



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: P.S.287

DBN (13/K/287):

PRINCIPAL: MICHELE RAWLINS-BROWN

EMAIL: MRWLIN@SCHOOLS.NYC.GOV

SUPERINTENDENT: 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
Michele Rawlins-Brown	*Principal or Designee	
Luther Lohr	*UFT Chapter Leader or Designee	
Patricia Rippey	*PA/PTA President or Designated Co-President	
Juana Perez	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	
Mr. Key	Member/	
Ms. Evans	Member/	
Ms. Sherman	Member/	
	Member/	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

Continue to expand the school's differentiation practices to include extensions and enrichment activities.

By June of 2013, 80% of the teachers will expand the school's differentiation practices to include extensions and enrichment activities for students who have already demonstrated proficiency in specific lesson topics

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.

This goal was generated as a result of the feedback compiled in the school's 2010-2011 Quality Review Report as one of the areas of improvement. Specifically, "Expand the school's differentiation practices to include extensions and enrichment activities for students who have already demonstrated proficiency in specific lesson topics and that it is not an established practice to compact-out students from activities in which they have already demonstrated mastery to engage them in more rigorous activities."

This need encompasses the entire school and is based on the need to increase the percentage of our students performing on grade level. We have clearly identified strategies to move our students in terms of making progress, now we have to expand our efforts to ensure that students are high performing according to the New common core learning standards and state exams.

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:

- Teachers will use the Charlotte Danielson's Framework for Teaching as a guide to help them enhance their professional practice by way of increasing the academic rigor and relevance of content taught.
- Teachers will incorporate the common core standards in all units and continue to focus on assessment for learning to inform their decision making as it relates to instructional next steps for teaching students. Our goal is to provide learning experiences for children that builds off of what the children already know well and focus on providing differentiated instruction, homework, and intervention that address the specific needs of the individual and groups of learners.
- All teachers will be given the book Charlotte Danielson's Framework for Teaching in addition teachers will receive an ipad 2 to assist with instructional planning and preparation, common core standards and over all teacher effectiveness.
Teachers will meet bi-monthly during inquiry team meetings to decide/plan and prioritize specific common core learning standards to address as a grade.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Parent workshop on the new Common Core Learning Standards

Budget and resources alignment

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

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

If other is selected describe here:

Service and program coordination

- Percentage of teachers achieving developing and effective ratings informed by Teacher Observation monitored using ARIS and the Charlotte Danielson's Framework for Teaching.
- Differentiated lesson planning that addressed the needs of individual and groups of learners informed by the Peoples Education online progress monitoring tool and Acuity. Benchmarks with goals for all students
- Teachers using iPads to enhance the quality of instruction while facilitating lessons that demonstrate rigor in instructional planning and varied teaching strategies. Teachers will also have access to iPad applications that support the common core standards and have materials readily available.
- Agendas, sign in sheets and minutes of Inquiry team meetings, Lunch and Learns and staff meetings that relate to enhancing teacher effectiveness and student performance.

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

Deepen the action planning process on a school level, grade and class that will link goals to help set benchmarks that will increase student performance while engaging all students in literacy, math, social studies, and science tasks embedded in rigorous curriculum units aligned to the Common Core Standards. By June 2013, the school will revise action planning by linking interim goals to targeted benchmarks at specific intervals so that school, team and teacher action plans can be monitored to expedite revisions and maximize impact resulting in a 15% increase in the number of students performing on grade level in both ELA and Math state assessments.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
Our 2011-12 School Progress report demonstrates that 23.1 % of our students performed at Level 3 or 4 in ELA and that 35.6% of our students performed at Level 3 or Level 4 in Mathematics. Further, our average student proficiency in English was 2.53 and our average student proficiency in Mathematics was 2.79. This goal was generated as a result of the feedback compiled in the school's 2010-2011 Quality Review Report as one of the areas of improvement. Specifically, "refine action planning by linking interim goals to targeted benchmarks at specific intervals so that school, team and teacher action plans can be monitored to expedite revisions and maximize impact."

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:
- This goal was generated as a result of the feedback compiled in the school's most current 2010-2011 Quality Review Report as one of the areas of improvement. This need encompasses the entire school and is based on the need to increase the percentage of our students performing on grade level. We have clearly identified strategies to move our students in terms of making progress, now we have to expand our efforts to ensure that students are high performing according to the new common core standards and state exams.
- Last year P.S.287 was chosen as one of the school's in the Talent Management Pilot program to use Computer Adaptive Tests (CAT) to assess our students according to the common core and state standards. The CAT assessments allow teachers to administer test on-line to students that adapt according to the students' abilities. Therefore producing data that is specific to the each student's instructional needs. This data has allowed us to determine which children are on target for meeting the standards by June 2013. With the ability to assess the children three times per year we are able to make predictions and goals for improved student progress toward making and sustaining student performance. We are now in our 2 year of the Talent Management Pilot and the pilot is no longer using NWEA for computer adaptive tests. We will however contract with NWEA directly to provide professional development and the same services as last year.
- Teachers and Principal will be trained in the use of the proctoring the computer adaptive tests. Additionally professional development in the analysis and use of data will be provided to the school.
- Timeline for implementation will be in November, January and March.

