



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: THE ROBERT VERNAM SCHOOL

DBN (i.e. 01M001): 27Q042

Principal: PATRICIA FINN

Principal Email: PFINN3@SCHOOLS.NYC.GOV

Superintendent: MICHELLE LLOYD-BEY

Network Leader: ROBERT HERNANDEZ

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
Patricia Finn	*Principal or Designee	
John Krattinger	*UFT Chapter Leader or Designee	
Kevin Morgan	*PA/PTA President or Designated Co-President	
Natoya Venning	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	
Diane Hewitt	Member/ UFT	
Mindy Libassi	Member/ UFT	
Cheryl Hooks	Member/ UFT	
Yael Bloom	Member/ UFT	
Alicea Flynn	Member/ Parent	
Tiffany Blount	Member/ Parent	
Kevin Rowe	Member/	
Maureen Babel	Member/ Parent	
Amanda Silva	Member/ Parent	
Sheri Monroe	Member/ Parent	
	Member/	

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

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

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

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

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

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

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

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

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

School Receiving Title I Funds

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

SCEP Checklist

All Schools

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

School Information Sheet for 27Q042

School Configuration (2013-14)					
Grade Configuration	PK,OK,01,02,03,04,05,06,07,08	Total Enrollment	649	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	46	# SETSS	N/A	# Integrated Collaborative Teaching	37
Types and Number of Special Classes (2013-14)					
# Visual Arts	20	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	89.9%	% Attendance Rate			88.8%
% Free Lunch	94.9%	% Reduced Lunch			1.9%
% Limited English Proficient	3.2%	% Students with Disabilities			21.0%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	1.1%	% Black or African American			74.4%
% Hispanic or Latino	20.5%	% Asian or Native Hawaiian/Pacific Islander			1.1%
% White	2.7%	% Multi-Racial			0.2%
Personnel (2012-13)					
Years Principal Assigned to School	1.18	# of Assistant Principals			1
# of Deans	1	# of Counselors/Social Workers			2
% of Teachers with No Valid Teaching Certificate	1.9%	% Teaching Out of Certification			N/A
% Teaching with Fewer Than 3 Years of Experience	14.8%	Average Teacher Absences			5.4
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	8.7%	Mathematics Performance at levels 3 & 4			5.6%
Science Performance at levels 3 & 4 (4th Grade)	79.5%	Science Performance at levels 3 & 4 (8th Grade)			23.3%
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			47.4%
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					

Accountability Status – Elementary and Middle Schools

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

Accountability Status – High Schools

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

SCEP Overview

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

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

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP			
Describe the strengths of your school's 12-13 SCEP.			
Annual Goal #4: We are very proud of the implementation of our PBIS program. There was a significant drop in our incident rate in OORS as compared to the previous school year's.			
Goal #5: Communication with the school community was evidenced by successful turnout to Breakfast with Principal Parent Workshops, as well as our school serving as a community support during Hurricane Sandy and it's initial recovery.			
Describe the areas for improvement in your school's 12-13 SCEP.			
Goal #2: Aligning curriculum to the CCLS. Even though professional development was provided for teachers to learn the alignment protocol, curriculum that was in place was so unaligned that it at times was very difficult to align curricula fully.			
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.			
Hurricane Sandy and it's impact on our entire school community was our biggest challenge and barrier. Many of our families were displaced, our school was relocated for 3 weeks and the neighborhood which we reside in was without phones, heat and electricity which made communication and consistency with students and parents difficult.			
Describe the degree to which your school's 12-13 SCEP was successfully implemented.			
Annual Goal #1: Written feedback was provided to all teachers within a timely fashion concerning their observations.			
Annual Goal #2: Professional Development provided by Network 611 was provided to Instructional Leads on the alignment protocol to align units of study to the CCLS, which was turn keyed to staff. We also had support from our Writing Matters consultant on a weekly basis.			
Annual Goal #3: There were numerous professional Development sessions on questioning techniques and Danielson's Framework focusing on questioning and lesson planning. Afterschool sessions, Lunch and Learns, as wells Saturday professional development sessions took place and were well attended.			
Were all the goals within your school's 12-13 SCEP accomplished?	X	Yes	No
If all the goals were not accomplished, provide an explanation.			
Did the identified activities receive the funding necessary to achieve the corresponding goals?	X	Yes	No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP			
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.			
The barriers and challenges faced for the 2013-14 SCEP is the newly adopted CCLS curricula in Literacy and Math and the delay in the delivery of materials. Learning and implementing two new curricula that was not complete at the start of the school year and well into the beginning months of the schools year created a barrier for the initial start. Another challenge is the adjustment to the newly adopted teacher evaluation that is new to all staff members involved.			
List the 13-14 student academic achievement targets for the identified sub-groups.			
The student academic achievement targets are to show growth and progress in all subject areas, especially in the area of math in grades 3-8. We also hope that that these goals will help close the achievement gap with our students with disabilities.			
Describe how the school leader(s) will communicate with school staff and the community.			
Schools leaders will communicate with schools and community through weekly professional development with the teachers, the use of the TeachBoost tool to provide feedback, parent workshops providing professional development on new curricula and the CCLS and School Leadership Team will relay the detail of this plan.			
Describe your theory of action at the core of your school's SCEP.			
If we provide professional learning communities where teachers have the opportunity to meet regularly reviewing curriculum and analyzing student work, then student performance will improve.			
Describe the strategy for executing your theory of action in your school's SCEP.			
By strategically planning a schedule that allows teachers to have at least one common preparation period a week to analyze student work, conduct inquiry and plan as grade teams focusing on adjusting best practices to meet the needs of the students.			
List the key elements and other unique characteristics of your school's SCEP.			
The 2013-2014 SCEP focuses on the full implementation of our PBIS, allotting a specific time for grade teams to analyze student work, and using an evaluation tool that allows for prompt, meaningful feedback to be given to teachers as well as analyzing that the Danielson rubric is being used effectively			
Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.			

