



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** JIM THORPE SCHOOL  
**DBN (i.e. 01M001):** 75K370  
**Principal:** SUSAN GOLDBERG  
**Principal Email:** SGOLDBE6@SCHOOLS.NYC.GOV  
**Superintendent:** GARY HECHT  
**Network Leader:** KATHLEEN LEFEVRE

**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
Susan Goldberg	*Principal or Designee	
Charlayne Williams	*UFT Chapter Leader or Designee	
Cathy Wolf	*PA/PTA President or Designated Co-President	
Bryenth Kurban	DC 37 Representative, if applicable	
Andre Pierce Jimmy Hernandez	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Veronica Gutierrez	Member/ Parent	
Dmitriy Portnoy	Member/ Parent	
Martha Rios	Member/ Parent	
Adeina Salter	Member/ Parent	
Yvette Bogнар	Member/ Parent	
Malgorzata Santana	Member/ Parent	
Alexandra Ponzetto	Member/ UFT	
George David	Member/ UFT	
Alain Metellus	Member/ UFT	
Hope Smith	Member/ CSA	
	Member/	

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note:** If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

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

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

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

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

## **School Receiving Title I Funds**

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

## CEP Checklist

### **All Schools**

Indicate using an "X" in the box to the left of each section that the section has been completed	
<b>X</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
<b>X</b>	<ul style="list-style-type: none"><li>▪ Annual Goal</li><li>▪ Comprehensive Needs Assessment</li><li>▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal</li><li>▪ Budget &amp; Resource Alignment section (indicating all funding sources)</li></ul>
<b>X</b>	<b>Academic Intervention Services (AIS)</b>
<b>NA</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>NA</b>	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

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

### **Annual Goal #1**

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

By June 2014, students will increase mastery of reading skills as evidenced by completion of common core aligned units of study as measured by a 5% increase over baseline of formative assessments. To develop reading skills for students in grades K – 12 as identified in their Individualized Educational Plans (IEP)..

### **Comprehensive Needs Assessment**

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

After a review of our 2012 – 2013 ELA performance including NYS ELA test results, Fountas & Pinnell Benchmark Assessment results, Student Annual Needs Determination Inventory (SANDI) results we have noticed a different trend in performance when comparing Fountas & Pinnell – SANDI results to the NYS standardized exams. As indicated in Table 1, our NYS ELA data shows a steady increase of students performing in Level 1 with 2103 having 100% of students performing in Level 1. We noted that the numbers represented in Table 1 are only a small percentage of our school as they are the performance of our K – 5 standardized students which is 54 out of 250 students.

Table 1: NYS ELA Performance 2010 – 2013 for All Tested Students

Year	Category	Number Tested	Mean Scale Score	Level 1		Level 2		Level 3		Level 4	
				#	%	#	%	#	%	#	%
2010	All Students	28		14	50.0	11	39.3	3	10.7	0	0.0
2011	All Students	23	644	9	39.1	10	43.5	4	17.4	0	0.0
2012	All Students	32	640	17	53.1	12	37.5	3	9.4	0	0.0
2013	All Students	26	235	26	100.0	0	0.0	0	0.0	0	0.0

As opposed to our Fountas and Pinnell which is given to all K – 5 students in 370K (144 out of 250)

25% of students increased by one reading level and 10% increased by more than one level. It was suggested to go deeper and analyze the data with reference to the 2012-2013 CEP goals. We see that the majority of our standardized students require intensive test readiness and stamina building to prepare them for high stakes exams. We also see that with intensive focused reading instruction around decoding and comprehension skills more than 50% of our students can show ELA growth as per their Individualized Education Plan (IEP) goals.

### **Instructional Strategies/Activities**

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

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

1. Implement core curriculum in all classes. Use flexible grouping to address functional levels for content area key ideas (conceptual understanding) and skill sets (procedural knowledge). Literacy block incorporated into the daily schedule in order to provide optimal groupings during shared reading times. .
2. Schedule opportunities for teacher inter-visitation and peer review to foster collaboration and exchange of ideas, teaching methods and best practices. Use of the “glow and grow” chart to maintain records and provide feedback.

3. Create and align IEP's goals to specific skill based assessments and academic content standards(Common Core Learning Standards)
4. Provide professional development on core curriculum in ELA to teachers with a focus on decoding and comprehension aligned to the Common Core Standards. Staff will participate in District 75 and school sponsored professional developments opportunities and in-house coaching and mentoring on topics such as the Common Core Learning Standards (*CCLS*), *CCLS* aligned Units of Study, Frameworks for Teaching (*Charlotte Danielson's*), Conceptual Framework (*The Instructional Core, School Structures, and School Culture*), 2013-2014 Citywide Instructional Expectations, Instructional Core, Curriculum Programs (*Trophies*), Data Systems (*ARIS*), Formative and Summative assessments (*SANDI, Student Portfolios, NYSAA, NYSESLAT, School Rubric*), Multiple Points of Entry (Access), Teaching Strategies (*Structured Teaching, Get Ready to Learn*), Analysis of Student Work, Quality Review
5. Provide linguistic/language development support to students through ESL methodology to increase cognitive academic language proficiency
6. Maintain Student Learning Portfolios as an assessment tool to determine student progress and a measure for teacher effectiveness
7. Design and implement intervention for the lowest one-third and top one-third groups
8. Ongoing review and analysis of data: Data is reviewed by staff during bi-weekly common planning meetings and interventions are suggested to meet student needs based on assessments. Fountas and Pinnell assessments are given three times a year, FAST and SANDI are given twice a year and progress reports are given 8 times a year.

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

1. **School administration; unit coordinators; lead teachers**
2. **Teachers; unit coordinators**
3. **Teachers; unit coordinators**
4. **School administration; District 75 coaches; curriculum consultants**
5. **ESL Teachers**
6. **Teachers**
7. **Teachers; AIS teachers**
8. **School Administrators, Coordinators, Lead Teachers, Assessment Team Leaders, Teacher teams.**

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

1. Review of schedules; teacher observations
2. Teacher intervisitation log; Teacher notes and feedback as reflected on Glow and Grow forms
3. Increase of mastery of IEP goals in ELA; Review of IEPs
4. Review of staff attendance and participation in school and District professional development; Review of pd logs on a quarterly basis; increase in teacher use of strategies learned at professional development as evidenced in Advance observations
5. Increase in ESL language skills based on formative assessments, IEP mastery, reading levels:
6. Increase in student mastery in reading skills and reading levels; increase in Fountas and Pinnell reading levels – decoding and comprehension – Note: If level has not changed within three months, Intervention strategy will be utilized. Review of data collection sheets in Fountas and Pinnell. Increase in student progress in Scantron assessments
7. Increase in reading skills and reading levels of targeted students; increase in Fountas and Pinnell reading levels for targeted students; increase in performance using reading interventions that include SMILE and Wilson. Review of grade level meetings that include students targeted for intervention
8. Review of teacher team meetings, agenda and notes; monitoring and adjustment of individual student participation and assessment in reading

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

1. September 2013 –June 2014, ongoing
2. September 2013 – June 2014
3. September 2013 – June 2014, review of IEPs eight (8) times a year

4. September 2013 – June 2014, staff participation in professional development; quarterly review of professional development logs; review of teacher observations on a monthly basis
5. September 2013-June 2014: implementation of literacy for ESL; review of formative assessments three times a year, review of IEP mastery
6. September 2013 –June 2014 – Review of Fountas and Pinnell, three times a year; Scantron, two times a year, IEP mastery, 8 times a year
7. September 2013 – June 2014 – Review of SMILE data, monthly; Review of Wilson data, weekly
8. September 2013 – June 2014 – Teacher team meetings. Three times a year administration review of teacher team meetings and student progress

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

1. programmatic time for literacy blocks; Core curriculum
2. Scheduled programmatic time for teacher intervisitations
3. programmatic time for team meetings; unit coordinator positions
4. Lead teacher positions at the school level; monies to pay for substitute teachers; District 75 coaches and professional development offerings
5. ESL teachers; programmatic materials for ESL students; Title III monies
6. Fountas and Pinnell reading assessment materials,
7. SMILE and Wilson materials; scheduled time for academic intervention
8. programmatic scheduling of Team meetings

**Strategies to Increase Parental Involvement**

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

- Progress Reports are sent home to families every five weeks which include strategies, next steps and F&P reading levels so that they may support their children even more at home
- Parents are invited to three parent workshops to learn and participate in the instructional strategies used to tech their students Reading skills
- Homework packets with tasks based on academic expectations of Common Core Learning Standards
- Parent meetings to explain Common Core Learning Standards expectations
- Annual IEP meetings to discuss goals and progress towards ELA expectations and Common Core Learning Standards.
- Site-wide newsletters sent home with important information regarding literacy strategies to use at home, workshops etc
- Promote parental involvement in the decision making process that affect children and families in relation to academics, IEP goal development, and Transition.

