



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(SCEP)**

**School Name:** ABE STARK  
**DBN (i.e. 01M001):** 19K346  
**Principal:** KEVIN CAIFA  
**Principal Email:** KCAIFA@SCHOOLS.NYC.GOV  
**Superintendent:** JOYCE STALLINGS-HARTE  
**Network Leader:** JEAN MCKEON

### 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
Kevin Caifa	*Principal or Designee	
Veronica Wilensky	*UFT Chapter Leader or Designee	
Ava Atkinson	*PA/PTA President or Designated Co-President	
Emilia Sierra	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Alicia Sherman	Member/ UFT	
Marcia Julian	Member/ UFT	
Dianne Bennett	Member/ UFT	
Liz Sosa-Brito	Member/ UFT Para	
Lisa Ricks	Member/ Parent	
Ms. Atkinson	Member/ Parent	
Charlotte Dash	Member/ Parent	
Marlene Kelly	Member/ Parent	
Valarie Daniels	Member/ Parent	
Takeisha Williams	Member/ Parent	
	Member/	
Trevor Burrows	Member/ SBO Ital. Amer. League	
Jeremy Williams	Member/ SBO Starrett After School	
	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.

# School Comprehensive Education Plan (SCEP) Requirements

## Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

### **Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:**

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- 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. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- 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 SCEP 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 SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP 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).

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

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
  1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
  2. School Leader Practices and Decisions
  3. Curriculum Development and Support
  4. Teacher Practices and Decision
  5. Student Social and Emotional Developmental Health
  6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school's needs, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use

of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- 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.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) 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 (TIP) located on page 13 of the SCEP.

## SCEP Checklist

### All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
<b>x</b>	<b>School Leadership Team Signature Page</b>
<b>x</b>	<b>The SCEP Overview</b>
<b>x</b>	<b>Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-</b>
	▪ A major recommendation with HEDI rating
	▪ Statement Of Practice (SOP) selected aligned to the goal
	▪ A goal aligned to the major recommendation
	▪ Instructional Strategies section, A-E for each strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
<b>x</b>	<b>Academic Intervention Services (AIS)</b>
<b>x</b>	<b>Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)</b>
<b>x</b>	<b>Parent Involvement Policy (PIP)</b>

**School Information Sheet for 19K346**

School Configuration (2013-14)					
Grade Configuration	PK,OK,01,02,03,04,05	Total Enrollment	672	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	21	# SETSS	N/A	# Integrated Collaborative Teaching	52
Types and Number of Special Classes (2013-14)					
# Visual Arts	31	# Music	N/A	# Drama	31
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	71.8%	% Attendance Rate			91.9%
% Free Lunch	76.4%	% Reduced Lunch			9.3%
% Limited English Proficient	1.9%	% Students with Disabilities			15.2%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.3%	% Black or African American			64.1%
% Hispanic or Latino	26.0%	% Asian or Native Hawaiian/Pacific Islander			3.8%
% White	5.7%	% Multi-Racial			N/A
Personnel (2012-13)					
Years Principal Assigned to School	6.34	# of Assistant Principals			2
# of Deans	N/A	# of Counselors/Social Workers			1
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification			2.0%
% Teaching with Fewer Than 3 Years of Experience	4.1%	Average Teacher Absences			8.7
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	21.2%	Mathematics Performance at levels 3 & 4			28.2%
Science Performance at levels 3 & 4 (4th Grade)	94.8%	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					

**Accountability Status – Elementary and Middle Schools**

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	No	Limited English Proficient		N/A
Economically Disadvantaged	Yes			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	Yes	Limited English Proficient		N/A
Economically Disadvantaged	Yes			
Met Adequate Yearly Progress (AYP) in Science (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	Yes			

**Accountability Status – High Schools**

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

## SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

### ***Reflecting upon the 2012-13 SCEP***

Answer the following questions regarding the 12-13 SCEP				
<b>Describe the strengths of your school's 12-13 SCEP.</b>				
All goals created in the 2012-2013 SCEP were adhered to and implemented with fidelity in order to ensure school wide reform and an increase in student performance was achieved				
<b>Describe the areas for improvement in your school's 12-13 SCEP.</b>				
By June 2014, administrators will conduct 4 short frequent observations of each teacher in grades pre K to 5 using Danielson Framework Effectiveness to accelerate the growth and instructional practices of individual teachers as evidenced by providing teachers with timely written feedback				
By June 2014, all students in grades K-5 will experience 2 Common Core- aligned units of study in ELA as evidenced by tasks, collaborative teacher-team collaboration and rubrics to evaluate student progress				
By June 2014, teacher teams will analyze and revise current ELA and Math curriculum maps aligned to the CCLS to incorporate and extend and accelerate student learning as evidenced by completion and implementation of revised comprehensive curriculum maps				
By June 2014, teacher inquiry and grade level teams will analyze and share data from OORS on behavioral trends and suspension student performance and progress. Strategies and preventative PBIS behavioral interventions will be developed, shared and implemented to reduce bullying incidents and suspensions in order to increase student performance.				
By June 2014, the NYC School Environment survey will show an increase from 7.8 % to 8.2% in parent communication as evidenced by the School survey.				
<b>Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.</b>				
The challenge occurred in not having a cohesive unified core curriculum. For the 2013-2014 school year our school will be implementing the new core curriculum in all grades in both ELA and Math				
<b>Describe the degree to which your school's 12-13 SCEP was successfully implemented.</b>				
The 2012-2013 SCEP was successfully implemented, school has made an increase on the 2012-2013 Progress Report from a C to a B				
<b>Were all the goals within your school's 12-13 SCEP accomplished?</b>			x	<b>Yes</b>
<b>If all the goals were not accomplished, provide an explanation.</b>				
<b>Did the identified activities receive the funding necessary to achieve the corresponding goals?</b>			x	<b>Yes</b>

### ***Developing the 2013-14 SCEP***

Answer the following questions regarding the 13-14 SCEP				
<b>Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.</b>				
Challenge is to ensure that teachers provide high quality, rigorous and coherent instruction using the ELA and Math new core curriculum aligned to the CCLS to increase student achievement				
<b>List the 13-14 student academic achievement targets for the identified sub-groups.</b>				
Achievement targets are to increase special education student subgroup and students performing on Levels 1 and 2 by 5% in ELA and Math				
<b>Describe how the school leader(s) will communicate with school staff and the community.</b>				
School leaders will ensure an articulated vision, understood and shared across the school community, with a shared sense of urgency about achieving school wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan				
<b>Describe your theory of action at the core of your school's SCEP.</b>				
The school leaders and teachers develop a data-driven culture based on student needs, assessments, analysis to lead to strategic action planning to inform instruction and results in greater student achievement outcomes				
<b>Describe the strategy for executing your theory of action in your school's SCEP.</b>				
School leaders will effectively use evidence based systems to continually examine and improve individual and school				

wide practice in the critical areas (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social/emotional developmental health) to ensure progress and increase student achievement

