



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: THE BELLE HARBOR SCHOOL

DBN: 27Q114

PRINCIPAL: STEPHEN P. GRILL

EMAIL: SGRILL2@SCHOOLS.NYC.GOV

SUPERINTENDENT: MICHELE LLOYD-BEY

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.

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:

5. 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*.
6. 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.
7. Add rows as needed to ensure that all SLT members are listed.
8. 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
Stephen P. Grill	*Principal or Designee	
Laura Ferragamo	*UFT Chapter Leader or Designee	
Irene Dougherty Maud Smith	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
N/A	CBO Representative, if applicable	
Jean Belford	Member/Parent	
Danielle Colleran	Member/Parent	
Elaine Daly	Member/Teacher	
Judith Davidson	Member/Teacher	
Nancy Erigo	Member/Parent	
Jonathan Halfmann	Member/Teacher	
Liz Glynn	Member/Teacher	
Larry Gray	Member/Parent	
Aileen Mullen-Smith	Member/Parent	

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** 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, all students in grades 4-8 will demonstrate progress toward achieving college and career readiness as measured by a 5% increase in student growth percentiles on the NYS Mathematics exam.

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.

After conducting an analysis of student performance data on state math assessments from 2012, it was determined that there was an overall 3.5% decline in students scoring levels 3 and 4. We recognize the need to increase the student growth percentiles as per this data.

Instructional strategies/activities

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

(a) Strategies / Activities:

- Use of 2012 Math item skills analysis to focus on areas of concern
- Regular / Supplemental / Extended day sessions target instruction as indicated by *enVision* baseline, *Acuity*, *enVision* weekly and unit assessments
- Incorporation of technology in daily lessons through the use of the Smart Board, laptops/projectors, and *enVision* resources
- Classroom / Extended day data through the monitoring of students during group work (actual work, discussions)
- Lunchtime tutorials in the upper grades for all students
- In addition to intervention given during the regular school day, SWD and at-risk students have been included in the Saturday Academy (Gr. 3-8); supplemental exposure to test-taking strategies
- Utilization of multiple points of entry in daily lessons to address the learning styles of all students
- Use of city-wide math tasks to hone in on students' skills with the guidance of rubrics
- Data analysis during common planning periods / Teacher Team mtgs. to guide instruction for all

(b) Key Personnel: Administration, classroom teachers, ICT, SETSS, IEP Teacher, and other special education providers

(c) Steps Taken:

- Sharing of instructional strategies
- Teachers empowered to adopt / adapt / create new tasks for students on each grade level as per their needs/abilities
- Instructional Leaders attend PD in and out of the building and turnkey information/strategies to colleagues (by grade bands) to implement in the classrooms

to build rigor and advance all students

- Incorporation of technology in daily lessons through the use of the Smart Board, laptops/projectors, and enVision resources to build rigor for all students

(d) **Timeline of Implementation:** September 2012 – June 2013

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- **Teachers of Math will design and host Math workshops and information sessions with parents (i.e. training on the use of the ARIS Parent Link –to look at student progress / data and reinforcing work in school at home)**
- **The school will host curriculum / strategies nights and provide parents with user-friendly instructional materials and guides (i.e. grade specific handouts...grades 3-5)**
- **Continue to utilize the telephone messaging system that provide parents with a pre-recorded message from the administration about upcoming events and meetings**
- **Upgrade and maintain the school's non-DOE website to establish and maintain a reliable source of communication and outreach**
- **Use of parent Learning Leaders to provide academic intervention in Math for targeted students**

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).

As a non-Title I school, TL funds are used to adjust / supplement instruction. Instructional strategies are shared during common planning time, Teacher team Meetings and teacher workshops. Parent workshops are conducted both during the school day as well as in the evenings by staff / CFN (TL student first network)

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, all students in grades 4-8 will demonstrate progress towards achieving college and career readiness as measured by a 5% increase in student growth percentiles on the NYS ELA exam.

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.

After conducting an analysis of student performance data on state ELA assessments from 2012, it was determined that although the school as a whole did not go down in ELA; there was a 3.9% decline in students scoring levels 3 and 4 in grade 3 and a 1.1 decline in students scoring levels 3 and 4 in grade 5. We recognize the need to increase the student growth percentiles as per this data.

