Department of Education

Dennis M. Walcott, Chancellor

2012-2013
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL NAME: THE HENRY BOEHM SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 31R055

PRINCIPAL: SHARON B.FISHMAN EMAIL: SFISHMA4@SCHOOLS.NYC.GOV

SUPERINTENDENT: ERMINIA CLAUDIO

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Sharon B. Fishman	*Principal or Designee	
Nicole Puglia	*UFT Chapter Leader or Designee	
Kristina Albano	*PA/PTA President or Designated Co-President	
Julia Lucchese	DC 37 Representative, if applicable	
	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
Michael Massa	Member/Paraprofessional	
Michael Reilly	Member/Parent	
Sandra Crocco	Member/Sp. Ed. teacher	
Monique Ginocchio	Member/Parent	
Mary Trabulsy	Member/Teacher	
Julie Cadunzi	Member/Parent	
Anthony Magnolia	Member/Parent	
Maria DelPrete	Member/Parent	

** 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

- Students in grade 3 – 5 will show progress in literacy achievement. Students who score level 3 – 4 in literacy on the NYS ELA Assessment will improve 3%.

Comprehensive needs assessment

- 76.3% of our students scored levels 3-4 on the assessment. Their average proficiency was 3.26. Improving student achievement by the targeted amount will improve the schools progress report by 1 grade level (B). According to the NYS report card our school is in good standings in all content areas.
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Instructional strategies/activities

a) Teachers will be trained to use the Fountas and Pinnell assessment. All grades will utilize the same assessment.
b) Teachers will meet weekly in Inquiry Teams to assess student work and adjust lessons that demand evidence to support a claim and update unit plans to reflect their learning and change in instructional behavior.
c) Teachers will be given opportunities to meet three (3) times per week in grade teams to develop lessons that incorporate opportunities for each student to engage in rigorous academic instruction and activities.
d) All students will engage in two (2) literacy tasks embedded in a rigorous curriculum unit aligned with the common core learning standards.
e) Students at risk will attend small group intervention during extended day two (2) times per week. Students at risk will also receive Academic Intervention Services two (2) times per week with funds provided by the Parent Teachers Association.
f) Our self-sustaining Saturday test prep academy will begin in March 2013. The program will operate 3 hours per session for five (5) weeks.
g) Unit plans will be designed to incorporate higher level questioning, Universal Design for Learning (UDL) and rigorous performance tasks.

Strategies to increase parental involvement

- Not Title 1 School. Parent workshops will be offered to explain new standards and expectations, how to help your child succeed, and testing information.

Budget and resources alignment

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

If other is selected describe here :PTA donation and parent funded self-sustaining program

Service and program coordination

- F-status teachers- 3 teachers, two days per week, for 10 weeks
- Saturday Academy classes open to all students funded by parent of registrant

- Professional Development and inquiry work centered around the Chancellor's expectations and the Danielson Framework

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

- Students in grades 3 – 5 will show progress in math academic achievement. Students who score level 3 – 4 in math on the NYS Math Assessment will improve 2%.

Comprehensive needs assessment

- 83.7% of our students scored levels 3-4 on the assessment. Their average proficiency was 3.59. Improving student achievement by the targeted amount will improve the schools progress report by 1 grade level (B). According to the NYS report card our school is in good standings in all content areas.

Instructional strategies/activities

a) Teachers will collaborate to develop rigorous units of study using the new scope and sequence and the Everyday Math program aligned to the common core standards.
b) The Everyday Math program will be supplemented by Ready New York CCLS Instruction in Mathematics
c) All students will engage in two (2) math task embedded in a rigorous curriculum unit aligned to the common core standards.
d) Self-Sustaining Saturday test prep academy will begin in March 2013. Classes will meet for three (3) hours a day for a five (5) week period. Students identified as at risk based on the predictive assessment will attend Academic Intervention Services two (2) times per week.
e) Unit plans will be designed to incorporate higher level questioning, Universal Design for Learning (UDL), and rigorous performance tasks.
f) Students and Teachers will utilize the academic language which aligns with the NYS Common Core Standards.
g) Parents will be offered workshops and provided with lists identifying appropriate academic language to reinforce rigor at home.

Strategies to increase parental involvement

- Not Title 1 School. Parent workshops will be offered to explain new standards and expectations, how to help your child succeed, and testing information.

Budget and resources alignment

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

If other is selected describe here :PTA donation and parent funded self-sustaining program

Service and program coordination

- F-status teachers- 3 teachers, two days per week, for 10 weeks
- Saturday Academy classes open to all students funded by parent of registrant
- Professional Development and inquiry work centered around the Chancellor's expectations and the Danielson Framework

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

- In grades 3, 4, 5 we will narrow the achievement gap relating to performance, between general education students and students with disabilities in ELA by 5%.

Comprehensive needs assessment

- 25% of students with disabilities performed at levels 3 – 4 on the NYS ELA Assessment. There is a significant difference between the performance of our general education students and our students with disabilities. All students are in good standing in each content area on the NYS report card.