**List the key elements and other unique characteristics of your school's SCEP.**

School leaders in consultation with school community have analyzed data and results of assessments in order to develop a shared vision and strategic plan to improve individual and school wide practices to improve student overall achievement

**Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.**

The school leaders have a fully functional system in place to conduct targeted and frequent observation, track progress of teacher practices based on student data, feedback and professional development opportunities that hold administrators and staff accountable for continuous improvement

## Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

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

### **Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).					
Use the observation of classroom teaching with a research-based, common teaching framework and the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection, with a special focus on new teachers (4.1)					
<b>Review Type:</b>	Quality Review	<b>Year:</b>	2012-2013	<b>Page Number:</b>	6
		<b>HEDI Rating:</b>	Developing		

### **Tenet 2: School Leadership Practices and Decisions**

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.			
	<b>2.2 School leader's vision</b>		<b>2.3 Systems and structures for school development</b>
	<b>2.4 School leader's use of resources</b>	<b>x</b>	<b>2.5 Use of data and teacher mid-management effectiveness</b>

### **Annual Goal #1**

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, all teachers will possess a normed understanding of the competencies and the rubric from Charlotte Danielson's Framework for Teaching in argumentative writing, as evidenced in unit plans, lesson design and performance tasks (SOP 2.5)

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
<b>A. Strategies/activities that encompass the needs of identified subgroups</b>
1. Frequent, ongoing classroom observations to observe practices across competencies using Danielson rubric by administrators with support from AUSSIE consultants
<b>B. Key personnel and other resources used to implement each strategy/activity</b>
1. AUSSIE consultant will meet with all administrators on implementing the Teacher Effectiveness (TE) Rubric
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
1. By June 2014, school leaders and teachers will provide each teacher with frequent and timely professional feedback as evidence in Advance
<b>D. Timeline for implementation and completion including start and end dates</b>
1. Teachers will be observed through formal and informal observations from October 2013 to June 2014
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
1. AUSSIE consultant 6 days x consultant rate= see galaxy

### **Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.							
<b>x</b>	<b>PF Set Aside</b>		<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>
							<b>Title III</b>
							<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.							
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.							
	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>		<b>PF Common Core</b>
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>		<b>PF Parent Engagement</b>
	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>	<b>x</b>	<b>PF Supporting Great Teachers &amp; Leaders</b>

## Goal and Action Plan #2 Curriculum Development and Support (Tenet 3)

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

### Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Design engaging , rigorous and coherent curricula, for a variety of learners and aligned to key State standards (1.1)

<b>Review Type:</b>	Quality Review	<b>Year:</b>	2012-2013	<b>Page Number:</b>	4	<b>HEDI Rating:</b>	Developing
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### Tenet 3: Curriculum Development and Support

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

<b>3.2 Enact curriculum</b>	<b>x</b>	<b>3.3 Units and lesson plans</b>
<b>3.4 Teacher collaboration</b>		<b>3.5 Use of data and action planning</b>

### Annual Goal #2

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

By June 2014, all students will be engaged in CCLS aligned Mathematics curriculum as evidenced by SFO, unit plans, lesson plans, and curriculum maps(SOP 3.3)

### Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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. All classroom teachers K-5 will actively engage in aligned PD/ activities/ implementation with Houghton Mifflin Mathematics consultants (SOP 3.3)
2. Ongoing mathematics professional development to classroom teachers will be provided by CFN in the CCLS aligned Mathematics curriculum (SOP 3.3)

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

1. Houghton Mifflin consultants will provide ongoing PD to all K-5 classroom teachers in the implementation of the new Houghton Mifflin Mathematics core curriculum
2. CFN will provide ongoing PD to all K-5 classroom teachers in the implementation of the new Houghton Mifflin Mathematics core curriculum

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

1. The data specialist and math teachers in conjunction with Houghton Mifflin consultants will conduct monthly analysis of regular formal assessments to evaluate and monitor student progress and to adjust teacher practice
2. Formal assessments will be analyzed monthly for mathematical gaps in student understanding to adjust teacher instructional practice

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

1. October 2013 and May 2014 HM will provide two Math PD sessions for all classroom teachers
2. From October 2013 and May 2014 monthly Math PD will be provided by CFN to all classroom teachers

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

1. Houghton Mifflin consultant will provide Math PD to all classroom teachers for 2 sessions at consultant rate= see galaxy
2. Teacher per diem for teachers to attend CFN Mathematics PD 6 days X 5 teachers x per diem rate =see galaxy

### Budget and Resource Alignment

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>	<b>x</b>	<b>PF Common Core</b>
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>		<b>PF Parent Engagement</b>
	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>		<b>PF Supporting Great Teachers &amp; Leaders</b>

**Goal and Action Plan #3 Teacher Practices and Decisions (Tenet 4)**

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

**Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Deepen the use of teaching strategies linked to a research-based teaching framework that enables staff to develop questioning and discussion practices that lead to meaningful work products (1.2)

<b>Review Type:</b>	Quality Review	<b>Year:</b>	2012-2013	<b>Page Number:</b>	5	<b>HEDI Rating:</b>	Developing
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**Tenet 4: Teacher Practices and Decisions**

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

<b>x</b>	<b>4.2 Instructional practices and strategies</b>	<b>4.3 Comprehensive plans for teaching</b>
	<b>4.4 Classroom environment and culture</b>	<b>4.5 Use of data, instructional practices and student learning</b>

**Annual Goal #3**

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

By June 2014, all ELA teachers K-5 will engage in higher order questioning techniques through the use of DOK questioning as evidenced in short frequent observations, unit plans and lesson plans(SOP 4.2)

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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. AUSSIE consultants will provide PD to ELA teachers in DOK and higher order questioning techniques(SOP 4.2)
  2. Afterschool AIS program to target Level 1 and 2 students in ELA (SOP 4.2)
- B. Key personnel and other resources used to implement each strategy/activity**
  1. AUSSIE consultant and all classroom ELA teachers
  2. Twelve teachers will provide afterschool ELA AIS services to students at Performance Levels 1 and 2
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
  1. Administrators will provide teachers in a timely manner with professional feedback of DOK and higher order questioning techniques as evidence in SFO
  2. Pre, mid and post assessments will be administered to students in afterschool program to monitor students' progress
- D. Timeline for implementation and completion including start and end dates**
  1. Frequent and ongoing SFO of teachers in grades K-5 from October 2013 to June 2014
  2. Afterschool program every Thursday (28 sessions) for 2 hours from November 2013 to June 2014
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
  1. AUSSIE consultant 6 days x consultant rate = see galaxy
  2. From November 2013 to June 2014- Teacher per session for 12 teachers x 28 sessions x 2 hours x per session rate = see galaxy

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
<b>x</b>	<b>PF Set Aside</b>		<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.										
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.										
<b>x</b>	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>		<b>PF Common Core</b>			
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>		<b>PF Parent Engagement</b>			
	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>		<b>x</b>	<b>PF Supporting Great Teachers &amp; Leaders</b>		

**Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)**

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

**Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).									
Establish a culture for learning that communicates high expectations to staff, students and families and provide supports to achieve them (3.4)									
<b>Review Type:</b>	Quality Review	<b>Year:</b>	2013-2014	<b>Page Number:</b>	6	<b>HEDI Rating:</b>	Developing		

**Tenet 5: Student Social and Emotional Developmental Health**

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.									
	<b>5.2 Systems and partnerships</b>					<b>5.3 Vision for social and emotional developmental health</b>			
	<b>5.4 Safety</b>			<b>x</b>		<b>5.5 Use of data and student needs</b>			

**Annual Goal #4**

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.									
By June 2014, all students K-5 in an ICT setting, will receive intense ELA interventions, as measured by a 5% increase on school wide ELA assessments (SOP 5.5)									

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.									
<b>A. Strategies/activities that encompass the needs of identified subgroups</b>									
1. F-status teacher will be hired to provide AIS instruction to special education targeted subgroup (SOP 5.5)									
2. ELA teachers will provide ELA AIS services before school to ICT and students performing at Levels 1 and 2 (SOP 5.5)									
<b>B. Key personnel and other resources used to implement each strategy/activity</b>									
1. F status ELA teacher will provide ELA AIS services during the day to ICT students									
2. ELA teachers will provide before school ELA AIS services to all ICT and Level 1 and 2 students									
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>									
1. The data specialist and F- status ELA teacher will conduct monthly analysis of assessments to evaluate and monitor student progress and to adjust teacher practice									
2. Data specialist and ELA teachers will conduct monthly analysis of assessments to evaluate and monitor student progress and to adjust teacher practice									
<b>D. Timeline for implementation and completion including start and end dates</b>									
1. F status ELA teacher will provide AIS to students during the day from October 2013 to June 2014									
2. Before school program will provide ELA AIS services to ICT and students at Levels 1 and 2 from November 2013 to January 2014									

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

1. ELA F- status teacher October 2013 to June 2014 2 days a week X F-status rate = see galaxy
2. Teacher per session November 2013 to January 2014 8 teachers X 5 days x 8 weeks x 2 hours x per session rate = see galaxy

**Budget and Resource Alignment**

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .

<b>x</b>	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>		<b>PF Common Core</b>
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>		<b>PF Parent Engagement</b>
	<b>PF Positive Behavioral Management Programs</b>		<b>PF RTI</b>				<b>PF Supporting Great Teachers &amp; Leaders</b>

**Goal and Action Plan #5 Family and Community Engagement (Tenet 6)**

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

**Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Establish a culture for learning that communicates high expectations to staff, students and families and provide supports to achieve them (3.4)

<b>Review Type:</b>	Quality Review	<b>Year:</b>	2013-2014	<b>Page Number:</b>	6	<b>HEDI Rating:</b>	Developing
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**Tenet 6: Family and Community Engagement**

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

<b>x</b>	<b>6.2 Welcoming environment</b>		<b>6.3 Reciprocal communication</b>
	<b>6.4 Partnerships and responsibilities</b>		<b>6.5 Use of data and families</b>

**Annual Goal #5**

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

The entire school community will promote and provide professional development to families in the new core curriculum and new assessments to support student success (SOP 6.4)

**Strategies to Increase Parental Involvement and Engagement**

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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

School community will provide families with professional development in new core curriculum and new assessments to support student success (SOP 6.4)

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

1. ELA and Math teachers, Parent Coordinator and Administrators will provide PD to families

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

1. Initial parent survey determined need to share information on new core curriculum and new assessments with families- ongoing parent surveys will be disseminated to determine future PD's needed

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

1. Ongoing PD for families will be provided monthly by Parent Coordinator from October 2013 to June 2014

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

Per session for teachers to provide PD to families- 12 teachers x 2 hours x 4 days x per session rate= see galaxy

***Budget and Resource Alignment***

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
<b>x</b>	<b>PF Set Aside</b>		<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.										
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.										
	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>		<b>PF Common Core</b>			
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>	<b>x</b>	<b>PF Parent Engagement</b>			
	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>		<b>PF Supporting Great Teachers &amp; Leaders</b>			

### 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***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Read Well, ReadyGen, Ready New York CCLS Practice, Prepare for Excellence, RTI in vocabulary and reading comprehension	Small group	During the school day and extended day (50 minute instruction), Before and Afterschool AIS programs
<b>Mathematics</b>	Math Connects and HM Go Math, Ready New York CCLS Practice; AIS F-status teacher	Small group	During the school day and extended day (50 minute instruction) Before and Afterschool AIS programs
<b>Science</b>	Reinforcement of the curriculum with Science Harcourt School Publishers	Small group	During the school day and extended day (50 minute instruction)
<b>Social Studies</b>	Reinforcement of the curriculum with Social Studies New York City Houghton Mifflin Harcourt	Small group	During the school day and extended day (50 minute instruction)
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Pull out program for counseling	Small group and/or 1:1	The service is provided during the school day

**Title I Information Page (TIP)  
For School 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.			
<b>x</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**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.

- All recruited teachers will be appropriately certified and highly qualified ELA and/or special education teachers, with some limited flexibility, consistent with State regulations.
- Principal will work closely with the Network Director of Human Resources will follow the policies set forth by the DOE to ensure that the selection of highly qualified teachers follows the guidelines set by the NYS Education Department.
- Mentors are assigned to support struggling and un-qualified teachers.
- The Principal in collaboration with the Children First Network Director of Human Resources will work to identify qualified teachers through major recruitment campaigns, hiring halls and through relationships with Colleges and Universities.

**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).

- Professional development will target the assessed pedagogical needs of the staff with differentiated high quality professional development. Professional development will take place on days as prescribed by the DOE guidelines and Chancellor's designated Conference Days.
- Professional development will be on-going at grade conferences, monthly faculty conferences and through Network and DOE opportunities.

**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.).

- School ensures all conception consolidated funding coordinates and integrates the use of Federal, State and/ or local funds to meet the intent and purpose of all programs
- Funds are allocated to meet the needs of STH. Funds provide social/emotional, academic services and OTPS materials to Students in Temporary Housing

**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.).

- School ensures students begin their academic career with a strong start and emphasizes the importance of early childhood education
- School provides a aligned curriculum to early childhood programs to provide a coherent and seamless instructional transition
- School implements a coherent and seamless education program for at-risk students by ensuring the successful transition from early childhood programs to elementary school wide programs
- School provides joint PD and parent involvement activities to families in the transition from early childhood programs to the elementary school program
- School shares records and information with early childhood programs to ensure seamless transition to

elementary school programs

**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.

- School provides ongoing professional development to all teachers in analyzing assessment data to increase teachers understanding of student performance and strengthen teacher practice
- School provides ongoing differentiated professional development regarding the use of assessment results to improve instruction
- School community selected and agreed upon the selection of appropriate multiple assessment measures to be implemented

**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.

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**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 1<sup>st</sup> 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:*

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

## **II. Parent/Guardian Responsibilities:**

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

## **III. Student Responsibilities:**

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

**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 <b>19</b>	Borough <b>Brooklyn</b>	School Number <b>346</b>
School Name <b>Abe Stark</b>		