We will use the Teachboost tool, feedback forms from all professional developments, ongoing data analysis and progress monitoring concerning student performance and best practices in instruction to manage the improvement plan.

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

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).			
Observe classroom teaching with a researched based common teaching framework and analyze learning outcomes to evaluate school-wide instructional practices and implement strategies that promote professional group and reflection with a special focus on new teachers. (Quality Review 4.1)			
Review Type:	Quality Review	Year:	2013-2013
		Page Number:	8
		HEDI Rating:	Developing

Tenet 2: School Leadership Practices and Decisions

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

Annual Goal #1

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, school leaders will provide rubric aligned, meaningful feedback to teachers as evidenced by the documentation in TeachBoost 100% of the time to 100% of the teachers observed following all observations within 3 business days for walkthroughs/snapshots and 7 days for Formal/Informal Observations

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
<ul style="list-style-type: none"> ▪ Strategies/activities that encompass the needs of identified subgroups
1. Administrators will utilize <i>Teachboost</i> to complete observations forms, provide quick and meaningful feedback and monitor the number of observations necessary per teacher
<ul style="list-style-type: none"> ▪ Key personnel and other resources used to implement each strategy/activity
1. All Administrators
<ul style="list-style-type: none"> ▪ Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
Each month, the school administrative staff will review the written feedback forms to 1) identify trend data, 2) identify resources to support improvement, 3) inform the course of future PD and 4) identify foci for subsequent observations
<ul style="list-style-type: none"> ▪ Timeline for implementation and completion including start and end dates
6. August 2013- Training on the implementations of Teachboost
7. September 2013 – October 2013: Conduct Initial Planning Conferences utilizing Teachboost
8. October 2013-June 2013: Full implementation of the Teachboost tool to record observations, and provide ongoing feedback.
<ul style="list-style-type: none"> ▪ Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Program 2.3 will fund Teachboost which will be used to monitor Measures of Teacher Progress Program 2.2 will fund opportunities to provide actionable feedback to teachers.

Budget and Resource Alignment

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

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

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

Major Recommendation

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

Revise curricula to ensure alignment to CCLS so that all students have opportunities to engage in cognitively challenging learning that supports college and career readiness. (Quality Review 1.1)

Review Type: Quality Review	Year: 2012-2013	Page Number: 5	HEDI Rating: Developing
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Tenet 3: Curriculum Development and Support

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

X	3.2 Enact curriculum	X	3.3 Units and lesson plans
	3.4 Teacher collaboration	X	3.5 Use of data and action planning

Annual Goal #2

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

By June 2014, 90% of teachers and administrators at PS/MS 42Q will participate in professional development that is 1) is aligned to the Common Core Learning Standards, 2) is focused on the newly adopted Core Curriculum and 3) promotes a student-centered approach to instruction as evidenced by producing a common core aligned performance task at the completion of each unit, student portfolios and teacher's lesson plans that reflect the class data and adjustments to meet the student's needs.

Instructional Strategies/Activities

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

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

1. Teachers will meet during their common preps, weekly team meetings, and team meetings with their grade supervisor to share best practices.
2. Teachers will meet regularly to create authentic rubrics aligned to the standards to assess student work as well as evaluate the effectiveness of their own teaching practices. Student Subgroups will be determined and assessed over the course of the schools year by data from ARIS,
3. Teachers will analyze and adjust teaching practices and strategies used with the subgroup during Inquiry once a week, Grade Team meetings with support from Literacy Coach and grade supervisor.
4. All teachers will receive professional development support provided by a consultant from Writing Matters on the implementation of Pearson Ready-Gen and Scholastic Code X.
5. Ongoing professional development will be provided to kindergarten through 5th grade teachers on Go Math and CMP3 for grades 6-8

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

1. Administrators
2. Literacy Coach
3. Math Coach
4. Consultants from Programs
5. Teachers
6. Paraprofessionals

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

1. Analysis of student progress on performance tasks from the Common Core curricula
2. Feedback forms on professional development
3. Classroom checklists to observe the program and their components in the classrooms.

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

1. Summer 2013- Citywide training provided for teachers to attend professional development on all newly adopted Common Core Curricula
2. September 2013- Professional Development on Go Math, Pearson Ready-Gen, Scholastic Code X
3. September 2013- June 2014- Ongoing support from Literacy Coach and Math Coach, Writing matters Consultant
4. October 2013 – June 2014- Instructional feedback given by administrators with recommendations for future Professional Developments based on observations that have conducted.
5. October 2013- Session 2 of Citywide Professional Development on Common Core Curricula
6. January 2014- Session 3 of Citywide Professional Development on Common Core Curricula.

7. Spring 2014- Session 4 Of Citywide Common Core Curricula
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. PF 3.2 will be used to fund professional development opportunities for our teachers.
 2. PF 3.2 will be used to purchase iReady materials which will be used to support our AIS students.
 3. PF 3.3 will be used to fund per session for teachers to create authentic rubrics.
 4. PF 3.5 will be used to fund Data analysis for our school.

