



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: PS 132

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 09X132

PRINCIPAL: **EMAIL:**

SUPERINTENDENT:

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Anissa Chalmers	*Principal or Designee	
Adrienne Moore	*UFT Chapter Leader or Designee	
Dawn Grant	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Betsy Goldberg	Member/	
Tonya Smith	Member/	
Keybi Sneed	Member/	
Lateish Barcus	Member/	
Charmain Sanjurjo	Member/	
Heaven Foreman	Member/	
Beatrice Sallard	Member/	

** Signature of constituent only indicates participation in the development of the SCEP, not approval.

Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to align the parent involvement activities that would support each goal and action plan.

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

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

The School leader and the APs should engage each other and external partners to assess the quality of teaching, improve levels of teacher effectiveness, provide constructive feedback, and engage teachers in professional discussion and reflection. Moreover, the School leader and APs should use the observation process to consistently evaluate schoolwide levels of professional performance and accountability. (NYSED/NYCDOE JOINT INTERVENTION TEAM REPORT AND RECOMMENDATIONS May 2010, page 5.)

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

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

<input type="checkbox"/> 2.2 School leader's vision	<input type="checkbox"/> 2.4 School leader's use of resources
<input checked="" type="checkbox"/> 2.3 Systems and structures for school development	<input type="checkbox"/> 2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

- By June 2013, Principal and APs will conduct a minimum of 6 informal and 2 informal observations for each teacher using a school based observation protocol to provide meaningful feedback.

Instructional strategies/activities

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

July-August 2012

Administration, UFT Teacher Center Specialist, and AUSSIE consultants will meet to design a professional development plan based on observation data to target individual teacher needs.

September-June 2013

School based professional development will be implemented to professionally develop the instructional staff on Danielson's Framework for Teaching. All teachers, coaches and supervisors will participate in this development meant to secure a lens of collaborative common language and clear expectations on effective teaching

Grade and content appropriate study groups made up of the instructional staff will collaboratively identify the necessary common language and expectations for use in the creation of a school-wide observation protocol and template.

Each teacher will engage in a professional growth plan that assesses effectiveness at three cycles, a baseline, mid-year and end-of-year feedback

session.

Each teacher will meet with administration to identify individualized teacher specific goals for the 2012-13 school year. Progress will be reviewed at the three cycles described above

The principal will attend a monthly network sponsored elementary principal study group to study the Danielson framework, share progress, observation protocols, and the work of each network school towards teacher effectiveness.

Administration will develop an observation protocol which clarifies expectations, incorporates teacher effectiveness, and addresses individually identified teacher goals and school goals.

Immediate actionable feedback, based on the Framework to target strengths and needs, will be provided to teachers following each formal and informal observation

Schools Coach(s) and administration will continually conduct professional development activities designed to develop a clear and shared understanding of what the effective teaching should look like in the area(s) of focus, build on the practice observed in classrooms, and arrange for collaborative investigation of practice Learning Walks, peer reviews, teacher meetings, and "lunch and learns."

School Coach(s) and administrators will engage in network professional development opportunities focusing in on teacher effectiveness, the Danielson Framework, and shared expectations around looking at student work and implementation of the CCLS.

Budget and resource 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 IA Title IIA Title III Set Aside Grants Other-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).
- Curriculum mapping/pd and
Per session for teacher and admin.
- Title III funds spent as such (1 supervisor x 11 days x 4 hours x \$43.25) & (4 teachers x 11 days x 4 hours x \$42)
ARRA RTTT citywide instruction (7 teachers X 18 days x 2 hours x \$42)
- Principal and AP Study Groups
- Per Session

- Shared Leadership
- Distributive Leadership
- Conferences
- PLC Model Implementation
- Intensive Supervisory Support
- School Improvement/CEI-PEA Intensive Support Service
- Monthly SLT Stipends
- Newsletters, Calendars
- Public display of Data school-wide to create an vested interest.

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

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

School leaders should design, implement, and monitor a research-based ELA program that is built on data, is aligned with New York State academic standards, meets the literacy needs of all students, and is vertically aligned from grade to grade. (NYSED/NYCDOE JOINT INTERVENTION TEAM REPORT AND RECOMMENDATIONS May 2010, page 3.)

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

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

3.2 Enacted curriculum

3.4 Teacher collaboration

3.5 Use of data and action planning

Annual Goal #2

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, a comprehensive ELA CCLS aligned curriculum will be implemented across grades.

Instructional strategies/activities

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

Curriculum writing team consisting of the UFT teachers Center, lead teachers, instructional leads and grade leaders produce units of study and pacing calendars.

School leaders review and/or revise units based on school-wide trends analyzed in student work products.

Teachers review/revise units to develop lessons based on students' needs

School leaders observe lesson to monitor the implementation and effectiveness of the units of study and lessons.