**Budget and Resource Alignment**

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

X	Tax Levy	Title IA	Title IIA	X	Title III	Set Aside	Grants

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

**Goal and Action Plan #2**

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

**Annual Goal #2**

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

**By June 2014, students will show improved proficiency of math skills as evidenced by a 5% increase in mastery of IEP goals.**

**Comprehensive Needs Assessment**

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

**Drawing upon the results of students' test scores (NYS Math, Algebra Regents and RCTS, NYSAA, NYC Periodic Assessments, SANDI and IEP goals) 370K students are performing at the lower/middle quartile of the state performance criterion. According to the 2013 test results, 86.4% of our standardized students are functioning at the Level 1 performance level and 9.1% are performing at Level 2. As indicated by our SANDI for our alternately assessed students, students are continuing to develop the foundational skills necessary to understand the four operations and patterns that can be derived thereof. Of the 13 students that took the Math RCT in 2013, 2 passed. Of the 4 students that took the Algebra regent, 0 passed.**

**Instructional Strategies/Activities**

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

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

1. Schedule weekly cohort team meetings for the purpose of analyzing student work to identify students learning trends and needs, set goals, monitor, and modify instruction and promote student achievement, using research based protocols.
2. Implement standards based math instruction in all classes. Use flexible grouping to address functional levels for content area key ideas (conceptual understanding) and skill sets (procedural knowledge).
3. Implement the new Go Math! Curriculum and align to units.
4. Create and align IEP's goals to specific skill based assessments and academic content standards(Common Core Learning Standards)
5. Creating opportunities for staff to participate in District 75 and school sponsored professional developments opportunities and in-house coaching and mentoring on topics such as the Common Core Learning Standards (*CCLS*), CCLS aligned Units of Study, Frameworks for Teaching (*Charlotte Danielson's*), Conceptual Framework (*The Instructional Core, School Structures, and School Culture*), 2013-2014 Citywide Instructional Expectations, Instructional Core, Curriculum Programs (*Go Math*), Data Systems (*ARIS*), Formative and Summative assessments (*SANDI, Student Portfolios, NYSAA, School Rubric*), Multiple Points of Entry (*Access*), Teaching Strategies (*Structured Teaching, Get Ready to Learn*), Analysis of Student Work, Quality Rev.
6. Student Learning Portfolios as an assessment tool to determine student progress and a measure for teacher effectiveness
7. Data is reviewed by staff during bi-weekly common planning meetings and interventions are suggested to meet student needs based on assessments. Assessments are given three times a year, FAST and SANDI are given twice a year and progress reports are given 8 times a year

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

1. **School administration; teacher teams**
2. **Teachers**
3. **Teachers; unit coordinators**
4. **Teachers; unit coordinators**
5. **School administration; District 75 coaches; lead teachers; unit coordinators**
6. **Teachers**
7. **Teacher teams; school administrators**

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

1. Review of teacher team meeting agenda and notes; increase in skills demonstrated in student work
2. Ongoing review of student progress in curriculum. Unit skills analysis will be conducted every five weeks - 50% of unit skills must be mastered – After ten weeks of not meeting 50% skill mastery – Interventions will be utilized.
3. Review of math lesson plans for GoMath; increase in math skills mastery as demonstrated by student work and twice annual assessments in the GoMath curriculum
4. Increase in student mastery of math goals on the IEP; review of IEP tracking sheets
5. Increase in teacher use of mathematical content strategies and use of manipulatives as presented in lesson plans and classroom instruction (*Advance*); review of sign in sheets and teacher participation in professional development
6. Increase in mastery of unit math skills, as evidenced in student work in the Learning portfolios. Increase in math assessments and SANDI/FAST math skills. Increase in Scantron assessment results in math.

7. Review of team meetings; review of students targeted for class interventions in math;
<b>D. Timeline for implementation and completion including start and end dates</b>
<ol style="list-style-type: none"> <li>1. <b>September 2013 – June 2014 – ongoing teacher team meetings, review of student work in math bi-monthly</b></li> <li>2. <b>September 2013 – June 2014 – implementation of math instruction. Unit skills analyses every five weeks.</b></li> <li>3. <b>September 2013 – June 2014 – implementation of GoMath; review of students bi-weekly, formal assessments twice annually in GoMath; unit skill analysis every five weeks.</b></li> <li>4. <b>September 2013- June 2014 – ongoing IEP development and progress monitoring; 8 times annually review of IEP data</b></li> <li>5. <b>September 2013 – June 2014 – three times annually review of the professional development logs; three to six times a year review of Advance observations</b></li> <li>6. <b>September 2013 – June 2014 twice annually review of Scantron, every five weeks, review of unit assessments, bi-weekly review of student work, twice annually review of student progress in SANDI/FAST</b></li> <li>7. <b>September 2013 – June 2014 – review of teacher team logs and agenda; review of students assigned to interventions based on teacher team discussions of data, monthly, review of data (see #6)</b></li> </ol>
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
<ol style="list-style-type: none"> <li>1. <b>Structured programmatic time for teacher meetings</b></li> <li>2. <b>Math curriculum resources;</b></li> <li>3. <b>GoMath curriculum, programmatic for teacher teams to align the math curriculum to units</b></li> <li>4. <b>Time structured for IEP meetings and IEP progress monitoring</b></li> <li>5. <b>Monies to pay for teacher subs so that teachers can attend professional development; programmatic time for in-house professional development; time structured for teacher intervisitations</b></li> <li>6. <b>Math assessments</b></li> <li>7. <b>Structured programmatic for team meetngs and collegial review of data in mathematics</b></li> </ol>

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
<ul style="list-style-type: none"> <li>• Progress Reports are sent home to families every five weeks which include strategies, and next steps so that they may support their children even more at home</li> <li>• Parents are invited to three parent workshops to learn and participate in the instructional strategies used to teach their students math skills</li> <li>• Homework packets with tasks based on academic expectations of Common Core Learning Standards</li> <li>• Parent meetings to explain Common Core Learning Standards expectations</li> <li>• Annual IEP meetings to discuss goals and progress towards Math expectations and Common Core Learning Standards.</li> <li>• Site-wide newsletters sent home with important information regarding mathematical strategies to use at home, workshops etc</li> <li>• Promote parental involvement in the decision making process that affect children and families in relation to academics, IEP goal development, and Transition.</li> </ul>

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

**Goal and Action Plan #3**

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

**Annual Goal #3**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
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**By June 2014, students will increase their ability to engage in classroom activities and self- regulation of behaviors as a result of participation in Get Ready To Learn program and positive behavior support systems as evidenced by an increase in time on task.**

***Comprehensive Needs Assessment***

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

**Drawing upon the following data sources, incident reporting logs such as School Wide Information System (SWIS) student write ups, Online Occurrence Reporting System (OORS) reports, students attendance, time of out of classroom log books, and students motivational assessments we have seen a need for our students to begin their day in a calming manner. According to the 2013 data on average 25% of the classes needed daily removal of students for calming time. Additionally, in the ten classes that were using the GRTL program we saw an increase in student attendance which remained consistent throughout the year.**

**Note: Get Ready To Learn (GRTL) is a 20-minute yoga therapy program. It is practiced on a daily basis in the classroom at the same time each morning to prepare for the day. GRTL engages students and teachers in daily yoga based activities in the classroom to promote a more positive emotional and physical well being to optimize learning. Both seated and floor routines will be utilized to ensure entry point for all students' levels. Students that require one to one practice will have modified space with additional supports such as lighting changes and sound reduction.**

