



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: THE PARK SLOPE SCHOOL
DBN (i.e. 01M001): 13K282
Principal: MAGALIE ALEXIS
Principal Email: MALEXIS@SCHOOLS.NYC.GOV
Superintendent: BARBARA FREEMAN
Network Leader: CYNTHIA FELIX

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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Magalie Alexis	*Principal or Designee	
Xiomara Fraser	*UFT Chapter Leader or Designee	
Jodie Park	*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>)	
Bisi Iderabdullah	CBO Representative, if applicable	
Kyle Plant	Member/ Staff	
Wendy St. Juste	Member/ Staff	
Layla Kraus	Member/ Staff	
Samantha Tulloch	Member/ Staff	
Yoidette Erima	Member/ Parent	
Frank Forson	Member/ Parent	
Kimtoya Williams	Member/ Parent	
Marcelle Bichotte-Dunner	Member/ Parent	
Arianne Jean-Pierre	Member/ Parent	
Angela Torres	Member/ Parent	
	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 which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
x	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
x	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2014 students in grades 3-8, will, in aggregate, make at least 1% progress in Math and ELA as measured between the 2013-2014 Baseline and End-line MOSL Performance Assessments and/or between Spring 2013 and Spring 2014 NYS Common Core Math and ELA exams.

Comprehensive Needs Assessment

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

- Performance on Spring 2013 NYS Common Core Assessments.
- New curriculum implementation challenges
- Special Education – meeting the needs of students through a shared path to success

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Teachers collaborate during grade level and content area meetings in which teachers analyze student work and data to modify instructional practices and strategically integrate the instructional shifts, resulting in coherence across grades and subject areas that promote college and career readiness for all students.
2. Curricula and academic tasks are planned and refined using data so that individual and groups of students including lowest- and highest- achieving students, ELLs, SWDs and Gifted and Talented have equal access to curricula and tasks.
3. Extended Day programs provide targeted small group instruction.
4. Turn-keying of professional development amongst teaching faculty.

B. Key personnel and other resources used to implement each strategy/activity

1. Administrators, classroom teachers, cluster teachers, instructional coaches. Student and teacher work samples and assessments (ie. Lesson plans, teacher created assessments, student work products). Time programmed into teacher schedules.
2. Administrators, classroom teachers, cluster teachers, instructional coaches, SIT and CARE team members. ReadyGen, Expeditionary Learning, GoMath, Carnegie Learning, Spalding and Treasures curricular materials. Time to plan and address the needs of targeted students. Flexible scheduling for teachers and students.
3. Administrators, classroom teachers, cluster teachers, instructional coaches, School Based Organizations. Curricular resources. Test sophistication materials.
4. Ongoing and relevant professional development aligned to the instructional needs of staff., Time programmed into teacher schedules. Instructional support from Children First Network 612 Partnerships with Colleges and Universities including: Brooklyn College, Medgar Evers College, Touro, Teachers College of Columbia University, New York University, Long Island University.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Fall 2013, Mid-Winter 2014, Spring 2014.
2. Fall 2013, Mid-Winter 2014, Spring 2014.
3. Fall 2013, Mid-Winter 2014, Spring 2014.
4. Fall 2013, Mid-Winter 2014, Spring 2014.

D. Timeline for implementation and completion including start and end dates

1. Beginning Fall 2013, weekly teacher team / inquiry meetings are conducted and continue throughout the school year.
2. Every six to eight weeks using results of end of unit assessments and tasks, school-wide baseline and benchmark assessments.
3. Beginning September 2013, students are identified by classroom teachers, grouped according to their needs for support. Student progress is monitored every six to eight weeks and groupings are adjusted as necessary throughout the school year.
4. Beginning September 2013, Monthly staff meetings are held to turn-key professional development

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Time is programmed into the weekly schedule of teachers to accommodate grade level and content area meetings.
2. Time is programmed into the weekly schedule of teachers to accommodate grade level and content area meetings.
3. Extended day program set for two days for student instruction and one day to accommodate teacher inquiry team meetings

- Administration prepares a professional development calendar of ongoing professional development opportunities both within and outside of the school. The plan is shared with all school-based personnel.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Periodic curriculum and test sophistication workshops for parents, facilitated by volunteering teachers and instructional coaches.
- PTO and class parent assistance coordinating out of classroom curriculum connections.
- Parent volunteers to assist with classroom and cluster teacher collaboration projects.
- Engrade (an online gradebook) utilized as consistent communication tool between classroom teachers and parents.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						

Goal and Action Plan #2

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

Annual Goal #2

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

By May, 2014, 85% of teachers will provide improved instructional practices such as in-depth questioning, scaffolding, student engagement in appropriately challenging, rigorous tasks, as evidenced by student work products and discussions as well as teacher evaluations that reflect movement from Developing to Effective or Highly Effective on the Danielson Framework HEDI Scale.

