



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: P009Q
DBN (i.e. 01M001): 75Q009
Principal: ROBERT S. WOJNAROWSKI
Principal Email: RWOJNAR@SCHOOLS.NYC.GOV
Superintendent: GARY HECHT
Network Leader: ADRIENNE EDELSTEIN

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Robert Wojnarowski	*Principal or Designee	
Yvonne Duffus	*UFT Chapter Leader or Designee	
Andrew Goldstein	*PA/PTA President or Designated Co-President	
Denise Vecchio	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Hyacinth Hinds	Member/ Parent	
Lynn Blue	Member/ Parent	
Siran Kasparian	Member/ Parent t	
Debra King	Member/ Teacher	
Alexandra Restivo	Member/ Teacher	
Belinda Crump -Kent	Member/ Teacher	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

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

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2014, all standardized students in grades 3-8 will show growth in ELA competencies as evidenced by a 2% increase in proficiency on the NYS ELA exam through participation in curricula aligned to the Common Core Learning Standards and City Wide Instructional Expectations

Comprehensive Needs Assessment

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

The goal is aligned with the citywide instructional expectations. As an ongoing education initiative, the alignment of curriculum to the Common Core requires for curriculum revision and additional professional development support.

P009's 2012-2013 Progress Report shows growth in student performance scoring 20.1 out of 25 (grade A). However, after careful examination, it was determined that NYSAA scores contributed to the overall increase. An analysis of comparing measures on 3-8 CC ELA NY State exam showed the majority of standardized assessed students still performing below the target range (Level 1)

Instructional Strategies/Activities

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

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

Instructional strategies and learning activities will be aligned with the Common Core Learning Standards, and Citywide Instructional Expectations. All students taking standardized exams will be assessed using Performance Series to determine current level of functioning and subgroups will be identified for targeted Academic Intervention Services.

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

The schools Administrative team recognizes and encourages implementation of instructional practices that best motivate and increase student achievement through observations both formal and informal and provide feedback. Teachers demonstrate the content knowledge necessary to challenge and motivate students to high levels of learning. There is evidence that teachers incorporate the use of technology in their classroom. Teachers examine and discuss student work collaboratively and use this information to inform their practice. There are monthly meetings with Instructional Coach, Mentors and Mentees. Each month specific topics are discussed that are pertinent to school programs and activities. Teachers will increase collaborative practices with regard to ELA, focusing on improving student test scores.

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

Rubrics and checklists

Performance Series Assessment

*Formal and informal observations for teachers will be conducted by administrators and feedback given
Classroom staff and related service providers have monthly meetings to discuss progress of students*

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

Ongoing, implementation begins in September 2013 and continues through June 2014. A monthly pacing calendar is being implemented in all sites with standardized assessed students.

*September 2013 and February 2014 : Finding Main Idea
Understanding Facts and Details*

*October 2013 and March 2014: Recalling Facts and Details
Recognizing Cause and Effect*

November 2013 and April 2014: Comparing and Contrasting

Making Predictions

*December 2013 and May 2014: Drawing Conclusions, Making Inferences
Author's Purpose*

*January 2014 and June 2014: Interpreting Figurative Language
Character Analysis*

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

- Student subgrouping for AIS
- Common Core aligned periodicals
- Samson Classroom
- District 75 Unit of Study
- Curriculum Maps
- Rubrics
- Lesson plans with alignment to CCLS
- READY NYS Common Core Aligned

Strategies to Increase Parental Involvement

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

In September the parent coordinator planned and implemented parent orientation breakfast throughout our seven sites.(included related service providers and translators in parent home language)2013-2014.Parent Coordinator will continue to have monthly workshops assisting parents with services pertaining to their child/children's individual need (academic and socio- emotional).Send home parent reflection forms to generate feedback on student data notebooks. Quarterly newsletter distributed by parent coordinator will include workshop dates and information on ways families can help students learn. Parents are encouraged to participate in school leadership and parent association meeting as well as attend parent teacher conferences. The school will continue to support Parent Teacher Association. Parents will be provided reasonable access to staff. The email addresses of their child's teachers will be provided to parents to promote communication. Staff will continue to be available to parents by appointments for face-to-face or telephone conferences. In a community effort to support learning parents will be asked to;

- Monitor attendance
- Become familiar with and support the school and individual classrooms' homework policies and show interest with questions about and comments on the schoolwork their children bring home.
- Make sure homework is completed
- Assist their child with time management
- Participate, as appropriate, in decisions relating to the child's education.

Teacher information sessions at Parent Teacher Conference focus on curricular topics and learning strategies to incorporate at home. Teachers will continue to provide on-going communication in curriculum and instructional information with the help of the Parent Coordinator. Teachers will continue to share information about each student's progress through daily communication (points sheets, communication books). Parents are encouraged to utilized ARIS in order to monitor their child/children's progress. Teachers will continue to assign homework in accordance with our Homework Policy. Workshops in the use of technology will be offered and facilitated by parent coordinator and technology coordinator. Parent coordinator will continue to ensure all information is disseminated to parents at all sites. Letters will be sent home to all students receiving AIS.