### 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 <b>Kevin Caifa</b>	Assistant Principal <b>Polixeni Vafiadi</b>
Coach	Coach
ESL Teacher <b>Nadine Greig</b>	Guidance Counselor <b>Amy Cohen</b>
Teacher/Subject Area <b>Francine Burnston</b>	Parent <b>Ava Atkinson</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Joan Charles</b>
Related Service Provider <b>Franz Simeon</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### 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.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>599</b>	Total number of ELLs	<b>13</b>	ELLs as share of total student population (%)	<b>2.17%</b>
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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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Pull-out		1	1	0	1	1								4
SELECT ONE														0
<b>Total</b>	0	1	1	0	1	1	0	0	0	0	0	0	0	4

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	13	Newcomers (ELLs receiving service 0-3 years)	12	ELL Students with Disabilities	2
SIFE	0	ELLs receiving service 4-6 years	1	Long-Term (completed 6+ years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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	12		2	1						13
Total	12	0	2	1	0	0	0	0	0	13

Number of ELLs who have an alternate placement paraprofessional:

### 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
<b>TOTAL</b>	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
<b>TOTAL</b>	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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		3	2			2								7
Chinese					1									1
Russian			1											1
Bengali														0
Urdu														0
Arabic														0
Haitian			1		3									4
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	0	3	4	0	4	2	0	0	0	0	0	0	0	13

## 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)														0

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)		3	1		1	1								6
Advanced (A)			3			1								4
Total	0	3	4	0	1	2	0	0	0	0	0	0	0	10

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1								1
4	1		1						2
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					2				2
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 ongoing assessments and collection of student data to assess early literacy skills. This year we are using The Reading Well Reading Program Prelude Assessment Test to assess the early literacy skills of all students in Grades K-1. We are also using Fountas and Pinnell benchmark to assess our students in kindergarten through grade 5. Additionally, we are using customized, differentiated tasks for MOSL (Fall, Spring), and the benchmark assessments that accompany the Ready Gen Program implemented since September 2013 in grades K-5. Other informal assessments include conferences, logs and journals. This data will indicate where students are having the most difficulty in reading and where more instructional support is needed.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades? Although ELLs are making steady gains on the NYSESLAT, the data shows that across programs (General Ed, Sp.Ed. SetSS) and grade

levels reading and writing is where most students are having the most difficulties. This correlates with research findings which indicate that cognitive skills in language acquisition take longer to acquire. Addressing the CCS and rigorous texts, our academic intervention is mainly focused on reading and writing. In the listening and speaking modalities ELL students scored at advanced or proficient levels, therefore less instructional support is needed in these areas. The majority of our ELLs at the beginning level are newcomers across the grades. In addition, ELL students in Special Education are mostly at beginner and intermediate levels. NYSESLAT scores indicate that many of these ELL students with disabilities are at advanced level in listening and speaking. However, they scored at the beginning and intermediate levels of language acquisition.

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](#))

The reports show that an English language learners' performance in the NYSESLAT is a strong predictor of whether he or she will meet standards on the State ELA exam. After analyzing the ELA, Math and Science scores of ELLs and former ELLs it was noticeable that former ELL students are often outperforming the non-ELLs students across the grades. Beginning ELLs who are taking the ELA after one year are mostly scoring low on the ELA; however, these students are making better progress in Math. The overall performance data in ELA, Math and Science shows that our ELL population needs to work on their academic language skills along with their reading comprehension, writing and test taking strategies. Therefore, the ELL teacher /classroom teachers are focusing on these areas in their classroom instruction with a stronger emphasis on close reading. The performance on the students during the MOSL task in Fall, along with the Ready Gen assessments, and standardized tests from previous year (where applicable) informs teachers' future planning. The compilation of these data sources including patterns of performance across NYSESLAT will drive instruction.

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?

4. a The overall language proficiency was on the increase in all grades. The teachers are analyzing and using this student data to identify strengths and weaknesses to drive academic language development and differentiate instruction in reading and writing. Collaboration between the classroom and ELL teacher will help to create an integrated curriculum that will develop both content and academic language proficiency of ELL students. We analyze our ELLs' performance data through Inquiry to make sound educational decisions. ELL strategies incorporated in the curriculum include but are not limited to: scaffolding, TPR, songs and chants, repetition,

graphic organizers, interactive read aloud, retelling, sequencing, thematic units, mapping, accountable talk and story maps.

b. ELL students are becoming more proficient in tests in English. Most ELL students in our school cannot read materials in their native language.

c. The School Leadership and teachers are using the results of the ELL periodic assessments to inform parents of

students academic progress in reading and math. Additionally, we incorporate the development of differentiated club activities

(drama , book, lego, runners, e.t.c) to provide additional venues to learning styles and intelligences and to enhance the literacy program..We expect all Ells to make yearly progress on all State and Citywide exams.

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](#).)

The performance of the Ell students during the afformentioned formative and summative assessments is analyzed during Inquiry , grade meetings and common planning periods by the teachers across the grades. Based on data analysis, students are recommended by their teachers for academic intervention during the instructional day and extended day ( 50 minutes additional instruction) .Consequently , differentiated, flexible groups are created fof Rti implementation.I

6. How do you make sure that a child’s second language development is considered in instructional decisions?  
Second language development is monitored through writing instruction. Scaffolded tasks and UDL principles are used to monitor and assess the linguistic and academic proficiency of our Ell polpulation.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - 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.).  
Data analysis through weekly Inquiry , grade meetings and common planning sessions informs the success of our Ell program.

## 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](#).)  
As per Chancellor’s regulations A-663, all parents of new students enrolled at P.S. 346 are required to complete a Home Language Identification Survey (HLIS). This survey helps us to identify students who have limited English language proficiency. At registration,  
Ms. Greig, the certified ELL teacher, will provide the parent with a Home Language Survey and registration of materials in their native language (when possible). There are staff members (Ms. Balkaran AP, who speaks Haitian Creole, Dr. Vafiadi, who speaks Greek, Ms. David , paraprofessional who speaks Spanish, and the secretary who are available to assist parents when needed. If the Home language Survey determines the home language of the child is other than English or a students’ native language is other than English, this will determine the eligibility of administering the LAB-R to the child. Once the parent indicates the student speaks a language other than English, Ms. Greig, a NYS certified licensed ELL teacher, will conduct an informal oral interview in English to determine possible ELL status. We have the Assistant Principal , Ms. Balkaran, and the school nurse, Ms. Borgella, who speak Haitian Creole. We also have para-professionals, Ms. Davis and Ms. Britto and a school aide, Ms. Sierra, who can assist in translating Spanish. If necessary a translator will be requested to help in the informal interview process in the parents’ native language. After the Informal interview is completed and a review of the Home Language Survey, the parent is informed whether the child is eligible for to take the Language Battery Assessment (LAB-R) . The test is administered in English by Ms. Greig to determine the students’ English proficiency level and placement in the appropriate ELL class within ten days of school admission. If the child is found to be an ELL student and speaks Spanish, then the Spanish LAB-R is administered by our Spanish-speaking paraprofessional along with our certified ELL teacher. All children who are identified as ELL students will take the NYSESLAT test in the spring to evaluate their progress in speaking, listening, reading and writing. The NYSESLAT will be administered every year to these students until they reach the proficient level in English. To ensure that all eligible ELL students

take the NYSLESLAT test annually, an RLAT report( NYSESLAT exam history report) from ATS is printed by the Test Coordinator and given to the ELL teacher. The two teachers work together to ensure that the students take all four parts (Speaking, Listening, Reading and Writing) of the NYSESLAT in the spring. After Ms. Greig completes the HLIS Form with the parents, the secretary inputs entry of this information in the designated ATS screen. Completed HLIS Forms are placed in the student's cumulative file and remain part of the student's permanent record.