Comprehensive Needs Assessment

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

- Performance on Spring 2013 NYS Common Core Assessments
- New curriculum implementation challenges
- Special Education- meeting the needs of all students through a shared path to success

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

- Teaching practices are aligned to the curricula and reflect coherency within grade level bands (PreK-2, 3-5, 6-8).
- Strategically provide multiple entry points and high-quality supports and extensions into the curricula so that all learners, including ELLs and SWDs are engaged in appropriately challenging tasks that demonstrate higher-order thinking skills.
- Faculty creates personal/ professional SMART goals to focus and track their progress as reflective, highly effective educators.
- Teacher collaboration, during grade level and content area meetings, analyze elements of teacher work including classroom practice, assessment data and student work, in order to self and peer reflect on teacher practice and mastery of goals.

B. Key personnel and other resources used to implement each strategy/activity

- School leaders and teacher peers support the development of teachers with effective and specific feedback including next steps for the strategic use of formal and informal classroom observations as well as analysis of student work and data.
- Ongoing and relevant professional development aligned to the instructional needs of staff to support teachers in learning about framing higher order thinking questions using Bloom's Taxonomy and DOK as a guide when writing lesson plans.
- Training for staff on using SMART goals to self-monitor and create strategic academic plans to address the needs of their students.
- Time programmed into teacher schedules to allow for collaboration and peer observations within grade level and across content areas.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Formal and informal observations monthly, bi-monthly, and/or as necessary.
2. Weekly teacher team meetings to develop, assess and modify coherent systems amongst grade level bands. Monthly staff meeting to address coherent instruction across grades.
3. Teachers collect and analyze data to self-reflect on teaching practices and make instructional decisions through maintaining working data binders.
4. Beginning in September all teachers will engage in weekly meetings to reflect on teaching practices and unit assessments in order to monitor and evaluate student needs.

D. Timeline for implementation and completion including start and end dates

1. Formal and informal observations beginning September 2013 and continuing throughout the school year.
2. Weekly teacher team meetings beginning September 2013 and continuing throughout the school year.
3. Teachers create professional SMART goals at the beginning of 2013-2014 school year and amend throughout the school year, as needed.
4. Beginning Fall of 2013 administration will meet bi-weekly with staff to analyze and address the academic needs of students, and continue throughout the course of the year.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Time is programmed into the weekly schedule of teachers to accommodate grade level and content area meetings.
2. Administration will schedule time for teachers to provide peer-to-peer observations and feedback, upon teacher request. Teachers meet both formally and informally during self-directed time to discuss and apply new learnings from professional development.
3. Administration will create a professional development calendar that will address the needs of staff and which address the on-going needs identified by the CIE.
4. Time programmed to conduct monthly and bi-weekly meetings to support teachers in analyzing student work and creating next steps.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

1. Quarterly parent teacher conferences.
2. Teacher team / parent conferences, as needed.
3. Parent input on creation of Individualized Education Programs.
4. Parent communication through Engrade, teacher emails, text messages, and telephone.
5. Periodic curriculum information sessions conducted by volunteering teachers and instructional coaches.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

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Goal and Action Plan #3

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

Annual Goal #3

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

By June 2014, a culture of mutual trust and positive attitudes will be evident through an increase in collaboration, engagement, motivation, work habits, communication and collegiality among all stakeholders (Faculty, Students, Parents and Community-Based Organizations), as measured by 2013-2014 NYC DOE Progress Report, and/or 2013-2014 NYC School Survey.

Comprehensive Needs Assessment

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

- NYC DOE 2012-2013 Progress Report
- NYC School Survey 2012-2013

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups
<ol style="list-style-type: none"> All stakeholders are meaningfully involved in decision making to initiate, guide and lead school improvement efforts. Teachers meet and collaborate during grade level and content area meetings to establish and maintain a coherent vision of school improvement. Professional development is strategically planned to meet the needs of faculty, parents and students. Positive Behavior Intervention System (PBIS) is utilized on a school-wide basis. School spirit activities are periodically held to facilitate and maintain relationships with alumni, parents, community, students and faculty. Collaborative community based events planned with outside organizations including CBOs.
B. Key personnel and other resources used to implement each strategy/activity
<ol style="list-style-type: none"> Administrators, classroom teachers, cluster teachers, support staff, community based organizations, instructional coaches, parent volunteers, student teachers. Administrators, classroom teachers, cluster teachers, support staff. Instructional support from Children First Network 612, administrators, instructional coaches, classroom and cluster teachers as well as support staff. Time programmed into teacher schedules to allow for collaboration and meetings within grade level and across content areas. Key people and partnerships with Colleges and Universities including: Brooklyn College, Medgar Evers College, Touro, Teachers College of Columbia University, New York University, Long Island University.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> School surveys to assess improvement in above areas. Informal and formal discussions centered around school environment. Monthly professional development opportunities beginning in Sept, 2013 and offered throughout the school year. Weekly, bi-weekly and monthly meetings with staff to address needs of students in order to monitor progress and growth. Meeting with CBO's early in the Fall to identify and ensure the support is aimed at accelerating student learning and achievement.
D. Timeline for implementation and completion including start and end dates
<ol style="list-style-type: none"> Weekly Teacher team meetings beginning September 2013 and continuing throughout the year. Ongoing professional development throughout the school year. Collaborations with outside organizations on an ongoing basis, beginning September 2013. Ongoing monthly faculty meetings beginning September 2013 and will continue throughout the school year. Periodically held parent workshops beginning September 2013 and held throughout the year.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ol style="list-style-type: none"> Time is programmed into the weekly schedule of teachers to accommodate grade level and content area meetings. Program changes allow for teachers to attend professional development, as needed. On-going correspondence and communications to support collaborations with CBO's as needed. Scheduling staff and offering resources to staff to support their instructional goals. Emailing and ongoing communication with CBO's to ensure quality assurance and expected outcomes are addressed.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
<ol style="list-style-type: none"> Monthly PTO meetings. Periodic parent workshops held throughout the year. Parent and faculty initiated school events and activities that involve various stakeholders. Community outreach programs conducted by volunteering parents and faculty. Consistent communication through email, phone, Engrade, text messages and posted notices to community and parents. Parent volunteers to assist with classroom and cluster teacher collaboration projects. Parent vs. Faculty sports events to increase collaboration, sportsmanship and team building.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
x	Tax Levy		Title IA		Title IIA		Title III		Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.										

