Department of Education

Dennis M. Walcott, Chancellor

2012-2013
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: DR. PETER RAY ELEMENTARY SCHOOL

DBN: 13K305

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

SUPERINTENDENT: MS. BARBARA FREEMAN

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the NYC DOE Web site**.**

Directions:

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

Name	Position and Constituent Group Represented	Signature
Dr. Julia Mortley	*Principal or Designee	
Ms. Clora Stovall	*UFT Chapter Leader or Designee	
Mr. Na'Shon Brown	*PA/PTA President or Designated Co-President	
Ms. Meryl Skeete	DC 37 Representative, if applicable	
	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Ms. Kasia Mohamed	Member/ Teacher	
Ms. Adrienne troupe	Member/Teacher	
Ms. Diane Lewis	Member/Parent	
Ms. Tisha Cutler	Member/Parent	
Ms. Melecia Lowe	Member/Parent	
Ms. Melody Fox	Member/Parent	

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

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

SCEP goals are generally intended to guide school-wide planning and development. SCEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) HERE and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: HERE.

  1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
  2. School Leader Practices and Decisions
  3. Curriculum Development and Support
  4. Teacher Practices and Decision
  5. Student Social and Emotional Developmental Health
  6. Family and Community Engagement

- 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.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 HERE.

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

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

Major Recommendation

Quality Review, December 2012, pg.6 "Establishing a coherent vision of school improvement that is reflected in a short list of focused data based goals that are tracked for progress and are understood and supported by the entire school community.

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

X 2.2 School leader's vision	____ 2.4 School leader's use of resources
____ 2.3 Systems and structures for school development	____ 2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

By June, 2013, 100% of the staff will participate on a minimum of one collaborative team to work together to implement a plan of action aligned to the school goals to improve student achievement.

Instructional strategies/activities

Elmore's (2000) five principles of distributive leadership will be the research based model used to guide our leadership work. Elmore believes that distributed leadership plays a role in generating instructional improvement (Lashway 2003). Distributive leadership maintains that instructional improvement is now the measure of leadership success. The instructional process must be guided, rather than controlled by administrators. All the leadership must be organized around a common task and shared common values. Creating this unity is the principal's core responsibility. Thus, the research based instructional activities that will be used to support our goal have been selected based on the premise that when school leaders focus strategic and shared efforts around student outcomes and create an environment that allows all students to achieve.

Professional Learning Communities (PLC's) (DuFour & Eaker, 1998) will further bolster and guide leadership efforts. Creating a collaborative community of learners requires school leaders to leverage both human and financial resources that serve all students. These strategies and activities will include:

-Principal goal setting and a data based plan of action using all forms of data that aligns with school needs (September, January, June) including organizing, analyzing and disseminating all areas of data: demographic, student learning, perception, and process so that all stakeholders are able to understand the needs of all students.

-Identification and development of staff for shared leadership roles (ongoing)

-PLC model implementation used to analyze and identify problems, devise solutions, develop improvements in practice

-Structured time will be set aside for teachers and school staff to collaboratively analyze and interpret student achievement data, and identify necessary instructional changes.

-Planning with school leaders and teachers in student goal setting using data, teacher effectiveness, and curriculum

-Strategic utilization of the school budget to maximize instructional delivery and resources (staffing, technology, materials, etc.), opportunities for professional development, extended learning for students, and a program that includes core areas as well as arts, physical education, and a range activities that appeal to all learners.

-Transparency; sharing information, problem solving, celebrations that include all stakeholders

-Weekly Instructional Leader Team/Common Core Standards (November-June)

-Monthly School Leadership Meetings (SLT) (September-June)

-Calendars, distribution and displays of data (monthly, ongoing)
-Providing opportunities for stakeholder voice including staff, parents, and students; Monthly: SLT, PTA, Student Government (Fall, Spring).
-Collaborative planning and implementation of a well coordinated instructional program and a safe and secure facility (September-June)
-Semi-annual purposeful evaluation of use of resources by the principal and school leaders.
-Coordination of resources and support from community stakeholders, and external providers.

Key Personnel and other resources utilized for implementation will include the Principal, Asst. Principals, the School Leadership Team (SLT), instructional lead teachers, , data specialist and guidance staff. External support staff includes the Network Specialists and CFN support team.

Targets to evaluate our progress, effectiveness, and impact will include setting mid-year benchmarks and utilization of end year evaluative tools (***e. g staff surveys, mid-year conversations, review of weekly exams***). By February 2013, the following assessments will assist in monitoring our progress: a full day instructional walk through performed by our Network specialists in collaboration with the Principal and the school team, review of our mid-year Compliance Review, in-house surveys ACUITY results – October, January, March), and review of teacher observations using the Danielson Framework.

Our work with the HOPE foundation, which is centered around the six principles in Failure Is Not An Option, will continue to guide our focus on school wide improvement during the coming year

By June 2013, we will use the following assessment tools to measure progress and plan next goals: use of principal evaluation tools such as Quality Review, final Compliance Report, Arts Survey, Principal's Performance Review, the Learning Environment Survey, feedback from Network Leader and Superintendent, and collaborative self evaluation conducted by the School Leadership Team and the Courageous Leadership Academy Team (Hope Foundation).

