



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL NAME : P.S. 346 THE ABE STARK ELEMENTARY SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 19k346

PRINCIPAL: KEVIN CAIFA EMAIL: KCAIFA@SCHOOLS.NYC.GOV

SUPERINTENDENT: ROSE MARIE MILLS

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Name	Position and Constituent Group Represented	Signature
Kevin Caifa	*Principal or Designee	
Veronica Wilensky	*UFT Chapter Leader or Designee	
Crystal Cruz	*PA/PTA President or Designated Co-President	
Emily Sierra	DC 37 Representative, if applicable	
Jeremy Williams	CBO Representative, if applicable	
Caitlin Walsh	Member/Teacher	
Isabelle Sciolto	Member/Teacher	
Dale Muken	Member/Teacher	
Elizabeth Sosa-Brito	Member/Paraprofessional	
Sharon Bush	Member/Parent	
Garnet Moore	Member/Parent	
Charlotte Dash	Member/Grandparent	

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

- **By June 2012 Students with Disabilities student groups will demonstrate progress towards achieving state standards as measured by 75% of the SWD students in grades 4 and 5 showing year to year progress on the NYS ELA and Math exams.**

Comprehensive needs assessment

- **Three year negative year to year progress of 2011 5th grade SWD students**
- **Three year negative decline in level 3 and 4 SWD students in NYS ELA exam.**
- **Increase in SWD 3rd and 5th grade students for level 1 performance in NYS ELA exam.**

Instructional strategies/activities

Activity #1 –

- **Creation of a Quality Improvement Process (QIP) team to work with Regional Special Education Technical Assistance Support Center (RSE-TASC). The QIP team will collect, organize, and summarize the data linked to the specific QIP activities. Data to be used will include ARIS, Acuity, Fountas and Pinnell benchmarks, student work samples, interim assessments and in-house assessments. The QIP team will analyze data, establish a baseline, identify and prioritize gaps in the program's practices. Develop next steps and create a timeline in which activities, meetings and professional development will take place.**
- **Target Population(s): Teachers servicing SWDs and students in the SWD subgroups.**
- **Responsible Staff Members: Principal, Assistant Principal, Data Specialist, Math Coach, 2 Designee special needs teachers**
- **Implementation Timeline: September 2011 through May 2012.**

Activity #2 -

- **Professional Development PD will be given on the following topics: Interim assessments to monitor and revise curriculum: use of rubrics with the language of the standards to provide feedback to students regarding their work; use of student data to plan and set goals; further development of inquiry as teams of teachers use case studies and data to inform differentiated lesson planning.**
- **Target Population(s): Teachers servicing SWDs and students in the SWD subgroups.**
- **Responsible Staff Members: Assistant Principal for SWDs, Staff Developers (internal and external) and Data Specialist.**
- **Implementation Timeline: September 2011 through May 2012.**
-

Steps for including teachers in the decision-making process

- **Teachers will meet in grade-level and professional assignment team meetings to review student data gathered from periodic assessments.**
- **Staff determined that a 3% increase in student performance would be the interim benchmark used for teacher teams to measure effectiveness of the activity/strategy; and whether additional support in using multiple data points to analyze data and differentiated instruction is necessary.**
- **Periodic Assessment Dates: November, 2011, January 2012, and March 2012.**

Strategies to increase parental involvement

- ELA teachers will design training modules and hold an Acuity workshop and information session for parents. The workshop will provide materials/computer support parents can offer to children online at home or in library.
- The school will host an Open House Curriculum night and in conjunction with parent coordinator create a parent resource library with user friendly instructional materials and guides
- The school will host a pre-parent teacher conference workshop on “what to ask at parent teacher meetings.
- The school will host a Saturday ELA test review workshop for parents to review test taking strategies and discuss test format.
- Parents will be trained on how to use ARIS Parent Link.

Strategies for attracting Highly Qualified Teachers (HQT)

- Monthly grade meetings, weekly Professional Assignment meetings, weekly teacher teams and inquiry meetings will support teacher training and professional development.
- Thursday after-school professional development will utilize teacher training provided by ARIS and Teachscape.
- Mentors will be assigned to support struggling and un-qualified teachers.

Service and program coordination

- All SWD students and teachers will participate in the QIP program for targeted instruction in ELA.
- The new character education program “Bucket Program” has been implemented across the school to incorporate academic and behavior growth
- A new Pupil Accounting Secretary was hired to support the school’s efforts to improve attendance for SWD’s.
- A new Guidance Counselor was added to support all SWD students as required by IEPs and as required.

Budget and resources alignment

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 as well as NYSTL funds to implement this action plan from September 2011 to June 2012 as indicated below:

- Professional instructional materials to support curriculum development during the regular school day.
- Consumable instructional materials for use during extended day programs
- Teacher per session (1 hour per week) for after school programs and differentiated professional development.
- Danielson and Common Core professional development using Highly Qualified funds.

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

4th and 5th grade Students (lowest third) who performed below Level 3 and Level 4 on last year's NYS English Language Arts exam will meet or exceed one year's progress level; a minimum of 80% of those students will improve 3 Fountas and Pinnell levels in reading, and 100% of the students in grades 4 and 5 will demonstrate year to year progress in the NYS ELA exam in 2012.

Comprehensive needs assessment

Year to year decrease in grade 3 level 3 and level 4 in ELA.

Student performance 2010-2011 @ 45.8% of peer group for ELA

ELA progress 38.4% of peer range

Instructional strategies/activities

Activity #1

- **Creation of Teacher Teams:** Instructional Teacher Teams meet weekly: activities carried out will include monitoring student progress, setting initial goals for groups and individual students in ELA, programmatic implications based on indicators of interim progress assessment results and follow-up activities. Responsible staff will facilitate discussions of the student's progress and strategies for improved student outcomes, including lowest third students.
- **Target Population:** Teams of Teachers working with the lowest third students not making acceptable gains.
- **Responsible Staff Members:** Assistant Principal, Teachers, Data Specialist.
- **Implementation Timetable:** September 2011 to June 2012.