Instructional strategies/activities

a) Students at risk will attend small group Response to Intervention (RTI) sessions for five (5) periods a week.
b) All grades will identify at risk students for Targeted Guided Reading instruction 2 -3 periods per week.
c) Our self-sustaining Saturday test prep academy will begin in March 2013 for three (3) hours a session for five (5) weeks.
d) Special education teachers will attend professional development in UDL and RTI to develop a repertoire of strategies to implement with at risk students.
e) Teachers will meet weekly in inquiry teams to assess student work and adjust lessons that demand evidence to support a claim and update unit plans to reflect student learning and change in instructional behavior.
f) Teachers will have the opportunity to meet three (3) times per week in grade teams to develop lessons that incorporate UDL model strategies to engage students in rigorous academic instruction and activities.

Strategies to increase parental involvement

- Not Title 1 School. Parent workshops will be offered to explain new standards and expectations, how to help your child succeed, and testing information.

Budget and resources alignment

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

If other is selected describe here :PTA donation and parent funded self-sustaining program

Service and program coordination

- F-status teachers- 3 teachers, two days per week, for 10 weeks
- Saturday Academy classes open to all students funded by parent of registrant
- Professional Development and inquiry work centered around the Chancellor's expectations and the Danielson Framework

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

- Improve overall score on our School Survey by improving communication score from 6.5 to 7.5.

Comprehensive needs assessment

- Our school survey identified a need to improve methods of communication with staff and parents.

Instructional strategies/activities

a) Teachers will communicate with parents via Echalk
b) Teachers will respond within 24 hours of receiving a parent inquiry
c) Administration will respond within 24 hours of receiving an inquiry from both staff and parents
d) The staff and parent handbooks were revised to provide more specific information
e) Email communications between staff and administration will provide clear inquiries and expectations
f) Interim progress reports will be designed in grades 1 – 5 to inform parents about their child's progression.
g) The PS 55 community will hold an annual retreat to promote communication and dialogue amongst parents and staff.
h) Robo calls will be utilized to inform parents and staff about specific events and urgent matters
i) Curriculum conferences will be held in June to provide parents with expectations for the next grade.

Strategies to increase parental involvement

- Parent workshops scheduled by parent coordinator on a monthly basis.
- Sat. morning teacher/parent retreat to build teamwork and trust. January 2013

Budget and resources alignment

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

If other is selected describe here :PTA donation

Service and program coordination

- PTA provides funds for Echalk
- Retreat funded by PTA and Local Businesses

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:
  - a) 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	Interactive reading and extended answers writing.	Small group	During the school day
Mathematics	Intervention math program and test prep materials	Small group	During the school day
Science	Embedded in ELA intervention program	Small group	During the school day
Social Studies	Embedded in ELA intervention program	Small group	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Social groups and behavioral intervention	Small group and one-on-one	During the school day

HIGHLY QUALIFIED TEACHERS (HQT)

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

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

- Professional development series is scheduled each month during staff meeting.
- Two specific dates scheduled as non-attendance) days for curriculum mapping and PD.
- Network Liaison meeting 1 time per month to work with professional development team who will turn key information to staff on a monthly basis.
- Utilize licensed teachers as subs to develop a pool of candidates when positions open.

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
2012-13

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

Part I: School ELL Profile

A. School Information ⓘ

Cluster Leader/Network Leader Jose Ruiz/R. Gallo	District 31	Borough Staten Island	School Number 055
School Name Henry Boehm School			

B. Language Allocation Policy Team Composition ⓘ

Principal Mrs. Sharon Fishman	Assistant Principal Mr. Paul Giordano
Coach type here	Coach type here
ESL Teacher Ms. Nancy Torres	Guidance Counselor Mrs. Arlene Donnelly
Teacher/Subject Area Ms. Velva Wright / Tr.	Parent type here
Teacher/Subject Area Mrs. Jennifer DeSantis / Tr.	Parent Coordinator Mrs. Liz De Forest
Related Service Provider Mrs. Sandra Crocco/IEP Tr.	Other type here
Network Leader type here	Other type here

C. Teacher Qualifications ⓘ

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

Number of certified ESL teachers	2	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	692	Total Number of ELLs	13	ELLs as share of total student population (%)	1.88%

Part II: ELL Identification Process

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

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

1. PS 55 follows certain steps in order to identify students who may possibly be ELLs. Initially, parents or guardians of students entering PS 55, as first time registrants to the New York City Department of Educations' Public School system are guided through the registration process by the school Pupil Accounting Secretary, Mrs. Tara DeSane. The parent / guardian registering the child completes the Home Language Identification Survey (HLIS), which is provided for them by Mrs. DeSane, in the language of their choice. In instances in which the parent does not speak English, the parent may be accompanied by an English speaking person, or Mrs. Liz De Forest, our Parent Coordinator, will seek to provide a translator. While the registering parent completes the HLIS, our Principal, Assistant Principal or ESL teacher, all of which are trained pedagogues, conducts an informal oral interview in English with the child being registered. This interview is conducted in order to determine whether or not the child is being appropriately identified by the parent on the HLIS, as an English speaker. The informal interview may be translated to the native language of the family when needed. The HLIS contains questions about the student's linguistic skills. The parent or guardian who completes this form provides information to the school as to whether or not the student speaks a language other than English. Our licensed ESL teacher, Nancy Torres, reviews the HLIS. Based on the answers on the HLIS, Ms. Torres, also our LAB-R coordinator, determines whether or not the student is eligible for the Language Assessment Battery - Revised (LAB-R), exam. Translation assistance is readily available in Spanish by Ms. Torres and Italian by Mrs. Babino - both of which are licensed teachers. Other language translators are sought as needed.
The LAB-R is administered to those students new to the New York City Department of Education which according to the HLIS, that have been identified as possible ELLs. It accurately measures the students' English language proficiency. Students identified as Spanish language users on the HLIS, are administered the Spanish Lab-R, only after not passing the English version of the Lab-R. Based on the scores of the LAB-R, a student is identified as an ELL or not. English Language Services are then provided by the ESL teacher. Whenever a new student is admitted to PS 55, the school secretary informs the ESL teacher, so that all documentation in the students' permanent record can be checked for LEP status. The ESL teacher also periodically runs a RADP report from ATS to look for new admits. She then checks the Exam History reports available through ATS, for the LAB-R and NYSESLAT scores of those students that appear on the RADP and RLAT as having a language other than English. This is done to determine if the students have already tested out of the ESL program and also to properly adhere to State testing mandates for students that have tested out of the ESL program within the past two years and that are still entitled to extra time on all State Exams. Based on the students' exam history, the ESL teacher can readily identify whether or not the student is an ELL. The records of all ELLs that transition from schools due to grade promotion or relocation are reviewed by the secretary at PS 55, as well as the ESL teacher for supporting documentation to determine