Budget and resource 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 ☐ Title IA ☐ Title IIA ☐ Title III ☐ Set Aside ☐ Grants X ☐ Other-describe here: CEI-PEA Hope Foundation grant; AARA

Service and program coordination

Our goal is to maximize student achievement through collaborative teaming by strategically aligning funds so that the unique needs of our school population are met. We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist. Next, we will allocate funds needed to cover Professional Development for teachers, per diem and per session for teachers using Tax Levy and Title I funds. Once all pedagogical staff is assigned, we will manage funds to cover OTPS including:
-Professional Development

- Courageous Leadership Academy Team – Tax Levy for Per Diem – 5 days x 4 teachers
- Instructional Lead Team – AARA for Per session – 30 weeks x 2 hours x 4 teachers
- Inquiry Team – Tax Levy Per Session – 8 months x 2 hours x 4 teachers
- Hope Foundation PD for School – CEI-PEA Grant (stipend for PD hours for each school) for PD

GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

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

Major Recommendation

Quality Review, 2012 – pg.4 "Continue to align the development of curricula with identified key standards in order to engage and meet the needs of all learners."

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

X	3.2 Enacted curriculum		3.4 Teacher collaboration
X	3.3 Units and lesson plans		3.5 Use of data and action planning

Annual Goal #2

- By June, 2013 the school will design and implement an engaging, rigorous and coherent curricula for a variety of learners that is aligned to key state standards.

Instructional strategies/activities

The Common Core Learning Standards will be the foundation of our curriculum development. According to the New York State Education Department, the main goals of CCLS are to provide a "common core of standards that are internationally benchmarked, aligned with work and post-secondary education expectations, and inclusive of the higher order skills that students need" (NYSED, 2012).

The research based instructional activities that will be used to support the goal have been selected based on the premise that all learners, must be prepared for college and professional life. These strategies and activities will include:

-Implementation of the Common Core Learning Standards approved by the NYS Board of Regents (2011) – On-going

-Implementation of the New York City DOE Instructional Expectations and Shifts – On-going

-Development and implementation of 4 units of study, 2 ELA and 2 Mathematics, including Science/Social Studies that are CCLS aligned with multiple entry points for all learners in the Fall, 2012 and Spring, 2013.

-A systemic approach of refining units of study – Grade teachers meet for a minimum of three times each week to develop and review units of study, rubrics, look at student work, and modify as needed.

-Embedded formative and summative common assessments

Undergirding this work will be the following activities: the use of trends and historical data, that identification of subgroups and key data that informs planning for diverse learners, curriculum mapping, scope and sequence, the use of CCLS rubrics, unit planning, creation of benchmarks and a measurement processes that enable us to assess the efficacy of our work.

Research based Instructional Strategies (RBIS) identified by Marzano, Pickering and Pollock (2001) will be embedded in daily lessons. These strategies include: setting objectives and providing feedback, cooperative learning, higher-order questioning, and reinforcing effort and providing recognition. Experiential and constructivist learning principles will be the foundation of classroom instruction. Teachers of Students with Disabilities will receive training in co teaching strategies, modeling and IEP for NYC DOE Special Education reform.

The strategies and activities will be implemented via Teacher Teams as it is our belief that communities of teacher led work allow teachers to share and practice new strategies and analyze results. Teacher Teams will engage in Looking at Student Work (LASW) protocols, and the Inquiry Process that has been developed and built upon. School leaders and the Teacher Effectiveness Program teacher Team will support teachers in the

development of lesson plans and provide feedback via the observation process.

An additional research based approach to providing instruction and targeted intervention to improve student outcomes is (RTI) Response to Intervention (Swanson & Deshler, 2003). At our school these services are provided in a variety of ways. Our RTI team is comprised of a teacher who dedicates approximately 14 periods per week to provide services to small group and individual students as needed. In this role, this teacher will see approximately 15%-20% of our students. In addition eight other staff members will be assigned to work with the neediest of our students - either as part of a small group or individually. Finally our IEP teacher will deliver at-risk services to support non-mandated students as he pushes in/pulls out students across the grades.

The Network Special Education Support and Instructional Specialist and Special Education Achievement Coach will continue to work with the SWD teachers to make grade level academic content understandable for Students with Disabilities. In addition the ELL Achievement Coach will work with our ESL teacher to support her in providing instruction to her students.

Key Personnel and other resources utilized for implementation will include school leadership staff, and instructional lead teachers. External support staff includes the Network personnel and external providers such as AUSSIE and expeditionary Learning

Targets to evaluate the our progress, effectiveness, and impact will include:

-Completion of lesson plans and units of study using CCLS and support Instructional Shifts -beginning September thru June 6-8 week cycles: and development of units of study starting November through June:

- Professional Development (September-June) Network Residencies in ELA, Math and SWD; in-house training given by Teacher Effectiveness Program Team and the Network talent Coach; the Assistant Principal and selected teachers on staff; Scholastic PD offered by the Network in ELA, Math, Differentiated Instruction, and PBIS. In addition We will also use Outward Bound to provide training in the implementation of the Expeditionary Learning units of study and AUSSIE to support K-2 teachers as they implement their Reading Foundational skills instruction and teachers in Grades 3-5 in their Math Instruction.

-Completion of cycles of mini observations that reflect implementation of this work – As part of the Teacher Effectiveness Program, we use the Charlotte Danielson rubrics to support and strengthen teacher practice. In addition to the supervisors conducting these cycles of observations, a selected team of teachers, called the TEP team, conduct peer observations of colleagues who have volunteered to have the team visit their classes and provide feedback about the practices they observed.

By January, 2013 our Network will have completed two full day instructional walk with the school leaders using the Quality Review rubric as a metric.

-Review of Performance Tasks in March and in May.

-RTI training and implementation facilitated by our Network support specialists September thru June including development of a “core” RTI team

-Benchmarks and targets that demonstrate increase in student progress and performance as evidenced by student performance on the CCLS performance tasks, ACUITY benchmarks and weekly assessments in ELA and Math (from February – June).

In order to involve teachers in decision-making regarding the use of assessments we will further the work of the Teacher Teams to develop their understanding of the assessment process, designing valuable assessments, and LASW protocols as part of our professional development plan and during Inquiry Thursdays.