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.

B. Key personnel and other resources used to implement each strategy/activity

1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

D. Timeline for implementation and completion including start and end dates

1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" 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
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.
B. Key personnel and other resources used to implement each strategy/activity
1.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
D. Timeline for implementation and completion including start and end dates
1.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" 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
List any additional fund sources your school is using to support the instructional goal below.											

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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	<ul style="list-style-type: none"> • RTI • Extended day • Close Reading, Shared reading and writing activities • Test sophistication • Text dependent questioning • Writing in response to literature • Phonics and vocabulary support • New York Cares program 	<ul style="list-style-type: none"> • Whole class • Small group • One-to-one • Tutoring 	<ul style="list-style-type: none"> • During the school day • Before school • After school • During lunch
Mathematics	<ul style="list-style-type: none"> • RTI • Extended day • Problem solving strategies • Real world connections • Mathematics writing • NYU- STEM robotics program • Partnerships including: NTFE, Code.org, Junior Achievement (Financial Literacy) and New York Cares program 	<ul style="list-style-type: none"> • Whole class • Small group • One-to-one • Tutoring 	<ul style="list-style-type: none"> • During the school day • Before school • After school • During lunch
Science	<ul style="list-style-type: none"> • Green Zone – gardening • Urban Advantage • Hands on science activities • Reading/writing in the content area • Educational trips during the school day and overnight • Partnership with NTFE 	<ul style="list-style-type: none"> • Whole class • Small group • One-to-one • Tutoring 	<ul style="list-style-type: none"> • During the school day • Before school • After school • During lunch
Social Studies	<ul style="list-style-type: none"> • Educational trips during the school day and overnight • Reading/writing in the content area • Career days • Project based learning activities • Legal-lives program 	<ul style="list-style-type: none"> • Whole class • Small group • One-to-one • Tutoring 	<ul style="list-style-type: none"> • During the school day • Before school • After school • During lunch
At-risk services (e.g. provided by the Guidance Counselor, School)	<ul style="list-style-type: none"> • Counseling • PBIS 	<ul style="list-style-type: none"> • Small group and individual sessions 	<ul style="list-style-type: none"> • During the school day • Before school

<p>Psychologist, Social Worker, etc.)</p>	<ul style="list-style-type: none"> • ESL services • CHILL program partnership • Parent/ Teacher team meetings 	<ul style="list-style-type: none"> • Students to receive direct and indirect services on a daily basis. • The counseling sessions include a variety of topics: family interaction, interpersonal skills, social skills, behavioral concerns affecting classroom performance, overall mental and emotional well-being of students. 	<ul style="list-style-type: none"> • After school • During lunch
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**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
	School Wide Program (SWP)	Targeted Assistance (TA) Schools	x Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

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

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

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

Parent Involvement Policy (PIP) Template

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

I. School Responsibilities

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

- Focusing on the New York City Department of Education expectations for 2013-2014 school year;
- Using academic learning time efficiently by providing additional instructional staff to facilitate small group and individual instruction;
- Respecting cultural, racial and ethnic differences and celebrating our diversity;
- Implementing curricula (ReadyGen, Expeditionary Learning, GoMath, Carnegie Learning) 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;
- Holding parent teacher conferences and issuing monthly newsletters to inform parents of curricular focuses and student performance;
- Holding periodic curriculum and test sophistication parent workshops;
- Providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information, through Engrade, report cards, progress reports, etc.;
- Sharing and communicating best practices for studying, academic intervention, and obtaining additional academic resources with members of the school community.

