



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: RED HOOK NEIGHBORHOOD SCHOOL

DBN (i.e. 01M001): 15K676

Principal: ROCHEL BROWN

Principal Email: RBROWN24@SCHOOLS.NYC.GOV

Superintendent: ANITA SKOP

Network Leader: LISA GIGOUX

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

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

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

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

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

sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 13 of the SCEP.

SCEP Checklist

All Schools

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

School Information Sheet for 15K676

School Configuration (2013-14)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	223	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	28
Types and Number of Special Classes (2013-14)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	91.0%	% Attendance Rate		88.3%	
% Free Lunch	91.2%	% Reduced Lunch		4.0%	
% Limited English Proficient	8.3%	% Students with Disabilities		22.8%	
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	1.3%	% Black or African American		50.0%	
% Hispanic or Latino	44.3%	% Asian or Native Hawaiian/Pacific Islander		1.8%	
% White	2.2%	% Multi-Racial		0.4%	
Personnel (2012-13)					
Years Principal Assigned to School	3.34	# of Assistant Principals		1	
# of Deans	N/A	# of Counselors/Social Workers		1	
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification		12.0%	
% Teaching with Fewer Than 3 Years of Experience	12.0%	Average Teacher Absences		3.5	
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	13.1%	Mathematics Performance at levels 3 & 4		15.0%	
Science Performance at levels 3 & 4 (4th Grade)	80.6%	Science Performance at levels 3 & 4 (8th Grade)		N/A	
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District		X	
Priority School					

Accountability Status – Elementary and Middle Schools

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

Accountability Status – High Schools

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

SCEP Overview

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

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

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP			
Describe the strengths of your school's 12-13 SCEP.			
<p>The strength of the 12-13 SCEP was the alignment of the goals to the citywide instructional expectations and the implementation of the Common Core Learning Standards. Some examples are listed below:</p> <p>Implementation of the Danielson Framework for teacher evaluation, which served as a precursor to Advance the 2013-2014 Teacher Evaluation tool.</p> <p>Teacher Effectiveness - A shared understanding of instructional excellence to positively impact student achievement- the Danielson Framework, was implemented and resulted in more cycles of classroom observations and feedback to teachers leading to an increase in teacher effectiveness.</p> <p>Partnerships were cultivated with existing community based organizations which provided opportunities for social, emotional, academic, and artistic growth to provide opportunities for students to become college and career ready and yielded a decrease in incidents at the school.</p>			
Describe the areas for improvement in your school's 12-13 SCEP.			
An area for improvement is to increase the level of and consistency of parent involvement at the school level. As a school community we need to actively engage and retain parent engagement in decision making beyond bake sales and assembly programs. Parental input is key to the overall success of students at 676K.			
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.			
<p>Challenges that were faced while developing the 2012-2013 SCEP included:</p> <p>Maintaining a consistent level of Parent Involvement</p> <p>Setting goals to meet the NYCDOE initiatives as they were being implemented</p> <p>Setting goals to meet the CCLS as they were being adopted by the NYCDOE and implemented</p>			
Describe the degree to which your school's 12-13 SCEP was successfully implemented.			
<p>As a school community we were very successful in meeting the goals that were set. In spite of the obstacles listed above we were able to implement practices that led to coherence within the school community, such as;</p> <p>There is a school wide understanding of the instructional shifts of the CCLS and the level of rigor required in order for our students to successfully meet the new requirements.</p> <p>Teachers were able to gain an understanding of the Danielson Framework from which the Advance rating system for Teacher effectiveness was developed.</p> <p>We were able to develop an arts program including instrumental music and field trips with a minimal cost to the school</p> <p>Questioning and discussion techniques utilized by teachers have improved in 90% of all classrooms</p> <p>There is a higher level of student engagement in academic activities</p>			
Were all the goals within your school's 12-13 SCEP accomplished?		Yes	No
If all the goals were not accomplished, provide an explanation.			
<p>Programs were successfully implemented to improve teacher practice and increase student achievement. According to the 2012 – 2013 progress report we received an overall score of "B". We achieved higher ratings in staff satisfaction and we made gains in the level of achievement of special populations. However, overall we were not able to reach our goal of increasing student achievement by a minimum of 7%. We believe that this is a direct result of the change in the Standardized exams to CCLS.</p>			
Did the identified activities receive the funding necessary to achieve the corresponding goals?	X	Yes	No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP			
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.			
<p>Funding, sources and personnel are two key barriers to implementing the 2013-2014 SCEP. Due to super storm SANDY, we have experienced register loss which will greatly impact funding that the school receives. Therefore, as a school community, we will need to make strategic choices regarding programs and materials we select this year. We will have to do more with less.</p> <p>Personnel is also a barrier since as small school we have to rely on staff members to take on responsibilities over and beyond their job descriptions in order to successfully implement programs to support the academic success of our students. This year is especially challenging as we have also undertaken the task of implementing new core curriculum and a new teacher evaluation system.</p>			

List the 13-14 student academic achievement targets for the identified sub-groups.

The academic achievement target for all students within 676K is to increase standardized test scores by a minimum of 3%

Describe how the school leader(s) will communicate with school staff and the community.

School leaders will communicate with staff via email, staff conferences, grade team meetings, and other written communication. School leaders will communicate with the school community at large via school messenger, newsletters, posting informational flyers, and PTA meetings,

Describe your theory of action at the core of your school's SCEP.

The overarching goal is to increase the level of student achievement. In order for this to happen all constituent groups must have a common understanding of the goal and course of action that must be taken in order to achieve it. All constituent groups are inter connected and all impact the level of achievement by students. For example by establishing professional learning communities, then we will have a scheduled time for teachers to discuss their work and the work students produce. When teachers share their work and the results with each other, then they will be able to learn from each other's successes and draw upon the expertise of their colleagues around common challenges. When teachers draw upon the expertise and successes of their colleagues around common challenges, then teachers will be able to incorporate new and successful strategies into their practice with support from their colleagues. When teachers incorporate successful strategies into their practice, students will benefit from more effective teaching and then student learning will increase.

Describe the strategy for executing your theory of action in your school's SCEP.

The strategy for execution of this theory is to set SMART goals for each constituent group that will impact the level of student achievement. These goals will be interconnected so that they build upon one another.

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

The key elements of this SCEP is the professional development plan, and school partnerships. These two elements will play a pivotal role in increasing the level of student achievement and ensuring that the school will be successful in meeting it's mission statement to develop students who are capable of utilizing the resources of the city to make informed decisions that will impact their college and career choices.

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

Throughout the four years that Red Hook Neighborhood School has been in existence the school's administrative team has successfully created and implemented systems and structures to increase the School Report Card grade from a "C" to a "B" and we have been able to maintain the grade of "B" with the introduction of the new Common Core Learning Standards CCLS during the 2012 – 2013 school year. Additionally, through intensive professional development teachers have been instrumental in delivering CCLS aligned instruction and providing differentiated instruction to meet the needs of students at our school.