Budget and Resource Alignment

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

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

Goal and Action Plan #2

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

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2014 alternate assessed students will demonstrate improvement in targeted instructional planning and mastery of short term IEP objectives as evidenced by successful completion of portfolio tasks, and class activities, measured by a 5% improvement in scores over baseline and final in formative and summative assessments.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
P009Qs alternate assessment population has increased tremendously and comprises of students with mild to severe cognitive disabilities. We have recently opened thirteen 6:1:1 classes of students turning five and should be able to address their academic, social and physical needs in order for them to achieve some degree of success with the Common Core Learning Standards (CCLS). After careful review it was noted that at the end of each marking period most students did not meet their short term objective, hence the need to focus on this aspect.

Instructional Strategies/Activities

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

A. Strategies/activities that encompass the needs of identified subgroups
*Alternate Assessment classes were targeted to utilize ABLLS or SANDI Assessments.
 All new teachers of alternate assessed students will work with a lead teacher and a district coach in the use of ABLLS-R as an assessment tool during the months of September and October.
 All teachers of alternate assessed students will work with a lead teacher and a school based coach in implementing SANDI and FAST assessments.
 Faculty conferences to facilitate an understanding of SANDI with relation to CCLS and instruction.*

B. Key personnel and other resources used to implement each strategy/activity
Classroom teachers teamed with School Administration, District Coach, School Based Coach, Testing Coordinator, Lead Teachers.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
*Rubrics and checklists
 Student Assessments Determination Inventory (SANDI)
 Formal and informal observations for teachers will be conducted by administrators and feedback given
 Classroom staff and related service providers have monthly meetings to discuss progress of students*

D. Timeline for implementation and completion including start and end dates
*September 2013 thru November 2013-NYSAA collegial review
 November 4, 2013 thru February 7, 2014-Test Administration/Collegial Review
 March 2014 thru June 14 Spring Assessment FAST/SANDI*

Steps /Timeline for Completing NYSAA

Administration Period September 30, 2013 - February 7, 2014

WEEK 1	Date: October 1-11	DUE FRIDAY OCT.11, 2013
	Review NYSAA DVD/ Manual	

Step 1	Register for PROFILE
	Confirm students to be assessed. Prepare to administer NYSAA
	Confirm date of birth criteria
Step 2	Determine Required Components using Test Blueprints
Step 3	Determine Choice Components using Test Blueprints
Step 4	Submit password/login information to Ms. Duffus (main) or Site supervisor

WEEK 2	Date: October 14-18 (During Instructional Support Groups)
Step 1	Select two Extensions per content area
Step 2	Select an assessment task (SAT) for each Extension
	(task should be chosen and executed directly from the framework)

WEEK 3	Date: October 21-30 ELA Sample #1 is DUE Friday, Nov. 4, 2013
Step 1	Select three Extensions per content area
	Continue Step 2 as per week 2
Step 2	Conduct assessment task
Step 3	Complete Verifying Evidence (VE) document
Step 4	Complete Data Summary Sheet (DSS)
Step 5	Submit for collegial review by due dates listed below
	Repeat this process for each NYSAA area

ELA #1

Submit for collegial review by 11-08-2013

ELA #2 Submit for collegial review by 11-15-2013

November 23, 2012 BOOKS ARE TO BE SUBMITTED FOR REVIEW BY TEAM

Math #1 Submit for collegial review by 12-06-2013

Math #2 Submit for collegial review by 12-13-2013

December 19, 2012 BOOKS ARE TO BE SUBMITTED FOR REVIEW BY TEAM

Science #1 Submit for collegial review by 01-03-2014

Science #2 Submit for collegial review by 01-10-2014

BOOKS ARE DUE COMPLETED AND TURNED IN FOR FINAL REVIEW

January 17, 2014

There will be ongoing teacher support sessions provided and training available as needed.

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

UNIQUE
IXL
EQUALS
SMILE
D75 ELA Units of Study

Strategies to Increase Parental Involvement

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

In September the parent coordinator planned and implemented parent orientation breakfast throughout our seven sites.(included related service providers and translators in parent home language)2013-2014.Parent Coordinator will continue to have monthly workshops assisting parents with services pertaining to their child/children's individual need (academic and socio- emotional).Send home parent reflection forms to generate feedback on student data notebooks. Quarterly newsletter distributed by parent coordinator will include workshop dates and information on ways families can help students learn. Weekend and evening field trips to support positive parent engagement and develop school community (bowling, movies, zoo, family picnic) Parents are encouraged to participate in school leadership and parent association meeting as well as attend parent teacher conferences. The school will continue to support Parent Teacher Association. Parents will be provided reasonable access to staff. The email addresses of their child's teachers will be provided to parents to promote communication. Staff will continue to be available to parents by appointments for face-to-face or telephone conferences. In a community effort to support learning parents will be asked to;

- *Monitor attendance*
- *Become familiar with and support the school and individual classrooms' homework policies and show interest with questions about and comments on the schoolwork their children bring home.*
- *Make sure homework is completed*
- *Assist their child with time management*
- *Participate, as appropriate, in decisions relating to the child's education.*

Teacher information sessions at Parent Teacher Conference focus on the utilization of ABLLS and SANDI.