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.

There are several guidelines in place to ensure that parents understand all three program choices. All parents of newly enrolled English language Learners are invited to attend an orientation session given by Ms. Greig, certified ELL teacher, within 10 days of an ELL student enrollment. Bilingual notices are available to parents in Spanish, Bengali, Chinese, Russian and Haitian. Translation is provided during the orientation sessions. During the orientations, parents will watch a video informing them of the three programs (Transitional Bilingual Education, Dual language, Freestanding English as a Second Language) available to their children and they are given materials about the ELL programs in their home language. The parent orientation video is available in 9 languages. Parents are also informed of school expectations, promotional requirements and ways to help their children at home. At these sessions, new incoming parents complete the Parent Survey Form indicating their program preference. If parents are unable to attend the orientation, a phone call is made and then parent orientation brochures are sent in their native language to the child's home with a parent selection form in order to further explain the various program offered before selecting ESL or Bilingual program.. These procedures are ongoing through the school year.

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 [\[see tool kit\]](#).)

The Assistant Principals, Ms. Balkaran and Dr. Vafiadi, along with the ELL teacher and the parent coordinator, Ms. Charles, will explain to the parents the importance of the Parent Survey and Program Selection forms. They are informed of the three program choices (Transitional bilingual Education, Dual language, Freestanding English as a Second language) available to them through a video and materials in their home language. They will have the opportunity to ask questions about the different programs available to their child. They are informed that since there are not sufficient students to form a Transitional Bilingual Education program at our school they have the option of transferring their child to another school in the district that has a Transitional Bilingual Education Program. If they choose not to transfer their child he/she will remain and be placed in a Freestanding English as a Second Language Program for the entire year. Parents are also informed that if the Parent Survey and Program Selection forms are not returned, the default program for ELL students is Transitional Bilingual Education as per CRPart 154. After parents understand the program choices, they are asked to submit their Parent Selection form indicating the program of their choice to the ELL teacher. If it is not returned at the orientation, the ELL teacher and parent coordinator will follow up with phone calls. Ms. Greig along with the secretary will run the ATS Report called RLER to determine NYSESLAT eligibility. The Parent Survey and program selection forms are kept in the Dr. Vafiadi's (AP) office.

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.

After the student takes the LAB-R, Ms. Greig, the ELL teacher works together with the Testing Coordinator, Ms. Burnston . Ms. Greig will hand score the test to determine the English proficiency of the student (Beginner, Intermediate or Advanced). The LAB-R cut score will determine the English proficiency level. Students are grouped by grade and English proficiency level. The new ELL students will receive an Entitlement letter informing their parents that their child is entitled to receive ELL services. They will have an opportunity to ask questions about educational programs and services available to their child and choose the program in which they would like to have their child enrolled in. They will be informed of the Parent Survey and Program Selection form. Those students who pass the LAB-R will receive a Non-entitlement Letter indicating that he or she is English proficient and is not entitled to receive ELL services. If ELL students do not pass the NYSESLAT Test in the spring, a Continued Entitlement Letter is sent to the parents informing them that their child will remain in the ELL program in which he or she is currently enrolled. Parents of students who pass the NYSESLAT in the spring receive a Non-Entitlement letter. Copies of these letters are in Dr. Vafiadi's office. Parents meet with the ELL teacher during our Open House in September, Parent Teacher conferences in November and March and throughout the school year as needed. The parent Coordinator also reaches out to parents of ELL parents during the Open house in September as well as during Parent Teacher Conferences in November and March and during ELL Workshops. The Parent Coordinator will coordinate all activities under the direction of the Assistant Principal, Dr. Polixeni Vafiadi.

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.

The Testing Coordinator, Ms. Bursnston, along with the ELL teacher, Ms. Greig, ensure that the administration of the NYSESLAT is conducted in accordance to NYS yearly memoranda . Ms. Geig will run the RLER report in ATS to ensure eligibility for NYSESLAT. Steps and procedures follow NYS mamndates and testing compliance.

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. 
- At P.S. 346, we have found that after reviewing the Parent Survey and Parent Selection Forms (2) for the past several years the parent choice has been the Freestanding ELL Program which is offered at our school. The ELL instructional program is aligned with the workshop model of instruction in conjunction with ELL Methodologies. All the language areas, listening, speaking, reading and writing are addressed on a daily basis in small group instruction.. Parents are informed through letters about extracurricular activities and extended day participation. Communication iis ongoing between terachers, parent coordinator and administration..

## 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])?
    - 1a. There are 3 First Grade students, 2 Second Grade students, 4 Fourth Grade students, and 2 Fifth Grade students. There are 4 students at the Advanced Level of Proficiency, and 6 students on the Intermediate Level Level of English proficiency. The languages spoken other than English with the largest representation are the following: Spanish and French Haitian Creole. The parent choice indicated in the Parent Survey and Program Selection is a preference for Freestanding ELL services and this has been the trend over the past three years. Consequently, we have a Freestanding, pull out ESL program. However, collected student data indicated the need for an additional component, push-in to the existing program.
    - b. We have one certified ELL teacher. She groups the students homogenously by proficiency level. The primary goal of the ELL program is to amplify the literacy and academic skills of ELLS by incorporating recognized and research based ELL instructional strategies across content subject areas. Instruction in the ELL class is differentiated to meet the needs of all the students.
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)?
 

Organization of our staff insures that the mandated number of minutes of instruction are provided by the proficiency level of our ELL students . All of our students including ELL students receive at least 450 minutes of ELA instruction per week in addition to allotted services as per CR Part 154 (360 minutes for beginners/intermediate students, 180 for advanced students. ELL strategies are aligned with the UDL principles, and include TPR, content area instruction using scaffolding strategies, modeling, interactive read alouds, graphic organizers, mapping journal writing, academic accountable talk, use of picture dictionaries, reading folders/student records of books and responses to reading, book of the month, buddy/partner reading, writing folders/collection of student samples/ writing process (4 square writing), oral reading/running records and written tests /homework. Both the Ready Gen and Go Math Programs support differentiating instruction in targeting our ELL students. During reading the students participate in read alouds, independent reading, shared and guided instruction and mini-lessons. ELL students work with challenging activities that meet their unique learning styles and recognize the diversity of their cultural backgrounds. Our ELL students across grades K-5 are provided with ELL instruction to insure their development of English language proficiency in the four modalities: listening, reading, writing and speaking. All instruction is data and CCS standards driven which prepares the students to perform successfully on standardized tests.
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.
 