Activity #2

Students will show progress in comprehension skills through ELA instructional tasks.

- **All students in all grades will effectively use evidence to support arguments across subject areas and grades by engaging in one literacy task and one math task. These tasks will be embedded in a rigorous curriculum unit aligned to the Common Core Standards.**
- **Teachers will develop Common Core-aligned units of study in both ELA and Math that incorporate opportunities for students to conduct research and use supporting evidence.**
- **Teachers will develop collaborative lessons that incorporate oral and written skills needed for providing evidence to support arguments. 80% of lowest third students move up at least one level in the "use evidence" area of the rubric developed by teachers (pre-assessment to post-assessment).**

- Teachers meet weekly in department teams to assess student work and plan lessons that demand evidence to support a claim.
- Professional Development opportunities are available weekly during group Professional Assignment meetings as well as on Thursday after school professional development meetings.
- Teachers meet bi-weekly in department teams to develop a rubric to assess the use of evidence to support a claim.

- **Target Population:** All classroom teachers with particular focus on differentiating instruction for lowest third.
- **Responsible Staff Members:** Principal, Assistant Principal, Teachers, Data Specialist.
- **Implementation Timetable:** September 2011 to June 2012.

- **Steps for including teachers in the decision-making process:**
- Teachers voted via SBO to meet each Monday for 50 minutes to review student data gathered from periodic assessments, reading benchmarking, writing genre pieces, and other school created assessments.
- Teachers will meet in grade-level and professional assignment team meetings to review student data gathered from periodic assessments.
- Staff sets goals and will benchmark to measure effectiveness of the activity/strategy; and whether additional support in using multiple data points to analyze data and differentiated instruction is needed.
- **Periodic Assessment Dates:** November 2011, January 2012 and March 2012; **Running Records** in September, November, January, and May; **Monthly Writing Genre reviews.**

- **Steps for including teachers in the decision-making process:**
- Teachers voted via SBO to meet each Monday for 50 minutes to review student data gathered from periodic assessments, reading benchmarking, writing genre pieces, and other school created assessments.
- Teachers will meet in grade-level and professional assignment team meetings to review student data gathered from periodic assessments and instructional task.
- Staff sets goals and will benchmark to measure effectiveness of the activity/strategy; and whether additional support in using multiple data points to analyze data and differentiated instruction is needed.
- **Periodic Assessment Dates:** November 2011, January 2012 and March 2012; **Running Records** in September, November, January, and May; **Monthly Writing Genre reviews.**

Strategies to increase parental involvement

- ELA teachers will design training modules and hold an Acuity workshop and information session for parents. The workshop will provide materials/computer support parents can offer to children online at home or in library.
- The school will host an Open House Curriculum night and in conjunction with parent coordinator create a parent resource library with user friendly instructional materials and guides
- The school will host a pre-parent teacher conference workshop on “what to ask at parent teacher meetings.
- The school will host a Saturday ELA test review workshop for parents to review test taking strategies and discuss test format.
- Parents will be trained on how to use ARIS Parent Link.
- The school will host a reading night “Pajama Party” to promote literacy and parent/teacher reading commitment.

Strategies for attracting Highly Qualified Teachers (HQT)

- **Monthly grade meetings, weekly Professional Assignment meetings, weekly teacher teams and inquiry meetings will support teacher training and professional development.**
- **Thursday after-school professional development will utilize teacher training provided by ARIS and Teachscape.**
- **Mentors will be assigned to support struggling and un-qualified teachers.**

Service and program coordination

- **The new character education program “Bucket Program” has been implemented across the school to incorporate academic and behavior growth**
- **A new Pupil Accounting Secretary was hired to support the school’s efforts to improve attendance for lowest third.**
- **A new Guidance Counselor was added to support all lowest third students as well as those required by IEPs.**

Budget and resources alignment

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ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

To provide our teachers with differentiated professional development for enhanced professional practice and establishing a culture for learning.

Comprehensive needs assessment

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

Instructional strategies/activities

Activity #1

Creation of a formal professional development plan for all staff members

- Workshops, inter-visitations, collaborative planning, demonstration lessons, and co-teaching that will lead to good pedagogical practices as measured by the rubrics from the Teachers Continuum of Learning, and the new Common Core Standards.
- Professional development that establishes a culture for learning so that teacher instructional outcomes and activities demonstrate high expectations for all students; specifically the importance of content, expectations for learning and achievement, and student pride in work.
- Professional development geared toward engaging students in learning by using questioning and discussion techniques; specifically the quality of questions, discussion techniques, and student participation

Activity #2

Improve teacher effectiveness by developing a shared understanding of instructional excellence.

- Principal and AP will conduct a minimum of 6 short frequent observations for each teacher using selected components of a research-based rubric to provide meaningful feedback.
- A research-based rubric will be used for developing all teachers. The rubric used is part of the school purchased Teachscape bundle.
- Teachers self-assess on selected components of a research-based rubric.
- Professional development committee (including grade leaders) develops and implements a coherent PD plan for teachers that integrate the selected components of a research-based rubric. This professional development plan will include ARIS Learn units of study, Teachscape units of professional practice, and other professional activities (e.g. inter-visitation, and modeling.
- Teacher self-assessment from short frequent observations, informal and formal observations.

Strategies for attracting Highly Qualified Teachers (HQT)

- Monthly grade meetings, weekly Professional Assignment meetings, weekly teacher teams and inquiry meetings will support teacher training and professional development.