Budget and resource 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 IA

Title IIA

Title III

Set Aside

Grants

Other-describe here: Curriculum Mapping

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).
- Refining units of study
- Scope and sequence development
- Teacher Teams
- Benchmark Assessment
- Common Assessment Development
- UFT Teacher Center
- Acuity Assessment
- Development of Units of Study

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).
- Instructional Expectations
- Research Based Instructional Strategies (RBIs,)
- Formal and informal observation
- System using tracking process, coaches, lead facilitators
- Shared reading supplies, Professional Development delivered by the AUSSIE consultant by using TITLE 1 SWP funds to purchase 48 days of professional development.

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

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

Classroom displays and hallway bulletin boards should be used to post authentic student work in celebration of pupils' performance and progress. (NYSED/NYCDOE JOINT INTERVENTION TEAM REPORT AND RECOMMENDATIONS May 2010, page 6.)

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

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

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

Annual Goal #4

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, will be consistently celebrated in classrooms and hallways.

Instructional strategies/activities

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

At the end of the unit authentic student work that meets or exceeds standards is displayed on hallway bulletin boards.

Works in progress is displayed inside classrooms with glow and grow comments. In addition, exemplar student work is displayed throughout the school and exemplar student art work in displayed in the school's art gallery.

Data boards that show the progress of students across grades are prominently displayed.

Principal's monthly honor roll bulletin board celebrates students who exceed standard in all academic areas.

Budget and resource 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 IA

Title IIA

Title III

Set Aside

Grants

Other-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).

Student Incentives

Monthly Parent meetings, breakfasts, supplies

Monthly Awards assemblies

Deadlines for bulletin board displays with feedback from school leaders based on a school-wide rubric.

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

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

School leaders should demonstrate how data is being used to set instructional goals and how parents and teachers can use available data systems to improve student performance outcomes. (NYSED/NYCDOE JOINT INTERVENTION TEAM REPORT AND RECOMMENDATIONS May 2010, page 7)

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

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

6.2 Welcoming environment 6.4 Partnerships and responsibility
 6.3 Reciprocal communication 6.5. Use of data and families

Annual Goal #5

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013 a comprehensive system of parent communication and community outreach will be in place.

Strategies to increase parental involvement and engagement

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

Report cards
Parent/student goal sheets
Progress report
Parent coordinator newsletter
Parent training on ARIS Parent link
Data boards prominently displayed
Open House
Curriculum night
Parent teacher conferences
Evening Shows with workshops

Phone master

Budget and resource 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 IA Title IIA Title III Set Aside Grants Other-describe here: Parent Coordinator funds

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).
 - Monthly PTA, SLT Student Council meetings
 - Phone master
 - Websites
 - Family Outreach plan
 - Newsletters
 - New Parent Orientation
 - Parent Coordinator
 - Parent meetings, celebrations
 - CBO's
 - Parent Education
 - Student recognition is facilitated by an extra social worker funded with TITLE 1 SWP funds. As a result we also have four social worker interns assisting with the social emotion growth of students.

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	1) Book Clubs- Teachers make use of high-interest leveled readers to form book clubs. The book clubs exist to foster debate and discussion of age appropriate social topics.	Small group	20 students	During school day
	2) Read 180-Leveled paperbacks present students with choices of age-appropriate, relevant books they can read with success. Each book is leveled, allowing students to read confidently according to their own independent reading abilities. Students read a mixture of high-interest fiction and nonfiction.	Small group	6 students	During school day
	3) Foundations- Wilson Foundations for K-2 is a phonological/phonemic awareness, phonics and	Small group	263 students	During school day

	<p>spelling program for the general education classroom. Foundations is based upon the Wilson Reading System® principles and serves as a prevention program to help reduce reading and spelling failure.</p> <p>4) Reading Rescue- Reading Rescue is an intensive early intervention program that, specifically targets 1st grade students who need one-on-one instruction to reach grade level in reading.</p> <p>5) Sound Reading- A technology-based reading program that teaches students to love to read, not just how to read. Teaches all the skills needed to read including critical listening skills, phonemic awareness and fluency.</p>	<p>One-to-one</p> <p>One-to-one (computer based)</p>	<p>10 students</p> <p>52 students</p>	<p>Before school</p> <p>During school</p>
Mathematics	<p>1) Students are immersed in skill and enrichment building math projects.</p> <p>2) Students use a step-by-step approach to make sense of problems, persevere in solving them, and construct viable arguments to support their thinking.</p>	<p>Small Group</p> <p>Small Group</p>	<p>11 students per 26 classroom</p> <p>5 students per 26 classroom</p>	<p>During the school day</p> <p>During the school day</p>

Science	N/A	N/A	N/A	
Social Studies	N/A	N/A	N/A	
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	1) Guidance Counselor- Students set yearly SMART goals with a focus on social interactions, communication skills, positive interactions with others and respect for adults, their peers, and themselves.	Small Group	46 students	During the school day
	2) Social Work-at risk counseling	1 time a week-one-to-one 2 times a week check in Daily lunch groups	25 students	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.

We currently have Lead Teachers and instructional lead teachers mentoring new staff. Twice a month we have meetings with new and experienced staff to build their capacity to assume leadership roles.