Support home-school relationships and improve communication by:

- Arranging additional meetings at flexible times, e.g., morning, lunch, evening and weekends;
- 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;
- Conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed;
- Providing childcare during monthly PTO meetings;
- Parental outreach efforts through programs such as, core.org and NFTE;
- Arranging opportunities for parents to receive training to volunteer;
- Allowing parents to participate in their child's class and to observe classroom activities;
- 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 School-Parent Compact is distributed and discussed with parents each year;
- Notifying parents through school website, emails, phone calls, and publically displayed bulletin boards;
- Supporting parental involvement activities as requested by parents;
- Assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities;
- Sharing and communicating best practices for effective communication, collaboration, and partnering with members of the school community.

Provide parents reasonable access to staff by:

- Ensuring that staff has access to interpretation services in order to effectively communicate with limited English speaking parents;
- Encouraging open communication between staff and parents through various modalities such as: Text messages, phone calls, emails, teacher/ school websites, and online grade book applications.
- 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, curricular information sessions, faculty/staff team building events;

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 held at various times that are reasonable for parents to attend;
- Sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- Supporting parental involvement activities as requested by parents;
- Providing access to and supporting various community-based organizations that offer after school and holiday programs such as: Sports and Arts in Schools Foundation, New York Cares, KidsOrbit, and Imani House.
- Maintain community coordinator(s) (or dedicated staff member(s)) to serve as a liaison between the school and families. The dedicated staff person(s) will facilitate 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 parents;
- Support school level committees that include parents who are members of the School Leadership Team, and/or the Parent Teacher Organization. This includes providing technical support and ongoing professional development, especially in developing leadership skills.

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;
- Encourage my child to follow the school's rules and take responsibility for his/her actions;
- Assist my child in following the school's dress code;
- 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 his/her education by 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 this Compact;
- Participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- Take part in the school's Parent-Teacher Organization or serve to the extent possible on advisory groups, e.g., Grade level committees, School Leadership Team;
- 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 take responsibility for my actions;
- Follow the school's dress code;
- Show respect for myself, other people and property;
- Try to resolve disagreements or conflicts peacefully;
- Come to school ready to do my best and be the best;
- Participate in class discussions and activities;
- Ask for help when I don't understand;
- Get adequate rest every night;
- Read for at least 30 minutes every day outside of school;
- Give my parents/guardians all notices and information I receive at school
- Always try my best to learn.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

District 13	Borough Brooklyn	School Number 282
School Name Park Slope		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Magalie Alexis	Assistant Principal Katerina Sidbury
Coach Sandra Cover	Coach Danielle Scott
ESL Teacher Jerome Benoit	Guidance Counselor Heather Roberts
Teacher/Subject Area	Parent
Teacher/Subject Area	Parent Coordinator
Related Service Provider	Other
Network Leader(Only if working with the LAP team)	Other

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area and ESL certification	
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified NLA/foreign language teachers		Number of teachers who hold both a bilingual extension and ESL certification	
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification		Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1007	Total number of ELLs	-20	ELLs as share of total student population (%)	-1.99%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs	20	Newcomers (ELLs receiving service 0-3 years)	14	ELL Students with Disabilities
SIFE		ELLs receiving service 4-6 years	6	Long-Term (completed 6+ years)

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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	14			6						20
Total	14	0	0	6	0	0	0	0	0	20

Number of ELLs who have an alternate placement paraprofessional: 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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 0 Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 0 Asian: 0 Hispanic/Latino: 0
 Native American: 0 White (Non-Hispanic/Latino): 0 Other: 0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1		3		1	1	1	1	3					11
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic								2	1					3
Haitian					1	1		1						3
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other				1			2							3
TOTAL	1	0	3	1	2	2	3	4	4	0	0	0	0	20

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)			1	1	1	1		4	2					10

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)									1					1
Advanced (A)	1		2		1	1	3		1					9
Total	1	0	3	1	2	2	3	4	4	0	0	0	0	20

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual (SWD)									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 Foreign Language				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

We use diverse assessment tools to obtain information on how to prepare our ELLs for academic success. With the new initiatives, ReadyGen and Go Math!, we plan to administer the periodic assessment, combined with strategies and methods from Teacher's College Balanced Literacy Program. The ESL teacher is provided with units of study and the NYS standards. The students are assessed to determine their "just-right" reading levels/English Acquisition, to ensure differentiated instructions. This differentiated instruction in Balanced Literacy is continued throughout the ESL program. We also provide standard based instruction in content areas. Based on early literacy assessments results, ELL students are exposed to weekly vocabulary through the use of visual aids and Hands-on materials to improve their comprehension.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The NYSESLAT test measures four areas; Reading, Writing, Listening and Speaking. It revealed most of our ELLs struggled with reading and writing modalities than Listening and Speaking modalities. Performance on these areas will drive instructions. Those who shown weakness in Reading/Writing will concentrate on these areas to ensure passing that area/modality next test. Same for those who shown weakness in Listening/Speaking or all four areas, will focus on these weakness areas to ensure improvements. Our goal is to provide quality ESL based instruction. We use content area instruction and ESL standards and methods in order for students to meet the necessary skills and pass city and state standardized tests. Students are exposed to hands-on activities, technology research and all other facilities within the school. Those who are at the advanced stages are exposed to the Internet for research based academic instructions. The students at all three stages will engage in Getting Ready for the NYSESLAT for all grades, Ready Gen, Learning Today, and personalized computer based programs, to enhance their skills in literacy and math, using Go Math!. This program is indicative of students' strengths and weaknesses in fundamental literacy and math skills. The data from this program is analyzed and used to drive instruction.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