Instructional strategies/activities

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

(a) Strategies / Activities:

- Use of 2012 ELA item skills analysis to focus on areas of concern
- Regular / Supplemental / Extended day sessions targeted instruction as indicated by *Reading Street* (3-6) benchmark Acuity, *Reading Street* (3-6) weekly and unit assessments and other evidence of comprehension and need for movement / building rigor (MS): Literature Circles, argumentative / persuasive discussions, Socratic Circles
- Incorporation of technology in daily lessons through the use of the Smart Board, laptops/projectors, and *Reading Street* resources
- Classroom / Extended day data through the monitoring of students during group work (actual work, discussions)
- Lunchtime tutorials in the upper grades for all students at risk
- In addition to intervention given during the regular school day, SWD and at-risk students have been included in the Saturday Academy (Gr. 3-8); supplemental exposure to test-taking strategies
- Utilization of multiple points of entry in daily lessons to address the learning styles of all students
- Use of city-wide math tasks to hone in on students' skills with the guidance of rubrics
- Data analysis during common planning periods / Teacher Team mtgs. to guide instruction for all

(b) Key Personnel: Administration, classroom teachers, ICT, SETSS, IEP Teacher, and other special education providers

(c) **Steps Taken:**

- sharing instructional strategies
- Teachers empowered to adopt / adapt / create new tasks for students on each grade level as per their needs/abilities
- Instructional Leaders attend PD in and out of the building and turnkey information/strategies to colleagues (by grade bands) to implement in the classrooms to build rigor and advance all students
- Incorporation of technology in daily lessons through the use of the Smart Board, laptops/projectors, and *Reading Street* resources to build rigor for all students

(d) **Timeline for Implementation:** September 2012 – June 2013

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- **Teachers of ELA will design and host ELA workshops and information sessions with parents (i.e. training on the use of the ARIS Parent Link –to look at student progress / data and reinforcing work in school at home)**
- **The school will host curriculum / strategies nights and provide parents with user-friendly instructional materials and guides (i.e. grade specific handouts...grades 3-5)**
- **Continue to utilize the telephone messaging system that provide parents with a pre-recorded message from the administration about upcoming events and meetings**
- **Upgrade and maintain the school's non-DOE website to establish and maintain a reliable source of communication and outreach**
- **Use of parent Learning Leaders to provide academic intervention in ELA and targeted students**

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).

As a non-Title I school, TL funds are used to adjust / supplement instruction. Instructional strategies are shared during common planning time, Teacher team Meetings and teacher workshops. Parent workshops are conducted both during the school day as well as in the evenings by staff / CFN (TL student first network)

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, students with disabilities in grades 4 – 8 will demonstrate progress toward achieving state standards as measured by a 5% increase in student growth percentiles on the two NYS exams.

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.

After conducting an analysis of overall performance data of students with disabilities on both state math and ELA assessments from 2012, it was determined that there was an overall 3.7% decline in students scoring levels 3 and 4 in ELA and an overall 10.7% decline in students scoring levels 3 & 4 in math. We recognize the need to increase the student growth percentiles as per this data.

Instructional strategies/activities

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

(a) Strategies / Activities:

- Use of 2012 ELA & Math item skills analysis to focus on areas of concern
- Regular / Supplemental / Extended day sessions target instruction as indicated by *enVision* baseline / *Reading Street* benchmarks, *Acuity*, *enVision* weekly and unit assessments
- Use of group (ELA/Math) reflections and conferencing notes to fine tune individual instruction
- Classroom / Extended day data through the monitoring of students during group work (actual work, discussions)
- Lunchtime tutorials in the upper grades
- Inclusion of SWD in the Saturday Academy (Gr. 3-8); supplemental exposure to test-taking strategies
- To increase the opportunity for SWD that show academic, emotional, and social readiness to be mainstreamed into general education settings which will provide them with a more rigorous environment where they can interact and gain higher order skills
- Utilization of multiple points of entry in daily lessons to address the learning styles of all SWD
- Use of city-wide ELA/ math tasks to hone in on students' skills with the guidance of rubrics
- Data analysis during common planning periods / Teacher Team mtgs. to guide instruction for all SWD

- #### **(b) Key Personnel:** Classroom teachers, ICT, SETSS, IEP Teacher, and other special education providers

(c) **Steps Taken:**

- Sharing of instructional strategies / methodologies between Special Education teachers, providers, and General Education teachers
- Teachers empowered to adopt / adapt / create new tasks for students on each grade level as per their needs/abilities
- Instructional Leaders attend PD in and out of the building and turnkey information/strategies to colleagues (by grade bands) to implement in the classrooms to build rigor and advance all students

(d) **Timeline for Implementation:** September 2012 – June 2013

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- **Teachers of ELA and Math will design and host ELA and Math workshops and information sessions with parents (i.e. training on the use of the ARIS Parent Link –to look at student progress / data and reinforcing work in school at home)**
- **The school will host curriculum / strategies nights and provide parents with user-friendly instructional materials and guides (i.e. grade specific handouts...grades 3-5)**
- **Continue to utilize the telephone messaging system that provide parents with a pre-recorded message from the administration about upcoming events and meetings**
- **Upgrade and maintain the school's non-DOE website to establish and maintain a reliable source of communication and outreach**
- **Use of parent Learning Leaders to provide academic intervention in ELA and Math for targeted students**
-

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).