Budget and Resource Alignment

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

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

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

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

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

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

Major Recommendation

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

Improve pedagogical planning and questioning to support engagement so that all students employ critical thinking to create meaningful work products. (Quality Review 1.2)

Review Type:	Quality Review	Year:	2012-2013	Page Number:	6	HEDI Rating:	Developing
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Tenet 4: Teacher Practices and Decisions

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

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

Annual Goal #3

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

By June, 2014, 80% of the teaching staff at PS/MS 42Q will participate in PD that is differentiated by exposure/readiness related to the utilization of higher order thinking skills that will 1) improve instructional questioning techniques and 2) build a repertoire of higher order thinking skills for use by the entire staff as evidenced by newly developed lesson plans that will be used during AIS and class instructional time, professional development feedback forms and documented dialogue in TeachBoost.

Instructional Strategies/Activities

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

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

1. Staff will be shown a demonstration lesson from the video Enhancing Professional Practice, A Framework for Teaching, with the focus being Domain 3b, using questioning and discussion techniques. On-going professional development will take place grade meetings, lunch and learns and common prep, and inter-visitations. PD will be facilitated by administrators and instructional leads.
2. On-going walk-throughs/snapshots, informal and formal observations using the Teachboost tool will be ongoing throughout the school year. b) Professional Development will be provided by Administration, Achievement Coaches, Literacy Coach, Network Instructional Leads, and Writing Matters.
3. Ongoing Professional Development from Jillian Cantor (Writing Matters) instructing staff on the newly adopted Common Core Curricula will be provided and receive 25 days spread out over the course of the school year) worth of professional development support provided by a consultant from Writing Matters instructing middle school staff on the creation of Common Core aligned tasks in ELA/Writing (Writing Standard 1). There are 8 teachers, who will participate. Support will also be given to the Assistant Principals, Literacy Coach and Principal.
4. Professional Development opportunities will be provided for all teachers (20 max) and one supervisor, specific to the development of Danielson's 3b, questioning

techniques, at the rate of 5 sessions/1hour per session.

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

1. Administrators
2. Literacy Coach
3. Math Coach
4. Jillian Cantor consultant
5. Teachers
6. Paraprofessionals.

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

1. Participant feedback forms from Professional Development sessions
2. Feedback and evidence observed during walk-throughs and informal/formal observations

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

1. September 2013- Professional Development on New Teacher Evaluation and Danielson's framework.
2. September 2013-June 2014- Ongoing professional development and classroom support on implementing best practices and questioning techniques.
3. October 2013- June 2014- Ongoing professional development provided to Instructional leads through Network 611

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

1. Program 4.5 will be used to purchase TeachBoost program to be used by administrators and teachers for the purpose of conducting observations and providing meaningful feedback aligned to the Danielson Framework. Additionally, the program will monitor and disaggregate the data specific to the individual ratings received by each teacher and in turn will be used to drive individualized and school-wide Professional Development.
2. Program 4.2 will fund Teacher per session for Professional Development targeting domains within Danielson's Framework.
3. Program 4.2 will fund Supervisor per session for Professional Development facilitation which target domains within Danielson's Framework
4. Program 4.2 will be used to purchase materials that will support teacher development.
5. Program 4.2 will be used to fund per diem thereby enabling staff to attend professional development workshops throughout the school year and not interrupt the flow of instruction.

Budget and Resource Alignment

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

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

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

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

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

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

Major Recommendation

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

The school leaders, staff, students and parents, with help and guidance from the Network, should develop a student code of conduct for behavior expectations that reflects the challenges within the school building. School leaders should work alongside staff in ensuring that the agreed policy is implemented uniformly across the school and should consistently monitor classrooms and hallways to ensure that improvements are established and maintained.

Review Type:	JIT	Year:	2010-2011	Page Number:	7	HEDI Rating:	N/A
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Tenet 5: Student Social and Emotional Developmental Health

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

selected to address the goal.			
	5.2 Systems and partnerships	X	5.3 Vision for social and emotional developmental health
X	5.4 Safety		5.5 Use of data and student needs

Annual Goal #4

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
 By June, 2014, the School Leadership Team (SLT), representing school leaders, staff, students and parents, will develop and, uniformly implement and systematically monitor a student code of conduct for behavioral expectations that is 1) aligned to the Department of Education’s Code of Conduct 2) reflects the challenges within the school building. And 3) will result in a 5% reduction in suspensions and/or safety incidents in OORS.

Instructional Strategies/Activities

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

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

1. The SLT and the principal have established a committee with a cross section of school constituents and charged with the task of designing and implementing a long term strategic PBIS program for our school.
2. We are identifying and designing strategic interventions for one or more sub group of students that have demonstrated trends of unacceptable behavior.
3. All school staff members will be participating in regularly scheduled professional development which will include ongoing conversation focusing on materials shared with staff and the book titled, Have you filled your bucket today?
4. *Professional Development opportunities will be provided for all teachers (10 max) and one supervisor, specific to the development of the schools PBIS, questioning techniques, at the rate of 10 sessions/1hour per session.*
5. *Weekly PBIS Team meetings.*
6. *Weekly Assembly celebrating those that achieved the most “Bucket Bucks”*

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

1. PBIS Committee
2. Administrators,
3. Teachers
4. All support staff
5. Project Hope

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

1. Progress of the program will be monitored by the PBIS team and the administrative staff

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

1. August 2013- PBIS Committee planning meetings, 9/4/13- Teacher Training, 9/6/13 Implementation of the program, continued meetings of the PBIS team.