- **Thursday after-school professional development will utilize teacher training provided by ARIS and Teachscape.**
- **Mentors will be assigned to support struggling and un-qualified teachers.**

Service and program coordination

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ACADEMIC INTERVENTION SERVICES (AIS)

	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	42	42	N/A	N/A	1			
1	67	67	N/A	N/A	1	2		
2	50	50	N/A	N/A	2			
3	60	60	N/A	N/A	3		1	
4	75	75	75	50	2		4	1
5	75	75		10		4	2	1
6								
7								

<i>Name of Academic Intervention Services (AIS)</i>	Description
ELA	Before/After school, Extended Day, President's Week, Weekend Academy Small group and 1:1 tutoring

	<p>Read Well, Finish Line Reading</p> <p>Coach, Houghton Miffling Phonics, ELA Test Prep</p> <p>Acuity, ARIS</p>
Mathematics	<p>Before/After school, Extended Day, President's Week, Weekend Academy</p> <p>Small group and 1:1 tutoring</p> <p>Finish Line Math</p> <p>Acuity, ARIS</p> <p>Math Connects (online)</p>
Science	<p>Before/After school, Extended Day</p> <p>Small group and 1:1 tutoring</p> <p>Acuity/Aris, Science test prep (4th grade)</p>
At-risk Services provided by the Guidance Counselor	1:1 and small group conferences addressing Gen Ed and SWD
At-risk Services provided by the School Psychologist	Clinical Observations, crisis intervention and professional development sessions
At-risk Services provided by the Social Worker	1:1 and small group conferences, crisis intervention and professional development sessions

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 19k346 School Name: P.S. 346, The Abe Stark Elementary School

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

Our school has been identified for the following areas of school improvement: 3-8 ELA Students with disabilities (SWD).

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.
- **SINI funds will be used to implement an After School Academy and a Spring Break Academy to support improved achievement in ELA for Grades 3-5; Students with disabilities (SWD). After School Academy and Spring Break Academy will be facilitated by the Principal and/or Assistant Principal.**
 - **SINI funds will be used to purchase textbooks to support the After School Academy and Spring Break Academy in ELA for Grades 3-5 and for students with disabilities.**
 - **In order to support the implementation of the Common Core Standards, SINI funds will provide per diem pay for substitute teachers allowing PS 346 teacher teams to revise and continue aligning the curriculum maps to the CCLS for the 12/13 school year to address the academic area identified: 3-8 ELA Students with disabilities (SWD).**

Part B: For Title I SINI Schools Only

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.
- **10% of Title I funds will be used to fund a professional development consultant. Consultant will provide teachers with high quality professional development to address the academic area identified: 3-8 ELA Students with disabilities (SWD).**
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
- **All new teachers will be enrolled in the DOE Mentoring Tracking System. Quality mentoring will provide a research based framework of best teacher practices and high quality professional development. School administrators will monitor and track new teacher's ongoing professional development progress through the Mentoring Tracking System.**
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.
- **By January 31, 2012, parents will be notified by letter of the school's identification for school improvement. School letter will be translated and distributed into a language parents can understand.**

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

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

Part I: School ELL Profile

A. School Information

Cluster Leader/Network Leader Amundsen/McKeon	District 19	Borough Brooklyn	School Number 346
School Name Abe Stark			

B. Language Allocation Policy Team Composition

Principal Kevin Caifa	Assistant Principal Polixeni Vafiadi
Coach Brian Risley	Coach type here
ESL Teacher Nadine Greig	Guidance Counselor Kimara Green
Teacher/Subject Area Loretta Coombs/Read Well	Parent Crystal Cruz
Teacher/Subject Area Veronica Wilensky/Library	Parent Coordinator Joan Charles
Related Service Provider Kathleen Karpinski	Other Fran Burnston/Test Coordinator
Network Leader Jean McKeon	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	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			

D. School Demographics

Total number of students in school	713	Total Number of ELLs	15	ELLs as share of total student population (%)	2.10%
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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. 

. As per Chancellor's regulations A-663, all parents of new students enrolled at P.S. 346 are required to complete a Home Language Identification Survey (HLIS). This survey helps us to identify students who have limited English language proficiency. At registration, the secretary will provide the parent with a Home Language Survey and registration of materials in their native language (when possible). There are staff members who are available to assist parents when needed. If the Home language Survey determines the home language of the child is other than English or a student's native language is other than English, this will determine the eligibility of administering the LAB-R to the child. Once the parent indicates the student speaks a language other than English, Ms. Greig, a NYS certified licensed ELL teacher, will conduct an informal oral interview in English to determine possible ELL status. We have a teacher and many para-professionals and school aides that can assist in translating Spanish. If necessary a translator will be requested to help in the informal interview process in the parents' native language. After the Informal interview is completed and a review of the Home Language Survey, the parent is informed whether the child is eligible for to take the Language Battery Assessment (LAB-R) The test is administered in English by Ms. Greig to determine the students' English proficiency level and placement in the appropriate ELL class within ten days of school admission. If the child is found to be an ELL student and speaks Spanish, then the Spanish LAB-R is administered by our Spanish-speaking paraprofessional along with our certified ELL teacher. All children who are identified as ELL students will take the NYSESLAT test in the spring to evaluate their progress in speaking, listening, reading and writing. The NYSESLAT will be administered every year to these students until they reach the proficient level in English. To ensure that all eligible ELL students take the NYSLESLAT test annually, an RLAT report(NYSESLAT exam history report) from ATS is printed by the Test Coordinator and given to the ELL teacher. The two teachers work together to ensure that the students take all four parts (Speaking, Listening, Reading and Writing) of the NYSESLAT in the spring.

2. There are several guidelines in place to ensure that parents understand all three program choices. All parents of newly enrolled English language Learners are invited to attend an orientation session given by Ms. Greig within 10 days of an ELL student enrollment. Bilingual notices are available to parents in Spanish, Bengali, Chinese, Russian and Haitian. Translation is provided during the orientation sessions. During the orientations, parents will watch a video informing them of the three programs (Transitional Bilingual Education, Dual language, Freestanding English as a Second Language) available to their children and they are given materials about the ELL programs in their home language. The parent orientation video is available in 9 languages. Parents are also informed of school expectations, promotional requirements and ways to help their children at home. At these sessions, new incoming parents complete the Parent Survey Form indicating their program preference. If parents are unable to attend the orientation, a phone call is made and then parent orientation brochures are sent in their native language to the child's home with a parent selection form in order to further explain the various program offered before selecting ESL or Bilingual program.. These procedures are ongoing through the school year.