the ELL's participation in the ESL program and also their language proficiency level. Students identified as ELLs are serviced by PS 55's ESL teacher, who is certified by New York State as a qualified English as a second language instructor.
2. The structure implemented at PS 55, to ensure that parents understand all three program choices is a thorough introduction and explanation within a parent orientation, held in the first month of school, and as new ELLs are admitted into PS 55. A letter is sent to the parents of the children who are identified as ELLs, inviting them to the orientation. The orientation is jointly presented by our ESL teacher, and our PS 55 Parent Coordinator, Mrs. Liz De Forest. The three program choices, Transitional Bilingual Education, Dual Language and Freestanding ESL are reinforced with a video, provided by the DOE. The parent has the option to view the video in English or their home language. Parents are informed that if Transitional Bilingual or Dual Language program is chosen, their child will be transferred to a school that offers the specific program. They are also made aware that school bus transportation services may not be available from the school that offers the programs and that their chil'd' transportation to and from the other school will be the parents responsibility. After viewing the video, a survey is distributed that asks the parents to state the program of their choice for their chil'd' language instruction. Parents are advised that if they do not make a choice, they will automatically be considered as having chosen the Transitional Bilingual Education program as mandated by CR Part 154. Parents that do not attend the orientation are provided with a link to the orientation video located in the New York City Department of Education website. They are also provided with the survey and program choice letter, in both English and in their home language. These parents are asked via a letter and a phone call, to watch the video, make the program selection, complete the survey in the language of their choice, and return both the program selection letter and the survey to Ms. Torres, the ESL teacher, within a timely manner. Parents that do not submit the program selection letter and survey by the date requested are called by telephone a second time, by the ESL teacher, and are asked to communicate with the ESL teacher or parent coordinator for a time and date in which they may be able to set up a private orientation at PS 55. Parents that reject this offer are then advised by phone either by the ESL teacher or Parent Coordinator about the program selections. They are provided with verbal information about the three programs and advised accordingly. These parents then make verbal program choices for their child's language instruction, however, these parents are not provided with a survey form. In the event that PS 55 acquires the required number of 15 students within two grade levels and of the same first language, then a Transitional Bilingual or Dual Language program will be implemented. In this case, the parents of all ELLs that had or had not originally opted for these programs would be notified in writing and by phone by our ESL teacher and our parent coordinator.
3. Parents of ELLs that did not test out of the ESL program during the NYSESLAT administration from the previous school year, are provided with Continued Entitlement letters as well as Program Selection letters. Occasionally, one of the program selection letters is not returned to the ESL teacher. As an outreach to the parents, Ms. Torres then sends home another blank program selection letter with the student and posts a sticky note on it stating "2nd Notice". In the rare occasion that this second notice is not returned to the ESL teacher within 4 days, Ms. Torres then calls the ELL's parent to request that the notice be completed and returned. Parents that do not wish to submit the program selection letter, are asked to make a verbal program choice via the telephone, for their child's language instruction. All returned notices are kept in the LAP black-box binder provided by the DOE, and which is kept by the ESL teacher at PS 55.
4. After being advised about the three program choices, and the responsibility of the parent to provide transportation to and from school if they select a program not offered at PS 55, the parents of PS 55s' ELLs always chose to have their children placed in the ESL program. This program is described thoroughly to the EL'L' parents during the Parent Orientation, telephone or email communication, and if requested, refreshed during parent teacher conferences. Notices to our ELL's parents are provided to them in the language of their choice as well as in English. Parents of PS 55's ELLs are provided with our ESL teachers' contact information (phone number and email address) upon being notified that their child is an ELL, and are encouraged to communicate with the ESL teacher whenever they wish, for assistance with any school related matter. Most of the time, the parents of PS 55s' ELLs are fluent in English and so communication in their Native Language is not always necessary, however, a translator will always be sought if necessary.
5. After reviewing the parent survey and program selection forms for the past four years, we have found that the trend in program choice is the English as a Second Language (ESL) program. In the school year 2009 -2010, PS 55 had 12 ELLs of which all 12 parents selected the ESL program. In the school year 2010-2011, PS 55 had 7 ELLs. Of the 7 ELLs, one was an X coded student in the 5th grade. Six parents selected the ESL program. The parent of the X coded student verbally agreed to continue servicing their child as we always have, via the ESL program. In the school year 2011-2012, PS 55 had 7 ELLs. Of the 7 ELLs, all 7 parents selected the ESL program as the program of their choice for their child's language instruction. In the current year of 2012-2013, PS 55 has 13 ELLs. Of the 13 ELLs, all 13 parents have selected the ESL program as the program of their choice for their child's language instruction.
6. For the past four years, the trend in parents' program choices has been the English as a Second Language (ESL) program, therefore, the ESL program offered at our school is aligned with what parents are requesting. In the event that a selection has not been made by an ELLs parent, then PS 55 will have to advise the parent that the default program selection is the Transitional Bilingual Education program (as per CR Part 154), and that the Transitional Bilingual Education program is not offered at PS 55. The parent will then be