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

1. PF 5.3 will be used to purchase PBIS reading materials for students to support our Bucketfiller program
2. PF 5.4 will be used to fund consultants that will focus on anti-bullying topics and conflict resolution.

Budget and Resource Alignment

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

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

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

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

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

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

Major Recommendation

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

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

Review Type: Quality Review	Year: 2012-2013	Page Number: 8	HEDI Rating: Developing
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Tenet 6: Family and Community Engagement

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

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

Annual Goal #5

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

By June, 2014, school administrators at PS/MS 42Q will develop mechanisms for more consistent communication with students and parents, to promote an increased awareness of 1) academic expectations and 2) promotional requirements as evidenced by an increase of 20% in parent attendance at school sponsored workshops

Strategies to Increase Parental Involvement and Engagement

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

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

1. Parents will be invited to attend Breakfast with the Principal session each month.
2. Parents will attend Lunch and Learns to meet with teachers, and enhance their learning of the Common Core Curriculum and promotional expectations.
3. The school community will use the One Green Apple program to provide parents with real-time alerts.
4. Parents will be trained on the use of technology and the use of programs/websites such as ARIS, One Green Apple, Mathletics, I-ready, Engage NY, Ready-Gen, Go Math, Scholastic Code X, and CMP3 curriculum

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

1. Administrators, Parent Coordinator, CUNY intern, Teachers, Support staff

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

1. Parents will complete reflection forms following each visit, The Learning Environment Survey

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

1. September- Implementation, October through June- Consistent communication with Parents and Students.

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

1. PF 6.4 will fund 4 teachers for 8 hours of per session per teacher. Each of these teachers will provide the parents workshop in support of Goal 5.
PF 6.3 will fund training on the use of communication.

Budget and Resource Alignment

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

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

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

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

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	Extended Day Morning Tutoring i-Ready Diagnostic and Instruction online support Middle School Administrative Period Wilson Special Education Teacher Support Services- STARS AIS Teacher Reading Plus After- School Program Saturday Academy	Small Group Small group, independent, tutoring Small group or one-to-one Small group Small group Small group, independent, tutoring Small group Small group tutoring	50 minutes before the official start of the school day Mondays and Tuesday mornings During school Day During school day During the school day During school day. After School 4 days a week Saturday mornings
Mathematics	Extended Day Morning Tutoring i-Ready Diagnostic and Instruction online support Middle School Administrative Period Special Education Teacher Support Services- STARS AIS Teacher After- School Program Saturday Academy	Small Group Small group, independent, tutoring Small group or one-to-one Small group Small group Small group Small group	50 minutes before the official start of the school day Mondays and Tuesday mornings. During school day During school day. During school day During school day After school 4 days a week During school day
Science	Extended Day Morning Tutoring Middle School Administrative Period Special Education Teacher Support Services- STARS	Small group One-to-one or small group Small group	50 minutes before the official start of the school day Monday and Tuesday During school day During school day

	AIS Teacher	Small group	During school day
	After- School Program	Small group tutoring	After school 4 days a week
	Saturday Academy	Small group tutoring	Saturday mornings
Social Studies	Extended Day Morning Tutoring	Small group	50 minutes before the official start of the school day Monday and Tuesday mornings.
	Middle School Administrative Period	One-to-one or small group	During school day.
	Special Education Teacher Support Services- STARS	Small group	During school day
	AIS Teacher	Small group	During school day
	After- School Program	Small group tutoring	After school 4 days a week
	Saturday Academy	Small group tutoring	Saturday mornings
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Project Hope	Small group	During the school day.
	Leadership Program	Whole Class, small group and one to one	During the school day 3 days a week
	Guidance Counselor	One-to-one and small group	During school day
	School Psychologist	One-to-one	During school day.

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Consultants from Go Math, CMP3, Scholastic and Ready Gen will be providing PD sessions (in house) throughout the year to support the introduction and implementation of the new curriculum. 5% of the Title 1 funds will be set aside for teachers interested in pursuing their academic careers in order to become highly qualified. Presently all teachers are teaching in their licensed area.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Consultants from Go Math, CMP3, Scholastic and Ready Gen will be providing PD sessions (in house) throughout the year to support the introduction and implementation of the new curriculum. Please refer to pages 8, 10 and 14 of this document

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <u>the intent and purpose</u> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Title 1 funds are used to fund our prekindergarten program. Idea funds are used to create Least Restrictive Environments throughout our school program.

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.).
We have Universal Pre-K in our school, which will make for an easy transition into elementary school. A Common Core literacy and math program is being utilized in our Pre-K, so that when they enter Kindergarten they can adjust to the Common Core Go Math and Pearson ReadyGen programs that we are currently using with our elementary students.

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.
Our school has a functioning School Leadership Team that involves the teachers appointed to participate in the selection of Professional Development as well as assessment measures. Teachers report back to their colleagues to share the decisions and selections that were made by the Team.

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).

Parent Involvement Policy (PIP)

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.

The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.

PS/MS 42Q receives Title I funding in proportion to the number of children that are eligible to receive *free lunch.

The policies and procedures for Parent Involvement include: Consultation, Annual meetings and Parent Involvement activities.

The Executive Boards of both, the Parent Association and the Title I Parent Advisory Council oversee all School Parent Involvement activities.

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School administration by mandate of Title I NCLB legislation will work closely with the Executive Board of Title I to help devise new and creative ways to provide support to Title I parents and their children.