3. The Assistant Principal along with the ELL teacher and the parent coordinator will explain to the parents the importance of the Parent Survey and Program Selection forms. They are informed of the three program choices (Transitional bilingual Education, Dual language, Freestanding English as a Second language) available to them through a video and materials in their home language. They will have the opportunity to ask questions about the different programs available to their child. They are informed that since there are not sufficient

students to form a Transitional Bilingual Education program at our school they have the option of transferring their child to another school in the district that has a Transitional Bilingual Education Program. If they choose not to transfer their child he/she will remain and be placed in a Freestanding English as a Second Language Program for the entire year. Parents are also informed that if the Parent Survey and Program Selection forms are not returned, the default program for ELL students is Transitional Bilingual Education as per CRPart 154. After parents understand the program choices, they are asked to submit their Parent Selection form indicating the program of their choice to the ELL teacher. If it is not returned at the orientation, the ELL teacher and parent coordinator will follow up with phone calls.

The Parent Survey and program selection forms are kept in the Assistant Principals office.

4. After the student takes the LAB-R, the ELL teacher will hand score the test to determine the English proficiency of the student (Beginner, Intermediate or Advanced).. The LAB-R cut score will determine the English proficiency level. . Students are grouped by grade and English proficiency level. The new ELL students will receive an Entitlement letter informing their parents that their child is entitled to receive ELL services. They will have an opportunity to ask questions about educational programs and services available to their child and choose the program in which they would like to have their child enrolled in. They will be informed of the Parent Survey and Program Selection form. Those students who pass the LAB-R will receive a Non-entitlement Letter indicating that he or she is English proficient and is not entitled to receive ELL services. If ELL students do not pass the NYSESLAT Test in the spring, a Continued Entitlement Letter is sent to the parents informing them that their child will remain in the ELL program in which he or she is currently enrolled. Parents of students who pass the NYSESLAT in the spring receive a Non-Entitlement letter. Copies of these letters are in Dr. Vafiadi's office. Parents meet with the ELL teacher during our Open House in September, Parent Teacher conferences in November and March and throughout the school year as needed. The parent Coordinator also reaches out to parents of ELL parents during the Open house in September as well as during Parent Teacher Conferences in November and March and during ELL Workshops. The Parent Coordinator will coordinate all activities under the direction of the Assistant Principal, Dr. Polixeni Vafiadi.

5. At P.S. 346, we have found that after reviewing the Parent Survey and Parent Selection Forms for the past several years the parent choice has been the Freestanding ELL Program which is offered at our school. The ELL instructional program is aligned with the workshop model of instruction in conjunction with ELL Methodologies. All the language areas, listening, speaking, reading and writing are addressed on a daily basis in small group instruction.

6. At P.S. 346, the Freestanding ELL Program is offered and this is aligned with parent request as indicated by their responses on the Parent Survey and Program Selection forms.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	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														To
	K	1	2	3	4	5	6	7	8	9	10	11	12	t#

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	13	Newcomers (ELLs receiving service 0-3 years)	9	Special Education	4
SIFE	0	ELLs receiving service 4-6 years	4	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	9	0	1	4	0	3					13
Total	9	0	1	4	0	3	0	0	0		13

Number of ELLs in a TBE program who are in alternate placement: 1

C. Home Language Breakdown and ELL Programs

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

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
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1		3		5	1								10
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic			1											1
Haitian		1												1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other			1											1
TOTAL	1	1	5	0	5	1	0	13						

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?

1a1. There are 3 Kindergarten students, 1 First Grade student, 1 Second Grade students, 4 Third Grade students, and 6 Fifth Grade students. There are 3 students at the Advanced Level of Proficiency, 5 students on the Intermediate Level and 7 at the Beginning Level of English proficiency. The languages spoken other than English with the largest representation are the following: Spanish and French Haitian Creole. The parent choice indicated in the Parent Survey and Program Selection is a preference for Freestanding ELL services and this has been the trend over the past three years. Consequently, we have a Freestanding, pull out ESL program. However, collected student data indicated the need for an additional component, push-in to the existing program.

b. We have one certified ELL teacher. She groups the students homogenously by proficiency level. The primary goal of the ELL program

A. Programming and Scheduling Information

is to amplify the literacy and academic skills of ELLS by incorporating recognized and research based ELL instructional strategies across content subject areas. Instruction in the ELL class is differentiated to meet the needs of all the students.

2. Organization of our staff insures that the mandated number of minutes of instruction are provided by ht proficiency level of our ELL students .of All ELL students receive allotted services as per CR Part 154 (360 minutes for beginners/intermediate students, 180 for advanced students. ELL strategies used include TPR, content area instruction using scaffolding strategies, modeling, interactive read alouds, graphic organizers, mapping journal writing, academic accountable talk, use of picture dictionaries, reading folders/student records of books and responses to reading, book of the month, buddy/partner reading, writing folders/collection of student samples/ writing process (4 square writing), oral reading/running records and written tests /homework. Both the Balanced Literacy Model and Math Connects support differentiating instruction in targeting our ELL students. During reading the students participate in read alouds, independent reading, shared and guided instruction and mini-lessons. ELL students work with challenging activities that meet their unique learning styles and recognize the diversity of their cultural backgrounds. Our ELL students across grades K-5 are provided with ELL instruction to insure their development of English language proficiency in the four modalities: listening, reading, writing and speaking. All instruction is data and standards driven which prepares the students to perform successfully on standardized tests.

3. All English language learners receive the same academic content as those who are native English speakers. To insure our students academic progress in the ELL programs we utilize collaborate core curriculum planning between all teachers. To maximize the English language acquisition for ELL students the Ell teacher utilizes ELL instructional strategies to deliver content area and small group instruction. She uses repetition, modeling, graphic organizers interactive read alouds story maps, sequencing, graphic organizers, accountable talk, flash cards, picture dictionaries, and visual aids. Both the Balanced Literacy and Math Connects programs support differentiating instruction in targeting our ELL students.

4. We insure that ELL students are evaluated in their native Language by ordering assessment (Math, and Science) in their Native Language (when available).

