



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: JIM THORPE

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 75/K/370

PRINCIPAL: SUSAN GOLDBERG **EMAIL:** SGOLDBE6@SCHOOLS.NYC.GOV

SUPERINTENDENT: GARY HECHT

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Susan Goldberg	*Principal or Designee	
Charlayne Williams	*UFT Chapter Leader or Designee	
Cathy Wolf	*PA/PTA President or Designated Co-President	
Bryenth Kurban	DC 37 Representative, if applicable	
Andre Pierce	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Veronica Gutierrez	Member/ Parent	
Dmitriy Portnoy	Member/ Parent	
Martha Rios	Member/ Parent	
Alexandra Ponzetto	Member/ UFT	
George David	Member/ UFT	
Alain Metellus	Member/ UFT	
Hope Smith	Member/ CSA	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2013, students will show a 5% increase in English Language Arts performance as evidenced by NYS ELA data.

Comprehensive needs assessment

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

Drawing upon the results of students' test scores (NYS ELA, English Regents and RCTS, NYSAA, NYC Periodic Assessments, ECLAS, SANDI) 370K students are performing at the lower quartile of the state performance criterion. According to the 2012 test results, 53.1% of our standardized students are functioning at the Level 1 performance level. As indicated by our SANDI for our alternately assessed students, students are continuing to develop the foundational skills necessary to access informational text and be able to explicitly use information from the text to answer questions. Of the 10 students that took the Reading RCT in 2012, 4 passed. Of the 6 students that took the Writing RCT, 2 passed.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
a) strategies/activities that encompass the needs of identified student subgroups,

Action plan will include periodic review of data from NYStart to determine baseline and progress. Short term and yearlong goals will be established and reassessed on a quarterly basis. Teacher Teams will utilize various data sources, such as; ARIS, Acuity, Fountas & Pinnell Benchmarks, SANDI, and Informal Teacher made assessments to monitor their students' progress throughout the year. Teacher Teams will examine student work and discussion planning will be conducted on a consistent pace to maintain identified goals and reflect on the effectiveness of activities based on student work samples. Data collection summary sheets have been created and disseminated to staff. Staff will use Bloom's Taxonomy level of questioning and the DOK to improve student's critical thinking skills in order to be able to answer higher order thinking questions.

ELLs data will be discussed with classroom teachers and strategies around reading and communication skills will be implemented in pull out and classroom activities.

- b) key personnel and other resources used to implement these strategies/activities,

Assistant Principal and Data Specialist will review existing data to determine baseline – starting data point. Inquiry team meets and reviews patterns – student groups are created for SMILE intervention or Wilson's work. ELL groups will be created for afterschool program by ESL teachers.

- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

Data is reviewed by staff during bi-weekly common planning meetings and interventions are suggested to meet student needs based on assessments. Interim Assessments are given three times per year to evaluate progress. Meet with English Language Arts department and other subject area teachers to review data.

- d) timeline for implementation.

AP will monitor student performance every five weeks by looking at data collection sheets to see if students have met benchmarks. Intervention strategies will be discussed between AP and team during grade meetings.

Interventions provided will be:

- SMILE
- Wilson's
- Small group pull out/push in by AIS teacher

Provide needed professional development to further instruction. PD will be provided by AP, District PDs, and by our Data Specialist.

Interim Progress Indicators that will be utilized are: Monthly Running Records of Fountas&Pinnell reading levels. Expected gains will be one level increase per month.

SMILE pre(Sept) and post(June) assessments will be utilized. Expected gain will be completion of one module per year. Scantron assessments will be given 3 times during the school year. We will see an increase in NYS ELA performance scores.

Strategies to increase parental involvement

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

The following strategies and activities will be utilized:

- **Three annual "Sit In Your Child's Seat" days where parents/family members learn alongside of students and participate in ELA task activities.**
- **Homework packets with tasks based on academic expectations of Common Core Learning Standards.**
- **Parent meetings to explain Common Core Learning Standards expectations.**
- **Annual IEP meetings to discuss goals and progress toward ELA expectations and Common Core Learning Standards.**
- **Provide parents with progress reports every 5 weeks which include strategies, next steps and F&P reading levels so that they may support their children at home.**

Budget and resources alignment

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

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

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

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Funds utilized to achieve this are based upon Instructional Programming – Tax Levy allocations – In addition to support Teacher Team meetings – Inquiry Team and Data Coordinator allocations will be utilized for paid preps. Title III funds will be utilized for ELL afterschool program.

Programs supported under NCLB are coordinated by our School Guidance Counselors, Social Workers, Psychologists, and Assistant Principals. The following programs are implemented throughout the school day in conjunction with the above coordinators and our teaching staff:

- **Advisory/Violence prevention: Students develop skills to control anger and express their feelings through words either written or oral. It is conducted in small group - daily – during the school day**
- **Get Ready to Learn (GRTL) Yoga Therapy is low impact calming techniques - It is conducted during morning classroom routines daily.**
- **Life Space Crisis Intervention: Students develop new coping skills and self regulation techniques -- one to one – as needed – during the school day**
- **Violence Prevention workshops - Students learn and practice social skills, such as empathy, emotion management, problem solving, and cooperation One-to-one * during the day * As needed**
- **Therapeutic Crisis Interventions: Students develop new coping skills, decision making and self regulating techniques. One to one – as needed – during the school day**

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2013, students will show a 5% increase in Mathematics performance as evidenced by IEP goal mastery data.