NYSESLAT test results show most of our ELLs demonstrated weakness in Reading and Writing more so than the other modalities. Again, we will focus on reading comprehension and developmental writing with skills and strategies supported using ReadyGen initiatives, that will positively affect ELL academic growth. NYSESLAT scores indicate what areas need improvement. The NYSESLAT test measured four areas, Reading, Writing, Listening and Speaking. Performance on these areas drive instructions. Those who shown weakness in Reading/Writing will concentrate on these areas to ensure passing that area next test. Same, for those who shown weakness in Listening/Speaking or all four areas, will focus on these area of weakness, for improvement.

4. For each program, answer the following:
 - a. 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?

After analyzing the patterns across proficiencies, we have made adjustments on how to provide quality instructions to our ELL population. Students are exposed to content vocabulary through the use of visual aids to improve their understanding in the classroom. Everyday Mathematics/ Go Math! are used across grades. Both are aligned with the NYS standards. Each program provides an ELL component, suggesting activities that can be used to support ELLs. Our ELLs show great improvement when compared with native language in taking tests. Results from periodic assessment test will determined and drive our instructions. We will look at results from each modality to see if there are consistencies and where to make adjustments, as far as academic growth. Again, we use results to drive instruction. We have learned that most ELLs are challenged in the Reading/Writing modalities more so than Listening/ Speaking. As a result, we will focus and building and vocabulary, reading comprehension skills and close reading/writing response.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

With respect to Respond to Intervention framework and how it is used to guide instructions, our goal is to provide quality ESL based methods. We use content area instruction and ESL standards and methods in order for students to meet the necessary skills and pass city and state standardized tests. Students are exposed to hands-on activities, technology research and all other facilities within the

school to ensure academic success. Those who are at the advanced stages are exposed to the Internet for research based academic instruction. The students at all three stages use Getting Ready for the NYSESLAT, Learning Today, and personalized computer based programs, to enhance their skills in literacy and math, in addition to Go Math!/ReadyGen. This program is indicative of students' strengths and weaknesses in fundamental literacy and math skills. The data from this program is analyzed and used to drive instruction in English acquisition skills.

6. How do you make sure that a child's second language development is considered in instructional decisions?
According to research, it is encouraged that students continue conversations and activities in native language. We encourage parents to engage the native language because it facilitates a smoother transition of a new language development. Prior to making decisions about a student's reading fluency, we consider the relationship between the student's language proficiency and his/her literacy skills. In the case of LEP/ELL students, reading fluency and comprehension may be strongly determined by vocabulary comprehension and linguistic proficiency in both the first and second language.
 7. 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?
- N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Evaluation is a complex process that involves all stakeholders and must be an integral part of ESL instructional programs before, during, and after. When done appropriately, it can increase program effectiveness by providing valuable information about the impact of programs and highlighting areas where improvement is needed. We have had a constant increase in the number of students testing out or finding proficiency in our program every year.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
During registration, parents are provided with a form called the HILS form. In that form, if the parents checked that there is a language other than English spoken in the home, that is basis for administration of the LAB-R. All parents or guardians of newly enrolled students are required to complete a Home Language Identification Survey (HLIS). If parents don't speak English, we ensure translation is provided in completing the HILS form, administered by a trained pedagogue, at our schools, Mr. Benoit, the ESL provider. English Language Learners performance on this test (LAB-R), determines child's entitlement to English language development support services. Once your child is tested, the school notifies parents to advise eligibility for English language development services. After notification of entitlement services, we required to hold orientations for parents or guardians of newly enrolled ELLs to invite them to the school where they will view a video explaining different ELL programs that are available. During the orientation, parents have the opportunity to receive materials about ELL programs in their home language, and to ask questions about ELL services (with assistance from a translator, if necessary). At the end of each orientation, school staff collect the Parent Survey and Program Selection Forms, which indicate the program they've selected.
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.
During registration, parents are provided with a form called the HILS form. In that form, if the parents check that there is a language other than English spoken in the home, that is basis for administration of the LAB-R. All parents or guardians of newly enrolled students are required to complete a Home Language Identification Survey (HLIS), administered by a trained pedagogue, at our schools, Mr. Benoit, the ESL provider.

Once students are identified according to LAB-R assessment scores, that there is an English Language deficiency, parents are notified. A letter is sent to parents inviting them to come to an orientation where they will have an opportunity to view all three programs, listed above, and how they function, in order to have a better understanding when selecting a program. In orientations, parents have the opportunity to ask questions about ELL services (with assistance from a translator, if necessary). At the end of each orientation, school staff collect the Parent Survey and Program Selection Form, which indicates the program that they are requesting for their child.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

All parents or guardians of newly enrolled students are required to complete a Home Language Identification Survey (HLIS), administered by a trained pedagogue, at our schools, Mr. Benoit, the ESL provider.