Consultation

The P.A.C. Chairperson will attend District Parent Advisory Council/District Councils of Presidents meetings to:

- Obtain information of their rights/responsibilities defined by Title I NCLB legislation
- Obtain written description of all Title I programs for review, discussion, and recommendations
- Obtain information and provide input regarding program goals, objectives, and procedures for selecting, assessing schools and students, development of educational strategies, and implementation and

evaluation of said programs.

- Receive monthly updates of program activities and fiscal disbursement regarding the school's total Title I funding as mandated by Title I NCLB.
- Discuss with the Principal, district, and region, recommendations for changes.

Annual Meeting

Parent Involvement

Conducting a Parent Orientation for new parents and incoming transfer students is something that will be developed and implemented moving forward by August 2012. Recruiting through the Executive Boards of both PA and PAC parent volunteers for the SLT will also be a focus. Title I PAC, in collaboration with the PA and school administration, will create afterschool enrichment opportunities from within the community at large through CBO's that will enhance the children academically and artistically and provide opportunities for sports and the arts, including continuing the Title I PAC afterschool homework help program. To foster a deeper understanding of the relationship between financial planning and independence, Title I PAC will collaborate with the PA to continue its parent entrepreneur program. To support multi cultural diversity, Title I PAC will collaborate with the PA and administrators to celebrate Hispanic Heritage, Black History month and Women's Heritage month.

PA and PAC will hold meetings like the "Parent Pit Stop" at various times of the day and evening to encourage broader parent participation, scheduling the 20

Principal's Monthly Report at both PA and PAC meetings at a time that the principal can personally deliver her address.

The administration and staff of PS/MS 42Q are committed to making parents feel welcome, respected and appreciated when they enter the school.

Parental Involvement Professional Development 42Q:

DPAC 27 Parental Involvement Activities:

Title one PAC and the PA will collaborate with school administrators in both elementary and middle school to recognize student achievement quarterly. Parent's Professional Development will focus on building the SLT Parent capacity to understand fundamental Educational language along with concepts and strategies to move 42Q's K-8 students academically to greater academic achievement. During the monthly SLT meetings the principal will introduce the PA SLT Parents to the fundamentals of learning programs that 42Q utilizes to prepare the students in the areas of ELA, Math, Social Studies and Science. These skills will be utilized to assist parents in interpreting the data shared with parents at the parent teacher conferences.

Title1 NCLB mandates parent training in technology. Principal Patricia Finn,IA will facilitate a parent technology workshop during the October PA meeting. The focus will be on familiarizing parents with introducing the basics tenets to operate a PC and laptops and will introduce them to the web site, Khanacademy.org, which shows parents who may not have the knowledge of mathematics , ELA or whatever curriculum area that their child's needs, how to find the answer to any question. Additionally, Mrs. O'Dwyer will work collaboratively with the PA President/Title 1 Chair, to plan and conduct workshops for parents on the Importance and Understanding of Special Education Services and how the process works.

Sessions began in October and will continue throughout the school year.

District 27 legitimately formed a District Independent Parent Title 1 Governance Structure on 5/21/09 and P.S./M.S. 42Q has participated in all

21

DPAC 27 District 27 Parental Involvement Activities since then. During School year 2010-11, P.S./M.S. 42Q elected Title 1 Parent Chair and 42Q's Title 1 Parents at large will continue to participate in DPAC professional development and parent trainings.

To increase parental capacity and to assist their children academically and socially, Title I PAC via the parent set aside allocations, will provide parents a way to receive through computer technology and/ or cell phones information about their children's academic data and social performance instantaneously from One Green Apple (DOE Data vendor View). This technology provides constant communication using various ELL translations. This device will also help quantify parental involvement and its impact on student achievement and their social development.

42Q's PAC and Title 1 Parents at large will also participate in the DPAC 27's District wide Talent Show to increase Parent Involvement and Family Interaction. 42Q has also agreed to host Parent Literacy, GED, Job Readiness and Life Skills Workshops with DPAC 27 in concert with Vendors and Schools working together. 42Q will support DPAC 27's District wide Parental Involvement Policy to celebrate multicultural diversity by hosting multicultural Assemblies and inviting all DPAC 27 members as well as opening up opportunities for 42Q's Title 1 Students and Parents to participate in DPAC 27's multicultural events and activities.

**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 27	Borough Queens	School Number 042
School Name Robert Vernam		

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 Patricia Finn	Assistant Principal Nancy O'Dwyer
Coach Heather Faciano	Coach
ESL Teacher Barbara Levy	Guidance Counselor Susan Kind
Teacher/Subject Area	Parent
Teacher/Subject Area	Parent Coordinator Jackie Toney
Related Service Provider	Other
Network Leader(Only if working with the LAP team)	Other

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	665	Total number of ELLs	18	ELLs as share of total student population (%)	2.71%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	18	Newcomers (ELLs receiving service 0-3 years)	16	ELL Students with Disabilities	1
SIFE	0	ELLs receiving service 4-6 years	2	Long-Term (completed 6+ years)	0

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	16	0	0	2	0	1	0	0	0	18
Total	16	0	0	2	0	1	0	0	0	18

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	1	1	2	2	2	3		1					14
Chinese														0
Russian														0
Bengali			1			1			1					3
Urdu														0
Arabic														0
Haitian			1											1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	2	1	3	2	2	3	3	0	2	0	0	0	0	18

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

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									3
Advanced (A)				2			1		1					4
Total	2	1	3	2	2	3	3	0	2	0	0	0	0	18