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

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

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

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

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

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

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

Part I: School ELL Profile

A. School Information [i](#)

Cluster Leader/Network Leader Debra Maldonado/Ben Waxman	District 09	Borough Bronx	School Number 132
School Name Garrett A. Morgan			

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

Principal Anissa Chalmers	Assistant Principal Danette Wiggins, ESL AP
Coach Lashawn Jefferies	Coach Henrietta Sirleaf
ESL Teacher Janet Kwon, ESL Coordinator	Guidance Counselor Gerry Hemphill
Teacher/Subject Area Betsey Goldberg/Teacher-Gr3 SE	Parent Dawn Grant
Teacher/Subject Area Adrienne Moore/Teacher, Gr 3	Parent Coordinator Everton Wilkins
Related Service Provider N.Desta	Other Flolette Ashburne
Network Leader Ben Waxman	Other Rosemary Caban, ESL Support

C. Teacher Qualifications [i](#)

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

Number of certified ESL teachers	2	Number of certified bilingual teachers	2	Number of certified NLA/foreign language teachers	
Number of content area teachers with bilingual extensions	1	Number of special education teachers with bilingual extensions		Number of teachers of ELLs without ESL/bilingual certification	5
Number of teachers who hold both a bilingual extension and ESL certification		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification			

D. School Demographics

Total number of students in school	538	Total Number of ELLs	119	ELLs as share of total student population (%)	22.12%
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Part II: ELL Identification Process

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

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

Part II: ELL Identification Process

1. The ELL identification process starts with student registration. Parents are required to fill out the Home Language Identification Survey (HLIS) with oral interviews in English and in Spanish by a certified pedagogue. The Spanish interviews are conducted by Ms. L. Ortiz, a certified bilingual teacher and the school's testing coordinator. Ms. Janet Kwon, a certified ESL teacher, determines through an oral interview of the family and the new admits the home language of the students whose first language is other than English. Ms. Kwon then makes sure that the information on the HLIS are complete and that the form is signed by the parent. The other than English language exposure (OTELE) code is then provided to the school secretary. The yellow copies and the white copies are kept on file, one in a central location and the other in the student's cum folder. The LAB-R is then administered to students whose first language is other than English within the first 10 days after registration by Mrs. Kwon, certified ESL teacher. Students who score at or below the LAB-R scores are then designated to receive ESL or Bilingual instruction according to the parents' selection. The Spanish Lab-R is administered by Ms. L. Ortiz, certified bilingual teacher/test coordinator.

After the LAB-R testing, parents are sent letters for those students who are eligible for ESL services. The letters invite parents to attend an orientation meeting where they are welcomed and receive translation in their native language. During the meeting, parents are shown the orientation video in their native language with translators and translation boxes available. An open discussion about program selections follows. The discussion includes an in depth explanation of each of the following programs: a Dual Language (DL) Program, a Transitional Bilingual Education (TBE) Program, and an ESL program.

The steps taken annually to evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT) are:

- Review the Bilingual Education Student Information Survey (BESIS), and ATS for RLER, RLAT and RLMR to determine a student's eligibility to take the NYSESLAT.
- NYSESLAT is administered either individually or in a group according to the modality – speaking, listening, or writing – being tested by J.Kwon, certified ESL teacher, Ms. L.Ortiz, certified bilingual teacher and test coordinator, bilingual and monolingual teachers whose students are tested. A schedule of rooms and times is placed on the school's Daily Communiques and the same testing conditions exist that exist for the NYS Standardized Tests.
- Proficiency levels are determined when the NYSESLAT is scored and the results are reported.

2. The structures that are in place at our school to ensure that parents understand all three program choices (Transitional Bilingual Program, Dual Language, and ESL) after viewing the orientation video are:

Process and Outreach

Entitlement letters are sent to the parents informing them of their child's ELL status and information regarding the Parent Orientation Meeting. During our orientation sessions, parent surveys and program selection forms are distributed, completed, returned, and filed by Ms. Kwon, certified ESL teacher. If the parents do not attend, they are contacted by the parent coordinator, phone relay and home visits. All efforts by the school to reach the parents are fully exhausted first. Then if parents fail to respond, the student is placed in a free standing ESL program where they will receive push-in/pull-out services from a certified ESL instructor.

Timeline

Entitlement letters are sent to parents within the first ten days of school with a date and time for the parent orientation meeting. If the parent(s) do not attend the orientation meeting, the parent coordinator contacts them again the morning of the meeting. The school offers 2 additional meeting dates to accommodate the parents who had difficulty attending the first meeting. This process is completed by the second week of school and documentation is kept on file.

3. Entitlement letters and the Parent Selection are sent out to parents to inform them of their child's ELL status. Parents sign the letters and send them back to school. If a parent chooses a program that is not offered at PS 132, we provide them with information on schools that offer their program choice and explain that we will keep their selection choice on file and when the number of students that requested that choice meets the criteria, opening that class will be reviewed and considered.