advised of a school which does offer the Transitional Bilingual Education program so that they may enroll their ELL at that school.

Part III: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**Tot #**
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														**0**
Dual Language (50%:50%)														**0**
Freestanding ESL														
Self-Contained														**0**
Push-In	8	8	8	4	4	0								**32**
Total	**8**	**8**	**8**	**4**	**4**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**32**

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	13	**Newcomers (ELLs receiving service 0-3 years)**	12	**Special Education**	3
SIFE	0	**ELLs receiving service 4-6 years**	1	**Long-Term (completed 6 years)**	0

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

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
Dual Language										0
ESL	12	0	2	1	0	1	0	0	0	13
Total	**12**	**0**	**2**	**1**	**0**	**1**	**0**	**0**	**0**	13
Number of ELLs in a TBE program who are in alternate placement:										

C. Home Language Breakdown and ELL Programs

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

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

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

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**TOTAL**
Spanish				1										1
Chinese														0
Russian	2	2		1										5
Bengali														0
Urdu		2												2
Arabic	1		1		1									3
Haitian														0
French														0
Korean	1													1
Punjabi														0
Polish														0
Albanian														0
Other		1												1
TOTAL	**4**	**5**	**1**	**2**	**1**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**13**

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

1. Instruction for ELLs is delivered via the push-in and pull-out models. When the push-in model is delivered, it is done collaboratively with the classroom teacher. Often, the ELL is grouped in a homogeneous group with fluent English speakers that need reinforcement in a similar academic skill. Both the Ungraded model (where students regardless of grade are in one class) and the homogenous model (where proficiency level is the same) are used when delivering ESL instruction in the pull-out model. When necessary, ELLs are pulled-out individually to address the students' needs.

2. The ESL teacher at PS 55 ensures that ESL instruction is delivered according to the mandated number of minutes according to the ELL's proficiency level. The Staff at PS 55 ensures that the ESL teacher delivers this mandated number of minutes by working collaboratively to create an ESL schedule for the ELLs in their classrooms. The ESL classroom library contains books in the ELLs Native Language for Native Language Support as part of the NYS CR Part 154 mandate. Instruction for the ELLs in the Beginner language proficiency level consists of 360 minutes per week. The instructional approach and methods used in the 360 minutes per week for the Beginner level is as follows:

1 period word work (phonetics and spelling)
1 period read-aloud (listening and hands-on)
1 period guided reading (vocabulary and writing conventions)
1 period letters (sound, orthography, word building)
2 periods content area instruction (Science, Math, Social Studies and Health)
2 periods viewing - writing (technology based writing prompts)

The instructional approach and methods used in the 360 minutes per week for the Intermediate level is as follows:

1 period word work (phonetics and spelling)
1 period read-aloud (listening and hands-on)
1 period guided reading (vocabulary and writing conventions)
1 period letters (sound, orthography, word building)
2 periods content area instruction (Science, Math, Social Studies, Health)
2 periods viewing (technology based writing prompts)

The Instructional approach and methods used in the 180 minutes per week for the Advanced level is as follows:

1 period vocabulary (phonetics, spelling, definition)
1 period guided reading (grammar and writing conventions)
2 period writing (response to literature based on the guided reading book in the form of essays: narrative, persuasive, informational)

All ELLs receive instruction as mandated by the CR Part 154, CR part 100, the Language Allocation Policy, and the No Child Left Behind.