5a. Students with SIFE will receive intensive English instruction in accordance with the CR Part 154 mandates. AIS intervention and Extended Day is provided for these students.

b. Newcomers will receive instruction that is aligned with ELL mandates, content learning standards and common core curriculum. Teachers model the use of academic language in ways in which students are expected to respond and participate. Instructional materials include a wide range of print, visual and digital resources designed for increasing English language proficiency. Sudents who arrive in third grade or later are required to take the ELA test after one year. We provide all newcomers with adequate support while preparing them to take the ELA, Math and Science tests through inclusion in our in our AIS and Extended Day and intervention programs . Word to word dictionaries and glossaries are provided to support these students on the Math and Science city and state assessments and translated versions can be used when necessary Students may also work in small groups with their classroom teachers to target specific areas of need, especially for test taking skills' practice.

c. ELL students with 4-6 years will participate in small group, task oriented situations that guide the production of language in both verbal and written form. Emphasis of instruction, differentiated and flexible grouping will be placed in test sophistication skills and linguistic situations that prepare this population for successful performance during standardized testing. In addition these students will receive AIS and Extended Day services to reinforce additional instruction in reading and math.

d. An analysis of the scores on the NYSESLAT of the Long term ELL students suggests their problem is in reading and writing. For this group we will monitor the their progress in all content areas to differentiate instruction for literacy needs. Emphasis of instruction, differentiated and flexible grouping will be placed in test sophistication skills and linguistic situations that prepare this population for successful performance during standardized testing. We will encourage their participation in all school programs to enrich their language and academic skills. We will have ongoing communication with the parents to monitor their children's progress. They will be assigned to teachers during Extended Day and AIS in order to reinforce and provide them with additional help in reading and math.

6. Teachers of ELL-SWDs use the Common Core standards complemented by a well-developed, content-rich curriculum. The ELL teacher provides additional material, which provides background knowledge and supports different learning styles. Supplementary

A. Programming and Scheduling Information

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.

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%	ELL students who are special needs there will be collaboration between the ELL teacher and the classroom teacher to insure that the ELL teacher is familiar with the IEP and the students specific needs and all services are provided according to IEP mandates.		
75%			
50%	7. Our school ensures that ELL-SWDs are involved in all school wide activities and trips as all other students in the school.		
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

Courses Taught in Languages Other than English

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. Targeted interventions programs for Ell students at P.S. 346 .in ELA, math and other areas are AIS, Extended day Literacy and Math and Vacation Academy. The language of instruction is English. The ELL teacher and classroom teacher analyze each student's performance scores on each of the four modalities: reading, writing , listening and speaking on the spring NYSESLAT Test. This information helps them to provide the interventions necessary for each student. The ELL teacher will collaborate with the classroom teacher, the Extended Day Teacher and the AIS teacher who provides instruction to these students. These teachers will analyze the data to set differentiated learning goal for each student to accelerate their learning in mastering the NYS Core Curriculum standards and goals. Our data has shown that ELL students continue to perform lowest on the Reading and Writing subset of the NYSESLAT. Students whose performance on the reading subtests of the NYSESLAT is low will be provided with additional help in reading during the day guided reading, Extended Day and in AIS. Teachers will closely monitor each student's growth. Students whose performance on the writing subtest of the spring NYSESLAT is low will be offered extra help in writing in the Extended Day program and during the school day. Teachers will focus on practicing note taking and writing short response after listening to a selection read by the teacher. ELL student progress in math will be monitored through Acuity periodic assessments, monthly math tests in Math Connects. Children who need additional help will receive additional help in the Extended Day Program, in AIS and in Holiday Academy. ELL students' academic performance in Science and Social Studies will be monitored by the classroom teacher and weakness will be addressed through differentiated instruction in reading.

9. ELL students who reach proficiency on the NYSESLAT will receive small group instruction in reading and math by an AIS teacher

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?
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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?

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9. ELL students who reach proficiency on the NYSESLAT will receive small group instruction in reading and math by an AIS teacher during the school day. They will receive additional instruction in Extended Day. Former ELL students will receive testing accommodations (time extension, separate location, third reading of listening selection (ELA exams only), and bilingual glossaries) for two school years after becoming English proficient.

10. We are considering implement the push-in model in addition to the pull-out model of instruction. We are implementing the Read Well reading Program with ELL students who do not speak English.

11. No programs will be discontinued.

12a. ELL students have equal access to all of the school programs and supplemental services offered in our building. We send home letters to encourage student participation in the school's programs. We also meet with parents to discuss student performance and any possible referrals for supplemental services (AIS, SETSS, Extended Day,). We provide additional after school programs on NYS ELA and Math test preparation for ELA students in Grades 3-5.

12b. ELL students are offered the same programs as other students in the school. Parents of ELL students come to the school throughout the year to take part in community celebrations, school wide events and parent workshops. These events include assemblies, book fairs, African American History Month Celebrations, holiday celebrations and feasts, and graduation assemblies. Many of our ELL students participate in the Extended Day Program, Starrett City After School Program and Tennis League.

13a. The Balanced literacy Model is used to support differentiating instruction in targeting our Newcomer ELL students. The students participate in read alouds, independent reading, shared reading, guided instruction and mini-lessons. Newcomers use programs such computer programs as "Starfall," to listen to phonetic sounds and intonation of the English language. This program has pictures, letters recognition, words, and stories that support new ELL students with language development. Math programs such as "ABCYA" and "Math Playground" are used to reinforce math skills taught in the classroom. Other material used to enrich language development are flash