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

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

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

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
The school uses ECLAS-2 to assess the early literacy skills of primary grade students, including ELLs. However limited ECLAS-2 data exists at present for ELLs, since those ELLs given the ECLAS-2 had no phonemic awareness in English at the time of testing. The ESL teacher uses the LAB-R to assess student's early literacy skills in English and the Wilson Reading program to build ELLs early English literacy skills.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Data patterns across proficiency levels and grades in prior years reveal that, on average, ELLs develop English language proficiency in speaking and listening before they develop that proficiency in reading and writing. These patterns are based on data from the LAB-R and the NYSESLAT.
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](#))
Necessary reports not available as of 9/27/13.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
 - a. Based on the limited data available, ELLs are testing at the same level in tests taken in English as in tests taken in their native language.
 - b. The school has not administered the ELL Periodic Assessments.
 - c. The school has not administered the ELL Periodic Assessments. Native language supports include bilingual dictionaries and content area glossaries; google translation program and bilingual websites; bilingual textbooks, and bilingual teachers, paraprofessionals and classmates.
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](#).)
Classroom teachers consult with the ESL teacher for classroom enhancements based on data they have collected regarding an ELL. Such enhancements include differentiated instruction, providing multiple entry points into lessons for students, grouping students for instruction. The school began instituting the RTI framework for differentiated instruction in October, 2013, so it is too soon to describe established procedures.
PS/MS42's RTI plan is based upon the template distributed by the NYC Dept. of Education.
Following the review of a student's assessment data, (formal and informal), the RTI Plan is completed by the classroom teacher, for any student who shows sign of struggling academically. The RTI team meets every three weeks and discusses struggling students, and it is then determined who will receive what services. A notification letter is sent to the parent informing them of the type of intervention service their child will be receiving. The parent must sign consent in order for the child to receive services. Along with the permission slip, a letter explaining the three different types of intervention is sent home. Tier 1- receives rigours instruction that occurs in the classroom and delivered by the gen ed. teacher. Tier 2 refers to small group instruction for those students making adequate progress. Tier 3 provides individualized and customized interventions to students.
6. How do you make sure that a child's second language development is considered in instructional decisions?
Teachers scaffold lessons by grouping ELL students with English proficient classmates who also speak the ELLs' native language; whenever possible; students are provided bilingual materials; access is provided to online translation programs; visual, auditory and kinesthetic materials are available whenever possible
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?

Not applicable.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
- Success has been determined primarily through NYSESLAT results, looking at the number of ELLs testing proficient or improving from previous test levels. Based on the results of the 2013 NYSESLAT, % of the students improved at least one level of English proficiency and % of the students remained at the same level as the previous year's results. Various other forms of assessment, both formative and summative, are used by classroom teachers, cluster teachers and the ESL teacher, as well as monitoring student progress through informal methods. Such forms include teacher observation, end of unit assessments, writing assessments, listening and speaking assessments, and Wilson phonemic assessments.

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](#).) When every student, new to the NYCDOE, registers at PS/IS 42Q, the parent is given a registration packet to complete, which includes, among other forms, the Home Language Information Survey (HLIS). If the parent or guardian demonstrates that they speak a language other than English, the certified ESL teacher is called to the main office to assist in completing the HLIS and to conduct an informal interview. The ESL teacher speaks English and some French; if a translator is needed for other languages, a bilingual teacher or paraprofessional is also called to the main office or the Translation and Interpretation Office is contacted to conduct translation over the phone. If, based on the HLIS responses and the informal interview, the ESL teacher determines that the student is eligible to take the LAB-R test, she meets with the parent that same day for the ELL parent orientation. In prior years, parents were mailed an eligibility letter and invited to the parent orientation at a later date. Unfortunately, parents consistently failed to attend this meeting. Conducting the orientation when the parent is already at the school insures that they receive the information and understand their parental choice.

Within 10 days of registration, the ESL teacher administers the LAB-R to the student. If the results, graded by hand at the time of testing, indicate that the student is not proficient in English and speaks Spanish, the ESL teacher and a pedagogue who is fluent in Spanish and trained to give the Spanish LAB administer that test to the student within 10 days of registration..
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.
3. On the day of registration, after the ESL teacher and translator, if needed, conduct the informal interview with the parent and child, they then present the ELL parent orientation. Based on prior years' experience, proceeding in this manner guarantees that the parent receives the necessary information to enable them to understand and make their parental choice. This timing also ensures that the orientation occurs within 10 days of registration. The parent watches the orientation video in their native language which describes the available programs for English Language Learners, and is also given a parent brochure printed in English and their native language. The parent is provided with a translator when necessary. The information is designed to enrich the parents' understanding of the available three programs (Transitional Bilingual, Dual Language, Freestanding ESL) and facilitate their ability to make a sound educational decision as to which program will best meet the needs of their child. Having reviewed the information and discussed any questions about the different programs with the ESL teacher and the translator, the parent completes the Parent Survey and Program Selection forms. If the parent chooses the Traditional Bilingual program, they understand their right to transfer to another school where the preferred program is available. They understand that their preference will be kept in a secure file, and, when there are 15 students registered within two contiguous grades whose parents have chosen TBE as their program preference, the parent will be informed that a bilingual class is available. Within ten days of the student's registration, the LAB-R is administered by the ESL teacher to determine the student's level of English language proficiency. Should the student be identified as having limited English proficiency based on the LAB-R results, the parent is mailed an

entitlement letter (in English and in the identified native language). If, in addition, the student's first language is Spanish, a Spanish bilingual pedagogue assists the ESL teacher in administering the Spanish LAB to the student. Contact with the parent continues with phone calls, email and printed notes home.