Teachers will continue to provide on-going communication in alternate assessment curriculum and instructional information with the help of the Parent Coordinator.

Teachers will continue to share information about each student's progress through daily communication books. Teachers will continue to provide parents with frequent reports on their child's progress. Workshops in the use of technology will be offered and facilitated by parent coordinator and technology coordinator. Parent coordinator will continue to ensure all information is disseminated to parents at all sites.

Budget and Resource Alignment

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

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

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2014, all P9Q teachers will demonstrate growth in a minimum of two competencies aligned with Danielson's Framework for Teaching, including the culture of learning and one collaboratively identified from the citywide instructional expectations. As evidenced by Formal and Informal Observations October 2013 -June 2014 and increased achievement on standardized Math and ELA exams.

Comprehensive Needs Assessment

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

The goal is aligned with the citywide instructional expectations in particular on the emphasis of the three competencies. As a growing school (two sites opened within a year) we have employed teachers who are new to the NYC Department of Education, it is imperative that administration, school-based staff, and network-based staff provide support to the teaching staff. It is also important for administration to engage in frequent classroom visits and feedback sessions. Furthermore, it is critical that there is a focus on the culture of learning as our school community continues to grow.

Instructional Strategies/Activities

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

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

We will implement the following strategies and activities to work towards our teacher development-based goal:

The implementation of a teacher goal setting structure to identify teacher needs and set clear expectations. This structure will guide them in setting professional development and individual student goals for the 2013-2014 school term.

- 1. Teachers will be asked to engage in a self-assessment of their strengths and areas in need of improvement aligned with the four domains of the Danielson's Framework for Teaching (ARIS learn assessment); conduct inter-visitations among their colleagues; and participate in an end-of-year reflection supported by student data and submitted artifacts.*
- 2. Teachers will participate in several professional development workshops to strengthen the school community's comprehension of Danielson's Framework for Teaching, in particular in the areas of culture for learning; designing coherent instruction; using questioning and discussion techniques; and using assessment in instruction.*
- 3. Formative feedback will be provided within 48 hours after formal and informal observations.*
- 4. Teaching teams will meet during common preps to review and discuss student work and progress*
- 5. Increase collaboration around student achievement and the analysis of data*
- 6. To improve student learning, teachers will be utilize multiple data sources to adjust instruction*

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

- 1. Staff meeting agendas with designated content area focus*

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

Formal and informal observations for teachers will be conducted by administrators and feedback given in a timely manner

Classroom staff and related service providers have monthly meetings to discuss progress of students. An effective teacher has important consequences for student achievement when it comes to student performance on reading and math tests

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

1. Initial one to one planning conference with teachers by October 25th
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Schedule common preps for collaborative team meetings
 2. Establish Professional Learning Communities-(schedule funds to pay per session for after school meetings)
 3. When possible teachers will be given additional preps to work on student data

Strategies to Increase Parental Involvement

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

In order to increase parental involvement, teachers will continue to send home daily point sheets and communication books to keep parents informed on progress as well as any areas of concern. Parents will be encouraged to

- Monitor child's attendance
- Become familiar with and support classrooms' homework policies and show interest with questions about and comments on the schoolwork their children bring home.
- Make sure homework is completed
- Assist their child with time management
- Participate, as appropriate, in decisions relating to the child's education.

To demonstrate effectiveness in Domains 1 and 4 Teachers will have the opportunity submit artifacts such as parent surveys, open school agendas, and any written communication created for parents

Budget and Resource Alignment

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

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

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

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	Great Leaps Handwriting Without Tears Leap Frog Step Up to Writing Wilson Quick Reads Technology: (Storybook Weaver, Apple Works, Microsoft Word, Kids Inspiration)	Para- one-to-one instruction Small group Para one-to-one instruction Small group Para one-to-one tutoring Teacher one-to-one tutoring Small group	during the school day during the school day
Mathematics	Go Math Achieve It Math Steps Great Leaps Math Technology: (Sampson Classroom, Cornerstone, Jumpstart, Math Rabbit, Millie’s Math House)	Small group Small group Small group Para one-to-one instruction Small group	during the school day during the school day during the school day during the school day during the school day
Science	Glencoe Science Reading Essentials Achieve Maximum Potential (AMP) reading system	Small group Para one-to-one instruction	during the school day during the school day
Social Studies	Rewards Plus	Small group	during the school day