In case a form is not returned, or if a parent misses the orientation, a second letter and third letter is mailed to the parent to reschedule another orientation session. We also implement a phone relay, home visit and outreach of parent volunteers and the parent coordinator. If the parent does not respond and all of the school's outreach efforts are exhausted, the student is then placed in an ESL program. PS 132 does not offer a Transitional Bilingual Education Program or a Dual Language Program. We have created a tracking sheet to account for languages selected by parents. The pedagogue who is responsible for conducting the initial screening and administering the HLIS and LAB-R is Janet Kwon, a certified ESL teacher.

4. The criteria used to place identified ELL students in bilingual or an ESL instructional program is based on student LAB-R scores. The procedure is to cluster ELL students in the same class on the same grade with a licensed common branch teacher that has demonstrated best teaching practices as well as a record of their students' achievement data falling on the higher level of the learning continuum. The students are then grouped according to proficiency levels and receive push-in/pull-out services via a certified ESL teacher. Parent meetings are conducted in the parents' native language by the parent coordinator, with translator options. They also receive letters in their native language explaining our instructional strategies. We have created a parent selection tracking sheet to account for the program selections made by parents.

5. After reviewing the Parent Survey and Program Selection forms over the past few years, 90% of parents have requested that their children be placed in our ESL program. The remaining 10% have decided on placing their children in a Transitional Bilingual Education Program or have transferred their children to another school that offers a transitional bilingual education program for general education students. PS 132 does not have a Transitional Bilingual Education Program for general education students. The school has a Transitional Bilingual Education Program for special education students only. PS 132 does not have a Dual Language Program.

6. The program models offered at PS. 132 are aligned with parents' choices and requests based on the program selection form. PS 132 offers an ESL program for general education students and special needs students. Our transitional bilingual education program is solely for special needs students. If the parents of 15 or more ELLs in two consecutive grades opt for a Transitional Bilingual Education Program, creating one will be considered to ensure alignment between parent choice and program offerings.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	119	Newcomers (ELLs receiving service 0-3 years)	73	Special Education	45
SIFE	0	ELLs receiving service 4-6 years	44	Long-Term (completed 6 years)	2

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	2		2	15		15			1	17
Dual Language										0
ESL	73		19	29		7			1	102
Total	75	0	21	44	0	22	0	0	2	119

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish			1	5	6	6								18
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Yiddish														0
Other														0
TOTAL	0	0	1	5	6	6	0	18						

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

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	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										

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

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

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	9	11	10	21	9	17								77
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic				1										1
Haitian														0
French		1	2			1								4
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	2	2	5	5	2	3								19
TOTAL	11	14	17	27	11	21	0	101						

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1a. The organizational models of PS 132 are the push-in/pull-out ESL and the Transitional Bilingual program for students with special needs. Students are grouped heterogeneously using best practices in differentiated instruction.

1b. In the transitional bilingual program for students with special needs, instruction is provided in both the native language and in English. Instruction is provided according to the IEP mandates. These classes are bridged between two grades and are heterogeneously grouped. In the ESL push-in/pull-out program, the ESL teacher works with the classroom teacher to provide ESL instruction using ESL

A. Programming and Scheduling Information

methodologies and data. The students are provided ESL services in accordance CR Part I54 mandates.