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

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

Major Recommendation

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

Enhance the level of feedback to teachers to include targeted next steps, professional development supports, and a timeline for re-evaluation.

Review Type:	QR	Year:	2012	Page Number:	6	HEDI Rating:	N/A
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Tenet 2: School Leadership Practices and Decisions

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

2.2 School leader’s vision	2.3 Systems and structures for school development
2.4 School leader’s use of resources	X
	2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

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

By June 2014 improve teacher effectiveness by developing a shared understanding of instructional excellence to positively impact student achievement resulting in more cycles of classroom observation and feedback using the Advance Framework for Teacher Effectiveness.

Instructional Strategies/Activities

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

- **Strategies/activities that encompass the needs of identified subgroups**
 - Administrators will engage in more cycles of classroom observation and feedback using [the Advance Framework for Teacher Effectiveness](#) a research based rubric that articulates clear expectations for teacher practice as required by the NYCDOE and SDE. The focus will be on the 22 components of the Danielson Rubric for teacher effectiveness.
 - PD 360 and observation 360 both web based professional development and observation tools will be utilized to provide more frequent feedback from administration to staff members as well as track observations completed by administration and the staff developer. PD 360 will also be utilized to provide differentiated professional development to staff through the use of online professional development and research based articles. The program also has a built in tracking mechanism to monitor the progress and usage of individual staff members use of the site.
 - Principal and Assistant Principal will conduct formal teacher observations as well as a series of short frequent cycles of classroom observations for each teacher using selected MOTP options. School leaders will set up and follow a schedule for teacher observations and feedback.
 - The Staff Developer will visit classrooms regularly to provide assistance to individual teachers as needed.
 - As a school we will participate in Network sponsored workshops regarding the teacher effectiveness initiative to develop a common understanding of the ADVANCE Framework for effective teaching. Network support teams will participate in classroom visitations with a core group of staff members utilizing the ADVANCE Framework to identify instructional areas of strengths and weaknesses as observed in classrooms.
 - The core group of staff members will form instructional teams to conduct focused walkthroughs of classes and share their observations with the remaining staff during staff conferences where instructional goals will be determined as well as next steps.
 - NYCDOE Talent Coach will provide professional support to the AP and Principal regarding the use of the ADVANCE rating system.
- **Key personnel and other resources used to implement each strategy/activity**
 - Principal
 - Assistant Principal
 - Staff Developer
 - Network Support – Achievement Coach, NYCDOE Talent Coach
 - Teachers
 - PD 360 Online Professional Development
 - Observation 360 Web based observation Tool
 - Text – Enhancing Professional Practice by Charlotte Danielson
 - Text – Implementing the Framework for Teaching and Enhancing Professional Practice action Tool

<ul style="list-style-type: none"> Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity <ul style="list-style-type: none"> Teacher effectiveness will be measured by the NYC School Survey results: 70% of teachers agree that school leaders give them regular feedback about their teaching. MOTP tool as found on the Advance application of the DOE website will be used to track completed observation reports, and identify areas of strength and weakness according to the ADVANCE rubric as well as to monitor and track teacher progress throughout the school year. 	
1.	
<ul style="list-style-type: none"> Timeline for implementation and completion including start and end dates 	
6.	September 2013 – June 2014
<ul style="list-style-type: none"> Describe programmatic details and resources that will be used to support each instructional strategy/activity 	
Fiscal and human resources will be combined to support this goal. These funds will be utilized in the following ways:	
<ul style="list-style-type: none"> Purchase of Textbooks for Administration and all Teaching Staff as related to the Danielson Framework and the use of data to drive instruction 25 staff members each requiring a text at an average cost of \$ 50. Each totaling TL \$6250.) Maintain small class sizes on all grades Fund per session hours for administration, teachers, data specialist, and paraprofessionals to plan for, facilitate, and attend professional development before or after school and on weekends as related to the NYC Instructional Expectations and the implementation of the Common Core Learning Standards Supervisor per session for administrators 250 hours at the current contractual rate TL \$4000 and \$7561 Priority Focus Teacher per session for 25 teachers for a minimum of 16 hours each teacher at the current contractual rate PF \$7561 and TL \$8774. Fund PD 360 and Observation 360 web based professional development and observation tools for use by teachers and administrative staff (Priority Focus \$ 6000.) OTPS to purchase general supplies as needed to support the implementation of the CIE as related to teacher practice and the provision of feedback by administration. 	
1.	(chart tablets, markers, printer ink and toner, copy machine rental, computer maintenance, copy paper, notepads, notebooks, projector bulbs, etc TL\$ 20,000)

Budget and Resource Alignment

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

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

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).											
Develop a common protocol for the use of rubrics across grades to expand the analysis of student progress and more clearly identify trends.											
Review Type:	QR	Year:	2012	Page Number:	5	HEDI Rating:	N/A				

Tenet 3: Curriculum Development and Support

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.											
X	3.2 Enact curriculum				3.3 Units and lesson plans						
	3.4 Teacher collaboration				3.5 Use of data and action planning						

Annual Goal #2

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.											
Implement a CCLS based ELA program to effectively address the needs of 676K students resulting in a gain of 5% or more on the NYS ELA exam by June 2014											

Instructional Strategies/Activities

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

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

- Implement NYCDOE core curriculum Pearson Ready Gen for ELA instruction in grades K – 5
- Use Wilson Foundations word study program for early literacy instruction in Pre K and in AIS for ELL and SETS students
- Teachers will use balanced literacy instruction in all grades with an ELA instructional block and implement Daily 5 in all classrooms to develop students' stamina
- Utilize 50 minutes small group instruction twice weekly to focus on skills development and remediation
- Professional development in grade team meetings will focus on balanced literacy aligned with "Ready Gen" development
- Utilize holiday breaks for extended time programs for instruction in ELA for students in need of AIS services to foster additional targeted instruction based on assessment results.
- Teachers will participate in grade level inquiry teams on a weekly basis to develop protocols for looking at student work. This information will be maintained in a school wide inquiry binder.
- Teachers will work with the Staff Developer to develop lesson plans for each of 6 modules of the Ready Gen instructional program.
- Create a literacy team to identify concerns regarding the implementation of this new curriculum and provide realistic solutions

1.