As a non-Title I school, TL funds are used to adjust / supplement instruction. Instructional strategies are shared during common planning time, Teacher team

Meetings and teacher workshops. Parent workshops are conducted both during the school day as well as in the evenings by staff / CFN (TL student first network)

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

By August 2013, The Learning Environment Survey will indicate a 10% increase in the number of teachers who feel they receive regular and helpful feedback about their teaching.

Comprehensive needs assessment

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

-The administrative team as well as the SLT examined the results of the Learning Environment Survey over the past two years. This past year's results indicate that 29 percent of teachers disagree or strongly disagree that the administration provides regular and helpful feedback about their teaching.

Instructional strategies/activities

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

Activities providing feedback and the improvement of best practices:

(a) Activity 1: Conduct Short Frequent Observations (SFOs) and provide specific, timely feedback to teachers

(b) Key Personnel: Administration, Teachers

(c) Steps Taken: Teachers will meet with administration to discuss teaching strengths as well as next steps

(d) Timeline for Implementation: September 2012 – 2013

(a) Activity 2: Grade Level Meetings

(b) Key Personnel: Administration, Teachers

(c) Steps Taken: Once a month, teachers meet as a grade with administration to discuss best teaching practices as related to the Common Core Standards, Danielson's Framework, DOK. Also used to listen to and address concerns of each grade.

(d) Timeline for Implementation: September 2012 – June 2013

(a) Activity 3: Grade Leader Meetings:

(b) Key Personnel: Administration, Grade Leaders

(c) Steps Taken: Once a month meetings with individual grade representatives to discuss instructional methodologies to be turn-keyed to the teachers on that grade. Also used to listen to and address concerns of each grade.

(d) Timeline for Implementation: September 2012 – June 2013

(a) Activity 4: Professional Development

(b) Key Personnel: Administration, Instructional Lead Teachers, All instructional staff members including Paraprofessionals, CFN

(c) Steps Taken: - Instructional Lead Teachers are sent to PD conducted by the CFN to build instructional capacity in the building. These individuals turn-key information to their assigned grade bands
- All instructional Staff attend CFN PD
- Chosen staff visit schools that serve as instructional models for activities / programs to be developed / improved here

(d) Timeline for Implementation: October 2012 – June 2013

Strategies to increase parental involvement

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

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).

General TL funding for facilitation OF ACTIVITIES

Staff: GROUP ACTIVITIES FACILTATED AND PLANNED BY ADMINISTRATION

STUDENTS: ACTIVITIES FACILITATED BY GUIDANCE COUNSELOR (I.E. PBIS), STUDENT COUNCIL COORDINATOR, ADMINISTRATION/STAFF (SCHOOL-WIDE EXPECTATIONS)

PARENTS: Activities facilitated by: Administration, Parent Coordinator, Learning Leader Coordinator, Guidance Counselor

ANNUAL GOAL #5 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 #5

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

Comprehensive needs assessment

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

Instructional strategies/activities

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

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.

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).

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 *			
Mathematics *			
Science *			
Social Studies *			
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	'Don't Laugh at me"	Small group, one-to-one	During the school day

*** DUE TO BUDGETARY CONSTRAINTS, THERE IS NO REGULARLY SCHEDULED AIS OTHER THAN SUPPLEMENTAL ATTENTION GIVEN TO STUDENTS BY THEIR TEACHERS DURING CLASSTIME, LUNCH, AND THE EXTENDED 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.

- Teachers engage in collaborative professional development sessions in developing performance-based tasks in math and ELA
- Instruction capacity is increased through the training of Instructional Lead teachers that turn-key information to their assigned grade bands; these individuals conduct PD for their colleagues to assist in the building of instructional rigor within the building on all levels
- A Main Team, represented by individuals from all grades will be empowered to rebuild curriculum maps, building vertical and horizontal planning, and will also report back to their grades to train in the effective use of the maps to enhance instruction within and across the grades and content areas

**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	District 27	Borough Queens	School Number 114
School Name Belle Harbor School			

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

Principal Stephen P. Grill	Assistant Principal Barbara Poggioli-Esposito
Coach Literacy/Linda Norwich	Coach
ESL Teacher Gina Machado	Guidance Counselor Wendy Marciano
Teacher/Subject Area 4th Grade/Heather Salzman	Parent
Teacher/Subject Area 5th Grade/Mary Wilson	Parent Coordinator Kathleen Meade
Related Service Provider AIS/Patricia Fleming	Other Speech/Eileen Hornung
Network Leader Patricia Tubridy	Other

C. Teacher Qualifications [i](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0

Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0
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D. School Demographics

Total number of students in school	779	Total Number of ELLs	12	ELLs as share of total student population (%)	1.54%
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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. [i](#)