- Teachers will maintain a Portfolio of student work that will demonstrate students literacy and math abilities as it relates to the common core bundles and performance tasks Common Core Math and ELA performance tasks will be complete by February 2013

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Parent workshop on the new Common Core Learning Standards

Budget and resources alignment

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

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

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

If other is selected describe here:

Service and program coordination

Teacher and student reports generated by the ACUITY online program. Also the Peoples Education online reports on student, class and school performance.

Evidence of data informed instruction by noted in lesson planning and flexible students groupings

- Scheduling Common Preps – TL***
- Professional Development – Title 1 SWP, TL CFN Support***
- Parent Workshops – Title 1 SWP, Title III***
- Staff Developer – Title 1 SWP***
- Per Diem Substitute Teacher - TL***

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

Increase the number of students meeting the standards in ELA and Math as evidenced by the NYS exams.

By June of 2013 all students will demonstrate a .50 percent increase in the average proficiency in ELA and Math as evidenced by the 2012-2013 Progress Report.

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.

Our 2011-12 School's Progress report demonstrates that 23.1 % of our students performed at Level 3 or 4 in ELA and that 35.6% of our students performed at Level 3 or Level 4 in Mathematics. Further, our average student proficiency in English was 2.53 and our average student proficiency in Mathematics was 2.79.

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:
- All students in grade 1 - 5 will have access to the Computer Adaptive Assessments allowing teachers to be able to plan and adjust instructional goals according to the specific needs of the students. With this type of assessment all teachers will be able to determine what individual students will need to learn in order to meet performance standards on state assessments.
- Job-embedded professional development will be provided to all teachers with particular attention given to new and transfer teachers.
- This goal was generated as a result of the feedback compiled in the school's 2011-2012 Progress Report. This need encompasses the entire school and is based on the need to increase the percentage of our students performing on grade level. We have clearly identified strategies to move our students in terms of making progress, now we have to expand our efforts to ensure that students are high performing according to the new common core standards and state exams.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Parent workshop on the new Common Core Learning Standards

Budget and resources alignment

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

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

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

If other is selected describe here:

Service and program coordination

Results from Acuity and Peoples Education on-line progress monitoring tools. Teacher tests and assessments.

- ***Scheduling Common Preps – TL***
- ***Professional Development – Title 1 SWP, TL CFN Support***
- ***Parent Workshops – Title 1 SWP, Title III***
- ***Staff Developer – Title 1 SWP***
- ***Per Diem Substitute Teacher - TL***

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

Ensure that classroom observation practices provide a timely feedback to teachers to elevate school-wide instructional practices and promote professional growth.

By April 2013 100% of the teachers will have received timely feedback on instructional practices as outlined by the Talent Management Pilot.

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.
- The 2011-2012 Progress Report clearly indicates that our students in grades 3-5 need to improve their performance in both ELA and Mathematics. Our school's goal is to have our students improve their performance in ELA and Mathematics and meet the demands of the CCSS (Common Core State Standards).
- Our school's 2010-2011 Quality review indicator 4.1, use the observation of classroom teaching and the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection, with a special focus on new teachers, was rated developing.
- This goal was generated as a result of the feedback compiled in the school's 2010-2011 Quality Review Report as one of the areas of improvement. Specifically, "Establish classroom observation practices that provide timely feedback to teachers to elevate school-wide instructional practices and promote professional growth."

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:

Working closely with the Talent Management Coach to establish an observation schedule to complete the 4 informal and 2 formal observation requirement under the new teacher effectiveness program.

Establishing a network of teachers as teacher LEADS to facilitate the work of the talent management pilot. The LEADS will also provide professional development for teachers.

Use the online tool for observations provided by ARIS

Use ARIS in class during the observation with the new Ipad3 to record observations and data collection in a timely manner and to store notes in a more convenient manner. Making it easier to complete and send feedback directly to teachers via email through ARIS.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Parent workshop on the new Common Core Learning Standards

Budget and resources alignment

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

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

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

If other is selected describe here:

Service and program coordination

Data and Feedback logged in the ARIS system.

75% of teachers rated effective or above on the rating system.