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

- Principal
- Assistant Principal
- Staff Developer
- Network Support ELA Professional Development Sessions
- Teachers
- Pearson Student Textbooks and Teacher Guides
- Pearson Unit Exams
- ITA Benchmark Assessments
- Fountas and Pinnell Running Record Assessments
- Wilson Foundations
-

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

- Use information culled during weekly inquiry team meetings to address areas of need based on classroom observations, student assessment results including GAP analysis and interim assessments.
- Administration and teachers will utilize various assessment tools to determine strengths and weaknesses of students (Fountas & Pinnell running records, Reading Assessment Inventory, Teacher made exams, interim assessments)
- Internal(school generated) benchmark assessments will be administered to students and progress will be tracked weekly and semi monthly
- Teachers will maintain assessment binders to organize, collect, and store student assessment data

1.

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

1. September 2013 – June 2014

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

Purchase textbooks, consumable texts, periodicals, and other curriculum materials including teacher's guides and assessment materials \$ Purchase interim assessments to aid in monitoring the progress of students throughout the course of the school year.

Maintain small class sizes on all grades

Salaries of substitute teachers who provide coverage for Teachers to attend professional development workshops

Fund per session hours for administration, teachers, data specialist, and paraprofessionals to plan for, facilitate, and attend professional development before or after school and on weekends as related to the NYC Instructional Expectations and the implementation of the Common Core Learning Standards

- Supervisor per session for administrators 250 hours at the current contractual rate \$12000
- Teacher per session for 25 teachers for a minimum of 10 hours each teacher totaling \$ 10275 Priority Focus.
- Salaries of substitute teachers who provide coverage for Teachers to attend professional development workshops

\$ 3352. (20 days) Priority Focus

- Student Text books and related technology 100% NYSTL funds
- Fund PD 360 and Observation 360 web based professional development and observation tools for use by teachers and administrative staff\$ 6000
- OTPS such as chart tablets, student notebooks, overhead projectors, document readers, and other equipment as needed to enhance and enrich the academic curriculum \$2500 Priority Focus

1.

Budget and Resource Alignment

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

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

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

Major Recommendation

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

Deepen the alignment of the taught curriculum to the rigorous demands of the Common Core Learning Standards and increase higher order thinking.

Review Type:	QR	Year:	2012	Page Number:	4	HEDI Rating:	N/A
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Tenet 4: Teacher Practices and Decisions

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

X	4.2 Instructional practices and strategies		4.3 Comprehensive plans for teaching
	4.4 Classroom environment and culture		4.5 Use of data, instructional practices and student learning

Annual Goal #3

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
 By June 2014, teachers of grades k – 5 will consistently create CCLS aligned tasks to fully engage all learners resulting in at least 5% gains in ELA and Mathematics scores on standardized exams

Instructional Strategies/Activities

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

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

- Teachers will develop Common Core-aligned units of study in ELA that incorporates opportunities for students to conduct research, do close reading, and use supporting evidence as required according to the NYC Instructional Expectations.
- Teachers will develop Common Core aligned tasks in mathematics that incorporates opportunities for students to solve authentic real world mathematics problems as required according to the NYC Instructional Expectations.
- Teachers will develop collaborative lessons that incorporate oral and written skills needed for providing evidence to support arguments as well as multiple entry points for students..
- Teachers will incorporate the Social Studies and Science core curriculum as a basis for research in these tasks
- Teachers will participate in grade level inquiry teams on a weekly basis to develop protocols for looking at student work. This information will be maintained in a school wide inquiry binder.
- Teachers will work with the Staff Developer to develop rubrics for at least six units of study for each grade level. These rubrics will be applied to assess student work and plan targeted next steps to increase student achievement

1.

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

- Principal
- Assistant Principal
- Staff Developer
- Network Support ELA & Mathematics Professional Development Sessions
- Teachers
- Student Textbooks and Teacher Guides
- Periodicals and News magazines

1.

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

- Teachers will meet weekly in department teams to assess student work and plan lessons that demand evidence to support a claim.
 - Teachers will meet bi-weekly in grade teams to assess the use of evidence to support a claim in the areas of ELA and mathematics through the use of a CCLS aligned rubric
 - Teachers will meet bi-weekly in grade teams to assess the use of mathematical evidence to support responses
 - Student data will be measured by a comparison of assessment data from the initial baseline MOSL to the end of year MOSL. It is expected that at least 75% of students will increase their scores based on NYC targeted goals
 - The Gap analysis tool will be compared from task to task to measure improvement of targeted skills in need of improvement from task 1 to task 2.
 - Teacher-developed tasks and rubrics aligned to the Common Core (used for pre- and post-assessments), along with samples of student work.
- Gap analysis using a common core aligned rubric will be completed to address specific skills as related to students' needs. This will be completed during grade meetings.

1.

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

1. September 2013 – June 2014

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

Fiscal and human resources will be combined in order to meet this goal. Funds will be used to provide professional development to staff members to improve teacher knowledge of the Common Core Standards and instructional shifts as related to student performance expectations as well as to provide professional development to maximize the use of instructional materials and incorporating the standards into instructional practice.

- Purchase textbooks, consumable texts, periodicals, and other curriculum materials to be utilized by students and staff. P&F \$5000.
- Purchase interim assessments and benchmark exams to aid in monitoring the progress of students throughout the course of the school year. TL \$ 500.
- Maintain small class sizes on all grades
- Salaries of substitute teachers who provide coverage for Teachers to attend professional development workshops (5 Teachers for 6 days) at contractual rate TL \$ 5000.
- Fund per session hours for administration, teachers, and paraprofessionals to attend professional development before or after school and on weekends
- Fund per session hours for SUPERVISORS to attend and deliver professional development before or after school and on weekends
-

1.

Budget and Resource Alignment

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

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

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

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).			
Maintain Grants and partnerships bring opportunities for social, emotional, artistic, and academic growth to students, expanding their view of the world and enhancing college and career potential.			
Review Type:	qr	Year:	2012
		Page Number:	4
		HEDI Rating:	N/A

Tenet 5: Student Social and Emotional Developmental Health

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

Annual Goal #4

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
Cultivate partnerships with existing community organizations to create continued opportunities for social, emotional, academic and artistic growth to allow opportunities for students to become college and career ready as indicated in the common core standards to yield a decrease of at least 10% of reported incidents at the school by June 2014..

Instructional Strategies/Activities

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

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

- Red Hook Neighborhood School has partnered with several community based organizations including but not limited to:
Good Shepherds Services which is housed within the school and provides afterschool homework assistance, family counseling services, and other student support services.
- Community Word Project which supports students in the classroom with meeting the State standards in literacy through writing, drama, and spoken word activities
- Food Bank of NYC Cook Shop Classroom supports children and families in the area of health and nutrition and mathematics by providing mathematics instruction and nutritious meals prepared at school for families as well as professional development for staff members.
- Counseling services, speech, OT/PT support services are provided to students and service providers meet monthly with classroom teachers to discuss student progress. All grades Pre K - 5 will participate in an arts or academic residency to enrich the core curriculum in one or more of the five core academic areas of study.
- Secure a grant to reduce the cost of a continued partnership with Studio in A School Art studio art to expose students to careers within fine arts.
- Secure grant to reduce the cost of a continued partnership with Community Word Project to encourage social and positive emotional student to community interactions as well as enrich the social studies and ELA curriculum through dance, writing, and spoken word.
- Partner with the Guggenheim Museum to increase student and parent exposure to cultural institutions in and around NYC
- Collaborate with Good Shepherds Services to provide social and emotional support to students and their families
-

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

- Principal
 - Assistant Principal
 - Staff Developer
 - Teachers
- Residency personnel as listed above
- 1.