All English language learners receive the same academic content as those who are native English speakers with balanced accomodations and modifications of the rigorous texts. To insure our students academic progress in the ELL programs we utilize collaborative core curriculum planning between all teachers. To maximize the English language acquisition for ELL students the Ell teacher utilizes ELL instructional strategies to deliver content area and small group instruction. She uses repetition, modeling, graphic organizers interactive read alouds story maps, sequencing, graphic organizers, accountable talk, flash cards, picture dictionaries, and visual aids. Both the Balanced Literacy and Math Connects programs support differentiating instruction in targeting our ELL students.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
 

We insure that ELL students are evaluated in their native Language by ordering assessment (Math, and Science) in their Native Language (when available).
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 

LAB-R assessment identifies the initial placement of our stuidents. Subsequent formative and summative assessments based on the academic programs used allow us to continually monitor the studdent academic growth through data analysis. NYSESLAT results allow us to make programming decisions for the upcoming year.
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).

a. Students with SIFE will receive intensive English instruction in accordance with the CR Part 154 mandates. AIS intervention

and

Extended Day is provided for these students

b. Newcomers will receive instruction that is aligned with ELL mandates, content learning standards and common core curriculum.

Teachers model the use of academic language in ways in which students are expected to respond and participate. Instructional materials include a wide range of print, visual and digital resources designed for increasing English language proficiency.

Students

who arrive in third grade or later are required to take the ELA test after one year. We provide all newcomers with adequate support while preparing them to take the ELA, Math and Science tests through inclusion in our in our AIS and Extended Day and intervention programs . Word to word dictionaries and glossaries are provided to support these students on the Math and Science city and state assessments and translated versions can be used when necessary. Students may also work in small groups with their classroom teachers to target specific areas of need, especially for test taking skills' practice.

both

c. ELL students with 4-6 years will participate in small group, task oriented situations that guide the production of language in

and

verbal and written form. Emphasis of instruction, differentiated and flexible grouping will be placed in test sophistication skills

students

linguistic situations that prepare this population for successful performance during standardized testing. In addition, these

will receive AIS and Extended Day services to reinforce additional instruction in reading and math.

For this

d. An analysis of the scores on the NYSESLAT of the Long term ELL students suggests their problem is in reading and writing.

instruction,

group we will monitor the their progress in all content areas to differentiate instruction for literacy needs. Emphasis of

their

differentiated and flexible grouping will be placed in test sophistication skills and linguistic situations that prepare this population for successful performance during standardized testing. We will encourage their participation in all school programs to enrich

will

language and academic skills. We will have ongoing communication with the parents to monitor their children's progress. They

be assigned to teachers during Extended Day and AIS in order to reinforce and provide them with additional help in reading and math .

e. Former ELL students will be supported through AIS instruction and consultation with the ESL teacher and will receive two s ubsequent years of testing modifications (i.e extended time, separate location).

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?

Teachers of ELL-SWDs use the Common Core standards complemented by a well-developed, content-rich curriculum. The ELL teacher provides additional material, which provides background knowledge and supports different learning styles.

Supplementary materials include pictures that illustrate vocabulary words and concepts. Visuals may include charts and graphs that help students who have difficulty processing large amounts of auditory instruction. Books that are simplified and contain more photographs or pictures, captions and vocabulary word definitions may also provide supplements without diminishing the information students need to learn. For ELL students who are special needs there will be collaboration between the ELL teacher and the classroom teacher to insure that the ELL teacher is familiar with the IEP and the students specific needs and all services are provided according to IEP mandates.

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?

Our school ensures that ELL-SWDs are involved in all school wide activities and trips as all other students in the school.

### 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

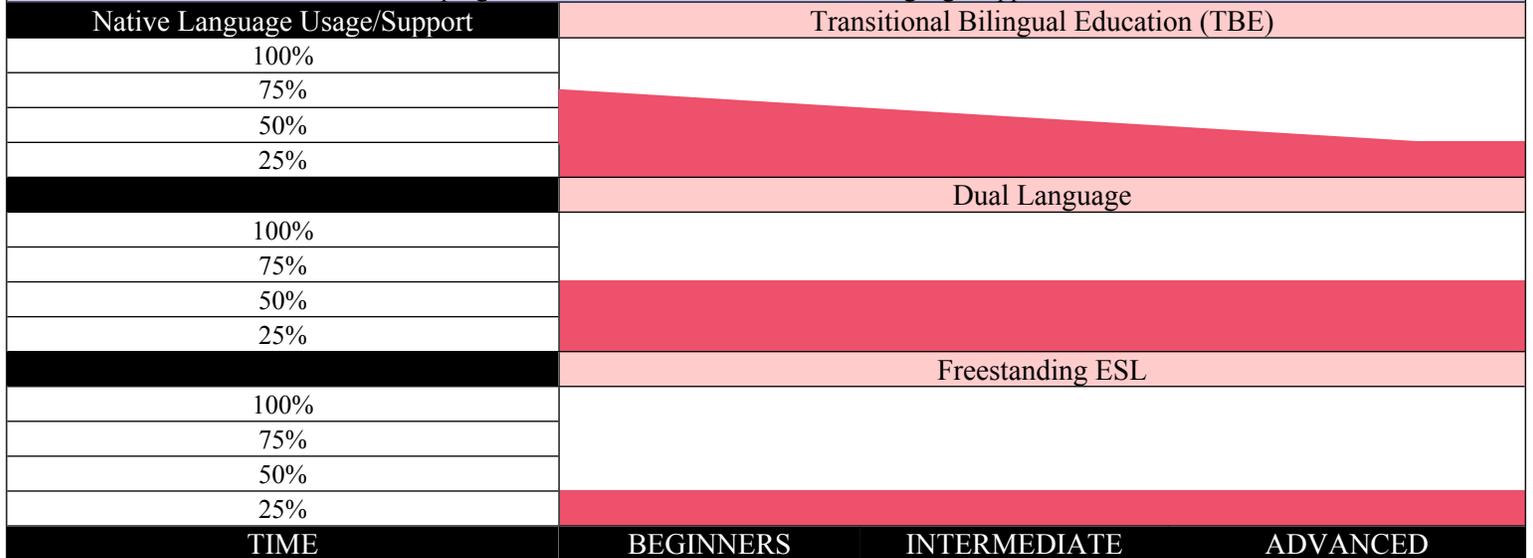
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

### Native Language Usage and Supports

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



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

## B. Programming and Scheduling Information--Continued

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.