Part II: ELL Identification Process

1. At PS/MS 114 there are steps followed for the initial identification of ELLs. Parents or guardians of every new student enrolled at the school are given a HLIS to complete. It is at this time that an informal oral interview is conducted with the parent by the parent coordinator, office staff, or the ESL teacher. Each initial interview situation is dealt with on an individual case by case basis. All HLIS are routed to the certified ESL teacher where they are reviewed and it is at this time that an initial screening process begins. All incoming students and their parents/guardians go through a formal interview/screening process conducted by the school Literacy coach. First, there is an initial screening which includes an oral interview of both the child and parent along with a review of the HLIS before the determination is made whether or not a student is eligible for the LAB-R. The student's spoken language, language of comprehension, and academic language are all evaluated at this time. All students who meet the State criteria and are deemed eligible for testing will be administered the Lab- R by the certified ESL teacher within 10 days of admittance to the school. Students whose native language is Spanish will also be administered the Spanish Lab-R. At the start of every school year the ESL teacher also evaluates the current ELL's using the information ascertained from the student's performance on the NYSESLAT. The information is also shared with the ELL's classroom teacher and all other related service providers for that child. This way every teacher working with a particular ELL is aware of their strengths and

weaknesses and can modify instruction accordingly. The information from the NYSESLAT is used to drive and modify instruction for all of our ELL students.

2. At our school we ensure that parents of ELLs understand and are aware of all three program choices for their children. During the month of September the ESL teacher and parent coordinator invite the parents of our newly enrolled ELLs to school for an ESL program overview meeting. It is at this time that the 3 program choices are explained in detail, all of their questions and/or concerns can be addressed, our program goals for the students are reviewed, and they are invited to watch the parent DVD. After the initial meeting parents are contacted on a regular basis via phone calls, letters, and scheduled conferences to review and discuss their child's progress in the ESL program. We also conduct a meeting for our continuing ELL parents in September to address any problems, questions, or concerns that they may have. Our parent coordinator will continue to encourage parents of our ELL's to become active members in our school community.

3. In order to ensure that entitlement letters are distributed and Parent Survey and Program Selection forms are returned we have a meeting for all ELL parents at the start of the school year as described above. At the meeting the parent coordinator and ELL teacher disseminate all forms and have the parent/guardians complete them at the conclusion of the meeting. In the case of a parent that can not attend the meeting, a phone conference is arranged and the required paperwork is mailed to the home for completion and return to school. All students who are still entitled to ESL services as well as those who have tested out the previous year and those who were given the Lab-R but did not test into the program receive the appropriate parent letter. Letters are prepared, copied for placement in a school binder and then sent home with the children during the first few weeks of the school year.

4. At PS/MS 114 the criteria we use when placing our ELLs into an instructional program begins with the parents. Initially we speak with the parents when the HLIS is being completed, and then once again at our ELL parent overview meeting where the program choices are described in detail. We are very lucky that all of our ELL students have at least one if not both parents that can speak English. However, since speaking the English language does not ensure that they read it as well, the ESL teacher and parent coordinator make sure that all important school documents and paperwork are sent home in the ELL's native language. We are also fortunate to have several staff members who are fluent in a variety of languages such as Spanish, Arabic, and Russian. Should the need ever arise for services we can not provide, we will reach out and contact the interpretation services program offered through the Board of Education.

5. After reviewing the Parent Survey and Program Selection forms for the last 6 years there is definitely a trend in the program choice that all of our parents have selected. All parents in the past 6 years have requested that their children be placed in a Freestanding ESL program. This may be due to the proximity of the school to home, or the number of children in their home.

6. The program model offered at PS/MS 114 is the Freestanding ESL program which aligns 100% with parent request as described above. For the past 7 years all ELL parents have chosen the Freestanding ESL program as the most beneficial and worthwhile educational program for their children.

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	12	Newcomers (ELLs receiving service 0-3 years)	11	Special Education	0
SIFE	0	ELLs receiving service 4-6 years	1	Long-Term (completed 6)	0

Number of ELLs by Subgroups

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	11			1						12
Total	11	0	0	1	0	0	0	0	0	12

Number of ELLs in a TBE program who are in alternate placement: 0

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 L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	
Spanish										0	0
Chinese										0	0
Russian										0	0
Korean										0	0
Haitian										0	0
French										0	0
Other										0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ___	Asian: ___
Native American: ___	White (Non-Hispanic/Latino): ___
	Hispanic/Latino: ___
	Other: ___

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		1												1
Chinese		1		1										2
Russian		1		1	2	0								4

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
Bengali														0
Urdu														0
Arabic		1	1	2										4
Haitian														0
French														0
Korean														0
Punjabi														0
Polish	1													1
Albanian														0
Other														0
TOTAL	1	4	1	4	2	0	12							