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Academic Afterschool Intervention By Design Wilson Coach Crosswalk Books Peoples Education 37.5 Extended Day	small group, one-to-one, tutoring	Seamless Day
Mathematics	Academic Afterschool Coach Crosswalk Books Peoples Education 37.5 Extended Day	small group, one-to-one, tutoring	Seamless Day
Science	Intervention By Design	small group, one-to-one, tutoring	Seamless Day
Social Studies	Intervention By Design	small group, one-to-one, tutoring	Seamless Day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Conflict Resolution	small group, one-to-one,	During the day

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

90.91 % of the teaching staff at PS 287 is comprised of NYS certified teachers. Newly hired teachers become part of our highly professional staff and are provided an extremely successful mentoring program and receive professional development in all curriculum areas throughout the year. New teachers receive ongoing assistance with organizing their classrooms to create an effective environment, classroom management, developing lesson plans, engaging students in learning and assessing student learning. Our model/lead teachers provide guidance, support and training for new teachers utilizing model classrooms as lab sites for developing teaching methodology. Teachers are taught a common language through the use of Danielson's framework. Demonstration lessons are provided so that new teachers can implement successful techniques and practices in their classrooms. All teachers in PS 287 are supported with high quality professional development workshops which are differentiated to address the needs of both new and experienced staff, directing their attention to individual strengths and weaknesses, grade level needs, content area focus and teacher learning styles. We have devoted sessions this year toward Common Core Learning Standards and instructional shifts to further implement the CCSS and designing units of study in both ELA and Math. The administration, staff developer, Teacher Effectiveness coach, and CFN Support Staff will contribute toward this high quality professional development. Staff members and school principal attend conferences, workshops and training sessions at the CFN. In addition to professional development sessions, we weekly planning meetings to discuss and implement instructional strategies that meet each grade's specific goal(s). Teachers providing AIS are given an opportunity to meet and share ideas with teachers whose students they service. Throughout the year, we work on our curriculum mapping in all curriculum areas. This provides our teachers and administrators time to collaboratively reflect, assess, plan and provide a focus throughout the year. These meetings also provide administrators an opportunity to encourage and support staff in renewing and refining their craft regularly. Frequent cycles of observation and feedback drive our professional development programs. Our goal is to ensure the gradual and incremental learning for all of our students. The ongoing learning of our professional staff will support us in attaining our goal of improving our students' performance in both mathematics and ELA. PS 287 structured and targeted mentoring program is a major element of the support and professional development for new teachers. This will ensure high quality teaching to ascertain that all students including students with disabilities and English language learners receive sound instruction by highly qualified teachers,

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Ada Orlando	District 13	Borough Brooklyn	School Number 287
School Name Dr. Bailey K. Ashford			

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

Principal Michele Rawlins- Brown	Assistant Principal
Coach	Coach
ESL Teacher Joanna Wizner	Guidance Counselor Charles Houser
Teacher/Subject Area	Parent
Teacher/Subject Area	Parent Coordinator Cynthia Rivera
Related Service Provider	Other
Network Leader	Other

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	0		

D. School Demographics

Total number of students in school	218	Total Number of ELLs	11	ELLs as share of total student population (%)	5.05%
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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 the children, on the day of registration, all of the parents are initially interviewed one-on-one, and given a Home Language Survey (HLIS) by the licensed pedagogue, the teacher with an ESL license or the secretary. In case of the language barrier, school staff members serve as translators or Translation and Interpretation Unit is called. HLIS are distributed according to home languages of the parents. After the informal interview, initial screening and HLIS administration, if the child is identified as an eligible candidate for ESL instructional services, the ESL teacher gives the child the Language Battery Assessment (LAB-R) test to identify the child as an English Language Learner or English Proficient. The child that scores at or below proficiency level becomes eligible for ESL services. The scores are first written down and accessed by the ESL teacher, and are later confirmed with the ATS report (RLAT). Students who speak Spanish at home and score at or below proficiency level are also administered Spanish LAB-R to determine language dominance.

The ELL Identification process is completed within 10 days after child's enrollment. Moreover, the results of the ESL students who took the NYSESLAT the previous year are printed out from the ATS (RLAT), and carefully reviewed by the ESL teacher. The students who achieved proficiency receive the achievement diploma and their parents are informed by the Non-Entitlement letter from the ESL teacher. Those, who have not tested out, are put into the groups according to their age and English proficiency levels: Beginning, Intermediate, Advanced or Proficient. The NYSESLAT results are broken down into four language modes: listening, speaking, reading and writing. Those results enable the ESL teacher to see the area of strengths and weaknesses 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.

2. During the first two weeks after the beginning of a school year, the parents of ELLs are informed about their child language assessment and invited to the Parent Orientation meeting. The entitlement and non-entitlement letters are distributed to all of the parents whose children had been administered LAB-R. In addition, the parents of the children who scored below the cut off scores receive the letter with the ELL Parent Brochure that describes and explains all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL) and Parent Survey and Program selection form. All of the forms are provided in the parents' home languages, and are required to be returned to the ESL teacher, and if not available, to the Parent coordinator or the classroom teacher who in return, give it back to the ESL teacher.

In case of any language communication issues, the multilingual staff available at school serves as translators between the teacher and the parent. In other instances the Parent Coordinator or ESL teacher use the services of Translation and Interpretation Unit provided by NYC Department of Education.