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

- Utilize data from the online occurrence reporting system to track the number of incidents within the school to measure the impact of grant funded programs on student incidents

involving students and their parents

- Utilize School Survey results to monitor parent satisfaction with the Arts and cultural programs offered at our school as provided through the many partnerships and residencies. State ELA, Mathematics, and Science exam scores will be used to measure the impact of these partnerships on student achievement in ELA, Mathematics, and science as a result of these collaborations

1.

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

1. September 2013 thru June 2014

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

- Salaries of substitute teachers who provide coverage for Teachers to attend professional development workshops (5 teachers for 6 days))TL \$5000.
- Fund per session hours for administration, teachers, and paraprofessionals to attend professional development before or after school and on weekends see above goal 3
- Fund per session hours for administration and other staff members to prepare and turn key information in workshops as related to the CIE see above goal 1
- Fund PD 360 and Observation 360 web based professional development and observation tools for use by teachers and administrative staff see goal 1 above
- OTPS such as chart tablets, student notebooks, overhead projectors, document readers, and other equipment as needed to enhance and enrich the academic curriculum TL \$ 5000.
- Purchase textbooks, consumable texts, periodicals, and other curriculum materials to be utilized by students and staff.
- Purchase interim assessments to aid in monitoring the progress of students throughout the course of the school year. TL \$ 500.
- Maintain small class sizes on all grades
- Purchase materials and supplies for use with families TL \$ 500.
- Fund the cost of partnerships and residencies to provide arts instruction to all students and professional development for staff and families. Priority focus \$ 10,000

1.

Budget and Resource Alignment

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

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

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

	PF AIS		PF CTE	X	PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	X	PF Parent Engagement
X	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

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

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

Major Recommendation

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

Maintain high expectations for all members of the school community by creating a clear vision of academic success with significantly higher levels of achievement for all students.

Review Type:	QR	Year:	2012	Page Number:	4	HEDI Rating:	N/A
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Tenet 6: Family and Community Engagement

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

	6.2 Welcoming environment		6.3 Reciprocal communication
X	6.4 Partnerships and responsibilities		6.5 Use of data and families

Annual Goal #5

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

By June 2014 achieve a minimum of 20% parent/ family participation in 7 of 10 planned monthly activities

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and

E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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

- Convening monthly meetings of the general Parent Teachers Association and the School Leadership Team
 - Meetings of standing PTA committees and School Leadership Team Committees
 - General meetings called by the school in order to maintain open communication with the parents and monitor their concerns, interests, and needs
- Establish clear and consistent communication with the parents through letters, email, and phone calls to encourage regular discussion about participation in school programs, students' academic success and behavior management. This communication will be in alternate languages as appropriate and necessary and shall stress the importance of communication between home and the school.
- Provide parents with an alternate means of communicating with the school via a suggestion box, and an open door policy to administration.
- Provide all families with a copy of the Parent Involvement Policy in English and other appropriate languages and its inherent School –Parent Compact component.
- School messenger alerts families of special events at school via telephone.
- Continue to distribute Monthly calendar of school wide events and parent meetings as well as newsletter to summarize what's happening within the school and how parents can become involved.
- Family First Friday monthly to encourage parents to participate in a learning activity with their child.
- Maintain a consistent Parent Teacher Association.
- Staff Developer and other staff members will collaborate with the Parent Coordinator to conduct monthly parent meetings around instructional expectations including but not limited to the core subject areas, promotional criteria, as well as how families can provide support at home
- Monthly Family workshops and other events to foster positive relationships between school and home and increase awareness that a students' success at school is the responsibility of both caregivers and school based staff.
- Curriculum open house/orientation for all grades Prek – 5 will be held twice yearly so that parents can monitor the progress of the school from the fall to the spring of the year.

1.

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

- Principal
- Assistant Principal
- Staff Developer
- Teachers
- Parent Coordinator
- Parents/Guardians

1.

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

- A Parent Involvement committee led by the Parent Coordinator was formed and works in collaboration with the PTA Executive Board to schedule monthly school wide events for family participation.
- Attendance sheets from hosted events
- School Parent survey 80% of parents are satisfied with the school in the areas of safety, the arts, communication, and curriculum.

1.

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

1. September 2013 – June 2014

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

- Maintain school partnerships and residencies that provide instruction in the performance and visual arts See above goal 3
- Provide professional development workshops to families to foster the school parent partnership See above goal 3
- Fund the Parent Coordinator Position TL21,300
- Purchase materials and supplies for use with families Priority Focus \$ 1953.
- Purchase equipment to aid in the support of school parent communication Title I SWP \$ 1998.
- Fund per session hours for administration, teachers, to plan and facilitate professional development before or after school and on weekends See above goal 2 and goal 3
- Fund per session hours for administration and other staff members to prepare and implement out of school time events and activities See above goal 2 and goal 3

- Fund PD 360 and Observation 360 web based professional development and observation tools for use by teachers and administrative staff See above goal 2 and goal 3
- OTPS such as materials for the arts, chart tablets, student notebooks, overhead projectors, document readers, and other equipment as needed to enhance and enrich the academic curriculum See above goal 2 and goal 3

1.