2. We ensure that explicit ESL, ELA, and Native Language Arts (NLA) instructional minutes are delivered to our heterogeneous cohorts in each program model as per CR part 154 by using a large group push-in instructional approach.
 - a) Monday through Thursday mornings for 37.5 minutes, students are engaged in small group tutorial sessions. The ELL students that have obtained a beginner or intermediate proficiency level receive 360 minutes of weekly instruction. The students that have obtained an advanced proficiency level receive 180 minutes of weekly instruction. ESL methodologies are incorporated in all content areas using the SIOP model. In addition, various differentiated instruction (DI) techniques are integrated to promote optimal achievement. These techniques are combined with the use of visual aids and the use of Total Physical Response (TPR) techniques to support language acquisition.
 - 3) In the Transitional Bilingual Education Model instruction is provided at 100%, then 75% Native Language (Spanish), 25% English progressing to 50% Native Language and 50% English, and eventually 75% English proficiency and 25% native language. Native language is monitored through writing. Learning leaders are used as native language support in small groups instruction. In the Free-Standing ESL model, instruction is delivered through the content areas in 100% English. To make content comprehensible and to enrich language development, we use ESL methodologies based on the SIOP model and total physical response (TPR). We also embed technology in our instruction. The content areas are ELA, Math, Social Studies, Science, Music, and Art.
 - 4) We ensure that ELLs are appropriately evaluated in their native languages through native language assessments. Native Language translators on a as-needed basis. We use Learning Leaders as interpreters in our ESL Saturday Academy.
 - 5) Our ELL instructional program is designed to meet the needs of our subgroups based on proficiency levels, running record reading levels, standardized test scores, interim and teacher made assessments, conferencing, kid watching, interests, behavioral needs, and academic ability. This data is triangulated to determine the best possible grouping for students as well as set instructional learning targets. Every six weeks the data is reviewed and assessed to determine where students are in relation to meeting their learning target. Depending on the outcome the learning targets are maintained, tweaked, or revised.
- a) Although we do not currently have SIFE students, we have a highly motivated instructional team that is trained in the School's Attuned Approach that provides multiple data from a variety of sources that will assist with designing a targeted instructional program.
- b) When registered students are categorized as newcomers and parents choose our ESL program, the students receive their instruction from highly qualified teachers through total immersion with ESL support. These students become a part of a heterogeneous cohort based on their grade and then grouped according to varied proficiency levels. Kindergarten through second grade teachers follow the Zaner-Bloser Voices reading curriculum and Teacher's College (TC) writing curriculum. Grades 3-5 teachers follow the TC reading and writing curriculum. All teachers follow the Everyday Mathematics (EDM), the New York City science, social studies, and art curriculum. Continued language acquisition support for our early childhood learners is provided through our partnership with Learning Through an Expanded Arts Program (LEAP), an organization that teaches literacy through various art genres. Students also receive additional exposure to the format and the content of the NYSESLAT. In each of the above core curriculum areas, differentiation of instruction is data driven to meet students at their zones of proximal development.
- c) In addition to the aforementioned instructional plan, ELLs receiving service for 4-6 years continue to receive ESL and bilingual instruction that is specifically geared to their needs and abilities based on the data. They continue to receive push-in/pull-out services with a focus on lessening test anxiety and mastering the NYSESLAT content.
- d) In addition to the aforementioned instructional plan, our long term ELLs for 6 years continue to receive ESL and bilingual instruction that is specifically geared to their needs and abilities based on the data. They continue to receive push-in/pull-out services with a focus on lessening test anxiety and mastering the NYSESLAT content.
- 6) The instructional strategies and grade-level materials that teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development are for ELA in grades K-2 is the Zaner-Bloser's Voices Curriculum and in grades 3-5 is the TC curriculum for reading and writing. For Math, we use Everyday Mathematics for grades K-5. For Science, Social Studies, Music and Art, we use the New York City Approved Standards Curriculum. These curriculums are supported by ESL strategies and methodologies, technology, and the SIOP model. The classroom teachers, the IEP teacher, Mr. N. Desta, health/instructional paraprofessionals and related services providers plan collaboratively and articulate weekly to ensure that mandated services on the IEP's

A. Programming and Scheduling Information

are met.

7) The ELLs/SWDs that are identified as in need of related services receive them as prescribed by their Individualized Educational Plan (IEP). Those students that do not have an IEP, are reviewed by the Response To Intervention team (RTI) where an educational action plan is developed based on age, grade, and proficiency levels. The action plans are reviewed every 2-4 weeks to determine its success and to create any necessary revisions. Bilingual counseling and speech therapy are among some of the services we provide. We have ICT self-contained classes on each grade. We are a Phase 1 school where students with disabilities are mainstreamed and participate in all extracurricula activities with their general education peers.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

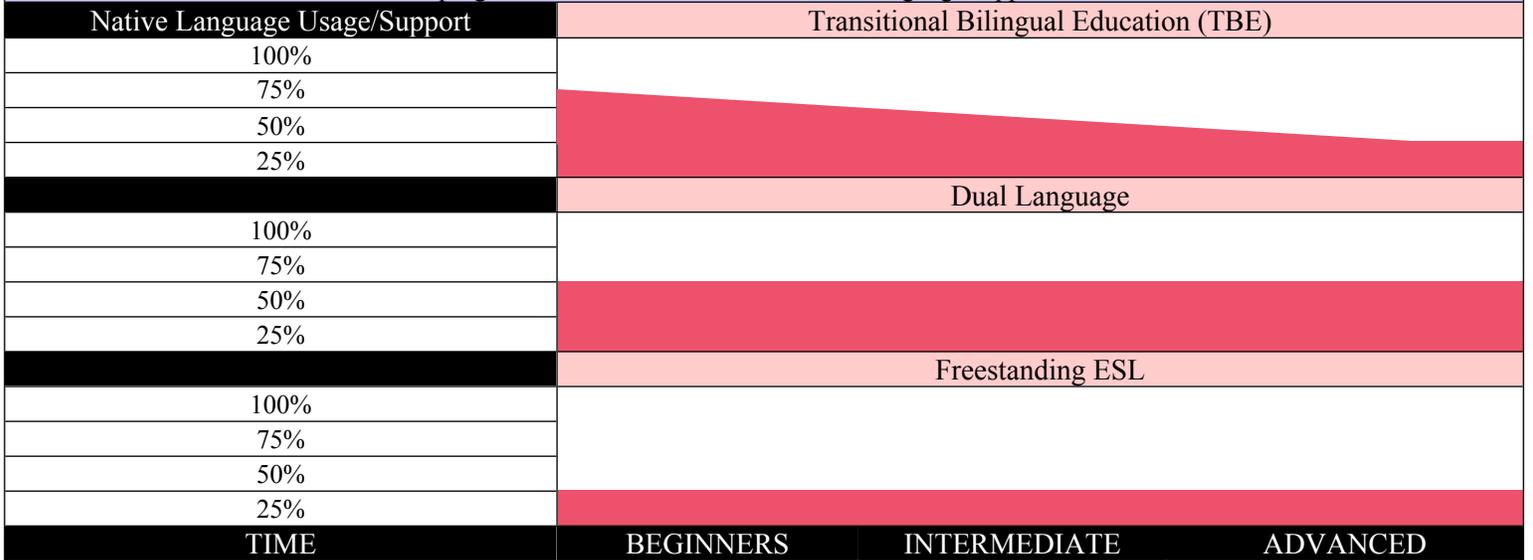
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Usage and Supports