3. Entitlement, Placement letters and the Program Selection forms are distributed also during the Parent Orientation meeting. This meeting provides the parents with the information regarding NYS mandates of eligibility for ESL programs. The parents have the chance to view the NYC Chancellor's informational DVD on program choice options, available in their languages (Transitional Bilingual Education, Dual language, Freestanding ESL), have the opportunity to ask questions and discuss them, and finally fill-out or return the Program selection forms. If the form is not returned, the default program for ELLs is the Transitional Bilingual Education.

4. During the orientation meeting and after watching the information video, the teachers and the administrators communicate with the parents and help them to decide about the proper placement. Most selection forms are returned at the Orientation or via

children returning them to school. If the parents are not present during the Orientation and Program Selection form has not been handed in or returned, the ESL teacher meets them on a make-up day, follows up with a personal mailing (sends the Program Selection form home), makes phone calls if necessary. During the whole process PS 287 has possibility to use the translated materials and brochures, and the services offered by Translation and Interpretation Unit as well as onsite interpretation services. If the form is not returned, the default program for ELLs is the Transitional Bilingual Education.

5. After reviewing the Parent Survey and Program Selection forms from the past five years, the results of the paperwork indicate that most parents choose the Freestanding ESL program. Because of the low number of ELL population at PS 287 that's the only program offered. Because of the complexity of the academic language, it would be very beneficial for the children in the upper grades to be placed in the bilingual school environment, like in case of our one fifth grade newcomer this year. However, in the recent years, ELL parents have been reluctant to have their children leave PS 287, and content with their final choice.

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 <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
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This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														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	11	Newcomers (ELLs receiving service 0-3 years)	9	Special Education	2
SIFE	0	ELLs receiving service 4-6 years	2	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	9		1	2		1			11	
Total	9	0	1	2	0	1	0	0	0	11

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
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

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

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	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	0	0	0	0	0	0	0	0	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: ____	Other: ____
Native American: ____	White (Non-Hispanic/Latino): ____

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		2		1	2	3								8
Chinese		1												1
Russian														0
Bengali						1								1
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other			1											1
TOTAL	0	3	1	1	2	4	0	0	0	0	0	0	0	11

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

b) Students are grouped by language fluency within the age parameters therefore, the program most often follows the homogenous model (same proficiency level in one class). However, there are two groups that are heterogenous and ungraded where fourth and fifth grade students are together in one class and their language proficiency levels are mixed so that the more proficient students could provide support to those who need extra help.

2. In 2011-2012, there are 11 students from 1-5 grades at our school. They range from the Beginners to Advanced and Proficiency levels, and according to their language proficiency level, they receive from 180 minutes to 360 minutes a week of ESL. 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) At PS 287, program for ELLs adhere to the Children First Initiative's uniform curriculum. Programs use a balanced approach to literacy, including high-quality instructional practices that facilitate academic excellence for ELLs. Also, ELL program adhere to state standards, including New York State Learning Standards for both ESL and ELA. ELLs in the Advanced level of English proficiency also receive ELA instruction. In addition, at P.S. 287 ELL students attend Reading and Writing Workshops which totals 600 minutes per week. According to the grade, all P.S 287 students receive either one period of Math everyday(lower grades- Everyday Math program) or two periods (90 min.) a day for upper grades. All students receive at least two periods of Science and Social Studies a week (90 min.). They receive required instruction in two Technology classes, and at least one Physical Education and Art/Music class a week. The school directly provides or makes referrals to appropriate support services, and instructional methods that may be needed by ELL students in order to achieve and maintain satisfactory level of academic performance.

3. ESL students are receiving the same academic content as those students who are native English speakers. 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 maps are shared. They serve in 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

A. Programming and Scheduling Information

Language Learning Approach. In the classroom many different practices are utilized such as: Scaffolding, Modeling, Bridging, Schema Building, Contextualization, Text Representation. 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 use 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.

4. ELLs have diverse learning needs based on many factors, including age of arrival, years of formal education, literacy in the first language and English, home literacy, immigration status, disability status and cultural expectations of school. These factors should be taken into consideration when examining performance of ELLs on standardized tests and assessments. At the beginning of their first year at school, students and their parents are informally interviewed to find out 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. In regards to language, 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 determine number of years of ESL service for ELLs, school administrators we use RYOS code on ATS.

a) This year PS 287 has no SIFE student (Student with Interrupted Formal Education) but once SIFE students are identified, P.S. 287 would make the individual needs assessment with the attention to their learning gaps in the instruction, monitor the progress of those students and their scores on the NYSESLAT, ELA and Math assessments, and provide support in all content areas to differentiate instruction for literacy needs. One of the options is to place such a student in a lower grade. This would be done on a case by case basis and with informed parental consent.