Budget and Resource Alignment

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

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

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

	PF AIS		PF CTE		PF College & Career Readiness	X	PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	X	PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	AIS will be provided using Wilson Words , Harcourt Story Town intervention,	Small group, one to one, tutoring	Services will be provided during school, , on holiday breaks, and Saturdays. Students will receive these services weekly throughout the school day
Mathematics	AIS will be provided using Marilyn Burns Do The Math and Envision Math.	Small group, one to one, tutoring	Services will be provided during school, on holiday breaks, and Saturdays. Students will receive these services weekly throughout the school day and twice weekly during school.
Science	Hands on science instruction will occur using FOSS and Harcourt for science investigations.	Small group, one to one, tutoring	Services will be provided during school Students will receive these services weekly throughout the school day
Social Studies	AIS will use reading in the content area through Historical Fiction and Nonfiction text. Students will use role play, video, and computer software to reinforce content.	Small group, one to one, tutoring	Services will be provided during school Students will receive these services weekly throughout the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Using directional therapy students enhance academic and focusing skills as they complete assigned tasks. Cooperative play is used as a technique to strengthen social skills as well as self esteem. Lunchroom clubs for girls or boys will be used to facilitate peer mediation.	Small group, one to one	Services will be provided during school hours Students will receive these services weekly throughout the school day

**Title I Information Page (TIP)
For School Receiving Title I Funding**

2. All elements of the *All Title I Schools* section must be completed*.
2. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
3. 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.			
X	School Wide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Recruitment efforts begin in the spring and continue until all vacancies are filled. All candidates are pre screened through NYCDOE and certified as eligible for hire.
Once invited for an interview candidates are put through a rigorous selection process which includes an interview and a demonstration lesson. Candidates are also required to make a portfolio presentation to detail their teaching experience.
Successful candidates that make it through the interview process will have their references checked and once hired be assigned to a mentor to become acclimated to the school community.
The BEDS Survey is completed yearly to ensure that each teacher is teaching within his \ her license area.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Professional development for staff is provided both in the classroom and outside of the classroom to minimize teacher absence due to attendance at professional development meetings. Professional Development opportunities for administrators will be offered and through CFN 605 and the NYC Leadership Academy then utilized in the areas of Differentiated Instruction, Team Building, Data Interpretation, Quality Review, Chancellor's Regulations, and Inquiry Process

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 <u>the intent and purpose</u> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
N/A

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.).
<ul style="list-style-type: none"> • An annual parent meeting is held to inform parents of the expectations for children entering Kindergarten. Parents are invited to attend an Open House and meet the school's Kindergarten teachers as well as observe classrooms of upper grade students. • A parent workshop is held to inform parents of the kindergarten registration process. Parents are invited to register for Kindergarten at the school. Parents are also invited to sit with the Parent Coordinator to utilize the school's technology to register online for Kindergarten seats.

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.
<ul style="list-style-type: none"> • A MOSL committee was formed to select state and local assessments to be administered to students this school year. • Teachers received professional development from central and at the school level regarding the selection process. • Teachers meet in Inquiry Teams twice monthly to evaluate student progress and identify trends to plan next steps for

instruction.

TA Schools Only

Use of Program Resources

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

N/A

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).

N/A

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

**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 15	Borough Brooklyn	School Number 676
School Name Red Hook Neighborhood School		

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 Rochel Brown	Assistant Principal Karin miller
Coach type here	Coach type here
ESL Teacher Rossy Crisostomo-Abreu	Guidance Counselor type here
Teacher/Subject Area Stephen Greco	Parent type here
Teacher/Subject Area type here	Parent Coordinator Edward Richardson
Related Service Provider Lisa Robin	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	222	Total number of ELLs	18	ELLs as share of total student population (%)	8.11%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	18	Newcomers (ELLs receiving service 0-3 years)	8	ELL Students with Disabilities	6
SIFE	0	ELLs receiving service 4-6 years	4	Long-Term (completed 6+ years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [?](#)

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	14		3	4		3				18
Total	14	0	3	4	0	3	0	0	0	18

Number of ELLs who have an alternate placement paraprofessional: 3

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	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	2	6	3	2	3	1								17
Chinese						1								1
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	2	6	3	2	3	2	0	0	0	0	0	0	0	18

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	1										5

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)		3	1		2	1								7
Advanced (A)	2		1	1	1	1								6
Total	2	6	3	2	3	2	0	0	0	0	0	0	0	18

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	1				1
4	1	1			2
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

To assess the early literacy skills of all of our students including the ELLs, PS 676 uses Fountas and Pinell, Ready Gen weekly assessment tools and teachers' made ongoing assessments. The data collected is used to help students who are non readers achieve a higher level at the end of a targeted period and those that have difficulties learning will be given additional assistance. Since most of our ELLs in the lower grades have difficulties decoding and phonics, the ESL teacher will target those areas. Furthermore, vocabulary development is build in our reading block to help those struggling readers. The ESL teacher uses an interversion program to help these students with decoding and sight words. The school uses this assessment data to create small group and plan PD in order for teachers to differentiate instruction for all students in school including the ELLs.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
After looking carefully at our students results on the NYSESLAT and on the ELL periodic assessments it is clear that the majority of our ELLs are having difficulties in the reading /writing modality. This is true for all proficiencies and across all grade levels. This is similar to the mainstreamed population. As a result, classroom teachers in general and the ESL teacher in particular are focusing instruction on this modality.
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](#))

Report not available (RMNR) as of 9/27/13

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?

Patterns across proficiencies and grades reflect that the majority of our ELLs in the lower grades struggle with vocabulary and decoding. The upper grades(3-5) struggle with reading and writing. The results of the periodic assessment, in combination with teachers ongoing assessments are use to drive instruction and group students according to their specific needs. The data also shows that most of our newcomer ELLs progress rapidly from beginning to the intermediate level in their language acquisition as measured by the NYSESLAT. These students continue to receive instruction that target all modalities.

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](#).)

When our students are not performing at a grade appropriately level, they are evaluated periodically and instruction is targeted to small groups. Teachers confer with all students including at risk students in order to drive their instruction and target specific needs. Our school uses data to guide instruction for ELLs within the RTI framework by working with the school support team where every case is discussed profoundly before any decision is made to place the student in any special setting. We provide ELLs with rigorous culturally responsive instruction and counseling. Meetings take place with our team which consist of staff trained to help target the problem.

6. How do you make sure that a child's second language development is considered in instructional decisions?
Second language development for our ELLs is intended to provide both content area and second language instruction with the intent of developing both BICS (Basic Interpersonal Communication Skills) and CALP (Cognitive Academic Language Proficiency). Literacy and language development take place through student participation in the writing workshops, the reading Program Ready Gen, as well as further more specialized instruction from their ESL teacher. The ESL teacher and paraprofessionals provide support as needed in the student native language. The services support and resources we provide our ELLs at the Red Hook Neighborhood School, matches the student age, grade and proficiency levels. Teachers use scaffolding techniques in their classrooms to accommodate the ELL population, and cooperative learning through both science and the social studies content areas to build all aspects of language proficiency including reading, writing, listening, and speaking.

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?

NA

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

We evaluate the success of our program for ELLs by assessing their progress in regards to expressive and receptive communication in the English language and by tracking their academic progress in both the performance series and monthly on-going assessment. Furthermore, there is a trend of many students scoring proficient on the NYSESLAT a large percentage of our ELLs who took the LAT during the spring either scored a higher level. A couple tested out and the rest remained the same.

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](#).)