Targeted interventions programs for Ell students at P.S. 346 .in ELA, math and other areas are AIS, Extended day Literacy and Math. The language of instruction is English. The ELL teacher and classroom teacher analyze each student's performance scores on each of the four modalities: reading, writing , listening and speaking on the spring NYSESLAT Test. This information helps

them to provide the interventions necessary for each student. The ELL teacher will collaborate with the classroom teacher, the Extended Day Teacher and the AIS teacher who provides instruction to these students. These teachers will analyze the data to set differentiated learning goal for each student to accelerate their learning in mastering the NYS Core Curriculum standards and goals. Our data has shown that ELL students continue to perform lowest on the Reading and Writing subset of the NYSESLAT. Students whose performance on the reading subtests of the NYSESLAT is low will be provided with additional help in reading during the day guided reading, Extended Day and in AIS. Teachers will closely monitor each student's growth. Students whose performance on the writing subtest of the spring NYSESLAT is low will be offered extra help in writing in the Extended Day program and during the school day. Teachers will focus on practicing close reading, note taking and writing short response after listening to a selection read by the teacher. ELL student progress in math will be monitored through Go Math unit and monthly assessments . Children who need additional help will receive additional help in the Extended Day Program, and AIS.ELL students' academic performance in Science and Social Studies will be monitored by the classroom and cluster teacher and weakness will be addressed through differentiated instruction in reading.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

The Literacy Instruction Program differentiates grouping for instruction based on assessment. All teachers are responsible for flexible grouping including the ELL students. Specific data regarding ELLs is disseminated by the Testing Cordinator during Professional development sessions and Grade Meetings. Inquiry, grade and common planning sessions have increased collaboration and planning across the grades (vertically and horizontally).

11. What new programs or improvements will be considered for the upcoming school year?

We are considering implement the push-in model in addition to the pull-out model of instruction. We are implementing the Read Well reading Program with ELL students who do not speak English .Increased teacher lead sessions to include data analysis across the grades.

12. What programs/services for ELLs will be discontinued and why?

No programs will be discontinued.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

ELL students have equal access to all of the school programs and supplemental services offered in our buildings including extra curricular activities (i.e. Book Club, My-ON reading Program, Science/Garden Club, Mighty Milers, Lego Club, Math Enrichment). We send home letters to encourage student participation in the school's programs. We also meet with parents to discuss student performance and any possible referrals for supplemental services (AIS, SETSS, Extended Day, ). We provide additional after school progsams on NYS ELA and Mathtest preparation for ELA students in Grades 3-5.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Increased Smart Board installation in the classroom, computers in every class and access to Computer Lab for all grades K-5.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Push in and pull out programs will support native language needs.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Required Services support and resources correspond to age and grade levels.Instructional programs are in accordance to NYC and NYS mandates to ensure compliance.

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.

Orientation meetings with key stake holders (ESL Teacher, Guidance Counselor, Parent Cordinator, Assistant Principal, students) take place prior to beginning of school year. Parent Cordinator conducts a tour of the building idefying instructional locations such as library, media room, gym, lunch room etc. Materials, resources and tranlators will be available to assist based on language

availability.

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)?

Paste response to questions here:

## 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.

1. All teachers will receive instructional support in ELL methodology. ELL teachers are provided with ELL training through the CFN. In

turn, the ELA teacher, along with the Assistant Principal, will turnkey the information to all staff member (All Early childhood teachers, common branch teachers, paraprofessionals, the Guidance Counselor, special education teachers, occupational/physical therapists, speech teachers, secretaries, parent coordinators) at staff conferences and grade conferences. The professional development will include the infusion of ELL strategies in the content area and differentiated instruction based on language proficiency and alignment of the CCSS literacy model .

1. Date	Who should attend	Purpose/Activity
September 3, 2013	8:00 a.m. – 2:20 p.m. All Staff	Professional Development Welcome staff back, Introduce new members, cast vision and mission statements, work in rooms.
September 4, 2013	8:00 a.m. – 2:20 p.m. All Staff	Closing Curriculum Gaps by Focusing on the Important Mathematics in the Common Core Learning Standards. Identifying the Relationship Between the CCLS Instructional Shifts and Danielson’s Framework for Teaching (1e)
September 9 through September 30, 2013	All K-5 teachers plus out of class clusters	MOSL Initial Planning Conferences
September 9, 2013	2:20 p.m. – 3:10 p.m. All K-5 teachers plus out of class clusters	ReadyGen Curriculum Training
September 16, 2013	2:20 p.m. – 3:10 p.m. All K-5 teachers plus out of class clusters	Go Math Curriculum Training
September 23, 2013	2:20 p.m. – 3:10 p.m. All K-5 teachers plus out of class clusters	Special Education (ICT Classes) Discipline and Safety (All others)
September 23, 2013	1:00 p.m. – 2:20 p.m. All School Based Support Team Members	PPT – Setting Student Goals and the new CCLS
September 23, 2013	2:20 p.m. – 3:10 p.m. All K-5 teachers plus out of class clusters	Special Education (ICT Classes) Discipline and Safety (All others)
September 30, 2013	2:20 p.m. – 3:10 p.m. All K-5 teachers	Preparing for the MOSL Benchmark
October 4, 2013	All Day (during Preps) All ICT classes k – 5 During teacher preps	Arlene Garcia (Special Education) Quality Improvement Plan (QIP)
October 5, 2013	All Day (during Preps) All grades 3 - 5 Grade Meetings –	ReadyGen and Writing K-2 ELA Benchmarks: Rubrics and norming
October 7, 2013	11:00 – 1:00 p.m. Faculty Conference All staff	Danielson – Designing Coherent Instruction (1e) and the observation process.
October 7, 2013	1:00 - 2:20 p.m. All School Based Support Team Members	PPT – Reviewing procedures for evaluation request.
October 7, 2013	2:20 – 3:10 p.m. All grades K - 5	RTI (including ELL)–setting goals for differentiated instruction
October 9 - 10, 2013	During PAs Grades K-2	Reviewing Benchmark Rubrics and scoring
October 10, 2013	During Prep Grades 3 Reviewing Benchmark Rubrics and scoring (ELA and Math)	
October 11, 2013	During PA Pre-K Goal Setting	
October 17, 2013	During Prep Principal, 1 AP and 2 lead teachers	CFN ReadyGen professional development @ P.S. 346

October 24, 2013	8:00 – 11:00 a.m.	All special Needs Teachers	ICT, Goal Setting, and Special Education Reform
October 28, 2013	All Staff CFN Training for ReadyGen		
November 4, 2013	All Staff Training Go Math		
November 11, 2013	All K-5 teachers plus out of class clusters	Read Well Phonics and Fluency Review	
November 14, 2013	All K-5 teachers plus out of class clusters	ICT training and ELL strategies	
November 18, 2013	All K-5 teachers plus out of class clusters	Understanding Close Reading (Danielson)	
November 9, 2013	All K-5 teachers plus out of class clusters	SchoolNet training (ELA and Math) and Danielson	
November 16, 2013	All K-5 teachers plus out of class clusters	I-Ready training for ELA and student differentiation	
January 7, 2014	All K-5 teachers plus out of class clusters	Generation Ready Consultation	
January 9, 2014	All K-5 teachers plus out of class clusters	ICT and ELL differentiation and Danielson	
January 20, 2014	All ICT classes k – 5	During teacher preps	MOSL Training
February 3, 2014	All grades 3 - 5	ELA Test Preparation K-2 , ELL and cluster	Read Well Phonics and Fluency Review
February 3, 2014	Faculty Conference	All staff	Differentiation of Instruction
February 10, 2014	All School Based Support Team Members	Student Review	
February 24, 2014	All grades K - 5	Running Records	
March 4, 2014	Grades K-2 and clustrers	Generation Ready questioning and Danielson	
March 10, 2014	Grades 3, 4, and 5 plus ELL and AIS	ELA test prep review	
April 7	Faculty Conference (All)	TBD	All future PD ALL TBD

2.