Also, PS 287 would make available all existing support structures such as Extended Day, AIS or Speech which could benefit the student.

b) Newcomers are students who have recently immigrated and have very limited English language skills. They are at the Pre-Production stage of Second Language Acquisition. When a new ELL student is registered in our school, we provide an informal student orientation. An informal assessment is provided to identify possible Academic Intervention programs. There is an ongoing home- school communication. If possible, the student is paired-up with the 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. At this stage, our teachers may utilize visuals and hands-on activities to ensure the students' understanding of content area subjects while the student is acquiring English. The newcomers who have been in the US schools for less than three years are provided with a variety of strategies and materials are used to aid their instruction: scaffolding, picture dictionaries, photo cards, realia, manipulatives. Newcomers have access to computer assisted language learning software (FunPhonics) that provides them with the basic reading and comprehension skills. All ELLs have access to web-based programs (Fun Brain, and Starfall). We also provide a small collection of bilingual/native language reading books in the classrooms with ELLs and in the ESL library that newcomers can check out to take home.

Additionally, because NCLB requires ELA testing for ELLs after one year, the instructional plan is used to maximize opportunities for ELLs to acquire language and concepts, and differentiating instruction by a variety of scaffolding techniques to meet the needs of students. Teachers encourage ELLs to use bilingual dictionaries for native language support during reading and writing activities in order to clarify meaning and to develop their writing skills in their native language so they can transfer these skills when they are writing in English.

Beginners are paired with more dominant English speakers who can provide good modeling during the Small Group Instruction students are learning and practicing reading comprehension strategies (summarizing, sequencing, inferring, comparing and contrasting, drawing conclusions, self-questioning, problem solving, relating background knowledge, distinguishing between fact and opinion, finding the main idea).

c) ELLs receiving service from 4-6 years are mostly at the Intermediate language proficiency level. Instruction for Intermediate students will focus on activities that are designed to develop higher level of language use in the content areas, expanding vocabulary, explicating teaching reading comprehension strategies, scaffolding academic language, modeling a think aloud verbalizing a confusing point. The writing process is broken down into stages. This process always starts with brainstorming activities that are visually displayed via graphic

A. Programming and Scheduling Information

organizers. Grammar, spelling and punctuation rules are taught, as well as, the format for writing essays, reports, poetry and letters.
 d) The instruction for students who completed 6 years of ESL (Long term Students) is especially focused on immersing them in a print-filled environment, providing context-enriching activities, engaging students in small group activities, providing multiple opportunities for students to learn.

In addition to the support received in ESL class, those students are required to participate in Extended Day program and Small Group Instruction. They are provided with the support that prepares them to participate in NYS assessments (e.g. ELA, Math, Science, Social Studies). Students work in small groups with their classroom teachers targeting specific areas of need. In addition, word to word dictionaries and glossaries are in place to support them during the tests.

Same support structures are provided.

e) Our two, special needs ELLs receive services from our licensed ESL pull-out teacher, support services as per their IEP and AIS services. This enables us to meet the needs of this specific population by allowing for a majority of instruction to occur in small groups. Based on the individual, ESL strategies and instructional methods are utilized. Lessons for students with special needs are modified to address different learning styles, incorporating assistive technology and using a variety of scaffolding techniques and modifying lessons to address different learning styles.

As a policy for special needs students we ensure that teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP mandates. The ESL teacher converses and collaborates with the IEP contact person. In addition, there are AIS services available, and all the newcomers and SIFE students are constantly monitored for possible special needs status. PS 287 students with special needs are integrated in the mainstream ESL program and put under the supervision of the teacher and school Health Coordinator.

ESL students who achieved English language proficiency continue receiving transitional support and are permitted to have testing accommodations for up to two years after testing out on the NYSESLAT.

6. The Freestanding ESL program follows the balanced Literacy model, the school's curriculum frameworks and ESL curriculum guides. The school uses Literacy by Design which also includes a specific ESL component, and writing program.

It combines precisely leveled, print-based learning and teaching resources combined with engaging and motivating interactive multimedia technology that supports language and literacy proficiency for ELLs. It also provides an ELL component that supports the class curriculum and provides ELLs with scaffolding. All the grades are using also Everyday Math program.

Teachers use differentiated instruction and utilize visuals and hands-on activities to ensure the students' understanding of content area subjects while acquiring English. Everyday there is small class instruction and writing activities.

Students also use technology support with Smart boards, laptops and online resources.

7. The school uses Articulation forms as the means of communication between ESL teacher and classroom teachers in an effort to maintain alignment of curricula across the grades with the ESL instruction. The teachers also share their curriculum maps with an ESL teacher and provide modifications for ELLs in their classrooms, in the least restrictive environment. In the classrooms the small group activities allow for differentiated instruction. Also, during the assessments the children are grouped according to the standards and their abilities. In addition, our bilingual staff is always in place to provide additional language support for our diverse needs students.