At P.S. 676 English language learners are identified in accordance with the New York State LEP identification process. Upon enrollment, the licensed ESL teacher together with the pupil secretary have parent complete the Home Language Identification Survey. If it is determined that the student's home language is not English and that he or she speaks little or no English, the ESL teacher assesses the student with an informal interview and consult the parent in the parent native language. Within ten days of enrollment the LAB-R is administered. If the child is Spanish speaking and he qualifies for services, then the ESL teacher who holds a bilingual license administers the Spanish LAB-R. All is done under testing conditions

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.

A number of structures are in place in order to ensure that the parents of ESL students at our school understand all of the program choices, options, and rights they are entitled to. Each parent of a newly enrolled student who qualifies for ESL services is invited (via written invitation and telephone) to an ESL parent orientation session. These are held in our school on an ongoing basis and scheduled at a time that enables at least one parent/guardian of each new student to attend. At the parent orientation session, informational materials are provided and an information video is viewed by the parents in the language of their choice. In addition, an ESL teacher/bilingual school staff member offers additional counsel to parents in their native language in order to clarify the information and to ensure the parents understand their transfer right. During this meeting the parent completes the Parent Choice Survey. All this is done in the time allocated by the DOE. If we can not communicate with the parent, the parent coordinator assist in the process.

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

The ESL teacher or parent liaison conducts any necessary follow ups to ensure program selection, and other forms are returned. There is communication between all of our teachers and the ESL teacher who makes sure all documents are kept in our school file. If a form is not returned, someone will send another one or make a phone call. There is on-going communication with the classroom teachers and parent coordinator. Entitlement letters are send home with the students and parents must read it, sign it and return back to school where they are kept in the school file. We are fortunate that the ESL teacher works closely with the Parent Coordinator to make sure that parents attend the selection meeting and sign the papers after the meeting. These documents are kept safe in the ESL data binder.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

After a student is classified as an English language learner, the classroom teacher is informed and the ESL teacher works out a schedule that best meet the need of the student. A letter is send home asking the parent to come for an orientation. Information is

provided in the parent's home language. The ESL teacher together with the pupil personnel secretary go on ATS and completes the ELPC screen after the parent makes a choice. Placement letters are sent home in the parents native language and a copy is placed in our ESL data binder. Most of our parents choose to keep their children in the ESL program of our school even if it explained to them that they have the option of placing their child in another setting.

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.

Before administering the NYSESLAT, we get a print out from ATS to see which students qualify to take the test. Afterwards, letters are sent home to the parents of ELL's notifying them about the importance of the test and the days they will be tested. With changes to the NYSESLAT, a couple of colleagues are trained every year by the ESL teacher on how to administer and score the test. The first part that is administered is the speaking. The ESL teacher administers the test to individual students in a room suitable for testing. Another teacher who is familiar and has taken the training scores it. The Listening, Reading, and Writing subtests of the NYSESLAT is administered in a group. Students in grades 3-5 will mark their answers in a scan sheet and students in grades K-2 will mark their answers in their own test booklets. The ESL teacher or helper will transcribe the responses onto the scan sheet. Our school makes sure that students with disabilities are provided with testing accommodations authorized by their IEP. If any students is absent during the time of administration they take the test at a later time within the testing window.

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. 
- After examining the parent choice surveys from the previous years, it is clear that the large majority of parents who have children eligible for ESL services choose to have their children in a freestanding ESL program. A few parents first chose to have their children in a bilingual or dual language program, but later decided to reject the transfer offer and keep their child in our freestanding ESL program. The school monitors trends in parent choice by keeping records of these documents in our ESL binder and checking it every three months or whenever we meet for inquiry.

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])?

Our ESL student population is served by one full time licensed ESL teacher using a combine push-in and pull-out model to ensure maximum efficiency and to comply with the mandated service minutes required for each language proficiency level. Students get pull out by grade and other time by mixed proficiency levels on grades K-2. Other times, ESL teacher pushes in to different classes during the week. Literacy and language development take place through student participation in the writing workshops, the reading Program Ready Gen, as well as further more specialized instruction from their ESL teacher. The ESL and classroom teachers work together to make content area and language instruction accessible to students by employing sheltered English, differentiated instruction and a wide range of scaffolding techniques. Instructional materials being used to teach the ELLs include; books on tape, picture dictionaries, guided reading libraries, ESL classroom libraries, texts in native language, and individualized word walls. In addition to these supports newcomers also receive extra attention through after school programs, access to literacy technology (including Leap Frog and books on tape etc), and additional academic intervention if needed.

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)?

. As specified under CR Part 154, all our beginning and intermediate level English language learners receive 360 minutes of ESL instruction per week. Our advance students receive the prescribe 180 minutes per week. Students are permitted to use their native language with the teacher, teacher- assistants and/or peers to express understanding and ask for clarification. In most cases bilingual “buddy; students are assigned to newcomer ELLs to help with translation of directions and expectations in the mainstream classroom.

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.

We are aware that any group of learners will be made up of students who are at different stages in their language acquisition and cognitive development; therefore we strive to provide instruction in such a way that addresses the needs of each ELL subgroup to make content comprehensible an dmeet the demands of the Commmon core Learning Standards.

They are placed with English-speaking peers in an age appropriate environment in order to present them with language acquisition opportunities and extrinsic motivation as well as support from their peers. Since many newcomers arrive with little or no English in any of the four language skill areas, our newcomers receive ESL services that are intended to provide both content area and second language instruction with the intent of developing both BICS (Basic Interpersonal Communication Skills) and CALP (Cognitive Academic Language Proficiency). Literacy and language development take place through student participation in the writing workshops, the reading Program Ready Gen, as well as further more specialized instruction from their ESL teacher. The ESL and classroom teachers work together to make content area and language instruction accessible to students by employing sheltered English, differentiated instruction and a wide range of scaffolding techniques. Instructional materials being used to teach the ELLs include; books on tape, picture dictionaries, guided reading libraries, ESL classroom libraries, texts in native language, and individualized word walls. In addition to these supports newcomers also receive extra attention through after school programs, access to literacy technology (including Leap Frog and books on tape etc), and additional academic intervention if needed.

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

Students are tested in English but some students who require translation are accomodated accordingly. In the classroom the Native language support is delivered through the use of dictionaries and by grouping students with a bilingual “buddy”. The ESL teacher and paraprofessionals provide support as needed in the student native language by conversing with them in the native language and summarizing any concept that is no clearly understood . The students have the opportunity to have materials in the native language and answer questions in the language they feel more confortable with. The services support and resources we

provide our ELLs at the Red Hook Neighborhood School, matches the student grade and age

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

The ESL program serves as a focal point of reinforcement for ELLs and provides them with the opportunity to acquire English through ESL methodologies. They have to create oral presentations, other students listen to their peer's presentations and decide if th presentation was good. The ELLs of our school complete the same reading and writing assignment as their peers. The ESL teacher uses various techniques and approaches taken from balanced literacy program, including Word Study, Guided Reading, Shared Reading, and Read Aloud. Various ESL techniques and approaches employed include Total Physical Response (TPR), Language Experience Approach, Cooperative Learning, and the Cognitive Academic Language Learning Approach.