Part IV: ELL Programming

A. Programming and Scheduling Information

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

A. Programming and Scheduling Information

Programming and Scheduling Information

1. a. At PS/MS 114 almost all of our ELLs are immersed in self-contained classes, however there are 2 ELL's currently in an (ICT) Integrated Co-Teaching class. Presently the ELL teacher is utilizing a Pull-out program in order to service students fully and effectively. Our program model varies slightly depending on scheduling issues. Most ELL's are placed in age appropriate heterogeneous groups whereby they learn together and from one another.
- b. At P.S./M.S. 114, ELLs receive instruction in a freestanding program. The Freestanding ESL program instruction includes small grouping for direct ESL instruction, as well as classroom instruction following the Balanced Literacy model and EnVision Math program. Students interact with their peers and work on content material that is relevant to the academic subject and grade level of study. The Cognitive Academic Language Learning Approach (CALLA) integrates academic language development, content area instruction and explicit instruction in learning strategies for both content and language acquisition. In addition, each student's "Basic Interpersonal Communication Skill" (BICS) will be developed and refined through the teaching of colloquialisms, figurative language, and thinking skill strategies.
2. Presently the school meets the requirements for the students being serviced for the mandated 180/360 minutes. The ESL instructor brings direct ESL instruction in English to the students. Our instructor meets the states qualifications for "highly qualified status." She uses materials recommended by the LSO for ESL instruction. It is not specific "program" design, but includes supplementary materials designed to develop language skills.
3. The ESL program model at P.S./M.S. 114 is a mostly pull-out ESL model using ESL teaching methodology. The ESL teacher also utilizes the push in model as needed for middle school students. Our program emphasizes a high level of differentiation, rigor and academic support with a focus on content bases on the needs of the students. The ESL program is child centered; top do-down, (broad to narrow), content based and teaches C.A.L.P. (cognitive academic language proficiency).
4. When ELL's enter our school we ensure that they are appropriately evaluated in their native language. Those students who are Spanish speaking are administered the Spanish Lab-R. For our ELL students, the goal of their intellectual assessment is not to simply derive a standard score to plug into a formula or other eligibility criteria. We carefully select assessment tools, use interpreters when needed, and consider the validity of all test results. We make sure that our findings are consistent with everything known about the students Native and English language assessments which is essential for evaluating the learner's language development and understanding the relationship between a learner's language and academic performance.
5. a. Presently at PS/MS 114 we do not service any SIFE students. However, if we do receive a student with

A. Programming and Scheduling Information

interrupted formal education our plan will begin with evaluating him or her and developing an individualized education plan on a case by case basis. We would begin by compiling a detailed and thorough social and educational (or lack there of) history. This will be accomplished with the assistance of the parent coordinator, guidance counselor, and classroom and ESL teachers. SIFE will be immersed in our language rich classrooms and immediately begin their mandated ESL program.

b. ELLs in U.S. schools less than 3 years will receive small group instruction in our Freestanding ESL program. They will also work with AIS (academic intervention services) providers as needed. All ELL's will be invited to participate in our after school learning academy where they receive individualized instruction and academic support in the content areas. Most importantly our teachers will utilize differentiated instruction to meet the needs of all students.

c-d. All long term ELL's and those receiving services from 4-6 years will receive academic and social support from all teaching staff. These students will have a Personal Intervention Plan, for their appropriate grade along with the modality in which they are "failing" the NYSESLAT. Instruction will be given during tutorial times, at after school programs, and during extended day activities to attack the lack of performance and close the gap. Parents of these ELLs will be asked to become more actively involved in their child's academic progress, meeting or speaking with teachers regularly in order to make sure that academic strides are being made.

6. One of the Primary instructional strategies that we utilize is to ensure that teachers use a variety of student-centered methodologies with English language learners. Cooperative or small-group learning, thematic instruction, and integrated approaches to language arts enhance the context for learning. Storytelling activities, provide a wonderful vehicle to integrate ELL's into the classroom. Students can use drawings and actions to support the stories they tell in either English or their native language. We utilize a balanced approach to literacy instruction which is just as important for ELL as it is for students with English as their primary language. This includes a combination of teaching techniques such as systematic and explicit reading instruction with consistent feedback, guided reading, teaching learning strategies, and free reading. A combination of both teacher-directed and experiential techniques may be used according to the student's individual needs. We supplement these techniques with children's picture books both in print versions and on tape. Audio-taped versions of children's books are particularly helpful as second language learners can listen to the spoken English, follow the printed words, and use the pictures to facilitate meaning. We also encourage the use of content-based sheltered English. Sheltered English instruction teaches language through content by contextualizing the English, but maintaining the crucial academic content and concepts. The guiding principle for sheltering English is to keep the standards for academic content and skill development as high as possible while simplifying the language, and making it more accessible to students. Teachers enhance content by providing props, hands-on learning experiences, drawings, pictures, graphic organizers, and small group opportunities. Our teachers provide rich learning opportunities, support and extend learning, and ensure that higher order thinking skills are being taught and tapped in our ELL students.