Parental Involvement /Engagement:

In September, we held Curriculum Teas to provide parents with an overview of the curriculum for the year and to apprise them of the changes that were necessitated by the Common Core implementation. Parents will also receive regular communication from their child’s teacher and administration about their child’s progress toward these goals. This will be done during Parent Teacher Conferences, through written progress reports and monthly curriculum overviews that are sent home. We will also begin to conduct a series of mini workshops for parents who are a “captive” audience while they wait for their children at dismissal on short, but timely topics that will help them with their child at home.

Budget and resource 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 ☐ Title IA ☐ Title IIA ☐ Title III ☐ Set Aside ☐ Grants X ☐ Other-describe here: Title 1 Priority Focus

Service and program coordination

Our goal is to maximize the instructional program by strategically aligning funds so that the unique needs of our school population are met. We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist. Next, we will allocate funds needed to cover classroom instruction, coaching, and administrative staff (Principal and Asst. Principal) based on student programming needs using Tax Levy and Title I funds. Once all pedagogical staff is assigned, we will manage funds to cover OTPS including:

Project Move is our after-school program, which is a per session activity for selected staff members, targets students in Grades 3-5 in English Language Arts and/or Mathematics. The current level of performance of the students is utilized to select and group students. The progress of the students is monitored with bi-weekly through the use of assessments built in to the materials used. Data gathered is used to adjust the content of instruction as needed for targeted students. The program runs two days per week for two hours each day. The first day is for English Language Arts and the second day is for Mathematics. Students are invited based upon area of need, but there are a total of 85 students who have been selected to participate. We have used materials from Triumph Learning to provide the instruction for this program. Teachers supplement with their own materials.

On Saturdays, our Assistant Principal is coordinating a program for the boys in Grades 4 and 5 in our school who are in the lowest one third of the city in English Language Arts and/or Math, combines academics with recreation and the arts as a means to improve their academic performance and socialization skills. The program is called The Academy for Boys and Career Development. It will run from February to May. The Assistant Principal will teach the academic subjects and the school's Guidance Counselor will facilitate the sports and guidance pieces of the program. In addition students will have the opportunity to be exposed to some fine arts and music instruction as well as the integration of technology in all areas. The ABCD program will run for 12 weeks/4hours each Saturday. The Assistant Principal and the Guidance Counselor will be paid per session. In addition a consultant will be used to provide supplemental instruction in the arts/music.

-Professional Development

- AUSSIE Math Grades 3-5 Teachers – Title 1 Priority Focus Schools – 18 days x $1175 per day = $21,150
- Expeditionary Learning Grades 3-5 Teachers– Title 1 Priority Focus Schools – PD for 3 days ($8000) plus materials ($1456) = $9456
- Literacy Support Systems, Inc – 12 days x $1200 per day = $14,400.

-Materials

- Response to Intervention Materials – Tax Levy $1225
- Extended Day Materials – Title 1 and Tax Levy - $1,800
- Support of daily instruction Materials – Title 1 - $9,000

-Teacher per session for After School (Project Move) – Title 1 Priority Focus Schools
-Data specialist – AAARA - $2178
-NYSTL/School Library allocation – Tax Levy
-NYSTL/School Software allocation – Tax Levy

-Students in Temporary Housing (STH) – Title 1 -$2300

GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

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

Major Recommendation

Quality Review, 2012, pg.5, "Further develop teacher practice to reflect the school's belief about how students learn best and are aligned to curricula so that all students are able to produce meaningful work."

Tenet #4 TEACHER PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

X 4.2 Instructional Practices and strategies	___ 4.4 Classroom environment and culture
_____ 4.3 Comprehensive plans for teaching	___ 4.5 Use of data, instructional practices and student learning

Annual Goal #3

By June, 2013, the who school will adopt and implement a research based framework for teacher effectiveness

Instructional strategies/activities

The research based instructional activities that will be used to support the goal have been selected based on the premise that teachers must provide for the needs of all learners and prepare students for the rigors of college work which are a focus of the Common Core Learning Standards (CCLS).

High quality teaching demands that our profession uses guiding definitions of expertise and procedures for novice through advanced practitioners. Utilization of a framework for professional practice ensures that members of the teaching profession hold themselves and their colleagues to high standards of practice. Thus, Danielson (2007), will serve as our research based model. Danielson states: " The framework for teaching is based on important assumptions about what is important for students to learn, the nature of learning and how to promote it, the purposeful nature of teaching, and the nature of professionalism"(2007). In support of the work of teachers, our strategies and activities with timelines will include:

-PLC around the framework which includes norming, calibrating, professional reading/resources both internal and external, etc. (September thru June, ongoing)

-A tiered professional development plan that provides for whole school and individual teacher support (August thru June, ongoing) (September rollout of data initiative and teacher conferencing, January check-in for progress evaluation, June assessment, reflection and next steps).

-Preparing teaching in CCLS's and Instructional Expectations (ongoing)

-The school is participating in the Teacher Effectiveness Program/ Six observations are conducted from September to June. One formal and two short cycles of observation are conducted in the Fall and Spring. These observations are low-inferenced, normed, and tracked on ARIS. The observations are followed by feedback to the teacher with "Next Steps" to support teacher growth. Mid-year conversations are conducted in from December – February with the teachers, sharing their performance, and looking at student work to improve their practice and plan for next steps. The ARIS tracking systems allows the administration to review school-wide trends to inform professional development and plan for individual teacher support. A "TEP Talent Coach" is assigned to the school, working closely with the administration and teachers in the use of the Danielson Framework.

Key Personnel and other resources will include school leadership, network support, instructional leads, Teacher Effectiveness Talent Coach and external consultants.