**Note: The school has a Positive Behavior Support System**

***Instructional Strategies/Activities***

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

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

1. Implement GRTL in classrooms at the beginning of each school day
2. Train and support staff in GRTL
3. Establish data collection system for GRTL and enter data weekly
4. Establish visual reminders and cues in classes so that students will begin to internalize "calming techniques".
5. Ongoing implementation of the Positive Behavior Supports System
6. Unit wide celebrations of student success in meeting behavioral goals

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

1. School administration – to design schedules to incorporate GRTL
2. Teachers; GRTL facilitators; District 75 GRTL
3. Teachers –enter data
4. Teachers; unit coordinators
5. Teachers; unit coordinators; teachers enter data
6. School administration; teachers; unit coordinators

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

1. Schedules reflect that GRTL has been scheduled on a daily basis
2. Increase in the number of staff trained in GRTL
3. Data entered on a weekly basis; increase in student progress in meeting levels of GRTL and student progress in engagement in period immediately after GRTL
4. Evidence of visual cues and reminders in classrooms; increase in number of students using techniques to calm themselves
5. Increase in the number of students achieving levels; decrease in number of student incidents
6. Student participation in celebration of student success

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

1. September 2013 – June 2014
2. September 2013 – February 2014 (on scheduled GRTL training dates Sept 2013 - Feb 2014)
3. September 2013 – June 2014, ongoing
4. September 2013 0 June 2014 ongoing, four times annual review of student incidents
5. September 2013- June 2014 – ongoing implementation of positive behavioral supports Monthly review of student progress

6. Monthly celebrations, September 2013 –June 2014

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

1. Scheduling accomplished to include GRTL
2. Staff participate in training; Monies to pay for teacher subs; District 75 GRTL program
3. Dedicated staff time to enter data; computer database
4. School posters
5. Incentives for students; Time for teachers to meet about the positive behavior supports and to discuss student progress
6. Incentives for celebration

**Strategies to Increase Parental Involvement**

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

**The following strategies and activities will be utilized:**

- **Parents are invited to three parent workshops to learn and participate in GRTL strategies used to teach their children yoga skills and calming techniques.**
- **Parent Association meetings to explain GRTL expectations.**
- **District trainings offered to teach parents**
- **School provides parents with information about the positive behavior supports system and behavioral cues and expectations**

**Budget and Resource Alignment**

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

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

**Goal and Action Plan #4**

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

**Annual Goal #4**

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

**Comprehensive Needs Assessment**

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

**Instructional Strategies/Activities**

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

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

1.

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

1.

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

1.

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

1.

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

1.

**Strategies to Increase Parental Involvement**

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

**Budget and Resource Alignment**

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

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

**Goal and Action Plan #5**

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

**Annual Goal #5**

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

**Comprehensive Needs Assessment**

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

**Instructional Strategies/Activities**

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

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

1.

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

1.

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

1.

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

1.

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

1.

**Strategies to Increase Parental Involvement**

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

**Budget and Resource Alignment**

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

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

### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

**Description**

<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>	<p><u>SMILE</u> Structured Methods In Language Education (SMILE) multi-sensory communication development. This program engages children as they progress through basic attending, phonemic awareness and sound-letter knowledge to the use of language in a descriptive and conversational manner.</p> <p><u>Wilson's</u> tactile system to address students needs who struggle with phonemic awareness – letter – sound recognition.</p>	<p>One to One and Small group instruction - 5x weekly – during the literacy block</p>	<p>During the school day</p>
<b>Mathematics</b>	<p><u>Go Math games</u> drill exercises aimed primarily at building fact and operation skills.</p> <p><u>Brain Pop</u> Web based, individualized, program to increase students' math fluency and builds upon processing and method</p>	<p>Small group instruction * 4x weekly * during the math block</p>	<p>During the school day</p>
<b>Science</b>	<p><u>iOpeners</u> Real life photography which connects nonfiction reading to nonfiction writing with activities that prepare students for life.</p>	<p>Small group - 2 X weekly –</p>	<p>During the school day</p>
<b>Social Studies</b>	<p><u>Rosen Readers</u> Primary Source documents and information with graphic images connecting nonfiction reading and writing at lower read ability levels.</p>	<p>Small group - 2 X weekly –</p>	<p>During the school day</p>

<p><b><i>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i></b></p>	<p><u>Advisory / Violence Prevention</u> Students develop skills to control anger and express their feelings through words either written or oral.</p> <p><u>GRTL</u> Low impact yoga calming techniques</p> <p><u>Life Space Crisis Intervention</u> Students develop new coping skills and self regulation techniques</p> <p><u>Violence Prevention workshops</u> Students learn and practice social skills, such as empathy, emotion management, problem solving, and cooperation</p> <p><u>Therapeutic Crisis Intervention</u> Students develop new coping skills, decision making and self regulating techniques.</p>	<p>Small group - daily – Morning classroom routines 5X week</p>	<p>During the school day</p>
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**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

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

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

**Title I Status**

Indicate with an "X" your school's Title I Status.			
	<b>School Wide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>X 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.

**High Quality and Ongoing Professional Development**

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

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

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

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

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

**Measures to Include Teachers in Decisions Regarding Assessments**

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

**TA Schools Only**

**Use of Program Resources**

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

**TA Coordination with the Regular Program**

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

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

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

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

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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>75</b>	Borough <b>Brooklyn</b>	School Number <b>370</b>
School Name <b>Jim Thorpe</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>Susan Goldberg</b>	Assistant Principal <b>Hope Smith</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Olga Maryamchik</b>	Guidance Counselor <b>type here</b>
Teacher/Subject Area <b>Rachael Sullivan/ESL</b>	Parent <b>Marianna Chepil</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Vincent Wilson</b>
Related Service Provider <b>type here</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>3</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>1</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>1</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>257</b>	Total number of ELLs	<b>63</b>	ELLs as share of total student population (%)	<b>24.51%</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 checked="" type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s): Yiddish
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>														
SELECT ONE														0
SELECT ONE														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	63	Newcomers (ELLs receiving service 0-3 years)	22	ELL Students with Disabilities	63
SIFE	4	ELLs receiving service 4-6 years	30	Long-Term (completed 6+ years)	11

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	22	2	22	30	1		11	1		63
Total	22	2	22	30	1	0	11	1	0	63

Number of ELLs who have an alternate placement paraprofessional: 10

### 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
Yiddish								4	1					5
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	<b>0</b>	<b>4</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>5</b>						

\*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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>0</b>																			

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	1	3	6	3	1			2		2	6	27
Chinese		1		4	6		1			2	2		2	18
Russian		1		1	1	1						1	1	6
Bengali					1									1
Urdu		1			1									2
Arabic						1							1	2
Haitian									1					1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other											1			1
<b>TOTAL</b>	0	6	1	8	15	5	2	0	1	4	3	3	10	58

## 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)		3	1	3	9	3	2	4	2	4	3	2	7	43

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)		2		4	4	1							2	13
Advanced (A)		1		1	2	1						1	1	7
Total	0	6	1	8	15	5	2	4	2	4	3	3	10	63

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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual (SWD)							2		2

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	2		2	
NYSAA Mathematics	2		2	
NYSAA Social Studies	2		2	
NYSAA Science	2		2	

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.

370 uses various assessments throughout the school year to assess the early literacy of our ELLs, such as the LAB-R, NYSESLAT, ECLAS-2, NYSAA, Fountas and Pinnell Benchmarking System, ABLLS-R, as well as regular assessments incorporated into the curriculum for each content area (i.e. Trophies, Go Math assessments). The data obtained from these assessments is used regularly to plan instruction for classroom and ESL teachers.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
The NYSESLAT results for our ELLs indicate that most students (43 out of our 63 ELLs) are at the Beginner level. 13 are at the Intermediate level, and 7 are Advanced. Furthermore, last year we had 2 students test out of the NYSESLAT with a score indicating English proficiency. Most of our advanced and intermediate ELLs, and both of the ELLs who tested out with a proficient score are elementary, entitled ELL students. This indicates a rather successful elementary ESL program, as we are seeing progress across the board in all Elementary students' scores, including the beginner ELLs, whose scores reflect growth within the beginner category.
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](#))

Our school's AMAOs for this year are:

1. annual increases in the number or percentage of students making progress in learning English,
2. annual increases in the number or percentage of students attaining English language proficiency by the end of each school year.