Comprehensive needs assessment

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

Drawing upon the results of students' test scores (NYS Math, Algebra Regents and RCTS, NYSAA, NYC Periodic Assessments, SANDI and IEP goals) 370K students are performing at the lower/middle quartile of the state performance criterion. According to the 2012 test results, 18.8% of our standardized students are functioning at the Level 1 performance level and 43.8% are performing at Level 2. As indicated by our SANDI for our alternately assessed students, students are continuing to develop the foundational skills necessary to understand the four operations and patterns that can be derived thereof. Of the 13 students that took the Math RCT in 2012, 4 passed. Of the 4 students that took the Algebra regent, 0 passed.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
a) strategies/activities that encompass the needs of identified student subgroups,

Instructional strategies will include active student participation in math lessons and allow teachers to assess the developing proficiency levels of all students in the class by walking around to monitor student responses. These strategies are especially effective during the Mental Math part of an Everyday Mathematics lesson. Teachers will have students learn to evaluate the solutions and arguments of their classmates. Requiring students to signal agreement or disagreement sets the expectation that students are actively listening to their classmates' explanations. Teachers will incorporate visual components into student responses. They will use Think-Pair-Share and cooperative learning where teachers utilize flexible grouping practices to address the varied needs of the students. Students performing in Level 1 and ELLs will have additional supports and one to one instruction provided.

- b) key personnel and other resources used to implement these strategies/activities,

Assistant Principal and Data Specialist will review existing data to determine baseline – starting data point. Inquiry team meets and reviews patterns – student groups are created for small group intervention in everyday math games.

- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

Data is reviewed by staff during bi-weekly common planning meetings and interventions are suggested to meet student needs based on assessments. Interim Assessments are given three times per year to evaluate progress. IEP tracking sheets are developed to monitor student progress. Teacher teams will look at student work and data to inform their instructional decisions. Data is taken weekly on math goals and objectives.

- d) timeline for implementation.

AP will monitor student performance every five weeks by looking at IEP goal tracking sheets to see if students have met benchmarks. Intervention strategies will be discussed between AP and team during grade meetings.

Interventions provided will be:

- Scaffolding Instruction for learners
- Small group pull out/push in by teacher

Provide needed professional development to further instruction. PD will be provided by AP, District PDs, and by our Data Specialist.

Interim Progress Indicators that will be utilized are: IEP goal progress. Expected gains will be to master one short term objective every other month.

Everyday Math pre(Sept) and post(June) assessments will be utilized. Expected gain will be mastery of IEP goal per year.

Scantron assessments will be given 3 times during the school year.

Strategies to increase parental involvement

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

The following strategies and activities will be utilized:

- **Progress reports are sent home to families every five weeks.**
- **Parents are invited to three parent workshops to learn and participate in the instructional strategies used to teach their children math skills.**
- **Homework packets with tasks based on academic expectations of Common Core Learning Standards.**
- **Parent meetings to explain Common Core Learning Standards expectations.**
- **Annual IEP meetings to discuss goals and progress towards Math expectations and Common Core Learning Standards.**

Budget and resources alignment

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

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

 X Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Funds utilized to achieve this are based upon Instructional Programming – Tax Levy allocations – In addition to support Teacher Team meetings – Inquiry Team and Data Coordinator allocations will be utilized for paid preps. Programs supported under NCLB are coordinated by our School Guidance Counselors, Social Workers, Psychologists, and Assistant Principals. The following programs are implemented throughout the school day in conjunction with the above coordinators and our teaching staff:

- **Advisory/Violence prevention: Students develop skills to control anger and express their feelings through words either written or oral. It is conducted in small group - daily – during the school day**
- **Get Ready to Learn (GRTL) Yoga Therapy is low impact calming techniques - It is conducted during morning classroom routines daily.**
- **Life Space Crisis Intervention: Students develop new coping skills and self regulation techniques -- one to one – as needed – during the school day**
- **Violence Prevention workshops - Students learn and practice social skills, such as empathy, emotion management, problem solving, and cooperation One-to-one * during the day * As needed**
- **Therapeutic Crisis Interventions: Students develop new coping skills, decision making and self regulating techniques. One to one – as needed – during the school day**

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

By June 2013, 100% of students will improve their ability to engage in classroom activities and self-regulation of behaviors as evidenced by an increase in time on task as measured by growth in one level on the Great Ready to Learn Interactive (GRTL) programs.

Comprehensive needs assessment

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

Drawing upon the following data sources, incident reporting logs such as School Wide Information System (SWIS) student write ups, Online Occurrence Reporting System (OORS) reports, students attendance, time of out of classroom log books, and students motivational assessments we have seen a need for our students to begin their day in a calming manner. According to the 2012 data on average 25% of the classes needed daily removal of students for calming time. Additionally, in the five classes that were using the GRTL program we saw an increase in student attendance which remained consistent throughout the year.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
a) strategies/activities that encompass the needs of identified student subgroups,

Get Ready To Learn is a 20-minute yoga therapy program. It is practiced on a daily basis in the classroom at the same time each morning to prepare for the day. GRTL engages students and teachers in daily yoga based activities in the classroom to promote a more positive emotional and physical well being to optimize learning. Both seated and floor routines will be utilized to ensure entry point for all students' levels. Students that require one to one practice will have modified space with additional supports such as lighting changes and sound reduction.

b) key personnel and other resources used to implement these strategies/activities,
Initially, we had five teachers trained in GRTL (Get Ready To Learn) yoga techniques by the end of June 2012. We also have 2 school facilitators to support teacher implementation. During the 2012-2013 school year another seven classroom teachers were trained along with an additional facilitator and five specialty teachers. Students in these classes have had baseline data taken on the amount of time they remain on task. GRTL - Yoga will be implemented daily for the first 30 minutes of the school day. Charts of yoga breathing will be posted in classrooms to remind students of their calming breaths techniques.

- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

Student behavioral point sheets will be discussed daily with students.

Teacher team will meet monthly with GRTL facilitator and Assistant Principal to review weekly data. The data will be compiled to make comparisons of students' weekly progress. Teachers will also utilize the GRTL data collection platform to collect and look at data as a team to make instructional decisions

- d) timeline for implementation.

In Sept. three teachers will be trained with an additional three teachers being trained every other month. By June 2013 we will have 100% of the elementary staff trained and implementing GRTL strategies. Jan midyear review we will see a reduction of out of class time by 5% - End of year data will show a 10% decrease of total out of class time.

Strategies to increase parental involvement

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

The following strategies and activities will be utilized:

- Parents are invited to three parent workshops to learn and participate in GRTL strategies used to teach their children yoga skills and calming techniques.
- Parent Association meetings to explain GRTL expectations.
- District trainings offered to teach parents

Budget and resources alignment

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

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

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

• Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Funds utilized to achieve this are based upon Instructional Programming – Tax Levy allocations – In addition to provide for Teacher trainings sub days will be utilized –. Programs supported under NCLB are coordinated by our School Guidance Counselors, Social Workers, Psychologists, and Assistant Principals. The following programs are implemented throughout the school day in conjunction with the above coordinators and our teaching staff:

- **Advisory/Violence prevention: Students develop skills to control anger and express their feelings through words either written or oral. It is conducted in small group - daily – during the school day**
- **Get Ready to Learn (GRTL) Yoga Therapy is low impact calming techniques - It is conducted during morning classroom routines daily.**
- **Life Space Crisis Intervention: Students develop new coping skills and self regulation techniques -- one to one – as needed – during the school day**
- **Violence Prevention workshops - Students learn and practice social skills, such as empathy, emotion management, problem solving, and cooperation One-to-one * during the day * As needed**
- **Therapeutic Crisis Interventions: Students develop new coping skills, decision making and self regulating techniques. One to one – as needed – during the school day**

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	<p><u>SMILE</u> Structured Methods In Language Education (SMILE) multi-sensory communication development. This program engages children as they progress through basic attending, phonemic awareness and sound-letter knowledge to the use of language in a descriptive and conversational manner.</p> <p><u>Wilson's</u> tactile system to address students needs who struggle with phonemic awareness – letter – sound recognition.</p>	One to One and Small group instruction - 5x weekly – during the literacy block	During the school day
Mathematics	<p><u>Everyday Math games</u> drill exercises aimed primarily at building fact and operation skills.</p> <p><u>Brain Pop</u> Web based, individualized, program to increase students' math fluency and builds upon processing and method.</p>	Small group instruction * 4x weekly * during the math block	During the school day

Science	<u>iOpeners</u> Real life photography which connects nonfiction reading to nonfiction writing with activities that prepare students for life.	Small group - 2 X weekly –	during the school day
Social Studies	<u>Rosen Readers</u> Primary Source documents and information with graphic images connecting nonfiction reading and writing at lower read ability levels.	Small group - 2 X weekly –	during the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p><u>Advisory / Violence Prevention</u> Students develop skills to control anger and express their feelings through words either written or oral.</p> <p><u>GRTL</u> Low impact yoga calming techniques</p> <p><u>Life Space Crisis Intervention</u> Students develop new coping skills and self regulation techniques</p> <p><u>Violence Prevention workshops</u> Students learn and practice social skills, such as empathy, emotion management, problem solving, and cooperation</p> <p><u>Therapeutic Crisis Intervention</u> Students develop new coping skills, decision making and self regulating techniques.</p>	<p>Small group - daily –</p> <p>Morning classroom routines 5X week</p>	during the school 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.

Activities utilized to attract and ensure all staff members are highly qualified as defined by NCLB are:

Recruitment:

- **Seek candidates from accredited teacher training programs which have requirements for core course teaching through effective teacher recruitment, such as requesting documentation of bachelor's degrees and all NYS test results during the interview process**
- **Invite candidates in for an interview that is held by a school team that includes the Principal, Assistant Principal, Classroom teachers, Related Service provider, and Coordinators. Interview questions are given a point value which is totaled and averaged by team.**
- **Candidate portfolios are reviewed.**
- **Candidates are required to conduct a demonstration lesson in grade and class size of vacancy. Demonstration lesson is observed by team and a rubric is utilized to assess performance.**

Retention and assignments:

- **Teachers are asked to set goals which are reviewed and monitored for progress**
- **Teachers are observed utilizing the Danielson Framework and given ongoing feedback in each domain with next steps for performance improvement.**
- **Teachers meet in teams to schedule peer visitations that are guided by supervisory feedback.**
- **Teachers and supervisors provide feedback in areas of strength "Glow" and in areas in need of improvement "Grow".**
- **Teachers are required to self assess and reflect on performance and student outcomes based upon student work products.**

Professional Development:

- **Targeted Professional Development plan is created based upon observation data and teacher goal setting and mastery**
- **Mentoring supports are provided through in house mentors**
- **Teacher Teams meet weekly to support teacher growth and review student work products and provide strategies for next steps**
- **Providing high quality professional development to ensure that teachers become, and remain, highly effective in helping all students to learn and achieve high performance standards; thus meeting 'highly qualified teacher'**

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

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

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

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

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
CAN 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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