Targets to evaluate the our progress, effectiveness, and impact will include:

-By February, 2013 our Network will complete a full day instructional walk with the school leaders

-By January 2013, first semester one formal observation and two partial observations will be conducted, conference and tracked. There should be a 100 % improvement in teacher practice on the Danielson Framework in at least one competency area.

Budget and resource 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 ☐ Title IA ☐ Title IIA ☐ Title III ☐ Set Aside ☐ Grants ☐ Other-describe here

Service and program coordination

Our goal is to improve teacher practice by strategically aligning funds so that the unique needs of our teaching staff are met. We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist. Next, we will allocate funds needed to cover classroom instruction, coaching based on student programming needs using Tax Levy and Title I funds.

Teacher Effectiveness Program (TEP) Allocation for per session – AARA $3000

- Per session for Teacher – 10 days x 2 hours
- Per session for Supervisors – 10 days x 2hours

GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)

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

Major Recommendation

Learning Environment Survey, Spring, 2012, pg.12 – Safety and Respect (T) – Seventy-one percent of teachers disagree/strongly disagree with "Order and discipline are maintained in our school"

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

__ 5.2 Systems and partnerships

__ 5.4 Safety

X

__ 5.3 Vision for social and emotional developmental health

__ 5.5 Use of data and student needs

Annual Goal #4

By June 2013, the whole school will implement the Positive Behavior Interventions and Support (PBIS) Program which will provide all students with social and emotional supports that meets their needs, making them college and career ready..

Instructional strategies/activities

Our approach to culture building and social-emotional support is informed by a theory of action. **Positive Behavioral Interventions and supports (PBIS)** (Bambara, Dunlap, & Schwartz, 2004) is the research based model that will support our work. Strategies and activities will include:

-Organizing, analyzing and disseminating all areas of data: demographic, student learning, perception, and process so that all stakeholders are able to understand the needs of all students.

-Utilizing data and disaggregating data to monitor all systems that support student social and emotional health. For example, attendance, participation in after-school programs and activities are key indicators that will guide our youth development work. Our PBIS Team meets weekly to plan and monitor implementation of systems and strategies around student participation. This includes the percentage of students who are or are not referred to the office for disciplinary/academic matters on a daily, weekly or monthly basis.

-Effective use of school counselors to support individual student academic program planning, collaboration with teachers to present lessons and work with students, addressing absence, lateness and use in the ASCA standards. Our Attendance team, which is an extension of the PBIS work, monitors student attendance and contacts parents when students have missed three or more consecutive days or have displayed a pattern that will lead to them not meeting the benchmark at the end of the year.

-Training for all staff in classroom management and behavioral interventions The PBIS team provides training for all staff throughout the year. In September the PBIS framework was introduced and a school wide behavior management system was implemented.

- Opportunities for student voice and student choice Our Student Government meets regularly to plan activities for the student body and also participate in service learning activities throughout the year.

-Transitional supports (elementary to middle) Our Guidance Counselor and administrators meet with 5th graders and their parents. In the beginning of the year students attend Middle School fairs and Open Houses sponsored by prospective Middle Schools.

-Student activities/community involvement/after-school opportunities (August-September, ongoing). We have a series of approximately 30 school wide activities from September to June that are either Holiday or Seasonal Themed or school spirit days.

-Attendance plan (September-June) We award students "Starbucks" for their improved and good attendance patterns. These "bucks" can be used to buy merchandise in our "Starbucks" store. The network attendance teacher supports us by conducting home visits for the students who are chronically late or absent, provides us with strategies to improve our outreach, and helps keep us on track for 93% attendance.

-Guidance and crisis intervention plan (September-June) Our CRISIS Team consists of our Guidance Counselor, SAPIS Worker, a school based

CBO counselor and the members of SAT team.
-Establishment of student personal goals and future plans (September-June In September, students set personal academic goals based upon their performance on baseline assessments. During the year these goals are revised as they take additional assessments. The classroom teacher and the parents help students revise and monitor their progress toward these goals throughout the year based upon review of student work and conferences held with students.-Monthly parental opportunities (workshops, breakfasts, evening events) Be specific – Topic, who presents? What is your target for the percentage of parents participating throughout the year?
-Student recognition events and celebrations (January and June)
-Identification of community service and volunteer opportunities This year our Student Government will facilitate a school wide project to benefit either Junior Diabetes Foundation or St. Jude's Hospital. Selected students also support the school community in general by serving as a member of the Safety Squad or Technology Squad.
-Identify external supports, community based organizations (CBO's) We have a partnership with Woodwind Family Services, Inc which provides us with a school based counselor four days a week. In addition they conduct an after school program for students who sign up as well as a Summer Camp for these same students.

Key Personnel and other resources will include school leadership, teachers, guidance, attendance team, network support, SAPIS worker, instructional leads, and external consultants. Our network has sponsored our participation and training in the Positive Behavior Intervention Supports framework. We are currently in year two, but our first year of implementation. The Team is comprised of a combination of administration, teachers, support personnel and our Parent Coordinator. In addition our network has provided us with additional funds for a program called PROJECT BOOST to target selected fourth and fifth grades with enrichment activities to increase their scholastic performance. Two staff members are advisors for 10 students each in this program.