At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Consultation: Collaborative partnerships with parents teachers, administrators, community health personnel, therapists and psychiatrists	Social Skills instruction: Small and large group targeted instruction; bullying, character education, developing friendships	during the school day
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**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

High Quality and Ongoing Professional Development

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

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

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

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

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

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**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 75	Borough Queens	School Number 009
School Name Walter Reed 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 Robert Wojnarowski	Assistant Principal Lynda Dobrin
Coach Yvonne Duffus	Coach type here
ESL Teacher Ana Cruz	Guidance Counselor Ana Mariano, Bilingual SW
Teacher/Subject Area Gary Littman, Technology	Parent Denise Vecchio
Teacher/Subject Area type here	Parent Coordinator Yolanda Jones
Related Service Provider type here	Other Elizabeth Caba, Classroom
Network Leader(Only if working with the LAP team)	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		Number of teachers who hold both content area and ESL certification	
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified NLA/foreign language teachers		Number of teachers who hold both a bilingual extension and ESL certification	
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification		Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (Excluding Pre-K)	637	Total number of ELLs	111	ELLs as share of total student population (%)	17.43%
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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														
SELECT ONE														0
SELECT ONE														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	111	Newcomers (ELLs receiving service 0-3 years)	69	ELL Students with Disabilities	111
SIFE	6	ELLs receiving service 4-6 years	22	Long-Term (completed 6+ years)	20

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	69	4	69	22	2	22	20	0	22	111
Total	69	4	69	22	2	22	20	0	22	111

Number of ELLs who have an alternate placement paraprofessional:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
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	1	7	10	14	10	12	5	9	13					81
Chinese			1			1								2
Russian							1		1					2
Bengali		1	1		2	3		2						9
Urdu				1	1			2						4
Arabic									1					1
Haitian				1										1
French														0
Korean														0
Punjabi			1											1
Polish	1													1
Albanian														0
Other		4	1					2	2					9
TOTAL	2	12	14	16	13	16	6	15	17	0	0	0	0	111

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)	2	11	14	14	13	14	6	15	17					106

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)		1		2		1								4
Advanced (A)						1								1
Total	2	12	14	16	13	16	6	15	17	0	0	0	0	111

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

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

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

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

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

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
The assessment tools used to test the early literacy skills of our ELLs in Grades K-3 will be Fountas and Pinnell, SANDI for alternate assessment students, and the Performance Series for standardized students in Grades 2-3. There are definite correlations between the scores on these assessments and NYSESLAT.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
There are no patterns currently across proficiency levels and grade level due to each ELLs individual disability. Since many of our students have disabilities that prevent them from taking parts of all of the tests, each student's performance must be analyzed on an individual basis.
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](#))
Programming is decided upon individual ELL student NYSESLAT results and this determines the instructional direction and materials used to teach students to master the modalities. Our ESL teacher uses the results of the NYSESLAT Exams to determine the strengths and weaknesses of our Special Education students and use this data to create daily lesson plans.
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?

4a. There are currently no patterns due to the results based on individual ability. Since many of the ELLs are alternate assessment students, there is limited test results.

4b. The school leadership and teachers use the results of the Periodic Assessments to define the student's strengths and weaknesses. This information is used to develop instruction to improve individual deficiencies. Since many of our students are alternate assessment, standardized testing results are limited for review.

4c. ELLs Periodic Assessments reflect the individual student's strengths and weaknesses. An alternate placement paraprofessional is used when required.
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](#).)
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?
N/A
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
N/A