Using this tool helps us establish English language proficiency goals for our students that are aligned to Common Core Standards, yet suitable for ELL students learning English as a second language.

The results in the recent years, as the data from the RNMR is still not available in ATS, furthermore indicate that Reading and Writing modalities are slightly weaker than Speaking and Listening. Thus instruction will focus on building stronger literacy skills and practicing reading and writing in English (and in the native language, as research shows that literacy skills acquired in the native language carry over into English more efficiently).

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?

Up until this fall we have only had one ELL program as the Freestanding ESL program, and thus have no data to compare across programs, as no native language assessments were administered.

Based on the improved performance over the last few years of ELLs in math, science, and history we are continuing to implement a self-contained ESL class educational model for our ELLs in High School. This will allow for more intensive language support across all content areas as all content will be delivered by the ESL teacher using appropriate ESL methodologies. Our lowest performing ELL students continue to be in the self-contained ESL class to receive ongoing intensive support from the ESL teacher in all subject areas.

Furthermore, by creating a new bilingual Yiddish class we ensure that those students who are receiving bilingual instruction across all subject areas have plenty of native language support to help them absorb more content in all common core areas of learning. The results from the ELLs periodic assessments will inform the precise curriculum of the program by allowing the teacher to focus more on the modalities that are weakest (currently reading and writing).

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](#).)

Most of our ELL students would naturally fall in the tiers 2 and 3 of RTI framework, as they all have special needs and require individual attention within our program. However, as it would not be possible to deliver the state mandated number of minutes of ESL/Bilingual instruction if working with kids one on one, we do our best to group kids in the smallest groups possible when pushing in and pulling out for services. Students who are particularly struggling as is reflected by their assessment scores are at times

serviced individually, if/when the teacher's schedule permits. When working within a class for Push-in times, ESL teachers work with students in small groups with the assistance of paraprofessionals and classroom teachers to insure each student receive the maximum individualized attention and support.

6. How do you make sure that a child's second language development is considered in instructional decisions?

In order to ensure that a child's second language development is considered in instructional decisions our school provides an alternate language paraprofessional whenever needed/possible to support that child in the classroom. The classroom teacher and the paraprofessional collaborate to plan and deliver effective lessons that engage students in their native language as well as English. Supporting native language materials in the form of print and audio input are used whenever appropriate throughout the school day.

In our bilingual Yiddish class, the students native language is used to teach all core subject areas, is developed throughout the school day, and is supported with auditory, and visual input in the form of native language printed materials used by a fluently bilingual certified teacher.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the second (target) language?
- b. What is the level of language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and City Assessments?

We do not currently have a dual language program in our school.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

Our ESL program will be evaluated based on students' performance on the NYSESLAT as well as general achievement in the students' regular classrooms. Our main goal is to improve their communication and literacy skills for effective daily living. Specific areas of strength and weakness will be identified and ESL instruction will be geared toward addressing areas of need.

## 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](#).) Identification of potential ELLs who are newcomers to the NYC Public School System starts with the administration of the Home Language Identification Survey (HLIS) at the time of enrollment. Ideally, this is done at the CSE level at the time of the initial IEP meeting. This survey is provided to the parents or guardians in their native language and in English, and is accompanied by an oral interview in English and/or the native language, with the help of translation services if required. If this important step is not completed at the CSE level, it is done at the school level at the time of enrollment. The intake staff consists of Susan Goldberg - Principal; Hope Smith - Assistant Principal; Mickaelle Lebrun – Assistant Principal; Vincent Wilson - Parent Coordinator, Meghan Cooper - Unit Coordinator, Alex Ponzetto - Unit Coordinator, Olga Maryamchik and Rachael Sullivan, - Push-in/Pull-out ESL teachers; Brenda Graham – School Aid, Antoinette Emanuele - School Aid. For students who are transferring to PS 370 but are not new to the NYC Public School System previous LAB-R and NYSESLAT scores are used to determine ESL/Bilingual services eligibility and program placement as per student's IEP. The HLISs are carefully examined by one of the ESL teachers, who determines if the student is LAB-R eligible. Following this determination, the LAB-R (and Spanish LAB, if necessary, for Spanish speaking ELLs) are administered, within 10 days of the student's enrollment, by the ESL teacher.
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. The HLISs are carefully examined by one of the ESL teachers, who determines if the student is LAB-R eligible. Following this determination, the LAB-R (and Spanish LAB, if necessary, for Spanish speaking ELLs) are administered, within 10 days of the

student's enrollment, by the ESL teacher. The student's score determines eligibility for ESL or bilingual services and the child is placed into the appropriate program, which in District 75 is determined at the CSE level in conjunction with parents. Based on the placement decisions made at the CSE level, currently 24 of our 63 ELLs are recommended for Bilingual Instruction across our five sites. Of these 24 students, 5 are grouped in a Bilingual Yiddish class based on their parents preference and the CSE decision. Among the other 18, the most prevalent languages are Spanish and Chinese (mostly Cantonese, and some Mandarin) however the exact assortment across our schools different sites does not meet the state's language and grade level requirements to begin a Spanish or Chinese bilingual program. In the event that the ELL student population reaches numbers within the same language group, IEP bilingual recommendation, and 3 consecutive grades that qualify for bilingual instruction, the school will then inform parents when classes become open.

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].)

As 100% of our students enter our program with IEPs created at the CSE level with parent participation, the decision of appropriate program choice has already been made at the time of admission, and all appropriate supporting documentation is kept on file. Students remain in the chosen program for at least 3 years as per state recommendation to ensure continuity of services and adequate time for student to benefit from selected program. At the triennial review ELL programming is discussed with the parent and the IEP team to see if any changes should be made to program format in order to better serve student needs if they have changed. Once the ELL's individual progress data is reviewed and interpreted, parents make a decision as to whether or not the student should remain in the previous ELL program choice or try a different one. The new IEP reflects the team's recommendation and the parent selection and final decision. All appropriate documentation is kept on file in the student CUM folder and/or the ELL compliance 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.

We use the RLER report in ATS to ensure we do not miss any students eligible to take the R-LAB. This process is completed within 10 days of student enrollment in the beginning of the year, and on an ongoing basis for students enrolling throughout the year.

ELLs continue to be evaluated annually with the administration of the NYSESLAT in the spring to determine eligibility for continuation of ESL services, and ensure appropriate program placement. Our ESL teachers attend yearly trainings on the NYSESLAT to ensure proper test administration and scoring. After the NYSESLAT results are available parents of ELLs are informed of placements, as determined by the student's score with a Placement Letter in English and their native language. The students continue to receive ESL services until they pass the NYSESLAT.

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.

To help us ensure that all ELLs are tested we use the RLER, RLAT, RNMR, and thhe RPOB reports in ATS to track and keep accurate records of students' eligibility for and performance on the LAB-R and the NYSESLAT. The NYSESLAT is administered by our ESL Teachers, (Olga Maryamchik, Rachael Sullivan, Ivana Ludvik, and Orin Finkel) to all ELLs, according to state law. Our testing coordinator, Danielle Masella, works with the ESL teachers to facilitate a timely and organized administration of all 4 modalities (Speaking, Listening, Reading, and Writing) within the time frames set out by the state for all eligible students. The 4 components are then scored by a team of ESL teachers and other appropriately certified pedagogues, as per testing instructions.

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. 

In accordance with parent wishes we now have a Bilingual Yiddish class that serves 5 students in grades 7-8. the remaining ELLs in various language groups are served through our Freestanding ESL program. Due to the nature of the population of students whom we serve and the diversity of their individual needs and IEP mandated service requirements, as well as native language backgrounds, it is not always possible to accommodate parent choice in forming a bilingual class (if not enough students with the same native language and educational needs are enrolled.) In this case a student is provided with ESL services, plus an Alternate Placement Paraprofessional who speaks the student's native language and English, in accordance with CR Part 154 mandates for number of minutes (units) of instruction (i.e., K-8: Beginning and Intermediate level ELLs: 360 minutes (2 units) of ESL; Advanced level ELLs: 180 minutes (1 unit) of ESL/180 minutes (1unit) of ELA. High School: Beginners = 540 minutes (3 units) of ESL, Intermediate = 360 minutes (2 units) of ESL, Advanced = 180 minutes (1 unit) of ESL/180 minutes (1 unit) of ELA.)