Targets to evaluate the our progress, effectiveness, and impact will include:
-Increase in student attendance (daily monitoring, mid-year, final attendance rate) Attendance is monitored daily by the secretary and weekly by the Attendance Coordinator (who is our Guidance Counselor). He sends letters out and follows up with individual students and families to notice patterns of improvement of the lack there of.
-Decrease in student lateness 10%
-Reduction in classroom management issues 10%
-Reduction in student suspensions 10%
-Increase in activities and after-school participation 20%
-Increase in academic achievement as measured by 20%
Parent Involvement/Engagement Strategies:
-Use class mothers/fathers to keep other parents informed of important school events.
-Conduct a series of mini-workshops in the afternoons for parents as they wait to pick up their child/children.
-Arrange for parent conferences throughout the school year as needed, to share or articulate student specific data/goals for their child and to solicit information that may assist the school in working with their child.
-Share goals for their child through progress reports that report results of in house assessments given.
-Invite parents/guardians to PBIS events,/workshops
-Use E-Chalk to inform parents of events/assignments/celebrations
-Parent Academy through partnership with Long Island University will present a series of workshops for parents

Service and program coordination

Our goal is to reduce the number of students referred for attendance and behavior challenges by 10% by strategically aligning funds so that the unique needs of our school population are met. We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist. Next, we will allocate funds needed to support initiatives for improvement by using Tax Levy and Title I funds. Once all pedagogical staff is assigned, we will manage funds to cover OTPS including:

-SAPIS funds for materials OASAS - $1000
-SAPIS Worker
-Guidance Counselor/Social Worker

GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)

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

Major Recommendation

Quality Review June 2012, pg. 6 – "Strengthen parental engagement and involvement in order to foster reciprocal conversations about tracking student progress throughout the year."

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

___ 6.2 Welcoming environment ___ 6.4 Partnerships and responsibility

_X_ 6.3 Reciprocal communication ___ 6.5. Use of data and families

Annual Goal #5

By June, 2013 parental involvement/engagement will increase by 10 % and parents will share responsibility for improved academic achievement

Strategies to increase parental involvement and engagement

Response to Intervention (RTI)(Swanson & Deshler, 2003), a research based model, maintains that when families, schools, and communities work together, children are more successful in school and schools improve. Family, School and Community Partnering Across the Tiers consists of the following: effective partnerships including parents, families, students, community members and educators. Indicators of an effective partnership include 1) sharing information, 2) problem-solving, and 3) celebrating student successes. Central to effective partnership is the recognition of shared responsibility and shared ownership of student challenges and successes.

We support the belief that when the school community strategically aligns professional development, family outreach, and student learning experiences and supports, our students will thrive**.**

Strategies to increase parent involvement/engagement will include the following:

-Share individual student data with parents and provide them with strategies to support their child's needs.
-Workshops in the Fall and Spring to provide parents with strategies to address the social-emotional needs of their child.
-Utilization of current data to identify subgroups and analyze needs of individual students
-Planning and implementation of a Family outreach plan (August-June, ongoing)
-New Parent Orientation/Family Night/Open House for Parents (Fall, Spring)
-Retention of a full time Parent Coordinator and allocation of space for a Parent Resource Center.
-Monthly implementation of parental offerings (workshops, breakfasts, evening events)
-Student recognition events (January and June)

Key Personnel that will support this work includes: school leadership, parent coordinator, pupil accounting secretary, data specialist, guidance staff, community supports and our network support.

Targets:

-Spring, 2013 Learning Environment Survey will show a 5 % increase in parent involvement on the school survey.

-

Budget and resource 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 ☐ Title IA ☐ Title IIA ☐ Title III ☐ Set Aside ☐ Grants X ☐ Other-describe here

Service and program coordination

Our goal is to maximize the instructional program by strategically aligning funds so that the unique needs of our school population are met. We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist. Next, we will allocate funds needed to cover classroom instruction, coaching, and administrative staff (Principal and Asst. Principal) based on student programming needs using Tax Levy and Title I funds. Once all pedagogical staff is assigned, we will manage funds to cover OTPS including:

- Parent Involvement Tax Levy for workshops, supplies
- General Supplies Title 1
-Translation Tax Levy

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	**RTI/AIS** **Tier I Interventions: What program, strategies?? Differentiated Instruction, Read Alouds, Shared Inquiry** **Tier II Interventions: What are you doing to target student issues? i.e. Repeated Reading, Interactive read-alouds, Guided Reading, Teacher-Student Conferences** **Tier III Interventions: Great Leaps**	**Small Group/One to One** **Tier I – small group in the classroom** **Tier II- targeted small group in the classroom by either the classroom teacher, a teacher pushing in or a teacher pulling out.** **Tier III- targeted small group or one to one tutoring by a teacher or paraprofessional who pulls students out**	**Before and After School Services are provided during Extended Time in the morning twice per week, during the Instructional Day as part of whole class instruction, and after school for selected students.**
Mathematics	**RTI/AIS** **Tier I Interventions: Cooperative Problem Solving, Tiered Tasks Fluency Activities, Acuity Assignments.** **Tier II Interventions: Re-teaching small group instruction; use of manipulatives; increased and focused vocabulary**	**Small Group/One to One** **Tier I – small group in the classroom** **Tier II- targeted small group in the classroom by either the classroom teacher, a teacher pushing in or a teacher pulling out.** **Tier III- targeted small group or one to one tutoring by a teacher or paraprofessional who pulls**	**Before and After School Services are provided during Extended Time in the morning twice per week, during the Instructional Day as part of whole class instruction, and after school for selected students.**

	instruction and concept development; **Tier III Interventions: Reteaching individual content and prerequisite knowledge.**	**students out**		
Science	Integrating Nonfiction text through literacy Same as above	Small Group/One to One Same as above	Before and After School Same as above	
Social Studies	Integrating Nonfiction text Through Literacy Same as above	Small Group/One to One Same as above	Before and After School Same as above	
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At risk counseling	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.