Once the student is identified to be entitled for ESL services, a letter is sent to parents to inform them that their child will be receiving ESL instruction. At that time, letters are sent to parents with a scheduled date and time to invite them to parent orientation where they will watch a video explaining all the program choices available to them. If a child has been identified and no letters are returned for the orientation, then the child will be placed in Transitional Bilingual Education as per CR Part 154, if available at school. All forms that are returned are kept in files/folders in ESL assigned location.

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.

Once a child is tested, the school notifies parents to advise eligibility for English language development services. After notification of entitlement services, the school is required to hold orientation for parents or guardians of newly enrolled ELLs. Parents are invited to the school where they will view a video explaining different ELL programs that are available. During the orientation, parents have the opportunity to receive materials about ELL programs in their home language and ask questions about ELL services (with assistance from a translator, if necessary). At the end of each orientation, school staff collect the Parent Survey and Program Selection Forms, which indicate the program they have selected.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

All NYC Public School ESL students must take, pass and be proficient in the NYSESLAT test in order to exit the ESL program. The NYSESLAT measures four areas: Listening, Reading, Writing and Speaking. Students must meet the passing score in all areas in order to be proficient. Administration of the NYSESLAT is done with collaboration of other staff to ensure flexibility and accuracy of test administration. Again, the NYSESLAT has four parts and all students must take all parts. Timing can be critical. During the test administration, we select a team who assists in the administration and scoring of the NYSESLAT.

6. 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.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. [i](#)

Our schools has a very small ESL population. We do not have issues with parent choice. After parents view the video of all programs that are offered at the orientation, 100% of our parents have selected English As a Second Language for the past few years. In order to ensure that parents make the best choice as far as which program they should select, we provide a translator to answer any question that they are not clear on, in order to align choices and what is offered to them.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))

- 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])?

The ESL program at PS/MS 282 provides a Pull-out service. The students are grouped by grade and proficiency. The ESL curriculum follows the Teacher College Reading and Writing Curriculum and is aligned with the City curricula for Math, Science and Social Studies. Planning for instruction is done in consultation with classroom teachers and the school's instructional coaches. The ESL teacher, Mr. Jerome Benoit, has a certificate in TESOL. Newly arrived ELL's and SIFE's (Students with Interrupted Formal Education) participate in intensive Pull-out classes in Basic Interpersonal Communication Skills as they approach Cognitive Academic Language Proficiency. Their curriculum aims to develop vocabulary, emphasize syntax, encourage oral expression with proper pronunciation and lower the student's affective filter in order to promote a classroom experience conducive to learning. Intermediate and Advanced ELLs receive instruction aimed at increasing their proficiency in Writing and Reading in the English Language since according to NYSESLAT results, these areas/modalities are most challenged. Instruction is developed in alignment with classroom instruction. Many of the students also receive AIS (Academic Intervention Services) and/or Resource Room services. Some students receive extended day services. The ESL classroom, like all classes within PS/MS 282, provides a rich and varied learning environment that supports ELL's as they acquire English skills. It utilizes visual resources including pictures, word wall, and charts and technology with internet based interactive programs aim at supporting ELLs. Use of native languages is encouraged and respected within the ESL program. Research shows that maintaining and utilizing native languages during English acquisition is greatly beneficial and the ESL program at PS/MS 282 reflects this philosophy. All teachers are involved in professional development experiences that enhance their ability to work with ELLs. Technical assistance as well as Instructional PD sessions are available for teachers.

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)?

Mandated service for ELLs is outlined in the CR Part 154 regulation. It highlights how many hours a day ELL students are serviced. Students in Bilingual programs or Free standing ESL programs, must receive a certain number of period of instruction based on Language and English level. Beginners receive 360 per week, Intermediate also 360 and those at the Advanced level receive 180 minutes per week. At our school we have a Pull-out ESL program. Students are pulled out depending on grade and level based on assessment scores.

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 foster language development and meet the demands of the Common Core Learning Standards.

Students receive comprehensible core content instruction throughout the day. The content is from grade level curricula taught using instructional strategies that scaffold the content learning by building background knowledge and through the use of visuals,

gestures, manipulatives, paraphrasing, etc. Lessons have clear grade level, content and language objectives

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
In evaluating ELLs appropriately in their native language, We consider all educational stakeholders when planning assessment. If child is SIFE, environment, classroom setting, appropriate materials and whether there is a strong or weak academic foundation in the native language. Assessment is an important piece of identifying those English language learners (ELLs) who need specialized instruction (available in such programs as sheltered English, ESL, or bilingual education). This assessment then becomes the basis for the development of an appropriate program of instruction.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Informal assessments (also called authentic or alternative) allow teachers to track the ongoing progress of their students regularly and often. While standardized tests measure students at a particular point in the year, ongoing assessments provide continual snapshots of where students are throughout the school year. By using informal assessments, we can target students' specific problem areas, adapt instruction, and intervene earlier rather than later in all modalities; Reading Writing Listening and Speaking.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