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](#).) Administration of the Home Language Identification Survey (HLIS) is completed at enrollment, at the CSE level, by a trained pedagogue, within 10 school days of initial enrollment as per CR Part 154. Oral interviews in the native language, and the formal initial assessment is also done at the CSE level, by a trained pedagogue, within 10 school days of initial enrollment as per CR Part 154. Once a student is identified as speaking a language other than English (via the HLIS and oral interview) at home, the student is administered a Language Battery-Revised (LAB-R), which is a test that establishes the English proficiency level. Students that score below proficiency on the LAB-R become eligible for state-mandated services for ELLs. In conjunction with the CSE our school also administers the initial screening and administration of the Home Language Survey, oral interviews, and the LAB-R by Ms. Ana Cruz (a certified ESL instructor at P9Q). Ms. Cruz is proficient in Spanish. At the beginning of each school year a review is conducted by Ms. Cruz of the NYSESLAT results by student to determine English proficiency and whether or not the student continues to be eligible for ELL services. Based on the results, lessons are administered to address the students' deficiencies within the four modalities.
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.
At P.009Q we offer a Freestanding ESL Program. At the beginning of the school year the parents of ELLs are contacted and met with by Ms. Ana Cruz, our ESL instructor, who informs them of all three program choices (Transitional Bilingual Education, Dual Language, and Freestanding ESL) within 10 days of initial enrollment as per CR Part 154. Interpreters are used when necessary. Each program details are discussed and include the process, outreach plan and timeline of each program, and the expectations that will be required for success. There is continuous communication between the teacher and parents throughout the school year.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
Within the first 10 days of enrollment ELL parents are issued Entitlement Letters according to LAB-R and NYSESLAT proficiency results via the CSE and parent orientation. Parent Survey and Program selection forms are usually returned at the CSE level before student placement in out school.
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.
Placement of our students is almost always done at the CSE Level.
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.
Our ESL instructor, Ms. Ana Cruz, administers the NYSESLAT Test. ATS Reports used to identify students needing to take the exams are: RLER (list of students eligible to take the LAB-R or NYSESLAT), RLAT (NYSESLAT scores for the past three years), REXH (exam history report), RNMR (NYSESLAT scores and modality breakdown), and HISE (individual exam history). Once we identify the students required to take the exams, we check off the tests that were administered. This ensures that our students are completing the required exams and the four modalities are being given. Once the tests are completed, we double check that the score sheets are accounted for.
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. 
The only program model offered is a Freestanding ESL Program, and is offered as an option to the parent during the initial CSE process.

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])? P009Q has a Push-In and Pull-Out organizational model in order to meet ESL mandates in English. Our Push-In model consists of the ESL teacher and regular classroom teacher collaboratively providing instruction to achieve language acquisition and vocabulary support to our ELLs. Our Pull-Out model consists of our ESL teachers providing English-acquisition-focused instruction outside of homeroom.

The program model currently used within the Push-In model is heterogeneous, where students of mixed English proficiency levels are provided ESL instruction. Our Pull-Out model is homogenous, where students of the same proficiency level are provided ESL instruction.

Utilizing both Push-In and Pull-Out organizational models students in ESL are taught in English using ESL methodologies and native language support for the specified amount of time as determined by their NYSESLAT scores.
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 per CR 154 mandates, within both Push-In and Pull-Out models, ELLs at the Beginning Level in Grades K-9 receive 360 minutes of instruction, Intermediate Level receive 360 minutes of ESL instruction, and Advanced students receive 180 minutes of ESL instruction and 180 minutes of ELA instruction per week.

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.

Our instructional strategies are tailored to meet our student needs. We provide content-area instruction in English using ESL methodology and instructional strategies, as well as using native language support to make content comprehensible. Instruction incorporates ESL strategic instruction using problem solving, picture symbols (Mayer Johnson), speech assistance devices, challenging content, project-based and communicative-based learning. CCLS techniques focus on modeling, bridging, contextualizing, text assessment and understanding, and using content to analyze and answer questions effectively. ESL teachers use the same texts used in the classroom working with CCLS curriculum. For standardized assessment students, Go Math, Impact Math, Periodic Assessments including the Performance Series and CCLS Benchmark Tests are utilized for instruction and evaluation of student needs. Alternate Assessment students use Sandi and NYSAA and a host of appropriate books, websites, and teacher prepared assessments to develop and nurture our ELLs. Our program is designed to assist ELLs in achieving proficiency for their grade and meet or exceed New York State standards. All staff working with ELL students (teachers, paraprofessionals, and related service providers) attend ongoing professional development workshops on ELL student achievement over the academic year.

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

ELLs are appropriately evaluated in their native languages through cultural and academic discussions, reading, testing materials, observations, and parental contact. Instructional techniques used are the following: directions and test materials read in the native language, use of comparative phrases between the native language and English, on going conversations between educator and student, games and role playing. Parental involvement is essential to determine the extent in which students use their native language in everyday activities.

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

Our strategy for success with our ELLs in the four modalities hinges on the integration of the modalities in each lesson. When we teach a unit of study from beginning to end – we expose our ELLs to listening, reading, speaking, and writing. All our lessons are a buildup, practice, and preparation for the four modalities found on the NYSESLAT exams. This technique is highly regarded as an effective teaching methodology by the regular classroom teachers as well as positive responsiveness by our ELLs.

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).

Presently we have six students with interrupted formal education (SIFE). Our SIFE students are provided instruction in both

English

and the native language to acquire basic concept knowledge, critical thinking techniques, and English language proficiency

utilizing

content that reflects cultural interest. Services include tutoring, technology, community awareness, school projects, and Title III.

Newcomers are provided services that immediately respond to their social, cultural, and linguistic needs. Cross-cultural communication in a supportive environment is provided during instruction. Services provided are tutoring, technology,

community

awareness, involvement in school projects, and Title III.