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. Targeted interventions programs for Ell students at P.S. 346 .in ELA, math and other areas are AIS, Extended day Literacy and Math and Vacation Academy. The language of instruction is English. The ELL teacher and classroom teacher analyze each student's performance scores on each of the four modalities: reading, writing, listening and speaking on the spring NYSESLAT Test. This information helps them to provide the interventions necessary for each student. The ELL teacher will collaborate with the classroom teacher, the Extended Day Teacher and the AIS teacher who provides instruction to these students. These teachers will analyze the data to set differentiated learning goal for each student to accelerate their learning in mastering the NYS Core Curriculum standards and goals. Our data has shown that ELL students continue to perform lowest on the Reading and Writing subset of the NYSESLAT. Students whose performance on the reading subtests of the NYSESLAT is low will be provided with additional help in reading during the day guided reading, Extended Day and in AIS. Teachers will closely monitor each student's growth. Students whose performance on the writing subtest of the spring NYSESLAT is low will be offered extra help in writing in the Extended Day program and during the school day. Teachers will focus on practicing note taking and writing short response after listening to a selection read by the teacher. ELL student progress in math will be monitored through Acuity periodic assessments, monthly math tests in Math Connects. Children who need additional help will receive additional help in the Extended Day Program, in AIS and in Holiday Academy. ELL students' academic performance in Science and Social Studies will be monitored by the classroom teacher and weakness will be addressed through differentiated instruction in reading.

9. ELL students who reach proficiency on the NYSESLAT will receive small group instruction in reading and math by an AIS teacher during the school day. They will receive additional instruction in Extended Day. Former ELL students will receive testing accommodations (time extension, separate location, third reading of listening selection (ELA exams only), and bilingual glossaries) for two school years after becoming English proficient.

10. We are considering implement the push-in model in addition to the pull-out model of instruction. We are implementing the Read Well reading Program with ELL students who do not speak English.

11. No programs will be discontinued.

12a. ELL students have equal access to all of the school programs and supplemental services offered in our building. We send home letters to encourage student participation in the school's programs. We also meet with parents to discuss student performance and any possible referrals for supplemental services (AIS, SETSS, Extended Day,). We provide additional after school programs on NYS ELA and Math test preparation for ELA students in Grades 3-5.

12b. ELL students are offered the same programs as other students in the school. Parents of ELL students come to the school throughout the year to take part in community celebrations, school wide events and parent workshops. These events include assemblies, book fairs, African American History Month Celebrations, holiday celebrations and feasts, and graduation assemblies. Many of our ELL students participate in the Extended Day Program, Starrett City After School Program and Tennis League.

13a. The Balanced literacy Model is used to support differentiating instruction in targeting our Newcomer ELL students. The students participate in read alouds, independent reading, shared reading, guided instruction and mini-lessons. Newcomers use programs such computer programs as "Starfall," to listen to phonetic sounds and intonation of the English language. This program has pictures, letters recognition, words, and stories that support new ELL students with language development. Math programs such as "ABCYA" and "Math Playground" are used to reinforce math skills taught in the classroom. Other material used to enrich language development are flash cards, picture dictionaries, graphic organizers and listening centers. Books in the native language are also provided.

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

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

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

D. Professional Development and Support for School Staff			
1.	Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)		
2.	What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?		
3.	Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.		
E.	All teachers will receive instructional support in ELL methodology. ELL teachers are provided with ELL training through the CFN. In turn, the ELA teacher, along with the Assistant Principal, will turnkey the information to all staff member (All Early childhood teachers, common branch teachers, paraprofessionals, the Guidance Counselor,, special education teachers, occupational/physical therapists, speech teachers, secretaries, parent coordinators) at staff conferences and grade conferences. The professional development will include the infusion of ELL strategies in the content area and differentiated instruction based on language proficiency and alignment of the balanced literacy model .		
2..	The Guidance Counselor and Parent Coordinator provide all parents and students with the necessary information about Middle Schhol programs and choices. These staff members hold workshops to guide students in making the right choice of schools as they leave elementary school.		
3.	The minimum of 7,5 hours of ELI training is given for all staff members as needed. All teachers attend staff conferences and grade conferences where they receive professional development including on ESL strategies across content areas, diifferentiating instruction for ELL students, and analyzing data to drive instruction. Attendance is taken and kept by the Assistant Principal.		

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.

Native Language Usage/Support	Transitional Bilingual Education (TBE)			
parents? 100%				
3. How do you evaluate the needs of the pa 75%				
4. How do your parental involvement activ 50%				
1. At P.S. 346 we encourage parents to be active 25%				
Dual Language	Freestanding ESL			
Preparing for the Middle School Choice Programs. The Parent Coordinator holds workshops for the parents on Getting ready for Parent Teacher Conferences, Middle School Admissions, Aris Link Helping ELL Students Succeed and Getting ready for the ELA and Math Tests. Parent involvement at P.S 346 also includes SLT, PTA, a Program and NY Junior Pennis SBO support all s				
100%				
75%				
50%				
2. We do not partner with other agencies to provide workshops for ELL parents. Our Parent Coordinator and ELL teacher provide workshops for ELL parents during the school year 25%				
100%				
75%				
50%				
TIME	BEGINNERS	INTERMEDIATE	ADVANCED	

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

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. At P.S. 346 we encourage parents to be active participants in their child's learning. We have Saturday Workshops on Acuity and Preparing for the Math and ELA Tests. The Guidance Counselor holds workshops for all parents including those of ELL students on Middle School Choice Programs. The Parent Coordinator holds workshops for the parents on Getting ready for Parent Teacher Conferences, Middle School Admissions, Aris Link, Helping ELL Students Succeed and Getting ready for the ELA and Math Tests. Parent involvement at P.S. 346 also includes SLT, PTA, and SBO groups to support students and their families. Spring Creek After School Program, and NY Junior Tennis SBO support all students (including ELL) at P.S. 346. We also have events such as Pajama Night, Father/Child Breakfast and Saturday Arts and Crafts. Translation services are available to parents by in-house staff of teachers, paraprofessionals and school aides.

2. We do not partner with other agencies to provide workshops with ELL parents. Our Parent Coordinator and ELL teacher provide workshops for ELL parents during the school year. Translation services are provided by teachers, paraprofessionals and school aides in our school. We utilize the DOE website for specific letters to go home to parents.

3. The Parent Coordinator sends the parents surveys to assess parental needs. She will have workshops monthly for those parents based on needs. If we need the letters in Spanish, we utilize in-house staff (Spanish teacher, paraprofessionals, and school aides) and use the DOE website.