## 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])?

Currently PS 370 offers ESL services in a Freestanding ESL program across all of our sites, as well as in a Bilingual Yiddish class at our main site. We have 3 ESL certified teachers on staff, one of whom is teaching a self-contained ESL class at the High School level, and the other two who are Push-In/Pull-Out ESL teachers at the Elementary level, both of whom travel between sites to help us fully serve the growing number of ELLs in the additional sites that were recently opened. We also have a certified Bilingual Yiddish special education teacher who teaches the Bilingual Yiddish class at the main site.

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)?

At the Elementary School level, most of instruction is delivered in a Push-In model, whenever possible, with Pull-Out services. We try to ensure consistency for our K-5 students (most of whom are in 3rd and 4th grade) and thus employ a Block class model (when a class stays together with their classroom teacher and the ESL teacher pushes in) whenever possible. All of our classes are heterogeneous and ungraded, where students of various ages and/or proficiency levels are grouped together. The ESL teacher works collaboratively with the classroom teacher during Push-In sessions by providing language support to ELLs while they are working on regular classroom tasks, and by collaborative teaching of the whole class. When students are pulled out of class for ESL instruction, they usually join students from another class and work in small groups on language focused projects or tasks that are closely aligned with their regular classroom curriculum. If/when time permits individual students who require extra support can receive one-on-one ESL instruction in a Pull-Out model.

At the main building, 6 of our High School ELL students are placed in a self-contained ESL class headed by an ESL certified classroom teacher. These students are thus receiving continuous ESL support in all of their content area and ELA as curriculum/units of study are delivered by the ESL teacher using ESL methodologies (TPR, Language Experience Approach, Graphic Organizers, text adaptation, etc.) 4 additional ELLs in grades 9-12 receive push in-pull out services from our high school ESL teacher. They join her self-contained class for 540 minutes per week and receive content area support during this time by working on scaffolded, language-rich tasks closely aligned with their regular class content material.

3 additional ELLs in grades 6-8 at the main site receive ESL services from one of our traveling ESL teachers, Rachael Sullivan, who services them for 360 minutes per week in a push in /pull out model.

Finally, 5 of our Yiddish speaking ELLs mandated for bilingual education are grouped in our self-contained Yiddish bilingual class, led by our certified bilingual teacher Orin Finkel. They receive all core instruction in both their native language and English throughout the entire school day. (more than the minimum of 180 minutes per week of ESL and ELA, and at least 45 minutes per day of NLA instruction is provided)

PS 370 ensures that the mandated number of instructional minutes is provided according to proficiency level by scheduling the appropriate number of minutes as ESL teacher's push-in/pull out blocks with each student entitled to services. Thus, in accordance with CR Part 154, K-8 ELLs who are at the Intermediate or Beginner level receive at least 360 minutes per week of ESL services, mostly as push-in instruction, and those at the Advanced level receive at least 180 minutes of ESL services and 180 minutes of ELA instruction per week. At the high school level, Beginner ELLs receive at least 540 minutes of ESL per week, Intermediate ELLs receive at least 360 minutes of ESL per week, and Advanced ELLs receive at least 180 minutes of ESL and 180 minutes of ELA instruction per week. Our High School level ELLs who are in the self-contained ESL class led by an ESL certified pedagogue are receiving continuous ESL support, every day, throughout the entire day, well over the mandated amount of minutes per week. Our Yiddish bilingual students receive a minimum of 45 min per day of NLA instruction in their native language by our Bilingual Yiddish teacher.

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.

To enrich language development and make content comprehensible, the ESL teachers collaborate not only with classroom teachers, but other cluster teachers, as well as all service providers. PS 370 schedules common prep periods in order for the ESL teachers and other staff to have planning time together and be able to coordinate their instruction (plan lessons, create materials, plan assessments, evaluate lessons,) so that language acquisition will be fostered. The ESL teacher also communicates regularly with all other teachers and related service providers at regularly scheduled team meetings and through e-mail and to ensure collaboration on building and implementing effective ELL-appropriate teaching strategies, materials and curriculum among the entire school team.

Every lesson is aligned with the Common Core Learning Standards and includes activities in Listening, Speaking, Reading and Writing that help students develop target skills appropriate to their developmental and academic level. Our 12:1:1 teachers integrate research based ESL strategies into content areas, while our students in our 6:1:1 focus on communication needs, following directions, life skills, matching and sequencing. The ESL teacher and classroom teachers of ELL students use Total Physical Response, modeling, multi-sensory approaches, scaffolding techniques such as picture and native language supports, graphic organizers, semantic webs, KWL charts, as well as various appropriate assistive technology such as augmentative communication devices to foster and aid oral language development. Math is studied and made accessible using visuals and manipulatives to teach basic skills such as counting, addition, subtraction, division, multiplication, etc. Explicit ELA includes the workshop model for Balanced Literacy modified by using symbols and augmentative communication devices. The ESL teacher uses interactive technology such as Literacy and Numeracy building websites (Starfall.com, Funbrain.com, etc) to foster student engagement and comprehension of ELA and Math content. Other content support includes such materials as the Santillana Intensive English Program and a classroom library that supports literacy for ELLs.

In our Bilingual Yiddish class, similar strategies and common core based curriculum is used, however instruction is delivered in Yiddish as well as English. due to the severe cognitive delays of the student population in that class and their significant Yiddish language dominance, 60% of instruction is delivered in the native language, and 40% is in English. Students are evaluated in both Yiddish and English throughout the year with school wide periodic assessments, classroom task rubrics, and standardized state assessments such as the NYSESLAT. All subject areas, including English and native language arts, math, science and social studies are taught in both English and the native language throughout the week, with a 60%-40% language ratio. The math curriculum focuses on basic life skills related mathematical abilities, while Social Studies covers social skills, culture, history, and ADL skills. Science involves many hands on projects to introduce and expose students to scientific concepts important to their daily lives and becoming self-sufficient.

### 4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Our ESL program focuses primarily on developing English skills and students are thus evaluated in English. However many of our students in Elternte Placement have a Bilingual Paraprofessional working with them in the classroom, who is able to assist them with native language support during all classroom activities, including during evaluations of academic skills that can be assessed using the student's native language. The ESL teachers also provide teachers with language assistance for students who need it during assessment. Thus a student who responds primarily to Russian may be evaluated by her classroom teacher in math skills while the ESL teacher serves as the interpreter explaining directions and expectations to the student.

Students in our Bilingual Yiddish class are evaluated in their native language on a regular basis throughout each curriculum unit in all core subjects, as well as during school-wide periodic assessments. Our certified bilingual Yiddish teacher Oren Finkel is fluent in both Yiddish and Hebrew, the 2 dominant home languages of the students in that class, and uses both the Native language of the students and English throughout the school day and to assess student progress..

### 5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Every ESL lesson includes activities that target all 4 modalities of English acquisition, including Listening, Speaking, Reading and Writing. Students are informally assessed in every lesson, and formally evaluated with a carefully designed ESL rubric that incorporates all 4 modalities at the end of every academic unit. in addition, each child is periodically assessed with a teacher created individual language skills checklist that includes all 4 ESL modalities, to help us monitor progress and ensure that each child is doing work appropriate to their language level. in the spring each ELL student participates in all 4 modalities of the NYSESLAT which serves as the official marker of the child's ESL progress for that year.

In our Bilingual Yiddish program, all instruction in all core subjects is delivered in both Yiddish and English, and the 4 modalities

of ESL are evaluated on a regular basis, as each curriculum unit's tasks include speaking, listening, reading and writing. Students complete tasks in both their native language and English. These are graded based on a rubric that reflects student progress in all 4 English modalities. All ELL students participate in the NYSESLAT in the spring.

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).