Intervention services for ELLs receiving extension of services consist of Title III Programs, AIS, after school instruction (when available), school projects, extra library access and support scheduling. In addition we use many computer programs found on the

i

internet as well as widespread use of Smartboards and communication boards that use Mayer Johnson symbols. In addition ELLs are exposed to follow-up activities in the home and community as a means of providing opportunities to enhance skills and to positively celebrate the cultures celebrated in our ELL population.

Intervention services provided for “long term” ELLs consists of AIS, after school programs (when available), extra library access and scheduling, and ELS Push-In services versus Pull-Out.

ELL students that achieve a proficient score continue to receive ESL services in conjunction with their regular ELA courses. The continuation of ESL reinforces their success and mastery of what they have learned.

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?

Due to the special needs of our students, teachers utilize a variety of instructional strategies. Teachers provide instruction in ESL and content area instruction in English supported by ESL methodologies. During instruction, teachers take into account the primary language and culture of the student while giving consideration to and teaching to the cognitive ability of the child. Units of instruction and methodologies vary based on the student’s cognitive ability and his/her level of English proficiency. Some units of ESL instruction offer instruction in understanding, reading, writing, speaking English while others utilize ESL methodologies to develop and grow cognitive skills. CCLS plays an important role in developing the intellectual capacity of our students. The relationship of questions and answers with supporting evidence is an important enhancement to our instructional techniques.

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?

Flexibility in instruction and scheduling reflects the needs of our students. CCLS is a benchmark of our strategy and envelopes and develops the individual learning requirements of our students. Flexibility in scheduling, allows our students to have their mandated periods of instruction as well as giving the appropriate time necessary to have the most positive impact on their learning experience. All of our students have a disability and spend time with their peers and instructors accordingly.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week

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

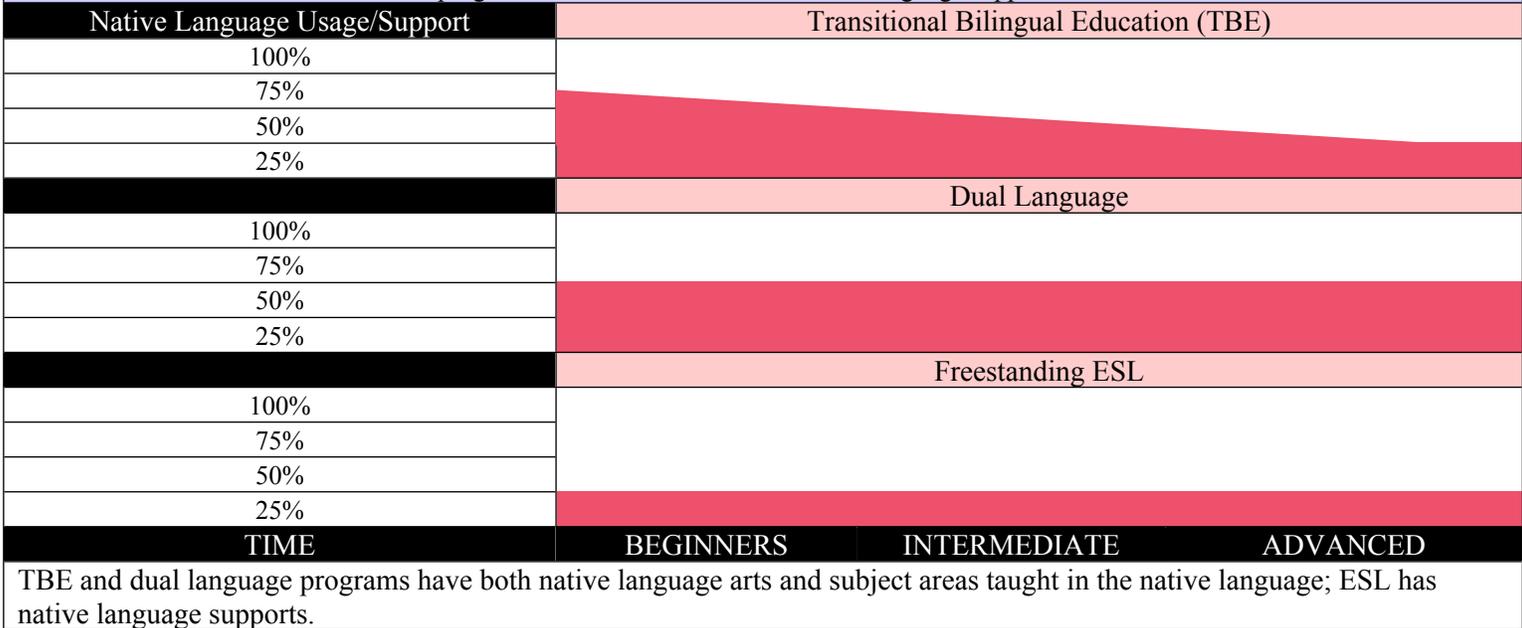
	Beginning	Intermediate	Advanced
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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.