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

The school ensures entitlement letters are distributed by mailing such to the parent or guardian, and that the Parent Survey and Program Selection forms are returned by conducting the orientation and having the forms completed on the day of registration. The ESL teacher then securely files those forms in the ESL classroom.

5. 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.

Based on the LAB-R results, a student is determined to be eligible for ELL services or not. If the parent has listed TBE as their first choice, it is explained to the parent with the translator's help, that they have the right to transfer to an available TBE or Dual Language class in another school. If they choose to keep their child enrolled at PS/MS42 and in the freestanding ESL program, then they are told that their forms will be securely kept on file and, when there are 15 students registered within two contiguous grades whose parents have chosen TBE as their preference, they will be contacted and offered the opportunity to enroll their child in the TBE program. Parental choice is entered in ATS on the ELPC screen within 20 days of registration.

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

The ESL teacher first prints the RLER report from ATS to ensure that all eligible ELLs are tested. She then creates a schedule for administering each of the four sections to each of the grade levels and distributes that schedule to the classroom teachers. At the scheduled time, the ESL teacher picks up the designated students and brings them to the ESL classroom. Records are kept of any absences and the testing schedule includes time for make-ups.

7. 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 percentage of new families making ESL their primary choice of program has increased over the past few years. Of the three new families registering in the fall of 2013, two gave ESL as their first choice and one gave TBE as their first. In the past two years, of the eight families who newly registered, five listed TBE as their first choice and two listed ESL as their first. Parents understand their right to transfer to another school where a preferred program is available. If they decide to remain at PS/MS42, they understand that their child will be placed in the existing free-standing ESL program. They also understand that their preference will be kept in a secure file, and, when there are 15 students registered within two contiguous grades whose parents have also chosen TBE as their program preference, the parent will be contacted that a bilingual class is available. All parents have indicated their understanding and approval of this procedure.

Within ten days of the student's registration, the LAB-R is administered by the ESL teacher to determine the student's level of English language proficiency. Should the student be identified as having limited English proficiency based on the LAB-R results, the parent is mailed an entitlement letter (in English and in the identified native language). If, in addition, the student's first language is Spanish, a Spanish bilingual pedagogue assists the ESL teacher in administering the Spanish LAB to the student. Within 20 days of registration, the ELPC screen in ATS is completed by the ESL teacher.

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])?
 - a. Elementary general education classes are self-contained. Instruction is delivered utilizing Collaborative Team Teaching, Self-Contained 12:1:1, and SETTS. General education classes in the middle school is departmentalized.
 - b. ESL instruction is primarily delivered through the pull-out model, with homogeneous groups that include 2 or 3 contiguous grade levels.
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)?

Explicit ESL instructional minutes are delivered by the certified ESL teacher, who picks students up to ensure the service is rendered as directed by CR Part 154. Beginning level ELLs receive 360 minutes of ESL instruction per week. Intermediate level ELLs also receive 360 minutes of ESL instruction per week. Advanced level ELLs 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.

Content area instruction is primarily provided by the classroom teacher; the curriculum meets the demands of the Common Core Learning Standards as the entire school has adopted texts approved by the NYC BOE to be aligned with the Common Core Standards. This includes ReadyGen and Go Math for Kindergarten to 5th grade and Code X and CMP3 (Math) for grades 6th to 8th. Teaching practices focus on the Literacy, Math, Science and Social Studies Prototypes. English is the predominant language of instruction, supplemented by those teachers and paraprofessionals who are bilingual in the student's home language.

Scaffolding and differentiated instructional techniques are widely implemented, and there is a strong focus on vocabulary across the grades. Tasks are consistently modeled and students' prior knowledge is accessed and incorporated. When available, students are provided with bilingual content area glossaries, bilingual textbooks, bilingual dictionaries, picture and bilingual picture dictionaries, native language books and articles. The ESL teacher builds students' dictionary and reference skills. Students are grouped with peers who can provide native language support and/or academic support. Pairing and small group interaction is critical to raising the proficiency of English learners who are mainstreamed into an English only general academic environment. English and bilingual posters, video, visual and manipulative aids, and realia are used whenever possible to support and facilitate comprehension.

In Math building mathematics problem solving skills relies heavily on reading comprehension. ELLs will focus on literacy to assess the type of computational skills needed to solve a problem out of what they have studied. Writing tasks will provide a

guided answer format that will simulate that of the New York State Exam. Familiarity with the structure of the exam will lessen the anxiety that such testing situations can create.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Spanish-speaking, newly admitted students who do not test English proficient on the LAB-R are given the Spanish LAB as well. ELLs who are literate in their home language are provided with native language tests when available. If not available, a translator has been brought in to translate the standardized tests for the students.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Every ELL is administered all four sections of the NYSESLAT exam in the spring each year until they test proficient in all four modalities. During the year, the ESL teacher conducts daily and weekly assessments of all four modalities using observations, quizzes, writing tasks, and listening and speaking tasks. Classroom teachers administer formal and informal assessments as part of the curriculum and annual and periodic standardized assessments.
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).

Instruction is differentiated in the following ways: To meet the needs of SIFE students when enrolled, the ESL teacher pulls out small groups of two to four students and provides explicit instruction in the five components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. As much native language support as possible is included, and as the student progresses, explicit instruction in writing is added.

Newcomers are placed in a classroom with a teacher and/or classmates fluent in the new student's native language; the native language glossaries available from the New York State Education Department website are printed and placed in the classroom as well as in the ESL classroom; the ESL classroom has Spanish, Haitian Creole, and Arabic bilingual dictionaries as well as picture dictionaries. The ESL teacher uses computer programs (both online and on cd-rom) which translate and read aloud. Instruction is focused on building the newcomer's understanding of English phonics, syntax and vocabulary, with the strongest emphasis first on listening and speaking skills in both academic and social language.