All newcomer Beginner ELLs and SIFE students are provided with small group instruction allowing for the personal attention they need to become integrated into the system and school community. The SIFE students are provided with ESL instruction with Native Language support in the form of dictionaries, and other grade appropriate books that incorporate their native language into the text. Newcomers are provided with descriptive labels throughout the classroom and school environment such as native language words on rooms like "bathroom" "computers" "cafeteria" and "library." They are also provided with picture dictionaries and books written in both languages. Daily schedules are provided to students with both English and native language words as well as pictures. Students are also given opportunities to listen and view "living books" on the computer. The use of various native language educational websites focused on building literacy are incorporated into the curriculum.

SIFE students are provided additional support with reintegrating into the academic system by having sessions with the ESL teacher focus on learning the school culture and expectations. ESL and classroom teachers collaborate to create visual and behavioral supports to aid SIFE students in their academic process. Teachers also work with parents to ensure understanding of school expectations and consistency between school and home academic activities.

For all students, including those receiving services for 4-6 years, the program focuses on short-term and long-term goals. The short-term goals focus on improvements that can be made within a single lesson or week's worth of lessons, including learning and using new vocabulary words and improving their ability to follow directions. These individual skills are geared towards accomplishing the long-term goals, which include improved ability to express needs and desires, increased social interaction, and increased ability to be independent. Goals are adapted to the learner, where students with alternate assessment will be given goals appropriate to their skill set and learning abilities, while those who take standardized tests will focus more on increasing general and academic vocabulary, as well as reading skills and reading comprehension. Lessons take advantage of all technology available, namely computers running programs geared for either 6:1:1 or 12:1:1 populations, Mayer Johnson symbols, communication devices, and classroom libraries. The program utilizes materials developed by the Santillana Intensive English Program, Trophies, Everyday Math, Weather Bug, Total Physical Response (TPR), and various scaffolding techniques.

Our long term ELL students will continue to be supported through the communication and technology components of their educational program. They will continue receiving ESL services until English proficiency is achieved as determined by tests results.

Our former ELLs will be supported for up to 2 years after becoming English proficient by the ESL teacher;s collaboration with classroom teachers to ensure a smooth transition into the rest of their education. ESL teachers work with former ELLs while pushing into their class to service other current ELLs, and provide on demand consultation to classroom teachers to address any lingering ELL issues that former ELLs may have. Common planning time can be used to plan specific supports and targeted instruction between classroom and ESL teachers.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

As all of our students have special needs, instruction of the ESL/Bilingual teacher as well as regular classroom teachers is centered on individual student abilities and goals mandated by their IEP. The teachers of ELLs infuse ESL strategies into their instruction (scaffolding, visual and native language supports, total physical response, natural approach). Using age- and grade-appropriate Trophies curriculum, as well as Amplify ELA curriculum in the Yiddish Bilingual Program and other supplemental materials (such as adapted books, communication boards, etc.) ELL teachers integrate the school theme and content areas with ESL standards and modify reading material (stories) and classroom libraries.

For every subject including math, science, and social studies, teachers use age appropriate and grade appropriate materials that are

then adapted to be accessible to students of all levels of cognitive functioning. Many adapted books are created and printed by teachers using Boardmaker software, etc. Materials are geared toward helping students develop skills aligned with the Common Core Standards. Technology such as Smart Boards, I-Pads, computers, and AAC devices are used to engage and motivate students and provide multiple entry points into each lesson for students of all abilities. For example, a lesson can include students using I-Pads as a speech output device, or to complete a matching activity for vocabulary work with visual and tactile support. Science and Social studies lessons come to life using video demonstrations of extreme weather patterns when learning about climates in science, or cultural celebrations in different countries during a history lesson. native language supports can be easily integrated into each lesson for ELLs using voice and visual aids through technology.

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?

100% of our student population have IEPs and are placed according to their IEP mandate within an appropriate and least restrictive learning environment. The ESL teacher and classroom teachers work collaboratively to create and implement IEP goals for our ELL students. The Staff-to-Student ratios are maintained throughout the school day, including during ESL push in and pull out sessions. ESL teachers schedule their sessions to allow for CR Part 154 driven maximum service delivery and student centered instruction that is most appropriate to each student's needs. This includes whole group, small group, and one-to-one instructional time within the ESL push-in/pull-out program delivery model. TEACCH (Training and Education of Autistic and Related Communication Handicapped Children), and Applied Behavioral Analysis (ABA) principles are incorporated as well. Listening, reading, speaking and writing skills are an instructional priority with the ESL/Bilingual teacher.

**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:	Yiddish		
Social Studies:	Yiddish		
Math:	Yiddish		
Science:	Yiddish		
ADL	Yiddish		

**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

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

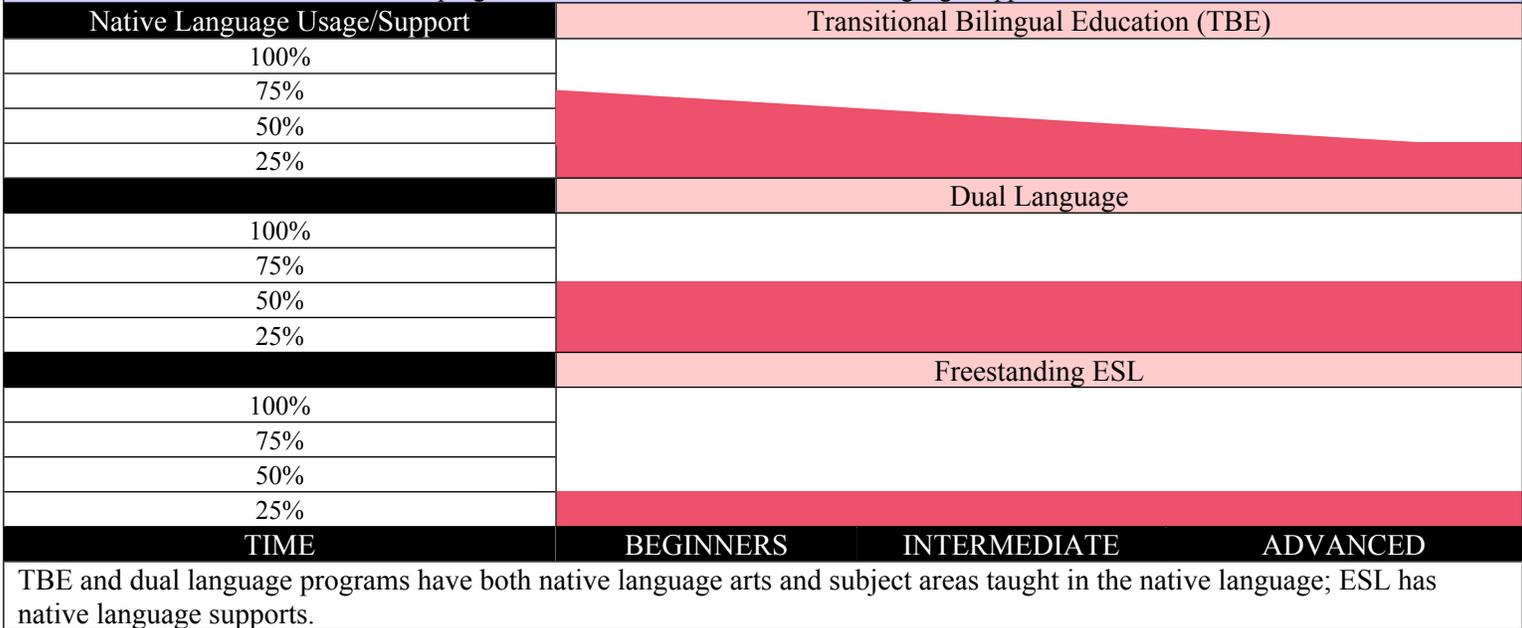
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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.



## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

In our Freestanding ESL program, all instruction is conducted in English. Lessons are aligned with the New York State ESL and Native Language Arts Standards as required under New York State regulation CR Part 154; the goal being English language proficiency in speaking, listening, reading and writing. Literacy programs that are utilized in our program include Trophies, Bridges to Literature, and Language of Literature. All of the programs are taught through the balanced literacy (To, With, By) model. Reading Interventions provided are Foundations, Wilsons, and SMILE programs. Our math programs are Go Math and Integrated Algebra. Science and Social Studies are taught through a project approach with hands on activities. ESL strategies are implemented through the entire curriculum.