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.
- Our intervention instructional strategies are tailored to meet our student needs. Instruction is provided in English and the Native Language when needed in ELA, Math, and other content areas. The languages are Spanish, Chinese, Polish, Russian, Bengali, Arabic, Punjabi, and Urdu. The alternate placement paraprofessional under the guidance, supervision, and direction of the teacher, provides native language instruction and translation of the common core curriculum topics. Intervention instruction encompasses picture symbols, assistive devices, modeling, bridging, contextualizing, and the latest common core curriculum standards. ESL teacher(s) use the same texts employed in the classrooms. Our students use Go Math and Impact Math. The ESL teacher(s) incorporate real life situations and equate that to the learning experience.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our current program is extremely effective supporting the needs of our ELLs. With the integration of the common core curriculum and the use of the same educational materials used in the classrooms we are meeting the needs of subject content and language development.
11. What new programs or improvements will be considered for the upcoming school year?
- We will continue to utilize additional technology applications including the use of Smartboards and IPADS. Along with the internet we use Mayer Johnson symbols and various reading and math programs. Many of our students also have behavioral issues and in order to help them we use Life Space Crisis Intervention and other behavior management programs. We use Performance Series Testing as well as Benchmark Exams to track academic performance and to concentrate on improving areas needing development.
12. What programs/services for ELLs will be discontinued and why?
- There will be no discontinued services at this time. All of our programs are in place as well as related services. ESL students are being served per their IEP's.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are offered the opportunity of equal access to all school programs. ESL teacher(s) at the elementary and middle school levels collaborate and team teach with both classroom and cluster teachers. When available, ELLs will be able to attend both Title III and After School programs. These extra programs offer a reinforcement to the daily instructional program and also serve as a social learning tool for collaboration and understanding among students.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Due to the individual needs of our students teachers utilize a variety of instructional strategies and materials. Teacher(s) provide instruction in ESL and content area instruction in English is supported by ESL methodologies. Technology used by ELLs include computer lab access, Smartboard usage, and ESL internet sites and programs. During instruction, teachers take into account the primary language and culture of the student while giving consideration to and teaching to the cognitive ability of the child. Instruction and methodologies vary based on the student's cognitive ability and his/her level of English proficiency. Some units of instruction in ESL provide instruction in understanding, reading, writing, listening, and speaking English while others utilize ESL methodologies that develop cognitive skills. For some students ESL uses picture symbols and speech devices. The ESL teacher(s) use a variety of books, workbooks, magazines, periodicals, and visual cues that help our ELLs learn different subject matter. These materials are Common Core Curriculum based and enhance and foster positive learning outcomes.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- In our ESL Program native language support is provided by our alternate assessment paraprofessionals in our Freestanding ESL Program. ESL, classroom, and cluster teachers utilize alternate placement paraprofessionals to provide interpretive services to our ELLs. ESL teacher(s) and alternate placement paraprofessionals use many different media forms to teach and deliver curriculum goals. From using native language books, magazines, other publications, visual items (for the appropriate culture) music, as well as cultural celebrations of native foods and dress all support our ELLs in all aspects of learning.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- All services and resources correspond to ELL's ages and grade levels.
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.

Preparation for ELL students prior to the school year occurs at the CSE:

18. What language electives are offered to ELLs?

Our ESL Program does not offer language electives.

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.
 1. All staff members at P.009Q including Assistant Principals, Subject Area Teachers, Paraprofessionals, ESL Teachers, Guidance Counselors, Special Education Teachers, Psychologists, Occupational Therapists, Physical Therapists, and the Parent Coordinator, attend on-going professional development courses to assist in the instruction of our ELL students. Professional development will include but is not limited to the following: Focus on the Common Core Curriculum under the leadership of the school's coach and district direction; concentration on Academic Oral Language and Vocabulary Instruction in Language Learning; a Multitude of Opportunities for Language Development; and Jose P. Training.
 2. Our professional development is geared toward the needs of our ELLs as required under CR Part 154. Professional development training sessions scheduled for the school year is: Common Core Curriculum, Jose P. Training, Elements of a Good Lesson Plan for ELLs, Behavior Management for ELLs with disabilities, Adaptive Books for ELLs with Disabilities, Literature of Immigrants, Immigration Influences, Administration of NYSESLAT, ELL Compliance including BESIS Training.
 3. All services are included in the transition from one school level to another. The ESL Teacher is instrumental in coordinating efforts with Guidance Counselors and other related service providers in transitioning students in their educational progression.
 4. Jose P. Training is extended to all staff members in order to acquaint them with the needs of our ELLs. This is essential to our continued professional development in this area. This training familiarizes our teaching staff with the awareness, needs, and approaches to instruction with ELL students. Records of Jose P. Training is maintained in the ESL teacher's compliance binder.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. Communication with families of the students serviced will be ongoing and continuous. Parental involvement will include workshops and questionnaires. The Parent Coordinator will develop resources and provide at least 2 workshops during the school year targeting the families of our ELLs. Parent orientation meeting will be conducted throughout the school year as well. An additional 2 workshops will be included during the school's annual parental program. This will focus on instruction, extrinsic supports and internet based home activities that support instruction.
 2. ESL Teacher, Parent Coordinator, and other related service staff members are constantly trying to involve ELL parents with organizations that will help their children and parents in both educational goals as well as advice on different subjects. The Parent Coordinator conducts workshops throughout the year with ELL parents. These workshops reflect important everyday life activities as well as any ELL issues. A translator is provided for these sessions. The Parent Coordinator has private individuals or government agencies speak at the workshops.
 3. Parents are constantly contacted by the ESL Teacher and the Parent Coordinator. There is a constant flow of communication to understand the needs of our ELL's parents.
 4. Through constant contact by the school staff the needs of our parents are addressed through Progress Reports as well as scheduled meetings during the school year. Parent Teacher Conferences is a good way to find out the problems and opportunities that address the concerns our parents have. All parental concerns are taken seriously and addressed to resolve any issues. Translation services for our parents are provided through our diverse staff members or through TL Translation Services.