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



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. Instruction is delivered for ELLs in English Language Arts (ELA) via a balanced literacy model. Reader's workshop, guided reading using differentiated instructional strategies, and writer's workshop are included in this block. Our intervention services for K-5, 119 ELL's include:

- A) IREADY - a computer based generated reading program that adapts to the level of the ELL student.
- B) Sounds Reading Solution - a computer program that specifically targets and develops students' auditory processing skills
- C) Riverdeep – an ELA and math interactive web based computer generated program that adapts to the child's academic level. Since it is web based, students may access the program anywhere in the world.
- D) Academic Intervention Service (AIS) – using a pull-out model skilled instructors provide extra instruction in ELA and mathematics to our most struggling ELL students.
- E) Wilson/Fundations – a one to one and small group reading program that targets struggling readers, used by AIS instructors to support reading deficiencies

We select and implement proven research based interventions that are matched to students' underlying needs. We collect formative baseline, mid-year, and end-of-year data to ensure that we are on track with meeting our long-term goals. Our interim assessments are administered, analyzed, and discussed every four to six weeks during our weekly collaborative learning meetings. We also provide extra help with syntax and grammar usage during our morning tutorial block for 37.5 minutes.

9. Our plan for continuing transitional support for ELLs reaching proficiency on the NYSESLAT is that students will continue to be heterogeneously clustered as an ELL cohort on each grade with licensed common branch teachers that have demonstrated best teaching practices as well as have a high rate of success with ELL students. The cohorts allow students to continue to receive uninterrupted access to all aforementioned school intervention programs in all core subject areas. Each classroom is equipped with either two computers and/or a smartboard to provide continued access to modern technology and provide other avenues of delivering instruction. Each cohort continues to receive testing modifications and push-in/pull-out services from the certified ESL and a bilingual speech teacher to support the rapid transition from their native language to standard English. These services are designed to meet the needs of the child's proficiency level, grade and age. They also participate in our Title 111 Saturday Academy.

10. Next year we will continue to fully expand our computer based auditory processing program- Sounds Reading Solution, Rosetta Stone and the I-Ready computerized K-5 Reading Program to support our ELLs. The purpose of this is to strengthen students' language acquisition. As we continue to expose students to all curriculums, they will engage in cross curricular reading programs daily.

11. Since our large and growing population of ELLs has not fully obtained proficiency, we are not considering discontinuance because we want to sustain the progress we have made while we work towards 100% proficiency.

12. Because our cohorts are integrated within the general education population, they are afforded equal access to all school programs, which include but are not limited to our academic curriculum, social activities, as well as extra - curricular activities. As previously stated, our ELLs receive extra support through LEAP, from our AIS providers, Ready Set Learn (RSL) and Edison Learning– community based organizations that will provide weekly after-school extra curricula activities, a school based Saturday ESL Academy for ELLs and their parents. The Saturday Academy, Title 111, offer supplementary programs for ELL students in grade 3-5 to address comprehension,

reading, writing, listening, and speaking skills to prepare them to pass the NYSESLAT and lessen students' test anxiety. Parents of our ELL students learn how to become more proficient in English so they can help their children with their homework and school work.

13. The instructional materials used to support our ELLs and ELL subgroups are as follows:

Reading

- Zaner Bloser's Voices Curriculum
- TC Units of Study
- IREADY
- Riverdeep
- Sound Reading Solutions
- I-Ready
- Foundations/Wilson
- Rosetta Stone

Math

- EDM
- Riverdeep

Writing

- 6 Traits of Writing
- TC Units of Study

Science

- NYC Approved Standards Curriculum
- Recycling-Project based
- FOSS

Social Studies

- NYC Approved Standards Curriculum
- Houghton Mifflin

Technology

- SmartBoards
- ELMO projectors
- Laptop Carts
- I-Ready computer software for ELA and Math
- RiverDeep Computer software for ELA & Math
- Sounds in Action for ELA
- Rosetta Stone Computer software

Additional support materials include NYSESLAT skills practice books and CDs, audio/visual aids and center based activities to enrich language acquisition.