A. Programming and Scheduling Information

3. The ESL program at PS 55 implements instruction in all content areas to assure that the ELLs understand and attain the necessary information and vocabulary for all subjects. PS 55s' ESL program uses the National Geographic website to teach writing while at the same time teaching science and social studies. The ESL teacher works closely with the PS 55 science cluster teachers as well as classroom teachers, to create lessons that are aligned with the science and social studies curriculum as required by New York State. This provides familiarization and reinforcement for the ELL of terminology used in these subject areas. Math lessons for the ELLs are created using a variety of genres that touch upon the material and vocabulary that the ELL needs to know according to the classroom teacher as well as the New York State curriculum. Lessons are created and implemented by the ESL teacher with advice from the classroom teacher. Parents are also asked to advise the ESL teacher of any subject area that they feel their child needs extra help with. To facilitate comprehension of the English language for all ELLs, realia, pictorials, technology, media, guided reading books, poetry, and thematic units are used, as well as TPR (Total Physical Response) to create a language rich learning environment. Native language support is only used for beginner level ELLs at the zero English level. This is done by the use of TPR, realia, pictures, technology, and drawings. Native language verbal communication for these ELLs is sought via the internet if a staff member or other student that speaks that child's language is not available.
4. Parents of ELLs in the testing grades of 3 - 5, are informed that all NYS exams can be administered, if they so choose, in their native language, with the exception of the ELA, for those students not exempt from the ELA.
5. PS 55 has a few ELL subgroups. Instruction is differentiated by planning according to the student's needs, learning style and capabilities. Although PS 55 currently has no SIFE students, the following plan is in place should any register throughout the school year: books that are rich in print and illustrations will be used. The illustrations will be closely related to the wording on each page. These books exist in all subjects and content areas. SIFE students will also be instructed using music, poetry, audio supplies and visuals. A teacher modeling method and TPR will also be used. Opportunities for communication will exist in the students' exchange of communication via drawing, artwork and TPR.
The ESL instruction plan for ELLs in the program for less than 3 years (newcomers), is a teacher created plan based on the student's needs such as vocabulary acquisition, grade appropriate academic proficiency, and school social and cultural norms. To comply with the No Child Left Behind mandate of ELA and Math testing, ELLs in the 3 years or less subgroup receive ESL instruction that correlates with the ELLs grade level curriculum. These ELLs receive ESL instruction according to their mandated number of minutes as determined by their scores on the previous year's New York State English as a Second Language Achievement Test (NYSESLAT). Data from the NYSESLAT is used to determine the area of weakness for these ELLs. Instruction is geared to enhance the skills that the ELLs received a "limited proficiency" score on. According to the data, most newcomers score low on reading and writing. These skills are targeted via thematic units in which literature from various genres are used to focus on certain grammar skills and produce written responses. Newcomer ELLs receive instruction that targets arithmetic concepts via various genres that allow for vocabulary enhancement in mathematical terms. Literature that builds background knowledge in Social Studies and Science are also utilized to better familiarize and prepare the ELLs for test taking.
ELLs in the PS 55 ESL program for 4 to 6 years are often in the program because they lack a certain academic language skill which does not allow for them to test out of the ESL program. Usually this limited academic skill is in the writing element of the English language. Students that have not tested out of the ESL program after three years are considered Long Term ELLs. The following services are provided to Long Term ELLs:

push-in / pull-out intervention day programs which include National Geographic literature, hands on vocabulary enhancement activities and methods that foster learning and self-correcting.
After school programs
Communication between classroom teacher and ESL teacher
Teacher - student conferencing

ELLs remain in the PS 55 ESL program for the school year at the end of which they are administered a series of four exams known as the (NYSESLAT). This is administered by PS 55s' ESL teacher.
In some cases, the ESL teacher provides test results to the School Assessment Team for the students that have shown no improvement in the NYSESLAT, and that may need to be evaluated for extra services. ESL services will continue to be provided for these ELLs according to the mandated number of minutes as determined by their score on the NYSESLAT and according to the instructions stated on their CAP record. The issue of alternate placement in special education will be addressed by:

Placing the child in the least restrictive environment where appropriate (ICT or mainstream)
Push-in services
SETSS

6. ELLs that are also SWD (Students with Disabilities), receive ESL instruction utilizing a variety of instructional materials such as realia and more hands on approach, as well as a variety of methods such as TPR and modeling. This form of instruction provides access to

A. Programming and Scheduling Information

academic content areas and accelerates English language development.
7. The use of the curricular at PS 55 for ELLs that are SWDs is the same as the NYS mandated curricular for the students' grade level. Realia and other manipulatives are introduced to facilitate comprehension of the lesson at hand, as well as other instructional materials and methods. Flexibility in scheduling exists when the schedule for ESL instruction is being created, and is centered on the ELL's that are also SWD, to ensure that the particular ELLs are serviced with the mandated number of minutes according to the ELLs English proficiency level. Consideration is given as to the location that the ESL instruction will be provided, in order to establish the least restrictive environment for the SWD ELLs, as well as the group size, in accordance with the SWD ELL's IEP.

Courses Taught in Languages Other than English

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

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

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

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

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

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

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

Native Language Usage and Supports

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

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

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

B. Programming and Scheduling Information--Continued

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

8. Targeted intervention programs for ELLs in ELA, math, and other content areas are offered in English at PS 55. All lessons are based on balanced literacy, including read alouds, shared reading, reading and writing workshop, as well as the use of scaffolding techniques, graphic organizers and pre-teaching of vocabulary. These lessons are offered to all subgroups with differentiation for each sub-group. For the math subject area, PS 55 introduces specialized vocabulary, manipulatives and visual cues, small group activities integrated with literature and clarified directions are utilized. The science subject area focuses on small cooperative learning groups, integration of non-fiction science genre into the balanced literacy program, hands-on approach, and implementation of science standards curriculum in all science lessons. We provide students with more research opportunities through technology. The social studies subject area provides ELLs with more research opportunites through technology, project based lessons, non-fiction social studies genre literacy materials, familiarization with primary source documents, and thematic units that correlate with the New York State social studies curriculum as well as with the classroom teacher. All content area subjects are being infused via literature that is rich in academic vocabulary and that provide opportunity for English language acquisition and is differentiated accordingly for each ELL sub group. All grammar mini lessons are taken from the guided reading as well as teacher prepared materials. A supplemental program such as a Saturday Academy is available to all the ELLs in PS 55, which also serves as an intervention program and in which material presented is differentiated to target all ELL subgroups. All intervention programs at PS 55 are offered in English.