4. The Parent Coordinator will have a parent workshop on how to use ARIS for all parents including parents of ELL students. Parent meetings are held to inform parents on how to prepare their child for ELA and Math standardized exams.

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. Targeted interventions programs for ELL students at P.S. 346 in ELA, math and other areas are AIS, Extended day Literacy and Math and Vacation Academy. The language of instruction is English. The ELL teacher and classroom teacher analyze each student's performance scores on each of the four modalities: reading, writing, listening and speaking on the spring NYSESLAT Test. This information helps them to provide the interventions necessary for each student. The ELL teacher will collaborate with the classroom teacher, the Extended Day Teacher and the AIS teacher who provides instruction to these students. These teachers will analyze the data to set differentiated learning goal for each student to accelerate their learning in mastering the NYS Core Curriculum standards and goals. Our data has shown that ELL students continue to perform lowest on the Reading and Writing subset of the NYSESLAT. Students whose performance on the reading subtests of the NYSESLAT is low will be provided with additional help in reading during the day guided reading, Extended Day and in AIS. Teachers will closely monitor each student's growth. Students whose performance on the writing subtest of the spring NYSESLAT is low will be offered extra help in writing in the Extended Day program and during the school day. Teachers will focus on practicing note taking and writing short response after listening to a selection read by the teacher. ELL student progress in math will be monitored through Acuity periodic assessments, monthly math tests in Math Connects. Children who need additional help will receive

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.
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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. Targeted interventions programs for Ell students at P.S. 346 .in ELA, math and other areas are AIS, Extended day Literacy and Math and Vacation Academy. The language of instruction is English. The ELL teacher and classroom teacher analyze each student's performance scores on each of the four modalities: reading, writing, listening and speaking on the spring NYSESLAT Test. This information helps them to provide the interventions necessary for each student. The ELL teacher will collaborate with the classroom teacher, the Extended Day Teacher and the AIS teacher who provides instruction to these students. These teachers will analyze the data to set differentiated learning goal for each student to accelerate their learning in mastering the NYS Core Curriculum standards and goals. Our data has shown that ELL students continue to perform lowest on the Reading and Writing subset of the NYSESLAT. Students whose performance on the reading subtests of the NYSESLAT is low will be provided with additional help in reading during the day guided reading, Extended Day and in AIS. Teachers will closely monitor each student's growth. Students whose performance on the writing subtest of the spring NYSESLAT is low will be offered extra help in writing in the Extended Day program and during the school day. Teachers will focus on practicing note taking and writing short response after listening to a selection read by the teacher. ELL student progress in math will be monitored through Acuity periodic assessments, monthly math tests in Math Connects. Children who need additional help will receive additional help in the Extended Day Program, in AIS and in Holiday Academy. ELL students' academic performance in Science and Social Studies will be monitored by the classroom teacher and weakness will be addressed through differentiated instruction in reading.

9. ELL students who reach proficiency on the NYSESLAT will receive small group instruction in reading and math by an AIS teacher during the school day. They will receive additional instruction in Extended Day. Former ELL students will receive testing accommodations (time extension, separate location, third reading of listening selection (ELA exams only), and bilingual glossaries) for two school years after becoming English proficient.

10. We are considering implement the push-in model in addition to the pull-out model of instruction. We are implementing the Read Well reading Program with ELL students who do not speak English.

11. No programs will be discontinued.

12a. ELL students have equal access to all of the school programs and supplemental services offered in our building. We send home letters to encourage student participation in the school's programs. We also meet with parents to discuss student performance and any possible referrals for supplemental services (AIS, SETSS, Extended Day,). We provide additional after school programs on NYS ELA and Math test preparation for ELA students in Grades 3-5.

12b. ELL students are offered the same programs as other students in the school. Parents of ELL students come to the school throughout the year to take part in community celebrations, school wide events and parent workshops. These events include assemblies, book fairs, African American History Month Celebrations, holiday celebrations and feasts, and graduation assemblies. Many of our ELL students participate in the Extended Day Program, Starrett City After School Program and Tennis League.

13a. The Balanced literacy Model is used to support differentiating instruction in targeting our Newcomer ELL students. The students participate in read alouds, independent reading, shared reading, guided instruction and mini-lessons. Newcomers use programs such computer programs as "Starfall," to listen to phonetic sounds and intonation of the English language. This program has pictures, letters recognition, words, and stories that support new ELL students with language development. Math programs such as "ABCYA" and "Math Playground" are used to reinforce math skills taught in the classroom. Other material used to enrich language development are flash

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. Targeted interventions programs for Ell students at P.S. 346 .in ELA, math and other areas are AIS, Extended day Literacy and Math and Vacation Academy. The language of instruction is English. The ELL teacher and classroom teacher analyze each student's performance scores on each of the four modalities: reading, writing, listening and speaking on the spring NYSESLAT Test. This information helps them to provide the interventions necessary for each student. The ELL teacher will collaborate with the classroom teacher, the Extended Day Teacher and the AIS teacher who provides instruction to these students. These teachers will analyze the data to set differentiated learning goal for each student to accelerate their learning in mastering the NYS Core Curriculum standards and goals. Our data has shown that ELL students continue to perform lowest on the Reading and Writing subset of the NYSESLAT. Students whose performance on the reading subtests of the NYSESLAT is low will be provided with additional help in reading during the day guided reading, Extended Day and in AIS. Teachers will closely monitor each student's growth. Students whose performance on the writing subtest of the spring NYSESLAT is low will be offered extra help in writing in the Extended Day program and during the school day. Teachers will focus on practicing note taking and writing short response after listening to a selection read by the teacher. ELL student progress in math will be monitored through Acuity periodic assessments, monthly math tests in Math Connects. Children who need additional help will receive additional help in the Extended Day Program, in AIS and in Holiday Academy. ELL students' academic performance in Science and Social Studies will be monitored by the classroom teacher and weakness will be addressed through differentiated instruction in reading.