Cluster Leader/Network Leader Gary Hecht/Stephanie McCaskill	District 75	Borough Brooklyn	School Number 370
School Name Jim Thorpe			

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

Principal Susan Goldberg	Assistant Principal Hope Smith
Coach	Coach
ESL Teacher Olga Maryamchik	Guidance Counselor
Teacher/Subject Area Jeanne O'Rourke (speech teach)	Parent
Teacher/Subject Area	Parent Coordinator Vicente Wilson
Related Service Provider Grace Chen (bilingual psych)	Other Assistant Principal M. Lebrun
Network Leader	Other

C. Teacher Qualifications [i](#)

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

Number of certified ESL teachers	2	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	272	Total Number of ELLs	49	ELLs as share of total student population (%)	18.01%
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Part II: ELL Identification Process

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

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

Identification of potential ELLs who are newcomers to the NYC Public School System starts with the administration of the Home Language Identification Survey (HLIS) at the time of enrollment. Ideally this is done at the CSE level at the time of the initial IEP meeting. This survey is provided to the parents or guardians in their native language and in English, and is accompanied by an oral interview in English and/or native language, with the help of translation services if required. If this important step is not completed at the CSE level, it is done at the school level at the time of enrollment. The intake staff consists of Susan Goldberg - Principal; Hope Smith - Assistant Principal; Mickaelle Lebrun – Assistant Principal; Vincent Wilson - Parent Coordinator, Meghan Cooper - Unit Coordinator, Alex Ponzetto - Unit Coordinator, Olga Maryamchik, - Push-in/Pull-out ESL teacher; Brenda Graham – School Aid, Antoinette Emanuele - School Aid. The HLISs are then carefully examined by the ESL teacher, who determines if the student is LAB-R eligible. Following this determination the LAB-R (and Spanish LAB, if necessary) are administered within 10 days of the student’s enrollment, by the ESL teacher. The student’s score determines eligibility for ESL or bilingual services and the child is placed into the appropriate program, which in District 75 is determined at the CSE level in conjunction with parents. We use the RLER report in ATS to ensure we do not miss any students eligible to take the R-LAB. This process is completed within 10 days of student enrollment in the beginning of the year, and on an ongoing basis for students enrolling throughout the year.

ELLs continue to be evaluated annually with the administration of the NYSESLAT in the spring to determine eligibility for continuation of ESL services, and ensure appropriate program placement. To help us ensure that all ELLs are tested we use the RLER, RLAT, RNMR, and thhe RPOB reports in ATS to track and keep accurate records of students' eligibility for and performance on the LAB-R and the NYSESLAT. The NYSESLAT is administered by our ESL Teachers, (Olga Maryamchik and Ivana Ludvik) to all ELLs, according to state law. Our testing coordinator, Julian Augustin, works with the ESL teachers to facilitate a timely and organized administration of all 4 modalities (Speaking, Listening, Reading, and Writing) within the timeframes set out by the state for all eligible students. the 4 components are then scored by a team of ESL teachers, as per testing instructions. Our ESL teachers attend yearly trainings on the NYSESLAT to ensure proper test administration and scoring. After the NYSESLAT results are available parents of ELLs are informed of placements, as determined by the student’s score with a Placement Letter in English and their native language. The students continue to receive ESL services until they pass the NYSESLAT.

For students who are transferring to PS 370 but are not new to the NYC Public School System previous LAB-R and NYSESLAT scores are used to determine ESL/Bilingual services eligibility and program placement as per student’s IEP.

Based on the placement decisions made at the CSE level currently 14 of our ELLs are recommended for Bilingual Instruction and the others are recommended for ESL only.

Due to the nature of the population of students whom we serve and the diversity of their individual needs and IEP mandated service requirements, as well as native language backgrounds, it is not always possible to accommodate parent choice in forming a bilingual class (if not enough students with the same native language and educational needs are enrolled.) In this case a student is provided with ESL services, plus an Alternate Placement Paraprofessional who speaks the student’s native language and English, in accordance with CR Part 154 mandates for number of minutes (units) of instruction (i.e., K-8: Beginning and Intermediate level ELLs: 360 minutes (2 units) of ESL; Advanced level ELLs: 180 minutes (1 unit) of ESL/180 minutes (1unit) of ELA. High School: Beginners = 540 minutes (3 units) of ESL, Intermediate = 360 minutes (2 units) of ESL, Advanced = 180 minutes (1 unit) of ESL/180 minutes (1 unit) of ELA.)

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%;40% → 50%;50% → 75%;25%)														0
Dual Language (50%;50%)														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	49	Newcomers (ELLs receiving service 0-3 years)	33	Special Education	49
SIFE	1	ELLs receiving service 4-6 years	9	Long-Term (completed 6 years)	7

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									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	33		33	9	1	9	7		7	49

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
33	0	33	9	1	9	7	0	7	49	
Number of ELLs in a TBE program who are in alternate placement: <u>14</u>										

C. Home Language Breakdown and ELL Programs

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

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

Dual Language (ELLs/EPs) 9-12																				
Number of ELLs by Grade in Each Language Group																				

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	4	7	1		1				2	2	2		20
Chinese		5	5		1				1		3	1		16
Russian		1	1	1						1		1	1	6
Bengali			1											1
Urdu			1								1			2
Arabic				1								1		2
Haitian													1	1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other									1					1
TOTAL	1	10	15	3	1	1	0	0	2	3	6	5	2	49

Part IV: ELL Programming

A. Programming and Scheduling Information

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?