9. The students that test out of the ESL program are provided with two years of extended-time support by the PS 55 test administrator. They are also notified that they can receive up to two years of transitional support by the ESL teacher as well as academic intervention services (AIS). AIS services are available for all students regardless of whether or not they are or have been ELLs, and regardless of the number of years they have been registered at PS 55 or any other New York City Board of Education Public School.

10. PS 55 has voted for and agreed on a school-day schedule that starts and ends at the same time everyday, but that allows two days of extended time of instruction for students with extra academic instruction needs. All after school programs at PS 55 are held immediately at the end of the school day and also on Saturday mornings, when the testing dates approach. RTI is another new program at PS 55. Each grade selects the students, including ELLs that require extra academic intervention. All RTI instruction is delivered midday. Students in RTI receive instruction in Guided Reading. Each grade concentrates on the student's needs whether it be academic vocabulary acquisition, content area support, written responses, or English language verbal acquisition. RTI is available for both ELLs and monolingual students. It is expected that this will improve student acquisition of subject area vocabulary and understanding.

11. Since PS 55 provides its' students including ELLs, with a variety of programs and services, which are rich in academics they, will not be discontinuing any of its' current programs and services.

12. All programs offered at PS 55 are open to all students of PS 55, regardless of grade, academic level, or English language proficiency. Notices sent home introducing any programs at PS 55 are sent home in English. These notices are translated for those parents that have indicated that they prefer to have notices sent to them in another language. In this manner, PS 55 has assured that all parents or caregivers of its' student body are made aware of all programs and events taking place at PS 55 and thereby has afforded equal access to all ELLs for all school programs. Programs include, but are not limited to the Saturday Academy program, which focus on academic enhancement. The program runs once a week for approximately 5 weeks, meets for three hours each week, and is open to current ELLs, former ELLs, and specifically to students of PS 55 that are currently in testing grades - 3 to 5. The Saturday Academy program utilizes a literacy and math based approach. Literature that reflects nonfiction as well as fiction and which is appropriate for grade level, state testing is read and discussed by the students. Vocabulary, comprehension, reading and writing skills are enhanced. Test taking strategies are practiced. This program runs for three hours with a one and a half hour focus on ELA instruction, and a one and a half hour focus on math. ELLs that

participate in this may find it to be academically enhancing and thereby are considered as supplemental services for the ELLs. This program is taught by certified teachers.
13. Instructional materials used to support ELLs are: multicultural literature, author study books: Eric Carle, Leo Lionni, Margaret Hiller, non-fiction literature: National Geographic, newspapers, Scholastic News for Kids, technology: National Geographic website, audio listening centers: read alouds, read alongs, music, and poetry.
14. PS 55 exercises the ESL program model. Native language instruction is used strictly for the newcomer ELLs that speak zero English language and that appear to be experiencing a loss of self-esteem. In these instances, the ESL teacher, with the use of a computer, will reach out to the ELL by doing a search of that student's country. The "Images" prompt of the internet is used as opposed to the literary version of the search. The student is then encouraged to identify and share his / her knowledge of the images. The ESL teacher helps the student by stating the word of the images in English that the student has identified either by TPR or verbally. Sometimes the ESL teacher may ask for the help of another student or staff member that speaks the same language as the zero English language ELL, to communicate with the zero English language ELL, but only for one word or short phrase translations. The zero English language ELLs are encouraged to draw a response to the lesson on hand and to write a one word or simple phrase describing their drawing. The writing can be done in their native language and then translated to English collaboratively with the ESL teacher. The student's writing, if not in English, is then asked to be written in English on the same paper that the student wrote in their native language. This is done to promote a bridge or relationship between the two languages (the student's native language and English), and to help foster learning of the English language, and to promote communication. Native language instruction is also provided via native language literature in the classroom library. English language communication either by visuals, manipulatives, or TPR is expected from all ELLs in the ESL program.
15. PS 55 implements an ESL program that corresponds to the ELLs age and grade level as closely as possible. The ELLs are grouped in accordance with the English language level that the ELL scored under either from the LAB-R or the NYSESLAT. The ESL schedule however, compliments the classroom teacher's schedule and often ELLs are grouped together across English language proficiency levels. This occurs only in the rare instance that there may not be any margin in the ESL schedule. Differentiated instruction is provided for the ELLs that may happen to be in a non-homogenous group. More often, PS 55's ELLs are grouped together across varying grade and age levels but that are of the same English language proficiency level.
16. In June 2012, parents of newly registered kindergarten students were invited to PS 55 for a kindergarten orientation. Informational presentations were made by the principal, parent coordinator, school nurse, ESL teacher, and PTA president. Kindergarten handbooks were distributed to all who attended and mailed to parents who were not in attendance. The handbook contained general school information and procedures, kindergarten goals, readiness checklist, school supply list, arrival and dismissal procedure, and activity calendars for June, July and August. Parents were welcomed to the school, provided with pertinent information and were afforded the opportunity to ask questions. In the last week of August 2010 the incoming kindergarteners were invited to an outdoor carnival in the PS 55 school yard where they were encouraged to meet their kindergarten teachers and other school personnel. There were games, popcorn, and face painting activities at the carnival. Many of the incoming students attended.
17. ELLs at PS 55 that are at the zero English language level or beginner English language level are encouraged to communicate in English, but may elect to communicate in their native language so long as they support the communication by retelling it or presenting it in another genre.