Courses Taught in Languages Other than English ⓘ

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

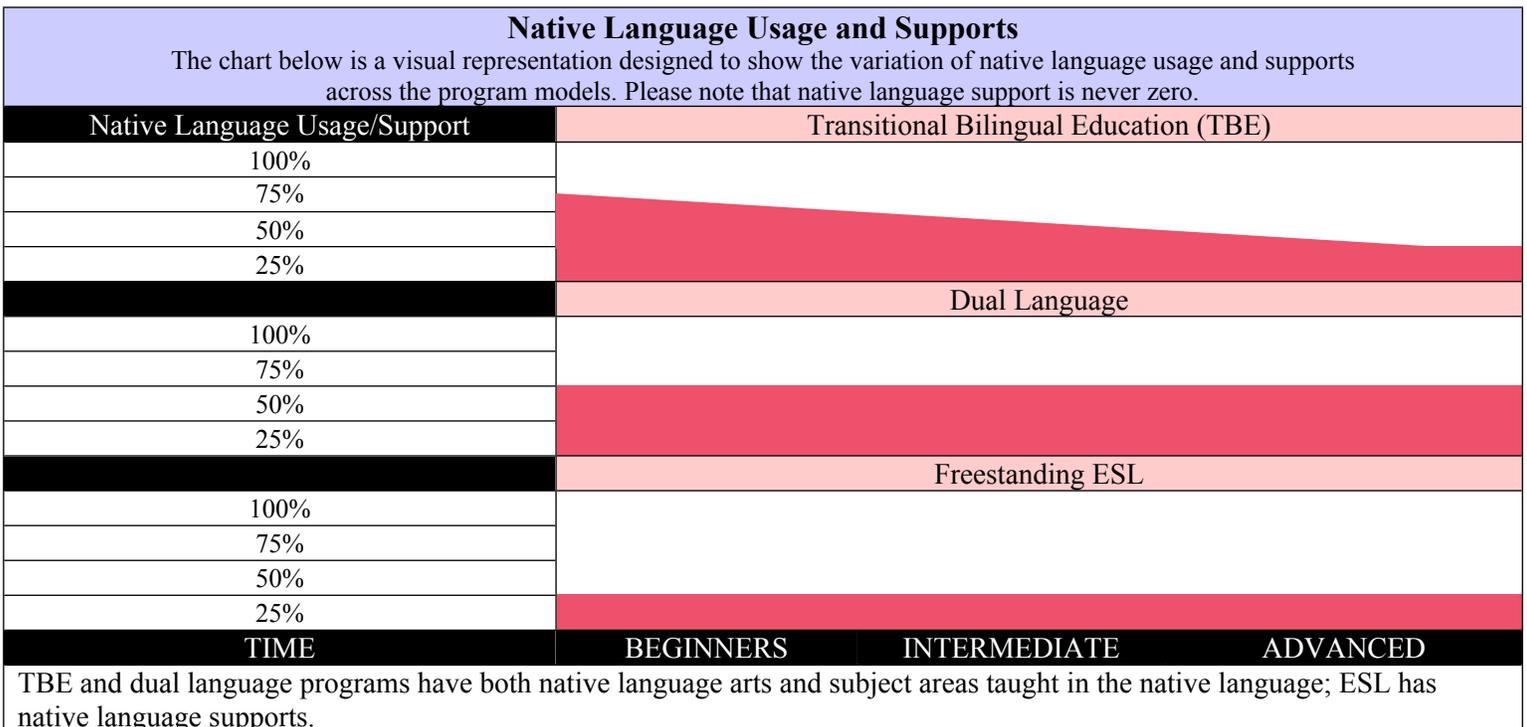
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				

Science:	

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

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

8. The Freestanding ESL program follows the balanced Literacy model, the school's curriculum frameworks and ESL curriculum guides. The school uses Literacy by Design which also includes a specific ESL component, and TC writing program. All the grades are using also Everyday Math program.

As Tier I intervention, the classroom teachers use the Intervention by Design program and Great Lips. Cluster teachers also serve as Academic Intervention Specialists to help classroom teachers as well as students in all areas that need improvements. Tier II interventions include ESL teacher, Resource Room teacher, AIS, and Speech Therapist.

9. The school has a plan for transitional support for ELLs reaching NYSESLAT proficiency. Former ELLs are eligible for two years of test accommodation for all the NYS tests. They 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.

Also, parents of former ELL students are invited to the school wide and NYC conferences and workshops. All activities and additional support offered to our ELL population is focused on their language proficiency acquisition and academic progress.

10. In order to assist our students in both academic achievement and assessment, there are new programs and improvements that will be considered for this year such as: collaboration between ESL teacher and content area teacher to map out student specific needs and design proper instructional strategies; implement a print rich environment- reading leveled books, dictionaries and glossaries in the ELA classroom; analyze ELLs data to become well informed about the performance of each ELL in order to make proper instructional decisions. This year, ELL class has been implementing new materials from Prentice Hall Regents as an instructional tool. The children are working with workbooks and literature based texts to develop their reading, talking, and writing skills to create an environment in which language is acquired holistically. There are also plans on purchasing the Rosetta Stone software program that builds a foundation of vocabulary and essential language structure for our lower language proficiency ELLs.