A. Programming and Scheduling Information

7. At PS/MS 114 we use curricular, instructional, and scheduling flexibility to meet the needs of our ELI-SWD's within the least restrictive environment. Teachers are in regular contact with each other to discuss students and their progress or lack thereof at weekly professional development meetings. Teachers preteach key concepts, skills, and academic language in English using sheltered-English methodologies. We secure translators for parent meetings and written materials to send home as well as welcome parents to all events that are school related. Students are encouraged to be involved in extracurricular activities, and as needed we encourage our teachers to participate in creating Individualized Student Record Plan (IRP) for those students that would benefit.

8. There are several targeted intervention programs for our ELLs in math and ELA, all of which are offered in English. Our ELLs in grades K-3 utilize the Foundations, word work portion of the Balanced Literacy Block which incorporates a phonics remediation program as needed. ELL's in grades K-3 also utilize the Wilson Language Basics Program, Leap Frog Literacy based technology, The Write Source Writing Program, the newly introduced Pearson Reading Street Program, and Units of study for Primary Writing which is a yearlong writing curriculum. Grades 3-8 are using the Teaching the Qualities of Writing Kit by Ralph Fletcher and Joann Portalupi, and ELL's in grades 4-8 are using Building Vocabulary through Word Roots by Teacher Created Materials. All of our ELL's receive AIS services as needed and differentiated instruction by their teachers within the classroom. At P.S./M.S. 114 our ELLs utilize the core knowledge curriculum program in grades k-8. Grades k-5 utilizes the envision Math program, and the middle school works with the Course 1 and 2 Integrated mathematics program.

9. Those ELLs who reach proficiency on the NYSESLAT will continue to receive transitional support. Their teachers will be made aware of the ELL's transition into the classroom without the support of the ELL teacher, and their classroom progress will be monitored on a regular basis. They will continue to receive the extended time modification on all classroom, City and State exams. If needed they will be given additional academic support through AIS or the After School Academy.

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

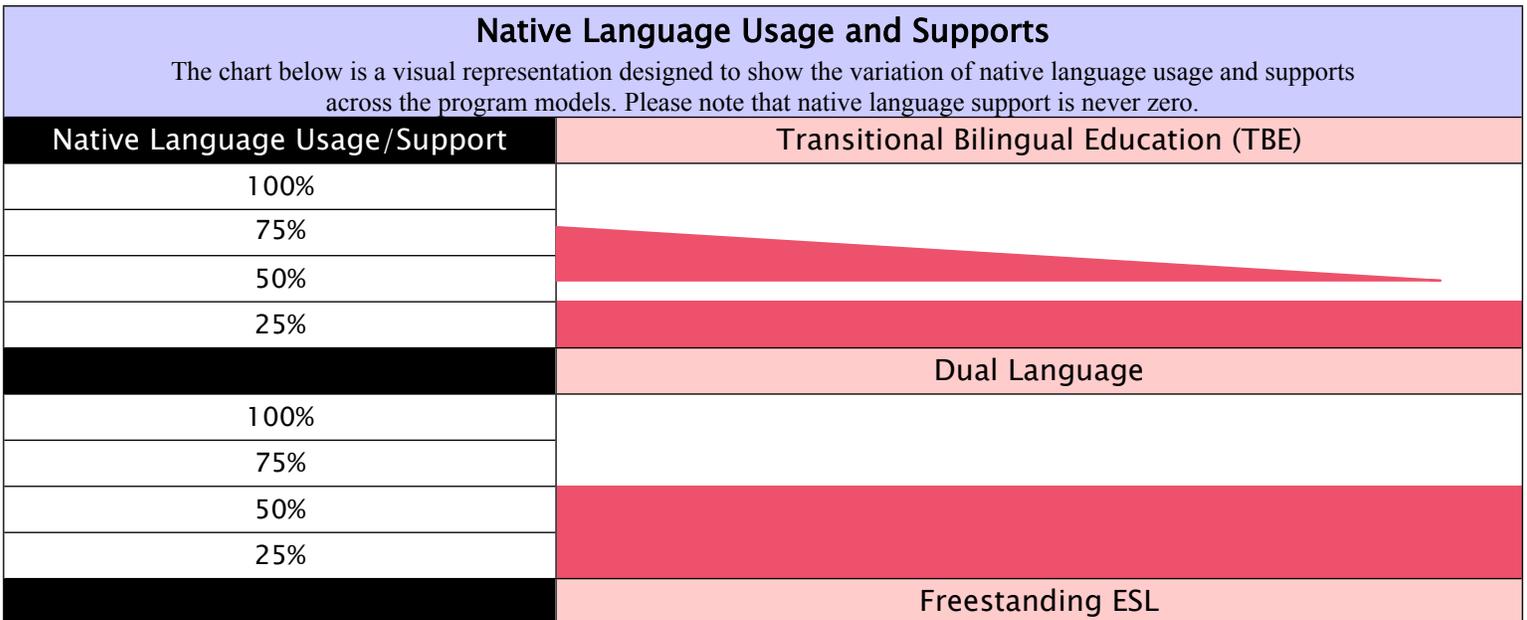
Class/Content Area	Language(s) of Instruction
Native Language Arts	N/A
Social Studies:	N/A

Class/Content Area	Language(s) of Instruction

Math:	N/A
Science:	N/A

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K–8			
	Beginning	Intermediate	Advanced
ESL instruction for <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



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?