Currently PS 370 offers ESL services in a Freestanding ESL program. We have 2 ESL certified teachers on staff, one of whom is teaching a self-contained ESL class at the High School level, and the second who is a Push-In/Pull-Out ESL teacher at the Elementary level. We have another full time ESL position to be filled in the very near future, to help us fully serve the growing number of ELLs in the additional sites that were recently opened. The administration is currently interviewing candidates to be hired for the 2011-2012 school year.

At the Elementary School level, most of instruction is delivered in a Push-In model, whenever possible, with Pull-Out services. We try to ensure consistency for our K-5 students (most of whom are in 1st and 2nd grade) and thus employ a Block class model (when a class stays together with their classroom teacher and the ESL teacher pushes in) whenever possible. All of our classes are heterogeneous and ungraded, where students of various ages and/or proficiency levels are grouped together. The ESL teacher works collaboratively with the classroom teacher during Push-In sessions by providing language support to ELLs while they are working on regular classroom tasks, and by collaborative teaching of the whole class. When students are pulled out of class for ESL instruction, they usually join students from another class and work in small groups on language focused projects or tasks that are closely aligned with their regular classroom curriculum. If/when time permits individual students who require extra support can receive one-on-one ESL instruction in a Pull-Out model.

At the main building, 6 of our High School ELL students are placed in a self-contained ESL class headed by an ESL certified classroom teacher. These students are thus receiving continuous ESL support in all of their content area and ELA as curriculum/units of study are delivered by the ESL teacher using ESL methodologies (TPR, Language Experience Approach, Graphic Organizers, text adaptation, etc.) Our one entitled ELL student in the 8th grade receives services from our high school ESL teacher through a pull-out model. He receives content area support during this time by working on scaffolded, language-rich tasks closely aligned with his regular class content material.

PS 370 ensures that the mandated number of instructional minutes is provided according to proficiency level by scheduling the appropriate number of minutes as ESL teacher's push-in/pull out blocks with each student entitled to services. Thus, in accordance with CR Part 154, K-8 ELLs who are at the Intermediate or Beginner level receive at least 360 minutes per week of ESL services, mostly as push-in instruction, and those at the Advanced level receive at least 180 minutes of ESL services and 180 minutes of ELA instruction per week. At the high school level, Beginner ELLs receive at least 540 minutes of ESL per week, Intermediate ELLs receive at least 360 minutes of ESL per week, and Advanced ELLs receive at least 180 minutes of ESL and 180 minutes of ELA instruction per week. Our High School level ELLs who are in the self-contained ESL class led by an ESL certified pedagogue are receiving continuous ESL support, every day,

A. Programming and Scheduling Information

throughout the entire day, well over the mandated amount of minutes per week.

To enrich language development and make content comprehensible, the ESL teachers collaborate not only with classroom teachers, but other cluster teachers, as well as all service providers. PS 370 schedules common prep periods in order for the ESL teachers and other staff to have planning time together and be able to coordinate their instruction (plan lessons, create materials, plan assessments, evaluate lessons,) so that language acquisition will be fostered. The ESL teacher also communicates regularly with all other teachers and related service providers at regularly scheduled team meetings and through e-mail and to ensure collaboration on building and implementing effective ELL-appropriate teaching strategies, materials and curriculum among the entire school team. Our 12:1:1 teachers integrate research based ESL strategies into content areas, while our students in our 6:1:1 focus on communication needs, following directions, life skills, matching and sequencing. The ESL teacher and classroom teachers of ELL students use Total Physical Response, modeling, multi-sensory approaches, scaffolding techniques such as picture and native language supports, graphic organizers, semantic webs, KWL charts, as well as various appropriate assistive technology such as augmentative communication devices to foster and aid oral language development. Math is studied and made accessible using visuals and manipulatives to teach basic skills such as counting, addition, subtraction, division, multiplication, etc. Explicit ELA includes the workshop model for Balanced Literacy modified by using symbols and augmentative communication devices. The ESL teacher uses interactive technology such as Literacy and Numeracy building websites (Starfall.com, Funbrain.com, etc) to foster student engagement and comprehension of ELA and Math content. Other content support includes such materials as the Santillana Intensive English Program and a classroom library that supports literacy for ELLs.

All newcomer Beginner ELLs and SIFE students are provided with small group instruction allowing for the personal attention they need to become integrated into the system and school community. The SIFE students are provided with ESL instruction with Native Language support in the form of dictionaries, and other grade appropriate books that incorporate their native language into the text. Newcomers are provided with descriptive labels throughout the classroom and school environment such as native language words on rooms like “bathroom” “computers” “cafeteria” and ‘library.” They are also provided with picture dictionaries and books written in both languages. Daily schedules are provided to students with both English and native language words as well as pictures. Students are also given opportunities to listen and view “living books” on the computer. The use of various native language educational websites focused on building literacy are incorporated into the curriculum.

For all students, including those receiving services for 4-6 years, the program focuses on short-term and long-term goals. The short-term goals focus on improvements that can be made within a single lesson or week’s worth of lessons, including learning and using new vocabulary words and improving their ability to follow directions. These individual skills are geared towards accomplishing the long-term goals, which include improved ability to express needs and desires, increased social interaction, and increased ability to be independent. Goals are adapted to the learner, where students with alternate assessment will be given goals appropriate to their skill set and learning abilities, while those who take standardized tests will focus more on increasing general and academic vocabulary, as well as reading skills and reading comprehension. Lessons take advantage of all technology available, namely computers running programs geared for either 6:1:1 or 12:1:1 populations, Mayer Johnson symbols, communication devices, and classroom libraries. The program utilizes materials developed by the Santillana Intensive English Program, Trophies, Everyday Math, Weather Bug, Total Physical Response (TPR), and various scaffolding techniques.