- Attend recruitment fairs to identify HQT. Teachers do demonstration lessons before being considered for hire
- A school based mentor is assigned to new teachers. The mentor uses the Danielson Framework as a tool to support and strengthen teacher practice and for self reflection.
- The Teacher Effectiveness Program Talent Coach is utilized to support teachers and help retain teachers.
- The Teacher Effectiveness Program Teacher Team is utilized as a steering team to coordinate peer observations to support and strengthen teacher practice using the Danielson Rubrics.
- Interface with the Human Resources Director to ensure that all teachers meet the requirements to become highly qualified.
- Administrators conduct beginning, midyear and year end conversations to give feedback to teachers on their progress.

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

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 Joe Blaize	District 13	Borough Brooklyn	School Number 305
School Name Dr. Peter Ray			

B. Language Allocation Policy Team Composition ⓘ

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

C. Teacher Qualifications ⓘ

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

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

D. School Demographics

Total number of students in school	308	Total Number of ELLs	23	ELLs as share of total student population (%)	7.47%

Part II: ELL Identification Process

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

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

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

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

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

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

by phone, and again, and provided with counseling in the event of a possible student transfer to another school for participation in the TBE or Dual Language program. In the event that any language communication issues occur, staff are available at school to serve as translators between the teacher and the parent. The Parent Coordinator or ESL teacher will also utilize the services of the Translation and Interpretation Unit provided by NYC Department of Education to assist the school and parents with communication issues.
3. Entitlement, Placement letters and the Program Selection forms are distributed during the Parent Orientation meeting. During this meeting Ms. Wizner, the ESL teacher, and Ms. Ayers, the Parent Coordinator, provide the parents with information regarding NYS mandates of eligibility for ESL programs. The parents get an opportunity to view the NYC Chancellor's informational DVD on program, available in the parents' spoken langauge, regarding three program choice options - Transitional Bilingual Education, Dual language, Freestanding ESL programs. After viewing this DVD, the parents have the opportunity to ask questions and fill out and return the Program selection forms. At the end of the orientation, Ms. Wizner collects Parent Surveys and Program Selection forms, review them and file them in the cabinet of the ESL classroom along with the copies of Entitlement and Placement letters that were distributed. If the Program Selection form is never returned, the default program for ELLs is the Transitional Bilingual Education which is not available in the school at this time. The default program at PS 305 is the Freestanding ESL program.
4. After watching the information video, Ms. Wizner-ESL and Ms. Ayers-PC distribute the parent Program choice forms and discuss with the parents the proper placement of their child. According to the Aspira Consent decree, students with limited English proficiency have the legal right to receive bilingual education. In order to honor a parent's choice, the ESL teacher and PC present all of the options to the parents who choose a TBE or Dual Language Program, which are not available at our school at this time. Once the decisions are made and recorded on the forms, Ms. Wizner sends the official Placement letters and Continued Entitlemet letters to all of the parents. Ms. Wizner keeps track of all data regarding the parents program choice, and files of all of the Placement and Continued Entitlemet letters in the cabinet in the ESL classroom.
In the event that there are 30 parent's bilingual program selections, and one of the TBE or DL programs becomes available at our school, the parents will be immediately informed via informal letter or by phone, and again, assisted with their decion and the student's new program accomodation if they still insist on changing the program.
If the parents are not present during the Orientation and Program Selection form have not been handed in or returned would do the following: (a) Meet the parents on a make-up day; (b) follow up with a personal mailing; (c) send the Program Selection form home and (d) make phone calls if necessary. During this whole process, PS 305 utilizes the services offered by Translation and Interpretation Unit; offers onsite Spanish interpretation services and provides parents with brochures and materials translated in their language.
5. For the past five years, Ms. Wizner, has noticed from the Parent Surveys and the Parent Selection forms that most parents choose the Freestanding ESL program. Only a few parents of the upper grade students considered the bilingual program but declined to transfer their children to another school where such programs were available. The Bilingual program is not offered due to the low number of ELL students at PS 305.
6. The program model offered at our school is aligned with the requests of the parents.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	**K**☒ **1**☒ **2**☒ **3**☒ **4**☒ **5**☒ **6**☐ **7**☐ **8**☐ **9**☐ **10**☐ **11**☐ **12**☐

This school offers (check all that apply):

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

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

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

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

B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL	17		2	6		2	0			23
Total	**17**	**0**	**2**	**6**	**0**	**2**	**0**	**0**	**0**	23
Number of ELLs in a TBE program who are in alternate placement:										

C. Home Language Breakdown and ELL Programs

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

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**TOTAL**
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	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**	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	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	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: Native American: ___ White (Non-Hispanic/Latino): ___ Other:	

Freestanding English as a Second Language
Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

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

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

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

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

A. Programming and Scheduling Information

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

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

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

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

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

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

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

A. Programming and Scheduling Information

determine number of years of ESL service for ELLs, school administrators will use RYOS code in ATS.

a) This year P.S. 305 has no SIFE student (Student with Interrupted Formal Education) but once SIFE students are identified, P.S. 305 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. Also, P.S. 305 will make available all existing support structures such as Extended Day, or Speech which could benefit the student.

b) Newcomers are students who are being serviced 0-3 years, very often have recently immigrated and have very limited English language skills. They are usually at the Pre-Production and Early 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 student's 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 (Kidspirations, FunPhonics, Reading Eggs, Study Island. One More Story) 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 dominate English speakers who can provide good modeling during the Small Group Instruction students are learning and practicing reading comprehension skills and 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 or Advanced language proficiency level. Instruction for these students will focus on activities that are designed to develop a 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 organizers.Students then use the graphic organizer to write about what they read. 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, these 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, bilingual dictionaries and glossaries are in place to support them during the tests. Same support structures are provided.

e) Our four, 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 all of their teachers of students 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, all the newcomers and SIFE students are constantly monitored for possible special needs status. P.S. 305 students with special

A. Programming and Scheduling Information

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 accomodations for up to two years after testing out on the NYSESLAT.
6. Our school uses the comprehensive research based Macmillan/McGraw-Hill Treasures program for grades K-2 and Literacy by Design for grades 3-5. 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. Language development activities are included in all subject areas. Students also use technology support with Smart Boards, laptops and online resources.
7. The ESL teacher uses the Articulation Forms as the means of communication with classroom teachers in an effort to ensure alignment of curricula across the grades with the ESL instruction. The teachers use and share their curriculum maps which include modifications for ELL, and meet during the common preps four times a week. The goal is to plan their instructional and educational strategies as a grade team and to collaborate with auxiliary staff members. Vertical groups meet across a grade once a week to look at students' work. Inquiry team works on compiling the students' data and using them to target the students showing deficiencies in their learning.

