volunteers i.e., a teacher/para, a relative, or an Over the Phone Interpreter. The Translation and Interpretation Unit provides NYCDOE schools and offices with the resources for accessing oral interpretation services as well as on-site interpretation services for different events. In addition, the Office of ELLs will provide city-wide conferences for the parents of current and former English Language Learners (ELLs).

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

In accordance with the Chancellor's Regulations A-663, all parents and visitors who visit the school will see signs placed on the walls that will inform them about the language interpretation services available. The signs will be displayed in the dominant languages of the school. Parents will be provided with a copy of the translated versions of Bill Of Rights in the main office. The Bill of Rights will inform them about their translation and interpretation services rights. In order to ensure that the language barrier does not prevent the ELL parents from reaching the school administration, the school safety plan will contain procedures to provide them with the most appropriate translation and interpretation services.