In order to tackle challenges that SIFE and newcomers encounter, the school will develop assessment (and instructional) activities that are geared to the students' current levels of English proficiency. Performance-based assessment activities can concentrate on oral communication. Each student comes to school, not only with unique academic needs, but also with unique background experiences, culture, language, personality, interests, and attitudes toward learning. Effective teachers recognize that all of these factors affect how students learn in the classroom, and they adjust, or differentiate, their instruction to meet students' needs. Examples of commonly-used activity types designed for tackling SIFE and Newcomers are:

- a. Reading with partners, retelling stories, role playing, giving descriptions or instructions using visual or written prompts
- b. Oral reporting, telling the basic elements of a story by using a sequence of three or more pictures
- c. Completing dialogue or conversation through written prompts
- d. Debating, either one-on-one or taking turns in small groups
- e. Brainstorming, interactive/educational games.

As for ELLs that have been receiving services 4 to 6 years, these activities will be modified depending on English acquisition level. Long term ELLs will be engaged in challenging, theme-based curricula activities; this helps build students' academic and content concepts. Infusing students' cultures, backgrounds, experiences, and languages into lessons and curriculum, as well as collaborative activities and scaffolded instruction, can help build students' academic English proficiency and help students value themselves as learners.

7. 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?
As vocabulary increases, ELLs are able to read and understand more and more books. Reading Practice Quizzes on fiction and nonfiction books that are considered essential reads covering content-area subjects. Quiz results give educators an accurate measure of student comprehension of books read. In order to accelerate English Language Development and access to academic content areas, we tend to personalize practice and differentiate instruction so that ELLs can comprehend what they read, develop lifelong readers and learners, build students' knowledge base in the content areas, tap into a constantly expanding quiz collection and enjoy online support and very importantly, increase parental support with web-based, school-to-home communications.
8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
All active ELLs are assessed annually to determine progress in acquiring English proficiency. In the IEP, a comprehensive description of the student's strengths and needs in accessing and achieving at age appropriate grade expectations in the general curriculum. In short, when we write instructional goals we have to know what the child needs to learn and what action we want to see. We will measure progress toward the goal. Finally, we set a level of mastery that we expect.
We use standardized tests and informal assessments to measure a child's progress toward the goals. We can do tallies or checklists or give tests specific to the action we seek.

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

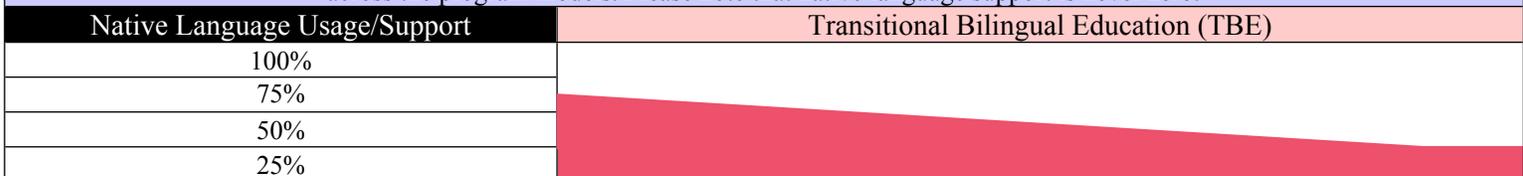
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