Teachers are given the opportunity to inter-visit with other teachers in the building. They are also allotted time to participate in CFN

and DOE professional development session. Further, teachers are given year long professional learning in common core state standards in both ELA and Math. Ready Gen, Go Math, My On , Teacher Effectiveness, ICT Methodologies are topics that have been offered and discussed during professional learning sessions. These sessions are ongoing and conducted with the collaboration

of CFN and private vendors.

3. Both our guidance counselor and ELL teacher spend 2 days per week working at a middle school (IS 364) This affords both professionals the opportunity to attend professional development pertaining to transition to middle school in both academic and social venues. Ongoing support between ESL teacher ,Guidance Counselor, AP, and CFN.

4. The minimum of 7,5 hours of ELI training is given for all staff members as needed. All teachers attend staff conferences and grade conferences where they receive professional development including on ESL strategies across content areas, diifferentiating instruction for ELL students, and analyzing data to drive instruction. Attendance is taken and kept by the Assistant Principal.

## 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?
  1. At P.S. 346 we encourage parents to be active participants in their child's learning. We have Saturday Workshops on Preparing for the Math and ELA Tests. The Guidance Counselor holds workshops for all parents including those of ELL students on Middle School Choice Programs. The Parent Coordinator holds workshops for the parents on Getting ready for Parent Teacher Conferences, Middle School Admissions, Helping ELL Students Succeed and Getting ready for the ELA and Math Tests. Parent involvement at P.S 346 also includes SLT, PTA, and SBO groups to support students and their families. Spring Creek After School Program, and NY Junior Tennis SBO support all students (including ELL) at P.S. 346. We also have events such as Pajama Night, Father/Child Breakfast and Saturday Arts and Crafts. Translation services are available to parents by in house staff of teachers, paraprofessionals and school aides.
  2. We do not partner with other agencies to provide workshops with ELL parents. Our Parent Coordinator and ELL teacher provide workshops for ELL parents during the school year. Translation services are provided by teachers, paraprofessionals and school aides in our school. We utilize the DOE website for specific letters to go home to parents.
  3. The Parent Coordinator sends the parents surveys to assess parental needs. She will have workshops monthly for those parents based on needs. If we need the letters in Spanish, we utilize in house staff (Spanish teacher, paraprofessionals, and school aides) and use the DOE website.
  4. The Parent Coordinator will have a parent workshop on CCS Standards and Instructional reforms for all parents including parents of ELL students. Parent meetings are held to inform parents on how to prepare their child for ELA and Math standardized exams.

## 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.

Paste response to question here:

## **Part VI: LAP Assurances**

**School Name:** \_\_\_\_\_

**School DBN:** \_\_\_\_\_

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

*Requirement under Chancellor's Regulations – for all schools*

DBN: 19K346 School Name: Abe Stark

Cluster: 2 Network: 211

**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**

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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.

We use the Home Language Survey to determine the primary language spoken by the parent and in what language the parent would like to receive written information from the school. We maintain an appropriate and current record of the primary language in ATS and on the student emergency card. Presently, only one parent has communicated on the HLS that she would like to receive information in Spanish. We have provided notices in Spanish for this parent using the DOE website. We have in-house staff (Paras and Teacher) that we use to communicate orally with this parent who speaks Spanish. We continue to monitor requests for written translation in other languages and provide materials as necessary for incoming students. We also utilize over-the-phone interpretation services, as needed to communicate with incoming parents who may speak languages not spoken by school staff. The findings of parent requests are discussed during SLT and PTA meetings.

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.

We have found that most parents who do not speak English have chosen to rely on an adult friend/companion or relative for language and interpretation services. We have staff in our building who are able to communicate with parents in other languages. Ms. Emily Sierra and Ms. Carmen Escobar are school aides who assist with translation and interpretation in Spanish. Our Parent Coordinator, Ms. Charles, has solicited parents who speak Russian and Chinese to assist with communication. When needed, we utilize over the phone interpretation and/or submit requests to Translation Services. We continue to report our findings at SLT and PTA meetings, through school newsletters in the Parental involvement section of the school's LAP and in the CEP.

## Part B: Strategies and Activities

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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.

We ensure that all Limited English-proficient parents are provided with the access to programs and services critical to their children's education. We use the Home Language Survey to determine the primary language spoken by the parents and in what language the parent's written information from the school. Presently, only one parent has communicated on the HLS that she would like to receive information in Spanish. We have provided this parent with a copy of the parent Bill of Rights and Responsibilities including their rights regarding translation services in Spanish. We have also provided notices (report cards, standards) for this parent in Spanish. We have signs in Spanish such as "Welcome Parents", "Bathroom Signs", and "Please see a staff member for interpretation services" We downloaded these documents from the DOE website. Most parents of children in our school have chosen to rely on an adult/companion or relative for language and interpretation services. We also have staff members (teachers, paraprofessionals, and school aids) in our school who are able to communicate with parents in other languages The Parent Coordinators Room is the central location for obtaining covered language forms.

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 will provide oral interpretation services If necessary, we will provide timely translation and distribution to parents about their child's education into the covered languages(Arabic, Bengali, Chinese,Haitian Creole, Korean, Russian,Spanish and Urdu). We use the DOE website for translations for translated critical documents. We provide parents whose primary language is a covered language and who require language assistance with written notification of the Parent Bill of Rights regarding translation and and interpretation services. We have staff in our building who are able to communicate with parents in other languages. Ms. Emily Sierra and Ms. Carmen Escobar are school aides who assist with translation and interpretation in Spanish. Our Parent Coordinator, Ms. Charles, has solicited parents who speak Russian and Chinese to assist with communication. When needed, we utilize over the phone interpretation and/or submit requests to Translation Services. We continue to report our findings at SLT and PTA meetings,through school newsletters in the Parental involvement section of the school's LAP and in the CEP.

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>.

We provide timely translation and distribution to parents about their child's education into the covered languages(Arabic, Bengai, Chinese,Haitian Creole, Korean, Russian,Spanish and Urdu). We will use the DOE website for translations of critical documents. We provide parents whose primary language is a covered language and who require language assistance with wriiten notification of their rights regarding translation and and interpretation sevices