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	N/A			
Social Studies:	N/A			
Math:	N/A			
Science:	N/A			

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

	Beginning	Intermediate	Advanced
ESL instruction for *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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 *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	
50%	
25%	
TIME	BEGINNERS INTERMEDIATE ADVANCED

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

B. Programming and Scheduling Information--Continued

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

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

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

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

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

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 accomodations such as bilingual dictionaries and glossaries, the use of English and alternate language editions of the test or the oral test translation. Data is reviewed regularly to plan targeted instruction that supports students who have reached proficiency on the NYSESLAT.

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.This year such we will increase the collaboration between ESL teacher and content area teacher to map out student specific needs and use data to design proper instructional strategies; implement a print reach 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 instuctional tool. The children are working with literature based texts to develop their reading, speaking, and writing skills to create an environment in which language is acquired holistically. We will also move toward providing more push-in support for our ELLs.

11. There are no programs/Serices that will be discontinued for ELLs at PS 305.

12. ELLs at PS 305 participate in curricular Treasures, Literacy By Design and Everyday Math programs. They have an equal access to all afterschool programs and supplemental services offered in our building. Also, Tier III intervention specialists who serve all the students and their parents include guidance counselor, family worker, parent coordinator, occupational therapist, physical therapist, speech and

language therapist, social worker, and psychologist. Morover, the students take part in the community building activities, enjoy participation in Harry Potter club, basketball team, cheerleaders, dance group, peer mediators conflict resolution programs, student governmen and Safety Patrol, Step Team, PAL, Double-Dutch Team. Some of former and present ELL students have been chosen to be part of the Student Government and are represented regularly on the Principal's Honor Roll List. Many ELLs attends the afterschool Woodwind tutoring and homework program.Afterschool instruction is given in preparation for the state exams for grades 3- 5. 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.
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 prentice Hall regents ESL, 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 (Kidspirations, FunPhonics), Internet sources (Starfall), and listening tapes, the students develop their skills in phonics, reading, vocabulary, listening, writing and math. Because of the low number of ELL population at our school, we don't receive Title III funding.
14. In order to deliver native language supportfor our ELL students, leveled guided reading books, labeled language books, the picture dictionaries, standard dictionaries and bilingual dictionaries are often used in the ESL instruction. We also provide a small collection of bilingual/native language reading books in the ESL classroom library that students can check out to take home. The bilingual dictionaries and translated glossaries for some textbooks are available as a classroom resource, and may be provided as an accomodation 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. Our ELL population is quite small. As such, we conduct orientations with the parents after the child is identified as an eligible candidate for ESL instructional services. 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 a 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, the child is or is notidentified as an eligible candidate for ESL instructional services.
17. There are no language electives offered at our school.

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. The ELL Specialist from the Children's First Network provides professional development and instructional support to the entire school staff (including ESL teacher). At monthly meetings conducted by Network, staff development is offered in differentiated instruction, Common Core Standards, Universal Design Learning and DOE's expectations in the areas of Literacy and Math. The ESL teacher and other staff members such as paraprofessionals, guidance councelor, special education teachers, psychologist, speech therapist, secretary, and parent coordinator attend also the workshops offered by the Literacy Coach and the Network Content Specilist at school. Our ELA Professional Development is based on the needs of the students and teachers. It is data driven and focused on improving teacher craft and students' areas of weakness. We continue with the methodology of the Junior Great Books program to engage students in shared inquiry around good literature. We also make guided reading a high priority to address critical thinking skills. Each week the cabinet which consists of the Principal, the Assistant Principal and the Literacy Coach meet to review and assess the progress of different groups so that professional development could be adjusted accordingly to meet the needs of these groups. Professional Development is offered more from an individualistic stance rather than a whole group approach. In addition our grade leaders and subject facilitators in ELA and Math participate in vertical meetings across the grades to strengthen the instruction and practices that ensure student academic success. Our Literacy/Technology coach will work with
targeted teachers as another means of providing one to one professional development.
2. ESL teacher and the guidance counselor provide teachers, parents, and the students with information about different schools, helping make the proper placement decision of those ELL students who transfer from elementary to junior- high school. The Guidance Counsellor attends the workshops and turnkeys the information that he has learned to the teachers and administrators who in turn educate students about different choices by supplying them with the materials and resources. Together with Parent Coordinator, the Guidance Counselor organizes workshops for the parents, distribute the fliers and brochures informing about the open school days at various locations. There are links with Community based Organizations, and our Social Woker who represents the Woodwind Fundation helps the parents, students and the Guidance Councellor communicate and work with each other in assisting he ELLs in transition from one school level to another.
3. The ESL teacher will make presentations on effective learning and teaching strategies for ELLs at a Faculty Conference and grade meetings to fulfil the requirement of 7.5 hours of ELL training for staff. The power point presentation and information will be shared dealing with ELL student specific characteristics, instructional approaches and types of scaffolding for ELL population. The ELL Specialist will also present to staff and support teachers throughout the year. The records will be maintained by keeping the meetings' agendas and the attendance sheets.