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.

New York State test results both for NYSESLAT and ELA/MATH are influenced by the various disabilities found at P9Q. Due to the disabilities many of our ELLs are Alternate Assessment students and will not test due to their inability to take all or part of NYSESLAT or in the case of standardized ELA and MATH Tests have difficulty as well. In addition, a high percentage of ELL students are diagnosed in the low cognitive range, non-ambulatory, non verbal, or physically disabled. When administering NYSESLAT all of our ELLs are given the exams. When posting the NYSESLAT scores in the LAP Report - students who were unable to take all or some of the test parts were given a grade of B.

Due the number of ELLS at P. 009Q, we are currently looking to recruit another ESL Teacher.

Part VI: LAP Assurances

School Name: P009Q**School DBN: 75Q009**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Robert Wojnarowski	Principal		11/08/13
Lynda Dobrin	Assistant Principal		11/08/13
Yolanda Jones	Parent Coordinator		11/08/13
Ana Cruz	ESL Teacher		11/08/13
Denise Vecchio	Parent		11/08/13
Gary Littman/Technology	Teacher/Subject Area		11/08/13
Elizabeth Caba/Classroom	Teacher/Subject Area		11/08/13
Yvonne Duffus	Coach		11/08/13
	Coach		1/1/01
Ana Mariano	Guidance Counselor		11/08/13
	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: 75Q009 School Name: P009Q

Cluster: _____ Network: 1

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.

An inventory of the Home Language Surveys and Parent-Indicated Preferred Language of Communication is maintained to ensure that written and oral communication services are provided in the language of preference. Spanish, Chinese, Russian, Bengali, Urdu, Arabic, Haitian, Punjabi, and Polish are the non-English languages requested. There are a number of current staff members who speak these languages and communicate with the parents. Translations of necessary information are provided whenever possible.

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.

Spanish, Chinese, Russian, Bengali, Urdu, Arabic, Haitian, Punjabi, and Polish are nine requested languages. Out of 111 ELL students, 89% are Spanish speaking, 9% Bengali, and the other spoken languages are comprised of small percentages. Translation and interpretation service options were explained to the staff members working directly with the LEP students.

Part B: Strategies and Activities

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

Written translation services are provided in-house for Spanish, Chinese, Russian, Bengali, Urdu, Arabic, Haitian, Punjabi, and Polish languages. Documents are given two days in advance of when they are needed, to in-house translators. If the need arises we utilize the Department of Education's Translation Services to ensure that the school meets the necessary requirements. In addition, written communication is translated in the various languages to ensure that our parents know the progress of their children as well as any information the school may want to convey.

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 are provided in-house for Spanish, Chinese, Russian, Bengali, Urdu, Arabic, Haitian, Punjabi, and Polish students. Parents can also bring an adult interpreter as well. Oral interpretation can also be provided by the Department of Education's Translation Services. In addition, when available, a targeted number of ELL students will be provided direct instruction during an after school program. Parents will be invited to participate during several days of instruction in order to provide strategies and instructional methodologies that could be utilized in the home to maximize extrinsic academic supports. Current testing data supports increasing AIS for targeted students to facilitate academic improvement. Increasing instructional time and supports for targeted ELL students will effectively address academic deficiencies.

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>.

Within the first 30 days of each new school year (2013-14, 2014-15), we will address the requested parent languages. All limited-English parents will be notified of the school's translation services via written notices and home phone contact. We will utilize the assistance of the Department of Education's Translation and Interpretation Unit when necessary.