11. There are no programs/services for ELLs that will be discontinued this year.

12. ELLs at PS 287 have equal access to all afterschool programs and supplemental services offered in our building. All students take part in the Enrichment Classes program offered during the day. They have at least two periods a week of Physical Education class which is provided by classroom teachers. Afterschool programs for lower grades consists of dance/drama periods also provided by Marquis Studio 4 times for one hour. PS 287 has its own basketball team program, and SES afterschool program for K-5 grades. There is a Saturday Academy twice a month for those students who need to improve their skills in Math and Writing.

13. Materials that are used in ESL classroom to familiarize students with the state assessments include: Attanassio and Associates Getting Ready for the New NYSESLAT, New York State Coach: ELA, New York State Coach: Mathematics. Moreover, students are provided with Scott Foresman ESL, Spin by Longman, American English Today and Voyager Expanded Learning Program, Amazing English books, and the classroom library books. With the assistance of the stationary computer programs (Charlesbridge Reading Fluency, Kidspirations, Phonics), Internet sources (Starfall), and listening tapes, the students develop their skills in phonics, reading, vocabulary, listening, writing and math.

14. In order to deliver native language support, reading levels labeled language books, the picture dictionaries, Weber dictionaries as well as Bilingual dictionaries are often used in the ESL instruction. As a testing accommodation, the bilingual dictionaries and glossaries may be provided when taking State examinations, and also, the Department of Education may provide them with the translated editions of some tests.

15. All support and resources correspond to ELLs' ages and grade levels.

16. Students who are to attend PS 287 are often identified during the summer program that takes place in the school building.

Automatically, the language survey is being conducted, and the school makes sure the students are properly placed at the beginning of a school year.

17. There are no language electives offered to ELLs at PS 287.

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.

1. Professional development is provided by school staff and the CFN Network organization. They focus on: scaffolding in the content areas, differentiation in the ESL classroom, ESL in the Mathematics classroom. Technology sessions instruct ESL and content area teachers how to use online resources to make instruction more comprehensible, and use the online database of assessments and their analysis to inform and support the instruction. ESL teacher is to attend the State learning standards workshops related to differentiation and academic language development strategies, assessment. She participates in Network Professional Development sessions, Technical support sessions (BESIS) as well as faculty and grade conferences.

2. Classroom teachers and all school personnel assist ELLs as they transition from elementary to middle school by providing them with information about different middle school available programs and additional support and advice. Also, every year a Career Days organized to introduce and familiarize students with professions and different occupations to help them in making the right choices.

3. Every school year the minimum 7.5 hours of ELL training for all staff is given. Academic Intervention Specialists and ESL teacher go in the classrooms and provide professional support to the teachers of ELLs .

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. 287, parents of newly enrolled 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.

Whenever needed, ELL parents are provided with an access to the Translation and Interpretation Services, and the documents in their native languages. Interpretation services are a daily help in communication between school staff and parents.

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. In order to evaluate parents needs the school staff conducts one-on-one conversations, and school surveys. Care team members and all Tier II Intervention specialist work with the parents on a daily basis.

4. Since the parents are an important part of our school community, our school makes an effort to address their needs by parental involvement activities.

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								3
Intermediate(I)		1				1								2
Advanced (A)			1	1	2	2								6
Total	0	3	1	1	2	4	0	0	0	0	0	0	0	11

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		1											
	A		1											
	P		1	1	1	2	3							
READING/ WRITING	B		2				1							
	I		1				1							
	A			1	1	2	2							

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4		1	1		2
5	1	2			3
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			1		1				2
5		1			2				3
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			1				2		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				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	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. In order to access the early literacy skills of ELLs, PS 287 uses ECLAS-2, EL SOL, Fountas & Pinell, DRA, Guided Reading, and Rigby Reads programs.

2. The NYSESLAT results from the Spring 2011 and LAB-R results from the Fall indicate that there are three ESL students at the Beginning level, two students at the Intermediate level, and six at the Advanced level at PS 287 this year. According to this data our ELLs are making steady gains on the assessment by moving from one to the next proficiency level in order to become language proficient.

After review the NYSESLAT data we notice the patterns:

- Reading and Writing are mainly those skills that are holding our students back from the proficiency level. This is especially the case in the ELLs who are on the advanced level, and those who achieved Proficiency but only in Listening and Speaking part of the test
- The Intermediate students across the grades are the ones who made the most of progress and move up to the Advanced level.
- Students at the first grade, very often make it to the Proficiency level on the NYSESLAT and test it out.