E. Parental Involvement

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

1. All parents of PS 305 students are encouraged to be partners in their child's education at home and in school. We rely on parent support to ensure student success. It is our practice to provide regular opportunities for parents to participate in workshops on topics they have identified as relevant and of interest through surveys and informal assessment. We attempt to provide meaningful communication through the school calendar, website, email, backpacked notices and phone calls. The school regularly plans activities that involve the families in the school community such as several parent/child activities that are jointly planned by the Parent Teachers Association and the Parent Coordinator. Incentives such as Earning Scholar Dollars for child are offered to attend workshops and PTA Meetings that focus on family literacy services. This helps them improve their understanding of the curriculum and assist families in supporting their child's education, or develop life skills that will improve the family life for our students. Information about community resources and support services are available for parents in the parent room. During the meetings and workshops there is a licensed pedagogue who serves as an onsite Spanish interpreter. Our Arabic parents usually provide their own interpretors, family or friends who translate for them; there is also over the phone translation available through Translation and Interpretation Services.

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

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

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

(1) Parenting: Providing a supportive home environment.

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

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

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

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

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

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

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

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

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

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

NYS Science

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

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

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

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

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

1. In order to access the early literacy skills of ELLs, PS 305 uses ECLAS-2, Fountas &Pinell, DRA, and Guided Reading programs. All of those assessment tools provide insights regarding individual strengths and weaknesses of the students. Our students are making steady gains in their academic progress and language acquisition. In their effort to bridge the gap they need to focus more on vocabulary development and reading/ writing skills. The data serves in aiding instruction and setting teacher/student goals to meet the lingiustic, cultural and educational needs of all ELLs.
2. The NYSESLAT results from the Spring 2011 and LAB-R results from the Fall indicate that there are nine ESL students at the Beginning level, three students at the Intermediate level, and eleven at the Advanced level at PS 305 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. The majority of our ELLs are either newcomers at the very low level of language proficiency or Advanced students who became proficient in Listening and Speaking (social language- BICS) but need additional work targeting their reading and writing skills (academic language- CALP).
3. After review the NYSESLAT data we notice the patterns:

- In grades 4 and 5: Reading and Writing are mainly those skills that are holding our students back from the proficiency level. This is further evident with the ELLs who are at the advanced level. They achieved Proficiency but only in the Listening and Speaking part of the test
- In grades 1 and 4: The Intermediate students across the grades are the ones who made the most of progress from the last year, and moved up to the Advanced level.
- There are many students who are the newcomers functioning at the lower language proficiency level, especially in grades K and 3 . They are expected to make some progress toward the intermediate level next year.

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, Acuity, 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, laptops, etc). There is the focus on the improvement of the Reading and Writing skills especially for the students at the Advanced levels as well as the newcomers. We also help students on all levels familiarize them with the format of the NYSESLAT.
In the case of the student who is more proficient in their home language than in English, native language resources are available in ESL classrooms. The native language books in the libraries, translated word walls, peer support and international website use is are often utilized. Translated glossarieas and bilingual dictionaries help in acquiring subjetc areas subject knowledge. Testing accomodations 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: 1 Proficiency Rating: 1.92
NYS Math level: 2 Proficiency Rating: 2.27

Grade 3 former student
NYS ELA level: 2 Proficiency Rating: 2.32
NYS Math level: 2 Proficiency Rating: 2.86

Grade 3 former student
NYS ELA level: 1 Proficiency Rating: 1.82
NYS Math level: 1 Proficiency Rating: 1.78

Grade 3 former student
NYS ELA level: 2 Proficiency Rating: 2.37
NYS Math level: 3 Proficiency Rating: 3.22

Grade 3 former student
NYS ELA level: N/A Proficiency Rating: N/A
NYS Math level: 1 Proficiency Rating: 1.97

Grade 3 former student
NYS ELA level: 1 Proficiency Rating: 1.81
NYS Math level: 1 Proficiency Rating: 1.99

Grade 4 former student/ holdover
NYS ELA level: 2 Proficiency Rating: 2.53
NYS Math level: 2 Proficiency Rating: 2.98
NYS Science level: 2 Scale Score: 59

Grade 4 former student
NYS ELA level: 1 Proficiency Rating: 1.97
NYS Math level: 1 Proficiency Rating: 1.81
NYS Science level: 1 Scale Score: 34

After analyzing the ELA scores of ELLs, it is often noticeable that ELLs most often are scoring below 660 on the ELA, and making slightly better progress in Math area. However, those students are expected to make steady gains, and 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), to plan differentiated instruction to target reading comprehension and strategies as well as writing skills
- 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; Quality Teaching for English Learners and The ELL Specialist support.

6. The success of the program for ELLs at PS 305 is evaluated by the monitoring of student's NYSESLAT results, their movement from one proficiency level to other, across the language modalities as well as their academic achievement and progress from one grade to other as

indicated in the data.

Additional Information

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

Part VI: LAP Assurances

School Name: Dr. Peter Ray		**School DBN:** 13K305	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Julia Mortley	Principal		10/26/11
Bruce Copeland	Assistant Principal		10/26/11

School Name: Dr. Peter Ray		School DBN: 13K305	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
L. Ayers	Parent Coordinator		10/26/11
J. Wizner	ESL Teacher		10/26/11
N. Brown	Parent		10/26/11
	Teacher/Subject Area		
	Teacher/Subject Area		
J. Lord	Coach		
	Coach		
C. Houser	Guidance Counselor		
	Network Leader		
	Other		
	Other		
	Other		
	Other		

CEP Appendix 7

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 5 **Network:** 531

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

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

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

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

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

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