10. A new program that has been considered and has been implemented for the 2011-12 school year is the Balanced Literacy Approach for Reading and Writing through Pearson Reading Street in grades 1, 2, 3, and 6. We will continue to use "Teaching the Qualities of Writing" for grades 2-8. This program will help students to become better writers in all genres, and continue to introduce students to the methods which underlie all writing instruction.

11. There are currently no programs/services for ELL's that will be discontinued.

12. ELLs are afforded equal access to all school programs before, after and during school hours. We offer morning and after school tutorials and/or enrichment in math, reading, science and writing. Extracurricular activities are open to all ELLs from grades 3-8. Our programs include chorus, band, cheerleading, basketball, and volleyball, creative writing, book club and chess. There are also lunch tutorials and academic intervention services via small group instruction.

13. At PS/MS 114 there is a laptop for every student to use within the classroom. Lower grades have access to Leap Frog Literacy based technology, Wilson Language Basics and The Foundations Literacy program. All of our ELL's have access to leveled libraries and are immersed in our Core Knowledge Curriculum. Grades K-5 utilizes the envision math program, and the middle school works with the Course 1 and 2 mathematics program.

14. At PS/MS 114 we try to offer native language support to both our ELL students and parents. Our parent coordinator ensures that all important paperwork is sent home in the family's native language. We also offer a small selection of books and materials in languages other than English.

15. At PS/MS 114 all required services and resources correspond to our ELL's age and grade levels.

16. We currently do not have any programs or activities to assist our newly enrolled ELL students prior to the first

day of school. Over the past few years at PS/MS 114 our new ELLs come to us in kindergarten or in the lower grades. Within the first few weeks of each new school year the ESL teacher in collaboration with the parent coordinator holds a meeting for the new ELLs and their parents to answer any questions or address any concerns that they may have as well as develop an action plan to address the child's needs.

17. At the present time we do not offer language electives to our ELL's.

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)?

N/A

D. Professional Development and Support for School Staff

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

1. At P.S./M.S. 114 we will conduct LAP (Language Allocation Policy) meetings on a monthly basis to raise our understanding of the principles of the LAP team. Our members will then turnkey the ideas to the staff during our monthly professional development meetings. The ESL teacher will meet on a weekly basis with classroom teachers of ELLs to evaluate how students are progressing based on the State learning standards as well as to discuss differentiated and academic language development strategies.

2. We provide our staff with support from both the ESL teacher and the guidance counselor to assist ELL's as they transition from elementary to middle school. ELL's have privately scheduled meetings with the both the guidance counselor as well as the ESL teacher to assist with the required paperwork needed to apply for middle school. It is at this time that the ELLs options are explained in full detail and all questions may be answered.

3. The ESL teacher is responsible for providing all teachers and service providers with the 7.5-10 hours of ELL training. Training is done over the course of the year during staff development days, professional half days, and monthly faculty meetings.

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?

Parental Involvement

1. At PS/MS 114 we have a great deal of parental involvement from many of our parents. A few parents of our ELLs have chosen to become learning leaders and volunteer at the school on a weekly basis to assist in the lunchroom and in the schoolyard. Many parents of our ELLs are members of the school PTA, and attend monthly meetings.

2. There is one Community based organization that our school does partner with to provide workshops to parents in the school including parents of ELLs. That organization is the Rockaway Artist Alliance, which has provided after school art workshops, for parents and their children to attend together.

3. We evaluate the needs of our ELL parents at the start of each school year. During the month of September parents of ELLs are invited by the ESL teacher and the parent coordinator to attend a “meet and greet”. It is at this time that we have an opportunity to speak with the parents and ascertain if there is a need for oral interpretation and/or written translation.

4. Our parental involvement activities are geared to address the needs of our parents. Every month parents are invited to attend a workshop that is presented by a member of our school staff on a different subject/content area. For example, our math and core knowledge facilitators provide numerous workshops throughout the school year detailing the math, reading programs, and standardized tests that we utilize at our school. During these monthly parent workshops the curriculum and what is expected of the children is explained in detail and any questions or concerns may be addressed.

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)														0
Intermediate(I)														0

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

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

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

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

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

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

Native Language Tests

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

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

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.