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).

Our schools does not have SIFE students nor long term ELLs . Newcomer students at our school are serviced with the intention of giving them the language skills they need to function successfully in this new country, community, and school. They are placed with English-speaking peers in an age appropriate environment in order to present them with language acquisition opportunities and extrinsic motivation as well as support from their peers. Since many newcomers arrive with little or no English in any of the four language skill areas, our newcomers receive ESL services that are intended to provide both content area and second language instruction with the intent of developing both BICS (Basic Interpersonal Communication Skills) and CALP (Cognitive Academic Language Proficiency):ELLs that has been in our system for 4 years or more are placed in a at risk group where sccaffolding tecniques are use to deliver intruction. The small percentage of long term ELLs also have an IEP. The IEP teacher works closely with the ESL coordinator/teacher to make sure that all students' needs are being met. Some of these students are in Collaborative Team Teaching (CTT) classes and others are in self-contained classrooms. As ELLs at our school reach proficiency by passing the NYSESLAT they continue to receive extra attention in order to ensure academic success. This extra attention is given through pair tutoring, test preparation and after school programs. Classroom teachers continue their use of sheltered English to make input comprehensible for these students and design learning activities that connect new content to students' prior knowledge. Teachers also use graphic organizers, realias and other scaffolding techniques learned at our in house staff development sessions. Furthermore, the ESL teacher also assist accordingly depending on each individual case. Former Ells get the prescribed time and a half for all testing. They also received academic support as needed.

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?

They received ESL services utilizing both a push- in ans pull-out model. Some of the strategies used are: listening centers, pictures with flow of the day(K-2), vocabulary flashcards, peer tutiotring, and think pair sharefor all grades. On staff we also have the services of 3 language alternate paras.. language skills they need to function successfully in this new country, community, and school. They are placed with English-speaking peers in an age appropriate environment in order to present them with language acquisition opportunities and extrinsic motivation as well as support from their peers. They also receive ESL services that are intended to provide both content area and second language instruction with the intent of developing both BICS (Basic Interpersonal Communication Skills) and CALP (Cognitive Academic Language Proficiency). respon: ELLs that has been in our system for 4 years or more are placed in a at risk group where sccaffolding tecniques are use to deliver intruction. The small percentage of long term ELLs also have an IEP. The IEP teacher works closely with the ESL coordinator/teacher to make sure that all students' needs are being met. Some of these students are in Collaborative Team Teaching (CTT) classes and others are in self-contained classrooms. They receive the same treatment as their English proficient peers in their classrooms with modifications according to their level and mandated by their IEP. Most of our classes have laptops and these are used to modify instructions for students with disabilities.

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?

At our school 14% of ELLs have Individualized Education Plans (IEP). Some of the students are placed in Collaborative Team Teaching (CTT) classes and others are in self-contained classrooms. This population receives individualized instruction from their classroom teachers, teacher assistants (in some cases bilingual), speech and languague services as mandaded by each student 's IEP, There is small group instruction in our ICT classes and the teachers work and plan together to help all students in the class.

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:	0		
Social Studies:	0		
Math:	0		
Science:	0		

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

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

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

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

Native Language Usage and Supports

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

Native Language Usage/Support		Transitional Bilingual Education (TBE)		
100%				
75%				
50%				
25%				
		Dual Language		
100%				
75%				
50%				
25%				
		Freestanding ESL		
100%				
75%				
50%				
25%				
TIME		BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.				

B. Programming and Scheduling Information--Continued

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.

The ELL population of The Red Hook Neighborhood School is given equal access to all intervention programs. All instruction is given in the English language with native language support as needed. Our school participates in small group instruction which is built in our program. During the small group instruction, ELA and math is instructed using skills that will target the challenges of all our students including the ELLs. Our IEP teacher also works with at risk students including those students with IEP.

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

We evaluate the success of our program for ELLs by assessing their progress in regards to expressive and receptive communication in the English language and by tracking their academic progress in both the performance series and monthly ongoing assessment. Furthermore, we have weekly discussion on our inquiry meetings and share ideas on what works and what needs improvements for all of our students including all our ELLs. All of our classroom teachers are aware that they service ELLs and use strategies to help meet the need of all the ELLs in all subject areas. The ESL teacher gives as much support as possible to make instruction comprehensible for all the ELLs.

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

This year our school will be working on a new curriculum, Ready Gen which is aligned to the Common Core Learning Standards and is geared to meeting the learning needs of our population.

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

For the past three years our school has been using Storytown for all students including the ELLs. We are discontinuing part of it because the new curriculum the school is working with is more aligned with state tests and Common Core Standards and it meets the needs of most of our target students including the ELLs.

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

The ELL population of The Red Hook Neighborhood School is given equal access to all programs. English Language Learners are invited to participate in project read and project math after school programs. They are also invited to participate in supplementary school sessions that take place during the winter and spring breaks. All our students participate in Studio in a School, Learn to Swim, Physical Activities programs through Good Sheppard Services, and many other community based programs.

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

Instructional materials being used to teach the ELLs include; books on tape, picture dictionaries, guided reading libraries, ESL classroom libraries, texts in native language, and individualized word walls. In addition to these supports newcomers also receive extra attention through after school programs, access to literacy technology (including Leap Frog and books on tape etc), and additional academic intervention if needed.

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

Native language support is delivered through the use of dictionaries and by grouping students with a bilingual "buddy". The ESL teacher and paraprofessionals provide support as needed in the student native language.

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

The services support and resources we provide our ELLs at the Red Hook Neighborhood School, matches the student age, grade and proficiency levels. All our ELLs are placed in classroom where they interact with students of their own age. A student who is 6 years old is placed in a 1st grade class regardless of the language they speak. We provide ELLs with rigorous culturally responsive instruction where they are supported by all adults in our school.

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.

Good Sheppard Services(CBO) offer afterschool, winter, spring and summer program for all students in the Redhook community including our newly incoming ELLs. The ESL teacher works closely with all the ELLs but gives additional support to those who are new to the school.

18. What language electives are offered to ELLs?

NA

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?