Our long term ELL students will continue to be supported through the communication and technology components of their educational program. They will continue receiving ESL services until English proficiency is achieved as determined by tests results.

As all of our students have special needs, instruction of the ESL teacher as well as classroom teachers is centered on individual student abilities and goals mandated by their IEP. The teachers of ELLs infuse ESL strategies into their instruction (scaffolding, visual and native language supports, total physical response, natural approach). ELL teachers integrate the school theme and content areas with ESL standards and modify reading material (stories) and classroom libraries. The ESL teacher and classroom teachers work collaboratively to create and implement IEP goals for our ELL students. TEACCH (Training and Education of Autistic and Related Communication Handicapped Children), and Applied Behavioral Analysis (ABA) principles are incorporated as well. Listening, reading, speaking and writing skills are an instructional priority with the ESL teacher.

In response to the State citation, all of our ELL students receive ESL services as per their IEPs.

Courses Taught in Languages Other than English

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

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

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

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

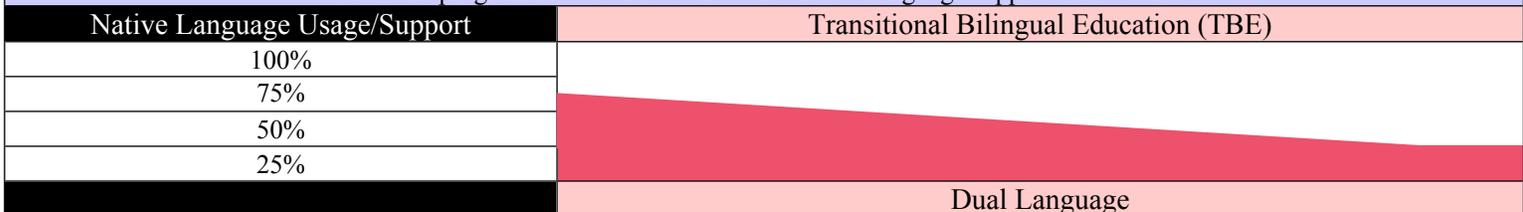
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

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.



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?

As the program is an ESL program, all instruction is conducted in English. Lessons are aligned with the New York State ESL and Native Language Arts Standards as required under New York State regulation CR Part 154; the goal being English language proficiency in speaking, listening, reading and writing. Literacy programs that are utilized in our program include Trophies, Bridges to Literature, and Language of Literature. All of the programs are taught through the balanced literacy (To, With, By) model. Reading Interventions provided are Foundations, Wilsons, and SMILE programs. Our math programs are Every Day Math and Integrated Algebra. Science and Social Studies are taught through a project approach with hands on activities. ESL strategies are implemented through the entire curriculum.

Students who no longer require Bilingual or ESL services according to their proficiency on their NYSESLAT exam will be supported for up to two years with ESL / AIS services.

As an improvement to our ELL programming this year we have another full time ESL position open to help us fully serve our ELL population across all sites. The principal is currently interviewing candidates to be hired for the 2011-2012 school year. We are also increasing the frequency of our professional development for the ESL teachers and paras involved in our Title III after school program. Instead of meeting twice as we did last year, we will meet 6 times for a book study PD series related to serving ELLs with special needs.

We are not discontinuing any ELL programs or services this year.

Extracurricular programs that are afforded to our students include: school performance, class trips to museums, stores and the Laundromat. ELLs are included in all aspects of the activities to practice language for daily living. Our ELL students receive support services from speech therapy, physical therapy, occupational therapy and counseling. ELL students are also included in services to enrich the curriculum that are supported by Project Arts and VTEA funding to provide job skill training.

We have a weekly Title III after school program for ELLs held at our main site and run by our ESL teacher Ivana Ludvik. Participation is voluntary and is open to all ELLs in the building and the mandated IEP ratio of instruction is preserved.

ESL curriculum is closely aligned with students' regular classroom work and is focused on building oral communication and literacy skills. The ESL teacher thus uses materials from the regular classroom curriculum and modifies them as necessary according to the needs of individual students. Literacy programs that are utilized in our program include Trophies, Bridges to Literature, and Language of Literature. All of the programs are taught through the balanced literacy (To, With, By) model. Reading Interventions provided are Words Their Way, Foundations, Wilsons, and SMILE programs. Our math programs are Every Day Math and Integrated Algebra. Science and Social Studies are taught through a project approach with hands on activities using various manipulatives, blocks, visuals. ESL strategies are implemented through all of the curricular. Each classroom as well as the ESL room is supplied with leveled reading books and literacy building games. Books in the students' native language are also available for story time and building transferable literacy skills for students with emergent literacy in their native language. Students work with technology using literacy promoting websites, (Starfall, BrainPop, PBS Kids.org, etc.) accessible through classroom computers and the Smart Board.

To support native language development many of our students are provided with Alternative Placement Bilingual Paraprofessionals, who

speak their native language, as mandated by their IEP. Other bilingual staff, including classroom teachers, provide native language assistance to students throughout the day. The Elementary ESL teacher is a fluent Russian speaker, and is conversational in basic Spanish, able to provide native language assistance to 16 ELLs in our Elementary school. Additional assistance is provided in forms of bilingual and native language dictionaries, heterogeneous student grouping, visual aids and labels in the students' native language, native language reading libraries, and access to technology and native language websites to support native language development.