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

1. There are several assessment tools that we use to assess the early literacy skills of our ELLs. All students are evaluated using ECLAS, EPAL, and Fountas and Pinnell’s running records. As part of the Foundations program our ELLs are given end of unit tests to determine if there is a need for review and/or remediation. All information that is gathered from the assessments is used to drive instruction. The data from the assessments indicates that many of our ELLs are on par with their monolingual peers in most areas, but we notice a need for remediation when it comes to writing. The implementation of the Pearson Reading Reading Street Programs has aslo given our teachers a tremendous amount of information about our students, as it contains both weekly and unit assessments to fully monitor the students strengths and weaknesses on a continual basis.
2. If we look at the data patterns across proficiency levels on the Lab–R and NYSESLAT for the breakdown of skill in listening, speaking, reading and writing, we find that the students score considerably better, in both, listening and speaking, with most achieving proficiency. Not surprising is that our ELL's consistency struggle in writing, grammar and writing mecahnics.
3. Patterns of student’s progress across the modalities on the NYSESLAT will drive instruction for our ELL students. A large emphasis has been placed on developing our ELLs written language skills, as we have found that

modality to be the most difficult one for our ELLs to master. We accomplish this by providing clear and focused ESL instruction to small groups of our ELL learners. ESL instruction at P.S./M.S. 114 adheres to the eight main LAP principles with our main focus on principle 2: Academic Rigor. Our students are challenged in every content area to stimulate their academic growth within our school. ELLs are provided with challenging content and learning strategies that will prepare them to think critically, solve problems, and communicate in the language of instruction.

4. After examining student's results we have found that our ESL students in grades 3–6 seem to do better on math assessments versus those that encompass a reading and writing component. Understandably, since the written language component is generally acquired last. The breakdown of levels in the modalities shows that the students in the upper grades are having difficulty obtaining proficiency in writing. These students are proficient in listening, speaking, and often reading as well.

b–c. The data seems to imply that the instructional program for ELL students is working well. Each year our NYSESLAT scores indicate that our ELLs are improving in all modalities with many of our students reaching the proficiency level. To continue this success we will keep the class sizes small, continue grouping the ability level of the students homogeneously, and provide instruction that is similar to that of the general population's focus on literacy and test preparation. In addition, through collaboration the, ESL teacher and the classroom teacher will continue to work together to identify each ELLs strengths and weaknesses which will in turn drive instruction.

5. N/A

6. The success of our ELL program is easily evaluated and evident by the number of students who pass the NYSESLAT each Spring as well as the by the time those students are spending immersed in the ELL program.

Additional Information

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

Part VI: LAP Assurances

School Name: Belle Harbor School

School DBN: 27Q114

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Stephen P. Grill	Principal		11/22/11
Barbara C. Poggioli_Esposito	Assistant Principal		11/22/11
Kathleen Meade	Parent Coordinator		11/22/11
Gina Machado	ESL Teacher		11/22/11
N/A	Parent		1/1/01
Mary Wilson/Grade 5	Teacher/Subject Area		11/22/11
Heather Salzman/Grade 4 ICT	Teacher/Subject Area		11/22/11
Linda Norwich	Coach		11/22/11
N/A	Coach		
Wendy Marciano	Guidance Counselor		11/22/11
Patricia Tubridy	Network Leader		11/22/11
Eileen Nornung	Other <u>Speech</u>		11/22/11
Patricia Fleming	Other <u>AIS</u>		11/22/11
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 27Q114 School Name: Belle Harbor School

Cluster: 2 Network: 212

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.

At the start of the school year every teacher invites the class parents/guardians to a "meet and greet" with the teacher. It is at this time that the teacher gets an opportunity to speak with each parent/guardian and ascertain if there will be a need for oral interpretation and/or written translation. In addition, the ESL teacher, in collaboration with the parent coordinator conduct a meeting for the parents of the English Language Learners each september to further determine if there are any non-English speaking parents who will require materials in their native language.

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

At PS/MS 114 less than 2% of our school population are ELL's, therefore, we have found that year after year there are very few if any parents that are non-English speaking. Our major finding was that even our families where English was not the native language, in every case one if not both of the parents spoke English, and at least one parent was able to read and write English as well. In all cases the parent who was dominant in the written and spoken word acted as the others translator if and when needed.

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.

At PS/MS 114 written translation services will be provided to those parents determined to be in need of language assistance services by school staff and parent volunteers. At the start of every school year the parent coordinator will complete a list of languages other than English that are spoken and written by all school staff and parent volunteers. As the documents/paperwork are sent home that need to be translated, the parent coordinator will find one of the staff members or parent volunteers to translate the material so it can be sent home to the parent/guardian in a timely manner.

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.

At PS/MS 114 oral interpretation services will be provided by school staff and/or parent volunteers as needed. We will follow the same routines as for written translation services. In addition, we will reach out and hire certified outside DOE contractors for translation and interpretation services on a case by case basis when needed.

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>.

At PS/MS 114 we will fulfill Section VII of Chancellor's Regulation A-663 by sending out a parent survey at the start of each school year to determine if there are any parents who require translation and interpretation services. After the parent of every student in the school has been accounted for, we will determine if any of the parents primary languages are a covered language and require such services. Thereafter, all school memos, letters, and academic progress reports pertaining to their child's education will be sent home in their primary language.