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)?

1. PS 55 does not use the Dual Language Program.

D. Professional Development and Support for School Staff

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

1. Professional development (PD) is offered to all common branch teachers, subject area teachers, support personnel, service providers, school nurse, paras and parents at PS 55. All school personnel of PS 55 were made aware at the September 4th and 5th PD of the difference in cultural norms of the incoming school year's ELLs for cultural sensitivity and acceptance purposes. At the November 6th PD school personnel was made aware of the differences between Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP). This helps them to better understand and plan instruction for the ELL in their classroom. They are also asked to sit the ELL near the students that are most active in the classroom so that the ELL is surrounded by an English language rich environment as much as possible. The ESL teacher models for the teachers and paras of ELLs how to produce a verbal response from the ELL by using the TPR and visual cues methods and techniques. Teachers and paras of PS 55's ELLs are encouraged to communicate with the ESL teacher for any assistance they may need relating to the ELL. They are also encouraged to observe the ESL teacher in the ESL classroom whenever possible.

2. All student permanent records and supporting documentation for the students, including ELLs that are transitioning from PS 55 to middle school, is transferred to the middle school that the student will be attending in the upcoming school year. These documents are delivered to the middle school's guidance counselor along with a note prepared by the ESL teacher on the permanent records of each transitioning ELL that helps the middle school guidance counselor identify the needs of the ELLs at the middle school and prepare a strong academic schedule for that child. These documents are viewed by the middle school staff to appropriately place and assist the ELL into a positive learning environment.

3. Professional development (PD) is offered to all teachers and paras at PS 55. The 7.5 hours of PD will be incorporated during PD days and will include the following topics: cultural sensitivity training, teaching strategies techniques for management and ELL class participation, and observation of the ESL teacher whenever possible. The Network Support Specialists will also offer PDs for classroom teachers during school days in which students are not in attendance in order to provide the teachers with the mandated 7.5 hours of PD in the ELL area. Special Education teachers are required to have 10 hours of PD.

E. Parental Involvement

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

1. Parental involvement is considered crucial in the acquisition of the English language in the ELL . To promote and facilitate such involvement, parental workshops in academic and social issues are also offered to parents. Such workshops are held by the parent coordinator and/or the ESL teachers. These workshops are also offered to all the parents of all the students at PS 55.

2. Although PS 55 does not partner with other agencies or community based organizations to provide workshops or services to ELL parents, we relate to the parents via our parent coordinator's monthly electronic newsletter, any activities or events in the community that may provide them with support either academically or sociocultural. The community events and or activities mentioned have included events and/or activities taking place at neighborhood libraries, parks, and museums.

3. Parent's needs are evaluated by communicating with the parents of the ELLs. They are asked which language they feel most comfortable being addressed in. They are offered translation services via the Department of Education.

4. The parental involvement activities address the needs of the parents in that they are made aware of the academics that their child is learning. Once the awareness has been established, parents are encouraged to become active participants in helping their child succeed in school. They are invited to discuss the curriculum with their child's teacher and to provide feedback on which lessons their child needs more help with.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	1	1	1											3
Intermediate(I)		2												2
Advanced (A)	3	2		2	1									8
Total	4	5	1	2	1	0	0	0	0	0	0	0	0	13

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

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

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
3									0
4			2						2
5									0
6									0
7									0

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
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								

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
Test)								
Chinese Reading Test								

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

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

1. PS 55 utilizes the TCWRA tool to assess the early literacy skills of our students, including ELLs. This assessment is done three times a year for kindergarten, and four times a year (September, November, March, and May) for first and second grades. The purpose of this assessment is to provide insight to the teacher as to what reading level the students, including ELLs, are. The assessments continue periodically throughout the school year to determine progress in reading. Teachers use this information to better group the students in guided reading groups and for lesson differentiation. The quantitative data also reveals how the students, including ELLs, are learning reading via phonetic instruction and how they transfer this information onto a written piece. PS 55 also uses a leveled library system to better group the students including ELLs in a balanced literacy guided reading group. The Fundations program is also used for the lower level performing students, including ELLs.

2. The pattern across the ELL's proficiency in the LAB-R reveals that students are stronger in the listening skill than any other one that the test measures for. Some students may also be strong in the speaking skill. Students that are strong in the reading skill of the LAB-R most likely do not meet ESL service eligibility although this is not always the case. The patterns across the NYSESLAT reveal that students perform strongest in the listening and speaking portions of the exam than in the reading and writing parts. The ESL teacher uses the results of these exams to prepare lesson plans that address these areas and to improve instruction. She also shares this information with the classroom teachers as they may know how to address the student's needs.