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

N/A

C. Professional Development and Support for School Staff

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

In regards to professional development specifically tailored to the ESL teacher, our ESL teacher attends many workshops and professional developments courses offered by the office of English Language Learners and the school. Professional development is provided in conjunction to the 3 hours of monthly PD in the Common Core Learning Standards through teacher support using the Ready Gen Curriculum and Charlotte Danielson framework for teaching rubrics. They are conducted on a bi-monthly basis after school, during weekly workshops and during weeklygrade conference meetings. These workshops are provided by the literacy and mathematics staff developers, an assistant principal and principal as well as professional consultants and our network CFN 605 throughout the year. Our classroom curriculum and our guidance provides scaffolded instruction for ELLs as they transition from elementary to middle school. The minimum 7.5 hours of ELLs training is provided to all staff by outside source and CFN 605 support. We use PD 360 and the school keeps records of these training on line. Professional development focuses on using Fountas and Pinnell Benchmark assessment system to assess all students. Furthermore, all teacher assistants are involved in these training and also on the inquiry group where we look at students' work including the ELLs'. Conversations take place during these meetings about the best ways to help all our struggling students. In addition, the ESL teacher is encouraged to attend the yearly NYSABE in the spring, ASCD, and TESOL conferences. She will also attend Reading and Writing Nonfiction for ELLs Institute, which will take place throughout the school year. The ESL teacher offers support and suggestions to classroom teachers about how best to deliver instruction to help meet the needs of any ELL iin the classroom. The support is done on a needed basis.

D. Parental Involvement

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

Parents play an integral role in our school. The school works closely with all the parents. There is a PTA committee in place which meets every month to discuss issues related on how best to meet the needs of all our students including our ELLs. During these meetings, we assess what parents needs are and the information is shared with all involved. This committee consists of both parents and teachers. Its goal is to engage parents in the school's community. The Parental involvement Committee meets twice a month to plan and implement events that will attract parents to become more active in the school. There will be a series of workshops given to all parents including parents of ELLs. These workshops will be given Saturdays/or and after school to accommodate those parents who work. Refreshments will be provided for these workshops and materials to distribute to parents will be bought using funds available for this purpose. Cookshop is a workshop given once a month to help parents plan a healthy meal for their children. This workshop is conducted by the Parent Coordinator and PTA Committee. Orientation meetings are scheduled throughout the school year for parents/guardians of newly enrolled ELLs to provide information on our ESL program. The orientation for new ELL's will provide an overview of the program and option for students/parents as described per DOE video for ELLs. The ESL teacher will work closely with the parent coordinator to provide support to the parents of all ESL students throughout the school year. Further more, the ESL teacher will work closely with the guidance counselor to ensure that the parents of all 5th grade ELLs are aware of middle school requirements and the schools that are available at our district. A number of informational meetings will be held throughout the year and culminating by May 2014 for all our parents including those parents of ELLs on Common Core Standards, new assessments, effort required of all the students to improve their performance on tests, and what way school-home connection can help with this crucial task. Meetings will also be held during the month of April to acquaint parents with NYSESLAT. The parents coordinators have weekly meetings with guidance and administration to discuss any issues related to upcoming events. Parents of Ells are always welcome. translation is available as needed, The ESL teacher, Administrators and the parent coordinator will make combined efforts to encourage more and more parents to get involved in our school and assist in the transistion of our 5th graders to attend Middle School.

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.

Our school has the privilege of attracting resources from in and outside of the community such as groups involved are: Learn to swim, Studio in a School, Guggenheim Program, Physical Activity Program through Good Sheppard Services etc. The Special Events Committee plans cultural activities for the entire school. Cinco de Mayo, St. Patrick's Day, Hispanic Heritage Month, and Black History Month are some of the activities conducted at our school for all students to participate. ELLs are always encouraged to join after-school alternative learning activities.

Part VI: LAP Assurances

School Name: Red Hook Neighborhood 676

School DBN: 15K676

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Rochel Brown	Principal		1/1/01
Karin Miller	Assistant Principal		1/1/01
Edward Richarson	Parent Coordinator		1/1/01
Rossy Crisostomo	ESL Teacher		1/1/01
Tiffany Yates	Parent		1/1/01
Stephen Greco	Teacher/Subject Area		1/1/01
Sharlene Rust	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Juana Farrakhan	Guidance Counselor		1/1/01
Lisa Gigoux	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 15K676 School Name: P.S.676 Red Hook Neighborhood School

Cluster: _____ Network: 605

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

Part A: Needs Assessment Findings

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

In order to assess our school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand we used classroom surveys. Classroom surveys give us an idea of languages spoken written and read in student's homes. We sent a survey home to each of our students inquiring as to whether or not the parent or guardian needed translation services for notices sent home. We also took an inventory of the HLIS for the ELLs in our program and an overview of the OTELE report for our school. We then tabulated the number of parents that spoke languages other than English and determined that there was a need for translation of notices and information about a child's academic performance, ways to increase student achievement and enhance the parents' understanding of academic standards, assessments and tests. We also provide information on parent communication needs for the Language allocation Plan for the school. The parent team and ELL Teacher confer with the parents by telephone, and in one to one conferences on their individual communication needs.

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.

Our school is located in Red Hook an under resourced section of Brooklyn. The community is a minority population consisting of mainly Blacks and Hispanics. Approximately 15% of our students are recent immigrants. The majority come from Puerto Rico and the Dominican Republic. The school is comprised of 53% Blacks, 40% Latino and 7% others. We used our classroom surveys, the inventory of languages from the HLIS and the OTELE report to assess the oral language needs of parents. We found that the major language groups were Spanish. A recent family that speaks Arabic and three students with families from China.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

We assessed the number of parents who needed translation services to effectively communicate at PTA meetings, curriculum nights and Parent-Teacher conferences. We have staff members who speak Spanish, Mandarin and French. Written translation is available when needed and the Translation Interpretation Unit is contacted to support school translations. The notices announcing events will be translated into the major languages occurring in our school (Spanish). ELL parent orientation materials will also be provided in their native languages. Written translation services will be provided by in-house by school staff and parent volunteers. Teachers, paraprofessionals and school aides who are native speakers will translate these documents as a needed basis. Also, we plan to have interpreters in Spanish, and Chinese. They will be available to the parents for events such as PTA meetings, Family Literacy and Math Nights and Parent-Teacher conferences.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Oral interpretation services will be provided by in-house by school staff. We have staff members who speak French, Haitian Creole, Spanish and Chinese. Since the major language group is Spanish, we have teachers to interpret in Spanish during school activities. The notices announcing special events will be translated into native language, and interpreters will be available to answer any questions that the parents may ask. This will enhance parents understanding of their child's academic performance and how to help to improve their child's achievement at school. This will also encourage more parents to attend PTA meetings, Parent-Teacher conferences, and open school week. Teachers, paraprofessionals and/or school aides also attend these functions to support parents and students.

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

We will make sure that school calendars and notices are translated in a timely manner to ensure that parents who need them actually receive them. We will make sure that teachers notify the office prior to a parent meeting where a translator is needed. In this manner, we may provide a school employee so that translation services will be provided. At the present time we have enough staff members to accommodate our translation needs. We do have signs in the lobby of our school advertising such services.