9. 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.
- In planning RTI services, it is important to understand the program in which ELLs are enrolled, how their native language and English proficiency is assessed and monitored, and the core literacy program they receive for development of native language and/or English literacy skills. The ESL teacher has been provided with the curriculum that the school is utilizing.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- ESL methodologies are employed in order to connect content areas and to facilitate instruction and support when needed. We aim to meet the needs of our ELLs in content areas and language development by develop a culturally responsive instruction employed in all content areas, evidence-based practices/interventions shown to be effective and validated for LEP/ELL students, Interventions are adapted to reflect cultural and linguistic considerations; adapted intervention protocols are standardized, implemented with fidelity, and revised as needed based on sufficient data reflecting student results and program efficacy.
11. What new programs or improvements will be considered for the upcoming school year?
- We will continue to use the programs we mentioned above and other strategies that have been working for our ELLs. In addition, this year we will use ReadyGen and GoMath! in conjunction with ESL methodologies to deliver instructions. Close reading component highlight in ReadyGen and GoMath! provide essential elements and strategic approaches that benefit ELL language development.
12. What programs/services for ELLs will be discontinued and why?
- We will continue to provide ESL services using all elements and fundamentals provided by all the programs that we have been using. We will make appropriate changes to correspond to specific challenges as they become evident. We will connect new initiatives to existing and will adapt constructive strategies appropriate to language development.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- As new initiatives, programs or activities are implemented at our school, they are made available to ALL students. ELL parents who requested are provided information in their native language so they can be kept aware of vital information concerning their ELL language acquisition.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Teaching a second language can be an arduous and painful task, or it can be a fun and rewarding experience. Second language learners can be apathetic or enthusiastic students depending on their classroom experiences. We will set the tone with our attitudes and expressions as well as with the activities in which we choose to involve ELLs. Its also important that students are engaged in fun, informative activities that provide students with meaningful learning of content as well as second language acquisition toward increasing their English language proficiency.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Research conducted shows that reading in the native language aids the acquisition of and reading ability in a second language. By connecting language support, learners are able to engage their oral language, culture, and experience to meaningful literacy activities. English language learners come to program with a variety of experiences. They also come with many strengths embedded in their language, culture, and experiences. By incorporating learners' native language, we will have the potential to draw upon these strengths in facilitating a smooth transition.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- We use content area instruction and appropriate ESL standards in order for students to meet the necessary skills to meet and pass city and state assessments. Students are exposed to hands-on activities, technology research, and all other facilities within the school to aid in their success. Those who are at the advanced stages are exposed to the Internet for research based academic instruction.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- Our new English language learners are eager to read the environmental print that surrounds them. We take advantage of this natural interest to help students learn to read in English and gain information about their community at the same time, pair newcomers with a student who has been here a little longer, take a trips around community for signs such as Welcome to ..., Exit etc...
18. What language electives are offered to ELLs?

N/A

19. For schools with dual language programs:

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

N/A

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

The ESL teacher is given numerous opportunities to attend professional development on and off site. Training has been provided on ATS functions to ensure key dates and deadlines are met. Training on Danielson 2013 Initiatives, GoMath and Ready Gen workshops were provided and will continue on an on-going basis to all instructional staff. BESIS training and other workshops on using data to plan instruction are provided to ensure an awareness of expectations. Additional training will be provided around and through a series of QTEL, Language Allocation Policy, Teaching Basic Writing Skills, Differentiation of Instruction, and ELL Identification and Parent Information workshops. Other workshops throughout the school year are:

- Using Inquiry Teams to Improve the Mathematics Instruction
 - From Analysis to Achievement: Using Data to Design Effective Instruction
 - Demystifying ELL Data
- * ReadyGen/GoMath!/Danielson Initiatives

The ESL provider is required to turn-key information, tools, and any resources obtained to staff. This will ensure coherency among all staff in providing academic instructions to students.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?

Parents are invited to attend an orientation in September. Parents attend a series of workshops designed to provide additional information on how to support their children's academic progress. They are also given vital information and strategies to help assist their children at home. Periodic Workshops are made available to ESL parents to ensure that their children are making progress throughout the school year. The school continually provides parents with opportunities to engage students academically, connecting to their native language. Translators who can assist parents with a variety of issues, such as financial, social, and academic, are provided as necessary. If appropriate assistance cannot be provided at the school level, parents will be guided to the needed resources.

There is a small population of ELLs at our school. This fosters an on-going communication between parents and the school community. Parents consistently volunteer and provide assistance in various ways. Conversations with parents are vital, and it is very important for parents to obtain information in order to facilitate a smooth transition and successful language acquisition for ELLs. The school encourages parents to be involved in their children's education, enabling them to communicate using their native language. If necessary, the school assists parents in getting in touch with people who speak their language in the community.

E. Additional Information

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

Part VI: LAP Assurances

School Name: Park Slope

School DBN: 13K282

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Magalie Alexis	Principal		12/5/13
Katerina Sidbury	Assistant Principal		12/5/13
	Parent Coordinator		
Jerome Benoit	ESL Teacher		12/5/13
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
Sandra Cover	Coach		12/5/13
Danielle Scott	Coach		12/5/13
Heather Roberts	Guidance Counselor		12/5/13
	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 13K282 School Name: Park Slope

Cluster: 6 Network: 612

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.

It is vital that we 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. At our school Mrs. Cortez who is fluent in both Spanish and English translates any information we need to submit to parents/guardians. Mr. Benoit, the ESL teacher also is fluent in Haitian Creole, French and English relates any information to parents in those languages so they can be kept informed on how they can assist in their children academic progress and language development.

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.

After a review of the needs assessment findings, we determined that our school needs an oral/written Spanish translator. Teachers have been informed that parent notices must be sent home in Spanish and also any languages that parents need to be notified. Also, when speaking to parents during parent teacher conferences, teachers secure a translator when necessary in order to provide full explanation and understanding of each program and what is offered.

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.

In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is strongly recommended that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.

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.

We develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. We put in place a system where parents with the assistance of some staff members who share same native languages, willing and able to translate orally or in writing to our parents.

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

In fulfilling and in falling align with Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services, We ensure the following important school documents have been translated and are available electronically and/or in hard copy:

- Report cards
- Registration and admission
- Parent Handbook
- Discipline letters/codes
- Testing memorandums
- Chancellor's code of conduct
- Medical forms through our Spanish speaking medical assistant