We ensure that all supportive services and resources correspond to our students' ages and grade levels. We often use grade/age appropriate materials adapted with more accessible language to engage and motivate students who have lower literacy skills. We rely on technology and visual aids to support emergent literacy development while covering age/grade appropriate content. At our Elementary School the main focus of all K-5 students, regardless of ELL status is building interpersonal communication, oral language development, and literacy skills. Our ESL program has the same goal as its priority. At the main building which serves grades 6-12, the self-contained ESL classroom service delivery model allows our ELLs to learn all of their content with the ongoing support of their classroom ESL teacher. Thus while they are working on age and level appropriate subject matter, their language needs are being addressed simultaneously.

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.

The ESL teachers as well as other staff members who work with ELLs, such as classroom teachers, related service providers, and paraprofessionals attend and will continue to attend PDs relevant to serving our ELLs. These include ELL district/citywide PD sessions (for ESL teachers and ELL compliance Liaisons), and other relevant trainings geared toward improving English language skills in District 75 populations. Among PD topics are: Back to Basics Balanced Literacy Practicum for New Teachers, provided by the District 75 Literacy division, Structured Teaching Pre K/Elementary, provided by the District 75 Autism division, Using Partner Augmented Input, Boardmaker, and Adapted Learning Educational Resources, provided by Mayer Johnson, ELL Curriculum Planning (provided by District 75 ELL division, New Teacher Support series, etc. During our school PD days and monthly whole team staff meetings teachers attending the District workshops will turn-key relevant information to all staff members. Teachers will meet monthly to discuss teaching concepts and ideas presented as well as how they are implementing these strategies in their classrooms.

In addition, the ESL teacher has organized a Staff/Parent Resource Library with books and video resources focused on helping children with special needs develop language and communication skills. The materials from this library are made available to all staff and families of our students as additional education and professional development tools.

To provide support to new staff working with transitioning ELLs the ESL teacher will meet with the ELL's new teachers to discuss that student's particular strengths and needs, and plan specific language-targeting approaches that will be incorporated in the new classroom. Teachers receiving transitioning ELLs in their classrooms will have continuing access to previously used strategies and materials and ongoing communication with previous teachers to support the students in their transition.

All staff members will be sent for ELL training provided by the district office to obtain a minimum of 10 hours, as per Jose P. Upon completion of the Jose P. training each employee receives a certificate which is filed in their personnel folders. The administration and the ELL Compliance Liaison (Olga Maryamchik) maintain an updated list of all staff members who have either completed or are working on completed their hours requirement. This list is update every year and is submitted to the ELL Department along with other ELL documentation.

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?

Our school actively encourages the parents of all students to be involved. Parents are communicated with on a nearly daily basis to inform them of their child's progress. Parents are encouraged to attend parent teacher conferences, but also to come for the performances, dances, holiday celebrations and step-up ceremonies in which their children perform or are otherwise involved. Parents are routinely informed of ESL and Bilingual conferences that they can attend. Our ELL parents are very active and participate in numerous activities throughout the school year. All communications are also provided to the families in their native language either through written or oral translations. Our school partners with Mercy Drive for all parents – they provide services for translations and support for families that are in need ELL services.

Our school holds regular Parent Association Meetings to discuss issues pertinent to all students, including ELLs. During these meetings the ESL teacher and parent coordinator (with the help of translators if necessary) work with the parents of ELLs to help them get connected to appropriate services and community resources, and provide relevant information to help them navigate the social service system.

The ESL teacher in collaboration with the Parent Coordinator and other teachers and related service providers has created two yearly parent workshops entitled: Help your Child Build Language, Communication, Literacy, and Social Interaction Skills at Home. These workshops talk about specific strategies that parents can use at home to help their children with Autism and/or other Developmental Disorders develop language, communication, and literacy skills. Parents are provided with printed materials in their native language as well as English, and Native language interpreters are made available during the oral presentation and discussion.

In addition, the ESL teacher has organized and coordinates a Staff/Parent Resource Library with books and video resources in various languages focused on helping children with special needs develop language and communication skills. The materials from this library are made available to all staff and families of our students as additional education and professional development tools.

We utilize surveys and parent evaluation feedback forms that are translated in the family's native language. Through the use of the above surveys and feedback forms we schedule additional supports and workshops to address the needs the families inform us of.

Based on parent feedback on these surveys, during parent/teacher conferences and daily written, phone, and face-to-face communication with the families of our students, we see that many of them want to know more about what they can do at home to help their children develop appropriate social, communicative, and academic skills. We base the development of our parent programs, such as the Parent workshop and the Parent/Staff Resource Library, on this feedback and demand.

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)	1	8	11	2	1				2	2	6	4	1	38
Intermediate(I)		2	2	1		1						1	1	8
Advanced (A)			2							1				3
Total	1	10	15	3	1	1	0	0	2	3	6	5	2	49

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA	5		4	
NYSAA Mathematics	5		5	
NYSAA Social Studies	3		3	
NYSAA Science	4		3	

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.

370 uses various assessments throughout the school year to assess the early literacy of our ELLs, such as the LAB-R, NYSESLAT, ECLAS-2, NYSAA, Fountas and Pinnell Benchmarking System, ABLLS-R, as well as regular assessments incorporated into the curriculum for each content area (i.e. Trophies, Everyday Math assessments). The data obtained from these assessments is used regularly to plan instruction for classroom and ESL teachers.

The NYSESLAT results for our ELLs indicate that most students (38 out of our 49 ELLs) are at the Beginner level. The results furthermore indicate that Reading and Writing modalities are slightly weaker than Speaking and Listening. Thus instruction will focus on building stronger literacy skills and practicing reading and writing in English.