The implications for the school's LAP and instruction are derived from the strengths and needs noted in the NYSESLAT and other assessments (LAB-R, Aris, Teacher Assessments, and informal observations). This year we are going to continue to strongly target language development across the grades for ESL students performing below grade level during the school day as well as extended hours. We offer additional support in listening skills for Newcomers, including increased use technological activities in the classroom (Smartboard). There is the focus on the improvement of the Reading and Writing skills especially the students on Advanced levels as well as the newcomers. We also help students on all levels familiarize them with the format of the NYSESLAT.

In case of the student who is more proficient in home language than in English, testing accommodations may be provided. The use of bilingual dictionaries and glossaries is allowed, and the Department of Ed may provide the school with some translated State tests' editions.

Implications for LAP in English Language Arts Area and Math.

Grade 3 former student

NYS ELA level: 3 Proficiency Rating: 3.26

NYS Math level: 3 Proficiency Rating: 3.57

Grade 3 former student

NYS ELA level: 2 Proficiency Rating: 2.89

NYS Math level: 2 Proficiency Rating: 2.77

Grade 4 former student

NYS ELA level: 1 Proficiency Rating: 1.89

NYS Math level: 1 Proficiency Rating: 1.93

NYS Science level: 2 Scale Score: 62

Grade 4 former student

NYS ELA level: 2 Proficiency Rating: 2.82

NYS Math level: 3 Proficiency Rating: 3.74

NYS Science level: 4 Scale Score: 86

Grade 4 former student

NYS ELA level: 2 Proficiency Rating: 2.32

NYS Math level: 3 Proficiency Rating: 3.68

NYS Science level: 4 Scale Score: 86

After analyzing the ELA scores of ELLs, it is often noticeable that ELLs most often are scoring below 680 on the ELA, and making better progress in Math area. However, those students are making steady gains, and are expected to perform much better this year.

In order to assist our students in both academic achievement and assessment at the school level, there is a variety of solutions that we are working with this year. They include the following:

- Collaboration between content area and ESL teachers to create an integrated curriculum in order to develop both content and language acquisition of ELLs
- Analyze ELLs data to become well-informed about the performance of each ELL in order to make sounded educational decisions (Aris)
- Provide opportunities for students to be involved in purposely conversations, to negotiate with mathematics academic language,

e.g. reading and solving word problems, interactive word wall, incorporating writing as a component of the mathematics lesson, e.g. journals

- Ensure that teachers analyze student’s data to identify strength and weakness and utilize the findings to drive differentiated instruction
- Encourage teachers to participate on professional development opportunities focusing in instructional strategies for ELLs

6. The success of the program for ELLs at PS 287 is evaluated by the monitoring of student's NYSESLAT results, their movement from one proficiency level to other, across the language modalities.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: <u>Dr. Bailey K. Ashford</u>		School DBN: <u>13K287</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)

School Name: Dr. Bailey K. Ashford

School DBN: 13K287

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Michele Rawlins- Brown	Principal		10/27/11
	Assistant Principal		
Cynthia Rivera	Parent Coordinator		10/27/11
Joanna Wizner	ESL Teacher		10/27/11
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
Charles Houser	Guidance Counselor		10/27/11
	Network Leader		
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 13K287 **School Name:** Dr. Bailey K. Ashford

Cluster: 04 **Network:** 412

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.

In order to assess the written translation and interpretation needs at PS 287, the Home Language Identification Survey (HLIS) are distributed to the parents on the day of their child registration by the secretary and a licensed pedagogue. Home Identification Survey contains a question which informs the administrators and school staff about the parent's communication language preference. The form is provided in their native language. Also, the parents are immediately notified about all the translation services available: 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 the visible place in the ESL classroom, and 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 PS 287, there is a slowly growing Spanish and Chinese/Cantonese speaking ELL population. Oral translations and written correspondence will be available for these parents. School community, the staff and parents, are regularly informed about all of the changes during the faculty conferences 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. Parents will be notified in timely fashion whether their child has or not been eligible for LAB-R testing, informed about the LAB-R results, and the Parent-Teacher orientation session for the parents of newly enrolled students.

At the orientation, parents will be provided with the information and choice regarding ELL programs available in New York School System. Moreover, parents will be informed about the upcoming citywide tests, the NYSESLAT results, and all the documents containing critical information about their child's education.

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, parent notifications (Entitlement, Non-entitlement, Continued Entitlement, Placement, and Translation 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 (teacher/para/PC that is the speaker of the other language), the relative, or Over-the-Phone Interpretation Services. The Translation and Interpretation Unit provides NYCDOE schools and offices with the resource for accessing the needs, and also 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, at the entrance to PS 287, there will be signs placed to inform all of the parents about the language interpretation services being available on the site. The signs will be made in the most prominent covered languages. In the office, the parents will be provided with a copy of the translated versions of Bill of Rights which informs them about their translation and interpretation services rights. In order to ensure that the language barrier does not prevent 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.