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Additional Information

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

Paste additional information here

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

E. All teachers will receive instructional support in ELL methodology. ELL teachers are provided with ELL training through the CFN. In turn, the ELA teacher, along with the Assistant Principal, will turnkey the information to all staff member (All Early childhood teachers, common branch teachers, paraprofessionals, the Guidance Counselor,, special education teachers, occupational/physical therapists, speech teachers, secretaries, parent coordinators) at staff conferences and grade conferences. The professional development will include the infusion of ELL strategies in the content area and differentiated instruction based on language proficiency and alignment of the balanced literacy model .

2.. The Guidance Counselor and Parent Coordinator provide all parents and students with the necessary information about Middle Schhol programs and choices. These staff members hold workshops to guide students in making the right choice of schools as they leave elementary school.

3. The minimum of 7,5 hours of ELI training is given for all staff members as needed. All teachers attend staff conferences and grade conferences where they receive professional development including on ESL strategies across content areas, diifferentiating instruction for ELL students, and analyzing data to drive instruction. Attendance is taken and kept by the Assistant Principal.

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.At. P.S. 346 we encourage parents to be active participants in their child's learning. We have Saturday Workshops on Acuity and Preparing for the Math and ELA Tests. The Guidance Counselor holds workshops for all parents including those of ELL students on Middle School Choice Programs. The Parent Coordinator holds workshops for the parents on Getting ready for Parent Teacher Conferences, Middle School Admissions, Aris Link, Helping ELL Students Succeed and Getting ready for the ELA and Math Tests. Parent involvement at P S 346 also includes S.I.T. PTA. and SBO groups to support students and their families. Spring Creek After School

E. Parental Involvement

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2. We do not partner with other agencies to provide workshops with ELL parents. Our Parent Coordinator and ELL teacher provide workshops for ELL parents during the school year. Translation services are provided by teachers, paraprofessionals and school aides in our school. We utilize the DOE website for specific letters to go home to parents.

3. The Parent Coordinator sends the parents surveys to assess parental needs. She will have workshops monthly for those parents based on needs. If we need the letters in Spanish, we utilize in house staff (Spanish teacher, paraprofessionals, and school aides) and use the DOE website.

4. The Parent Coordinator will have a parent workshop on how to use ARIS for all parents including parents of ELL students. Parent meetings are held to inform parents on how to prepare their child for ELA and Math standardized exams.

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		2									4
Intermediate(I)	1		3		2									6
Advanced (A)		1	1		1									3
Total	1	1	6	0	5	0	0	0	0	0	0	0	0	13

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								

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3			1		1
4	3	1			4
5					0
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						1			1
4			4						4
5									0
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									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

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

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

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

- 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:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

1. We use ongoing assessments and collection of student data to assess early literacy skills. . This year we are using The Reading Well Reading Program Prelude Assessment Test to assess the early literacy skills of all students in Grades K-1. We are also using Fountas and Pinnell benchmark to assess our students in kindergarten through grade 5. Other informal assessments include conferences, logs and journals. This data will indicate where students are having the most difficulty in reading and where more instructional support is needed.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
Joan Charles	Parent Coordinator		12/15/11
Nadine Greig	ESL Teacher		12/15/11
Crystal Cruz	Parent		12/15/11
Veronica Wilensky/Library	Teacher/Subject Area		12/15/11
Loretta Coombs?Read Well	Teacher/Subject Area		12/15/11
Brain Risley	Coach		12/15/11
	Coach		12/15/11
Kinmara Green	Guidance Counselor		12/15/11
Jean McKeon	Network Leader		12/15/11
Fran Burnston	Other <u>Test Coordinator</u>		12/15/11
Kathleen Karpinski	Other <u>Speech Provider</u>		12/15/11
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 19K346 **School Name:** Abe Stark

Cluster: 2 **Network:** 211

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.

We use the Home Language Survey to determine the primary language spoken by the parent and in what language the parent would like to receive written information from the school. We maintain an appropriate and current record of the primary language in ATS and on the student emergency card. Presently, only one parent has communicated on the HLS that she would like to receive information in Spanish. We have provided notices in Spanish for this parent using the DOE website. We have in-house staff (Paras and Teacher) that we use to communicate orally with this parent who speaks Spanish.

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.

We have found that most parents who do not speak English have chosen to rely on an adult friend/companion or relative for language and interpretation services. We have staff in our building who are able to communicate with parents in other languages. We will report our findings at PTA meetings, through school newsletters in the Parental involvement section of the school's LAP and in the CEP.

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.

We ensure that all Limited English-proficient parents are provided with the access to programs and services critical to their children's education. We use the Home Language Survey to determine the primary language spoken by the parents and in what language the parent's written information from the school. Presently, only one parent has communicated on the HLS that she would like to receive information in Spanish. We have provided this parent with a copy of the parent Bill of Rights and Responsibilities including their rights regarding translation services in Spanish. We have also provided notices (report cards, standards) for this parent in Spanish. We have signs in Spanish such as "Welcome Parents", "Bathroom Signs", and "Please see a staff member for interpretation services" We downloaded these documents from the DOE website. Most parents of children in our school have chosen to rely on an adult/companion or relative for language and interpretation services. We also have staff members (teachers, paraprofessionals, and school aids) in our school who are able to communicate with parents in other languages The Parent Coordinators Room is the central location for obtaining covered language forms.

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.

We will provide oral interpretation services If necessary, we will provide timely translation and distribution to parents about their child's education into the covered languages(Arabic, Bengali, Chinese,Haitian Creole, Korean, Russian,Spanish and Urdu). We use the DOE website for translations for translated critical documents. We provide parents whose primary language is a covered language and who require language assistance with written notification of the Parent Bill of Rights regarding translation and and interpretation services.

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>.

We provide timely translation and distribution to parents about their child's education into the covered languages (Arabic, Bengali, Chinese, Haitian Creole, Korean, Russian, Spanish and Urdu). We will use the DOE website for translations of critical documents. We provide parents whose primary language is a covered language and who require language assistance with written notification of their rights regarding translation and interpretation services.