14. Native language instructional support per program is delivered in the following manner:

1. TBE – Begins with a 100% native language instruction, progressively transitions to a 75/25.
2. ESL – Our cohorts receive push-in instruction using ESL methodologies and native language support that provides them with greater access to their current classroom instruction.

15. The ELLs that are identified as in need of related services receive them as prescribed by their Individualized Educational Plan (IEP). Those students that do not have an IEP are reviewed by the Response to Intervention Team (RTI), where an educational action plan is developed based on age, grade, and proficiency levels. The action plans are reviewed every 2-4 weeks to determine its success and to create any necessary revisions. Bilingual counseling and speech therapy are among some of the services we provide.

16. Newly enrolled ELL students are assisted before the beginning of the school year through Back to School orientation, Open House, and a welcome breakfast and community outreach. We offer translation boxes and translators. Staff is introduced.

17. We do not have a Dual Language program; however, we accommodate our ESL students through transitional bilingual and free

standing ESL programs. We are an elementary school.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

1. The professional development plan for all ELL personnel in PS 132 is as follows. It is facilitated by the principal, assistant principals, coaches and AUSSIE consultants. High quality professional development activities are aligned to New York State Standards, data analysis and student needs based on the school report card and progress report. The teachers meet once a week for one period to identify and implement reading and writing strategies for ELLs. During teachers' weekly common planning/PD, student data are analyzed and action plans are created.
2. We have restructured the way that we design our professional development so that it best meets the needs of our teachers and our growing population of ELLs. We use ESL methodologies and incorporate the SIOP model. The social worker and guidance counselors support students through Respect for All.
3. As we move forward the structure will incorporate the chancellor full staff development days that occur before the start of school and twice during the school year since it will afford us the opportunity to engage non-certified staff in the 7.5 hours of ELL training. The days before school will be an 1.5 hour overview of ELL compliance, programming, and instructional delivery. The remaining 6 hours will be split between the two days of mandated Chancellor's PD that occur during the school year and the focus will be based on summative and formative data. To make certain that all staff received the minimum number of hours, we keep accurate attendance logs/sheets.

E. Parental Involvement

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

1. Our parents, especially those of our ELL population, are vital component to our students' success; therefore, we have designed activities to meet their needs based on informal and formal conversations conducted by various members of the administration and the parent coordinator as well as parent surveys distributed and collected by the School Leadership Team (SLT). The programs include but are not limited to the following:
 - Saturday ESL Academy for adult learners instructed by a certified ESL and/or Bilingual teacher.
 - Learning Leaders – A volunteering training program that equips and empowers parents on how to partner and assist the school and their child with his/her learning. When parents successful complete the program, they are able to volunteer in their child's school. This allows them to become more familiar with the curriculum.
 - Monthly Parent Workshops are conducted to enhance parenting and academic skills knowledge, as well as health issues.
 - Achievement Reporting Information System (ARIS) Parent Link training so parents may have 24 hour access to their child's progress.
 - To increase attendance at our meetings we use translation boxes that allow our parents that speak other languages to participate.
 - Supplemental educational services that align with our daily instructional program are provided by Edison Schools, Test Quest, a one-on-one at home tutoring service,
2. All of the aforementioned activities are birthed out of the understanding that achievement is a home-school partnership and as a result of this understanding we will continue to offer our Saturday ESL parent academy, parent workshops, incorporate workshops that include information on food and nutrition, self-development, and ways to understand how to help their children with their homework.
3. The needs of our parents are evaluated in various ways; we have a Q&A session following our orientation meeting; needs survey; parent feedback during Parent Teacher conferences; parent coordinator outreach; and informal talks during Saturday ESL academy.
4. Parental involvement activities address the needs of the parents because they are based on feedback from workshops, parent surveys, and informal conversations with parents. We also have a congenial relationship with the Parent Association.

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)	4	8	2	6	1	10								31
Intermediate(I)	2	6	10	15	4	13								50
Advanced (A)	4	0	6	11	11	6								38
Total	10	14	18	32	16	29	0	0	0	0	0	0	0	119

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING	B	0	1	0	1	2	1							

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
/SPEAKING	I	2	3	0	1	1	2							
	A	1	8	9	11	5	12							
	P	0	1	9	17	10	7							
READING/ WRITING	B	3	7	2	4	2	4							
	I	0	6	10	16	4	12							
	A	0	0	6	10	11	7							
	P	0	0	0	0	0	0							

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	6	0	0	0	6
4	6	11	1	0	18
5	14	5	1	0	20
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	5		1		0		0		6
4	1		8		2		0		11
5	9		8		4		0		21
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		1						2
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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 132 implements a variety of assessment tools to assess the early literacy skills of our English language learners. The assessment tools, EL-SOL, Fountas & Pinnell reading levels, and Dibels, and their explanations can be found below.

- EL-SOL, the citywide early childhood assessment, has a set criteria and benchmarks to determine proficiency levels.
- Fountas & Pinnell running records are administered to determine students' instructional and independent reading levels. We create our guided reading and flexible groups are infused with DI techniques and are grouped based on students' needs and abilities.
- Dibels assessment is administered throughout the year and provides specific achievement data in the areas that are required for basic reading. For instance, letter identification or blending ability.