100% of our ELL population is alternatively assessed and therefore students are not given standardized exams. We have seen from the Alternative Assessment results that our High School ELLs are performing at about the same proficiency level as their native speaker peers in math, science and history, and slightly lower in ELA. This is an improvement from previous years, when ELLs scored lower than their native speaking peers in the core content areas. The ESL teacher and classroom teachers monitor student test scores over the years to notice new trends in performance over the 4 modalities. Almost all ELL students across all grade and English proficiency levels are performing well on all 4 modalities and are passing the State tests with a level of 3 and 4. One student in 10th grade did not pass the reading, and one other 10th grader did not pass the science modality of the NYSAA in 2011.

Based on the improved performance over the last few years of ELLs in math, science, and history we are continuing to implement a self-contained ESL class educational model for our ELLs in High School. This will allow for more intensive language support across all content areas as all content will be delivered by the ESL teacher using appropriate ESL methodologies. Our lowest performing ELL students, including those who did not pass a portion of the NYSAA last year continue to be in the self-contained ESL class to receive ongoing intensive support from the ESL teacher in all subject areas.

Our ESL program will be evaluated based on students' performance on the NYSESLAT as well as general achievement in the students' regular classrooms. Our main goal is to improve their communication and literacy skills for effective daily living. Specific areas of strength and weakness will be identified and ESL instruction will be geared toward addressing areas of need.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: <u>370</u>		School DBN: <u>75K370</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Susan Goldberg	Principal		10/11/11
Mickaelle Lebrun	Assistant Principal		10/11/11
Wilson Vincent	Parent Coordinator		10/11/11
Olga Maryamchik	ESL Teacher		10/11/11
	Parent		
Jeanne O'Rourke - speech	Teacher/Subject Area		10/11/11
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
Hope Smith	Other <u>Assistant Principal</u>		10/11/11
Grace Chen	Other <u>Psychologist</u>		10/11/11
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: 75K370 School Name: Jim Thorpe

Cluster: _____ Network: #2

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.

PS 370 collects information about the parents preferred language of written and oral communication with the school upon enrollment using the HLIS, and informal interview with the families, and if needed, the Parents Preferred Language Form, translated into all most common available languages. The information is then entered into ATS and on the students' Emergency Cards by our School Secretaries and/or Parent Coordinator. All parents have been surveyed either in person or through a verbal phone conversation by classroom teachers and paraprofessionals serving as interpreters. The survey results are kept in a database by our parent coordinator and updated annually.

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

The results of the Preferred Language Survey indicate a need for translation and interpretation, mostly in Spanish and Chinese. We currently have 36 Spanish speaking parents, and 27 Chinese speakers (including 20 Chinese (any), 5 Cantonese and 2 Mandarin). We also have 3 Russian speaking parents, 3 Urdu speakers, 2 Arabic speakers, 1 Haitian Creole speaker, and 1 Bengali speaker among our parent population. All of the parent languages are covered by the bilingual staff in our school.

The ATS Adult Preferred Language Report (RAPL) is regularly updated and distributed to all staff for reference when communicating with parents throughout the year. Our parent coordinator makes sure that all necessary written translations and oral interpretations are made readily available for school meetings and written communication.

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.

Upon enrollment, along with all other required documentation we have provided all parents with a translated Bill of Parents Rights and Responsibilities. Translation services availability signs are posted throughout the building and the translation office telephone number is posted at our security desk, main office, and parent coordinator's office.

In many cases standard school letters and notifications to parents in various languages are issued by the District Office (and are available on the DOE website) and are distributed to our parents by the school. For other documentation that becomes necessary throughout the year our staff members fluent in the family's native language (including Spanish, Chinese, Russian, Urdu, Bengali, French, Polish, Haitian Creole, Arabic, Pilipino and others) provide written translation when possible, parent volunteers are contacted for translation assistance, or otherwise the DOE Translation Unit is used. To ensure that documents are translated and made available in a timely manner clear deadlines are given by administration whenever translation services are requested, with at least one-two weeks available between the time of the request and the deadline specified.

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.

When oral interpretation is required, it is provided by our bilingual staff. Our parent coordinator who actually speaks Spanish is involved with all of our parents and if there is a need for written or verbal communication he conducts the translation and interpretation. Also, several of our paraprofessionals are fluent in Spanish. Parents that require Chinese – One of our teachers and two paraprofessionals that are fluent in Chinese assist with written and oral translations. For Russian, several of our teachers, including our ESL teacher and 2 paraprofessionals are fluent Russian speakers and assists with the translation and interpretation needs of the Russian families. For Arabic, Urdu and Bengali translation requirements – the students' one to one paraprofessionals support the school with this service. Other languages represented among our staff are French, Polish, Haitian Creole, Pilipino. If the needed language is not represented among our staff, we rely on parent volunteers, or the Translation and Interpretation Unit of the DOE.

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>.

Appropriate signs about the availability of translation and interpretation services , including a translated Bill of Rights, are posted In the school main office, the building security desk, and other public locations throughout the building. Notifications of available translation and interpretation are also made available for parents whenever written documentation is distributed. Our parent coordinator is fully trained and knowledgeable about the use of appropriate DOE translation and interpretation resources. Parents are informed in English and their respective native languages regarding any matter relating to their children’s education in a timely manner either by mail or, if need be, hand delivered. In addition we provide translators, if requested, for all parent workshops, PTA meetings and annual curriculum night.