In our Yiddish Bilingual class all core subject instruction is delivered in both the native language and English throughout the school day. While the class uses the same school wide curriculum, materials are adapted by the teacher to be accessible to students in their native language.

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

Since implementing the current model of the ELS program in 2009, and especially since hiring a second Elementary ESL teacher in 2012 we have seen consistent incremental gains in all modalities of language acquisition across our entire ELL population. The NYSESLAT reflects that progress is consistently being made by most students, and other types of informal assessments use throughout the year reflect positive growth even in students whose NYSESLAT scores do not indicate significant progress (probably due to their disability which inhibits their performance on a standardized test.) In terms of content, classroom teachers continually assess each student in the areas of math, science and social studies and those results also indicate growth throughout the years of ELLs' participation in the current ESL program. Because ESL strategies and Special Ed strategies often intersect and complement each other, all of our ELLs continue to receive visual, structural, and linguistic support in their content special ed classes even when the ESL teacher is not present. Collaborative curriculum development ensures that all professionals within the school are on the same page and are working to maximally serve and address student academic content, linguistic, and developmental special needs.

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

This year we have opened a Yiddish Bilingual class that serves 5 of our ELLs in grades 7-8. It is led by our certified Bilingual teacher Oren Finkel. The instruction in all core subject areas of math, science, social studies, and ADL will take place in both Native language and English, and ELA and NLA minutes will be delivered using native language support by the teacher.

This year we are also emphasizing common planning time to allow the push-in/pull-out ESL teachers and our Bilingual teacher to collaborate more effectively with the other classroom and cluster teachers. Common planning blocks are thus built into every teacher's schedule, and ESL/Bilingual teachers have the flexibility to plan with every teacher team based on the students they are working with for every academic unit.

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

We are discontinuing our Elementary and High School Title III after school programs and focusing on Middle School aged students for this year's Title III after school. We feel that as this population is growing at 370 it is important to provide extra support in the transition from elementary to high school to these students. Most of them are brand new to our school this year and we want to target them to help them adjust to the new environment, while bringing the familiarity of their own culture into the after school activities, as this year's program will focus on culturally based ADL.

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

Extracurricular programs that are afforded to our students include: school performances, class trips to museums, stores and the Laundromat. ELLs are included in all aspects of the activities to practice language for daily living. Our ELL students receive support services from speech therapy, physical therapy, occupational therapy and counseling. ELL students are also included in services to enrich the curriculum that are supported by Project Arts and VTEA funding to provide job skill training.

This year we will have a weekly Title III after school program for ELLs in grades 6-8 held at our main site and run by our Bilingual teacher, Oren Finkel, with the help of two bilingual paraprofessionals for native language support. The program will

integrate culturally based ADL into a literacy and language focused curriculum. It will provide additional English language support to the Yiddish speaking ELLs who are taught in their native language for a portion of the school day, as well as help diversify students exposure to different cultures by integrating students who speak Haitian Creole, Cantonese, Spanish, and Yiddish into one group. Students will learn about each other's cultures, and explore American culture, while working on their language and communication skills. Students will participate in fun, yet academically rigorous tasks that are closely aligned with the 4 modalities of the NYSESLAT, and will thus have additional opportunities throughout the school year to practice and develop their speaking, listening, reading and writing skills in English.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- ESL and Bilingual curriculum is closely aligned with students' regular classroom work and is focused on building oral communication and literacy skills. We use a variety of printed materials including ELA and Math curriculum books, other grade and developmental level appropriate books, bilingual books, bilingual picture dictionaries, photo cards, Mayer Johnson symbols, Boardmaker adapted books, online books, online educational websites, I-pad books and educational apps and language focused computer software, and Smartboards to support our ELLs. Assistive technology such as communication devices are also used when appropriate to support our students based on their individual needs and abilities. Each classroom as well as the ESL room is supplied with leveled reading books and literacy building games. Books in the students' native language are also available for story time and building transferable literacy skills for students with emergent literacy in their native language. Students work with technology using literacy promoting websites, (Starfall, BrainPop, PBS Kids.org, etc.) accessible through classroom computers and the Smart Board.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- To support native language development many of our students are provided with Alternative Placement Bilingual Paraprofessionals, who speak their native language, as mandated by their IEP. Other bilingual staff, including classroom teachers, provide native language assistance to students throughout the day. The Elementary ESL teachers speak Spanish, Russian, and French, between the two of them, and are thus able to provide native language assistance to many ELLs as well as their families in our Elementary school. Additional assistance is provided in forms of bilingual and native language dictionaries, heterogeneous student grouping, visual aids and labels in the students' native language, native language reading libraries, and access to technology and native language websites to support native language development.

In our Yiddish Bilingual class all core subjects are taught in both the native language and in English on different days of the week by our certified bilingual teacher Oren Finkel, using printed materials in both languages for visual support.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- We ensure that all supportive services and resources correspond to our students' ages and grade levels. We often use grade/age appropriate materials adapted with more accessibly language to engage and motivate students who have lower literacy skills. We rely on technology and visual aids to support emergent literacy development while covering age/grade appropriate content. At our Elementary School the main focus of all K-5 students, regardless of ELL status is building interpersonal communication, oral language development, and literacy skills. Our ESL program has the same goal as its priority. At the main building which serves grades 6-12, the self-contained ESL classroom service delivery model allows our ELLs to learn all of their content with the ongoing support of their classroom ESL teacher. Thus while they are working on age and level appropriate subject matter, their language needs are being addressed simultaneously.
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.
- Upon enrollment in our school, all students including ELLs and their families receive support from our parent coordinator who works with them to help them access community support services for families with children with special needs, including ESL classes, translation and interpretation services, financial and medical assistance programs, and case management services. Once the school year begins, all of our ELLs are evaluated by our ESL teachers and new ELLs entering throughout the school year are evaluated within 10 days of entry to ensure that appropriate support services are provided in a timely manner. In school activities that help newly enrolled acclimate include school/community walks, student/staff introductions, particularly during breakfast, lunch and recess, personal space and item labeling (using pictorial, English, and native language labels), and extra one-on-one time with the ESL teacher is schedule permits.
18. What language electives are offered to ELLs?
- We currently do not offer language electives at 370 as our students have severe cognitive and developmental disabilities and are exempt from a foreign language requirement based on their IEPs.

However our Yiddish bilingual students who are served in the Yiddish bilingual class receive daily instruction in their native language and have opportunities to develop their native language literacy skills as well as English literacy skills on a regular basis.

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)?

We do not have a dual language program at this time at 370.

## C. Professional Development and Support for School Staff

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

The ESL/Bilingual teachers as well as other staff members who work with ELLs, such as classroom teachers, related service providers, and paraprofessionals attend and will continue to attend PDs relevant to serving our ELLs. These include ELL district/citywide PD sessions (for ESL teachers and ELL compliance Liaisons), and other relevant trainings geared toward improving English language skills in District 75 populations. Among PD topics are: Back to Basics Balanced Literacy Practicum for New Teachers, provided by the District 75 Literacy division, Structured Teaching Pre K/Elementary, provided by the District 75 Autism division, Using Partner Augmented Input, Boardmaker, and Adapted Learning Educational Resources, provided by Mayer Johnson, ELL Curriculum Planning (provided by District 75 ELL division, New Teacher Support series, etc. During our school PD days and monthly whole team staff meetings teachers attending the District workshops will turn-key relevant information to all staff members. Teachers will meet monthly to discuss teaching concepts and ideas presented as well as how they are implementing these strategies in their classrooms.

Our teachers receive ongoing DOE and District 75 issued training pertaining to the proper implementation of the Common Core Learning Standards in our monthly school-wide PDs and outside trainings that each teacher is encouraged to select every year based on their own interests and their students' particular needs.