3. Of the four modalities (listening, speaking, reading and writing) students were lacking in standardized reading and writing genre skills based on New York State Standards. The ESL program has been improved to include stronger literacy based instruction which includes more guided reading, writing responses, and writing prompts. The ESL program implements instruction in all content areas to assure that the ELL students understand and attain the necessary information and vocabulary for all subjects.

4. Student results across proficiencies and grades reveals that the ELLs are stronger in mathematical concepts than in English Language Arts. This provides crucial information to the school leadership and teachers because these results guide instruction. The results from the interim assessments are used by the classroom and ESL teachers to create lessons that focus on the student's needs. ELLs new to PS 55 (one year or less) are allowed to take all New York State Exams (Social Studies, Math, and Science), with the exception of the ELA, in their native language. The results of these exams indicate that the ELLs are knowledgeable, either by comprehension or by prior knowledge, in the subject areas taught at PS 55.

5. PS 55 does not practice a dual language program.

6. The ESL program compliments the classroom teachers' and cluster teachers' curriculums. This provides another source of focus and coherence in correspondence and correlation with college and career readiness (CCR). As such, the teachers meet periodically to discuss

and evaluate the academic progress of the ELLs. ELL's academic progress reveals that the ESL programs implemented at PS 55 are successful.

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

Part VI: LAP Assurances

School Name: Henry Boehm School **School DBN:** 31R055

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Sharon Fishman	Principal		1/1/01
Paul Giordano	Assistant Principal		1/1/01
Liz De Forest	Parent Coordinator		1/1/01
Nancy Torres	ESL Teacher		1/1/01
	Parent		1/1/01
Velva Wright	Teacher/Subject Area		1/1/01
Jennifer DeSantis	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Arlene Donnelly	Guidance Counselor		1/1/01
	Network Leader		1/1/01
Sandra Crocco	Other		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013

Requirement under Chancellor's Regulations – for all schools

DBN: 31R055 **School Name:** Henry M. Boehm

Cluster: 6 **Network:** CFN604

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

Part A: Needs Assessment Findings

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

PS 55 has a multicultural student population of 694. Of these, only one is a non-English speaker. The parents of these, and of our monolingual students, were asked upon their child's date of registration via a Home Language Identification Survey (HLIS), to select in which language would they prefer to receive school letters and documentation. The data taken from these forms has been comprised into a list, kept by both, the ESL teacher and the Parent Coordinator. Thus far, the data reveals that the parents of the PS 55 student body all wish to receive said information in English. In the event that a parent wishes to receive school related materials in a language other than English, the school staff will seek to find a NYC Department of Education staff member within PS 55 or that of a neighboring school, that speaks the language of the parent, that can translate into writing or orally as requested by the parent, all school related material and information. If a NYC Department of Education staff member cannot be sought, PS 55 will seek for a fellow parent to do the translation. In the event that a fellow parent of the same language as the requesting parent cannot be found, PS 55's Parent Coordinator will contact the Department of Educations appointed translation and interpretation service office, Legal Interpretive Services at 718-237-8919, and request for a translator that will provide for the requesting parent, written translation or oral interpretation in an appropriate and timely manner.

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.

As per the list generated by the ESL teacher, of parents requesting translation and interpretation, it has been determined that no parents require translation or oral interpretation needs. These findings were reported to the school community during the first PTA meeting held in September, 2012. However, our written and oral translation services remain available to all parents. Our Parent coordinator is always present at arrival and dismissal times when our parents, including ELL parents, have the opportunity to ask questions about any school or child related matter. This provides as informal avenue for daily communication. In addition, DOE signs in eight languages are posted in the main office, informing the parents that translation services are available at PS 55.

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.

All new comers to PS 55, whether transitioning or newly enrolling, will be asked if they prefer to receive school documentation and information in a language other than English. If the parent of said student requests this service, PS 55s' Parent Coordinator will inquire of this with the Principal and the ESL teacher, to see if there is a staff member that is fluent in that parents language that can provide translations of all school related documentation. In the event that a staff member at PS 55 fluent in that language can not be found, a staff member from a neighboring school or a PS 55 parent will be sought. In the event that none exist that are fluent in that parents' language, PS 55s' Parent Coordinator will contact the Dept. of Educations appointed translation and interpretation service office, Legal Interpretive Services at 718-237-8919, to request a translator that will provide translation services for the requesting parent in an appropriate and 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.

All newcomers to PS 55, whether transitioning or newly enrolling, will be asked if they prefer assistance with oral interpretation in a language other than English. If the parent of said student requests this service, PS 55s' Parent Coordinator will inquire of this with the Principal and the ESL teacher, to see if there is a staff member that is fluent in that parents langauge that can provide oral interpretation of all school related interviews and or meetings. In the event that staff member at PS 55 fluent in that language can not be found, a staff member from a neighboring school or a PS 55 parent will be sought. In the even that none exist that are fluent in that parents' language, PS 55s' Parent Coordinator will contact the Dept. of Education Translation Services Office at 718-752-7372 for advise on how to locate a person that can provide oral interpretation for the requesting parent in an appropriate and timely manner. Measures sought may also include recruiting a student with excellent academic record, to volunteer for the oral interpretation situations or using a bilingual dictionary for assistance.

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.

PS 55 has fulfilled, and continues to fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification of translation and interpretation services, by posting a multilingual sign in the main office located on the first floor by the main entrance, which advises the parents of the translation and interpretation services available to them at PS 55.