2. The data from the Lab-R and NYSESLAT indicates that the ELL students in our building need intensive and differentiated instruction in reading, writing, speaking and listening. The achievement patterns learned from the previously mentioned assessment tools and periodic assessments in the early grades dictates that the emphasis should be on building a stronger foundation with phonemic awareness and decoding. The data indicates that many of our ELL students struggle with blending and segmenting.

3. Patterns across NYSESLAT modalities affect instructional decisions in that all teachers differentiate their instruction at their zone of proximal development. The school initiated online early reading programs and reading intervention programs to help our students with their reading skills. The school aims at moving our ELL students to perform at par with their native speaking peers. NYSESLAT is administered by the certified ESL teacher, Ms. Kwon, the certified bilingual teacher/test coordinator, L. Ortiz and the bilingual and ESL classroom teachers.

4.

- a) The patterns across grades indicate that students are struggling writers. Students struggle with clearly communicating their thoughts so that it makes sense to the reader. The students that were tested in English juxtaposed to their native language fared equally.
- b) The school leadership and teachers are using the results by analyzing the data and implementing strategies in the classroom by that support ELLs. These patterns have also prompted us to continue to cluster our ELLs in grades K-5 and create free-standing ESL classes.
- c) The school community is learning that ELLs need more support in reading and writing in English. The native language instruction is used in bilingual classes. Students are also provided with books, visuals, and peer tutoring in their native language.

5. Not applicable

6. We evaluate the success of the program for ELLs by summative and formative assessments in content areas and Saturday Academy. The results of the NYSESLAT and NYS Standardized tests reveal that our school has met our AMAO.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: <u>132</u>		School DBN: <u>09X132</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Anissa Chalmers	Principal		11/9/11
Danette Wiggins	Assistant Principal		11/9/11
Everton Wilkins	Parent Coordinator		11/9/11
Janet Kwon	ESL Teacher		11/9/11
Dawn Grant	Parent		11/9/11
Betsy Goldberg/SE Grade 3	Teacher/Subject Area		11/9/11
Adrienne Moore/Grade 3	Teacher/Subject Area		11/9/11
Lashawn Jefferies	Coach		11/9/11
Henrietta Sirleaf	Coach		11/9/11
Gerry Hemphill	Guidance Counselor		11/9/11
	Network Leader		
Flolette Ashburne	Other <u>Grade 1 Teacher</u>		11/9/11
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 09x132 **School Name:** Garrett A.Morgan Elementary School

Cluster: 534 **Network:** CFN.

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

Part A: Needs Assessment Findings

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

The data and methodologies used are; analyzing the attendance from various sources such as, Parent/Teacher Conferences, open house, parent workshops, Home Language Surveys of new admits, parent choice selection forms and parent needs surveys conducted by the School Leadership Team. This information has shown that the majority of our parents speak one of three languages. We use staff and parent volunteers translators and interpreters, interpretation boxes and DOE translation options to ensure that our parents are provided with appropriate and timely information in a language that they comprehend.

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

The major findings of our school's written translation and oral interpretation needs are that the majority of our parents speak English, Spanish and French. The findings were reported to the school community during an open house orientation, parent/teacher conference welcome sessions, faculty conference and Saturday ESL Adult Academy.

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.

Written translation is provided by in house staff and/or parent volunteers expediently. Correspondence for parents is translated prior to dissemination. We have parent volunteers/Learning Leaders that speak and write in a plethora of languages. They are available as needed.

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.

Oral interpretation is provided by in house staff and/or parent volunteers expediently. Once the need is identified, a staff member or parent volunteer is summoned to meet the need.

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>.

Parents are notified of translation and interpretation services by staff and/or parent volunteers. In addition, English documents are translated into the languages spoken by the majority of our parent population, parents receive a DOE generated Bill of Rights and Responsibilities which indicates their rights regarding translation and interpretation services. This information is posted conspicuously near the primary school entrance.



Title III LEP Plan Review Form 2012-13

Senior ELL CPS/Reviewer: Christine Etienne

Borough: Bronx District: 09 School Number: 132 School Name: PS132

Cluster Leader: Debra Maldonado Network Leader: Ben Waxman Title I Schoolwide Plan (Conceptual Consolidation?) yes

Intent and Purpose	Was there evidence of this intent/purpose?	
	YES	NO
Title III supplemental services for ELLs Direct instruction and direct supplemental services should be provided for: before/afterschool and Saturday programs, reduced class-size, and/or push-in services. These services are beyond the mandated units of service as per CR Part 154.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No Comments:
Professional Development High quality professional development that is "of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in classrooms."	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No Comments:
Parent Activities	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No Comments:
Budget	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> NA (Title I SWP)	<input type="checkbox"/> No <input type="checkbox"/> NA (Title I SWP) Comments:
Approved? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Date: 11/9/12 Senior ELL CPS: Christine Etienne Additional Comments:		