This year our monthly school wide PDs are scheduled as follows:

Tuesday - October 1st 2013

Wednesday - December 4th 2013

Tuesday - January 7th 2014

Wednesday - February 5th 2014

Tuesday - April 8th 2014

Wednesday - May 7th 2014

Also, as part of our Title III program this year we will hold professional development workshops focusing on learning how to incorporate the linguistic schemas of the students' native culture and use culturally appropriate Activities of Daily Living to increase language and communication skills for our ELLs in the after school program, as well as the classroom. Participants will include 4 ESL/Bilingual teachers (Oren Finkel, who will be running the after school program, Ivana Ludvik, Rachael Sullivan, and Olga Maryamchik), 2 bilingual paraprofessionals fluent one in Haitian Creole and the other in Spanish (for the after school), and one administrator. Workshops will take place on 3 different occasions throughout the year, one in January, one in March and one in May, exact dates TBD.

In addition, the ESL staff has organized a Staff/Parent Resource Library with books and video resources focused on helping children with special needs develop language and communication skills. The materials from this library are made available to all staff and families of our students as additional education and professional development tools.

To provide support to new staff working with transitioning ELLs the ESL/Bilingual teacher will meet with the ELL's new teachers to discuss that student's particular strengths and needs, and plan specific language-targeting approaches that will be incorporated in the new classroom. Teachers receiving transitioning ELLs in their classrooms will have continuing access to previously used strategies and materials and ongoing communication with previous teachers to support the students in their transition.

All staff members will be sent for ELL training provided by the district office to obtain a minimum of 10 hours, as per Jose P. Upon completion of the Jose P. training each employee receives a certificate which is filed in their personnel folders. The administration and the ELL Compliance Liaison (Olga Maryamchik) maintain an updated list of all staff members who have either completed or are working on completed their hours requirement. This list is update every year and is submitted to the ELL Department along with other ELL documentation.

## 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?

Our school actively encourages the parents of all students to be involved. Parents are communicated with on a nearly daily basis to inform them of their child's progress. Parents are encouraged to attend parent teacher conferences, but also to come for the performances, dances, holiday celebrations and step-up ceremonies in which their children perform or are otherwise involved. Parents are routinely informed of ESL and Bilingual conferences that they can attend. Our ELL parents are very active and participate in numerous activities throughout the school year. All communications are also provided to the families in their native language either through written or oral translations. Our school partners with Mercy Drive for all parents – they provide services for translations and support for families that are in need ELL services. Mercy Drive comes out to schools and makes presentations to parents about the availability of pertinent services to the community. Parents are engaged in the presentation and are encouraged to ask questions and make follow-up contacts.

Our school holds regular Parent Association Meetings to discuss issues pertinent to all students, including ELLs. During these meetings the ESL teacher and parent coordinator (with the help of translators if necessary) work with the parents of ELLs to help them get connected to appropriate services and community resources, and provide relevant information to help them navigate the social service system.

The Bilingual teacher in collaboration with the after school paraprofessionals will conduct two workshops informing the parents about the activities of the after school program and how they can be carried over into the home. These workshops talk about specific strategies that parents can use at home to help their children with disabilities develop language, communication, and literacy skills by engaging in fun culturally based language rich Activities of Daily Living. Parents will be engaged in hands-on activities of creating appropriate language-rich materials for their children to use with them at home to promote school-home connections in academics. Parents will be provided with printed materials in their native language as well as English, and Native language interpreters are made available during the oral presentation and discussion.

This year we are including a Parent ESL program organized by our ESL teacher Olga Maryamchik that uses materials provided by the Maestro En Casa federally sponsored program for adult English Language Learners. Parents have received materials (books and CDs) that focus on learning English in different areas of daily functioning in the US. The parent participants will study the materials on their own and will meet with the ESL teacher to discuss progress and receive assistance and support for this program throughout the year. We currently have 11 parents who have chosen to participate in this program.

In addition, the ESL teacher has organized and coordinates a Staff/Parent Resource Library with books and video resources in various languages focused on helping children with special needs develop language and communication skills. The materials from this library are made available to all staff and families of our students as additional education and professional development tools.

We utilize surveys and parent evaluation feedback forms that are translated in the family's native language. Through the use of the above surveys and feedback forms we schedule additional supports and workshops to address the needs the families inform us of.

Based on parent feedback on these surveys, during parent/teacher conferences and daily written, phone, and face-to-face communication with the families of our students, we see that many of them want to know more about what they can do at home to help their children develop appropriate social, communicative, and academic skills. We base the development of our parent programs, such as the Parent workshops, adult ESL learning program, and the Parent/Staff Resource Library, on this feedback and demand.

### **E. Additional Information**

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

## **Part VI: LAP Assurances**

**School Name: 370**

**School DBN: 75K370**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Susan Goldberg	Principal		10/31/13
Hope Smith	Assistant Principal		10/31/13
Vincent Wilson	Parent Coordinator		10/31/13
Olga Maryamchik	ESL Teacher		10/31/13
Marianna Chepil	Parent		10/31/13
Rachael Sullivan/ESL	Teacher/Subject Area		10/31/13
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

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

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

DBN: 75K370 School Name: Jim Thorpe School

Cluster: D75 Network: 2

**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.

PS 370 collects information about the parents preferred language of written and oral communication with the school upon enrollment using the HLIS, and informal interview with the families, and if needed, the Parents Preferred Language Form, translated into all most common available languages. The information is then entered into ATS and on the students' Emergency Cards by our School Secretaries and/or Parent Coordinator. All parents have been surveyed either in person or through a mailing or verbal phone conversation by classroom teachers and paraprofessionals serving as interpreters. The survey results are kept in a database by our parent coordinator and updated annually.

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

The results of the Preferred Language Survey indicate a need for both written translation and spoken interpretation in the following languages: 32 parents in Spanish, 23 parents require written translation in Chinese, of which 4 parents require oral interpretation in Cantonese, 5 in Mandarin, and the remaining 14 in either. We also have 5 parents that require both written and oral assistance in Haitian Creole, 4 in Yiddish, 3 in Russian, 2 in Turkish, 2 in Arabic, 1 in Hebrew, 1 in Bengali, and 1 in Afrikaans.

The ATS Adult Preferred Language Report (RAPL) is regularly updated and distributed to all staff for reference when communicating with parents throughout the year. Our parent coordinator makes sure that all necessary translations and interpretations are made readily available for school meetings and written communication.

## 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.

Upon enrollment, along with all other required documentation we have provided all parents with a translated Bill of Parents Rights and Responsibilities. Translation services availability signs are posted throughout the building and the translation office telephone number is posted at our security desk, main office, and parent coordinator's office.

In many cases standard school letters and notifications to parents in various languages are issued by the District Office (and are available on the DOE website) and are distributed to our parents by the school. For other documentation that becomes necessary throughout the year our staff members fluent in the family's native language (including Spanish, Chinese, Russian, Bengali, Yiddish, Hebrew, Haitian Creole, Arabic, and others) provide written translation when possible, parent volunteers are contacted for translation assistance, or otherwise the DOE Translation Unit is used. To ensure that documents are translated and made available in a timely manner clear deadlines are given by administration whenever translation services are requested, with at least one-two weeks available between the time of the request and the deadline specified.

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.

When oral interpretation is required, it is provided by our bilingual staff. Our parent coordinator who actually speaks Spanish is involved with all of our parents and if there is a need for written or verbal communication he conducts the translation and interpretation. Parents that require Chinese – One of our teachers and two paraprofessionals that are fluent in Chinese assist with written and oral translations. For Russian, our ESL teacher is a fluent Russian speaker and assists with the translation and interpretation needs of the Russian families. Our Yiddish Bilingual teacher is fluent in both Yiddish and Hebrew, and assists with those languages. For Urdu and Bengali translation requirements – the student's one to one paraprofessional supports the school with this service. Among other languages represented among our staff are French, Polish, Haitian Creole, Arabic, Philipino, as well as others. If the needed language is not represented among our staff, we rely on parent volunteers, or the Translation and Interpretation Unit of the DOE.

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>.

Appropriate signs about the availability of translation and interpretation services are posted in the school main office, the building security desk, and other public locations throughout the building. Notifications of available translation and interpretation are also made available for parents whenever written documentation is distributed. Our parent coordinator is fully trained and knowledgeable about the use of appropriate DOE translation and interpretation resources.

Parents are informed in English and their respective native languages regarding any matter relating to their children's education in a timely manner either by mail or, if need be, hand delivered. In addition we provide translators, if requested, for all parent workshops, PTA meetings and annual curriculum night.