For the few ELLs who have received service for 4 to 6 years (this year there are two such students, one of whom is a SWD), and when there are long-term ELLs, the instructional plan stresses development of vocabulary and higher-order thinking skills, using challenging content, in order to help ELLs use English to think critically, solve problems, and communicate in their classes. As with other ELL subgroups, data from standardized tests and classroom assessments provide information regarding particular deficiencies on which to focus, and the goal of ELLs becoming proficient English learners is pursued through the use of ESL strategies: scaffolding - modeling, bridging, schema building, contextualization, and text representation; role-playing and dramatization; multimedia support; kinesthetic engagement; small group instruction; conferencing with students; informal assessments, and focus on literacy and academic language.

ELLs reaching proficiency on the NYSESLAT within the previous two years are monitored by the ESL teacher through their classroom teacher. When requested by either the student or the classroom teacher, the ESL teacher will conference with the student before, or after school or during the student's lunch period. In addition, the classroom teachers and testing coordinator are alerted to the fact that these students receive testing modification of time and a half for two years after reaching proficiency.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
Teachers of ELL-SWDs use the following to provide access to academic content areas and accelerate English language development: modeling, visual, auditory and kinesthetic methods, charts and graphs, technology, rephrasing and repetition. Grade level materials include the curriculum followed by general education classes, such as ReadyGen for grades Kindergarten to 5th and Code X for grades 6th to 8th. This school year all teachers administered a Learning Style Survey for their class. Teachers differentiate instruction using the data provided from the Learning Style Survey, Google doc., which allows teachers to focus on each students' strengths and weakness. Teachers also utilize ARIS which offers differentiation strategies for particular students.
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?
The school enables diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment by having the ESL teacher create her schedule based on data analysis and students' schedules. This allows ELL-SWDs to receive ESL services with their general education peers.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

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

Native Language Usage and Supports

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

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

B. Programming and Scheduling Information--Continued

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

Teaching practices integrate academic language development, content area instruction and explicit instruction in learning strategies for both content and language acquisition. Oral and written skills development is integral to this. ELLs participate in targeted intervention programs such as Wilson Reading program, Resource Room, Extended Day, New York Junior Tennis League After- School Program, Bucket Fillers - a school-wide behavioral management program, and an after-school homework program open to ELLs and former ELLs. All programs are conducted in English with native language support available from bilingual teachers and paraprofessionals, bilingual dictionaries and picture dictionaries, bilingual content area glossaries, internet translation programs, and bilingual texts when available.. PS/MS 42Q also offers a Saturday program which will be starting in January, this program runs until the State Exams have been administered. SASF is a grant which offers students 1 1/2 hours of tutorial academic services and 1 1/2 hours of sports four days a week.

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

Based on the results of the 2013 NYSESLAT exam, the ESL program at PS/MS42 has proven to be effective for every ELL. Eighteen percent of the ELLs tested proficient; 55% of the students improved either one or two levels, and 45%, remained at the same proficiency level. No student declined from their 2012 proficiency level.

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

Budgetary constraints do not allow for new programs or improvements this year.

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

NA

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 afforded equal access to all school programs. Extended Day, after-school homework program for ELLs and former ELLs, and New York Junior Tennis League After- School Program provide small group instruction and interaction.

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

These are the instructional materials used to support ELLs:

laptop computers

Playstation III

Language for Learning series

Wilson Language program materials

Empire State NYSESLAT series

WriteSource series

TrueFlix (online animated books with text read aloud)

www.samsonclassroom.com (sight words, spelling, and reading comprehension)

www.starfall.com (phonics, early math and literacy skills)

Reading Horizon program

Reading Rods with Reading Mentor

Heinle Picture Dictionary and workbooks (Beginning and Intermediate)

Heinle Children's Picture Dictionary and workbook

Longman Study Dictionary

Longman Dictionary of American English

variety of primary, elementary and children's dictionaries

Harcourt Picture cards

www.Teacherfilebox.com

www.superteacherworksheets.com

Recorded Books

Sight Word Buddy (computer application)

Math manipulatives

Miscellaneous realia

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Native language support is offered by those teachers and paraprofessionals who are bilingual in the student's home language. When available, students are provided with bilingual content area glossaries, bilingual textbooks, bilingual dictionaries, picture and bilingual picture dictionaries, native language books and articles. Students are also grouped with peers who can provide native language support and/or academic support.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
While all ELLs benefit from phonemic awareness work, young students in the primary grades encounter this material in the classroom as well as with the ESL teacher. The younger students make use of websites such as Starfall.com and Samson's Classroom, and the plethora of materials that can be downloaded and printed. Older students are accommodated in the Wilson Language and the Reading Horizon programs with materials designed for them. Along with supporting ELLs academically, these programs support socialization skills. They are offered the opportunity to feel as part of the school community.
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.
New ELLs are provided a school tour by the ESL teacher, introduced to their classroom teacher and to students who speak their native language. For a day or two, immigrant students usually accompany the ESL teacher if they indicate strong apprehension of the new surroundings.
18. What language electives are offered to ELLs?
There are no language electives at this time in the school.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

NA

C. Professional Development and Support for School Staff

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

The certified ESL teacher attends monthly professional development conducted by the CFN. She also has attended workshops offered teachers of English language learners several times a year. Professional Development participation includes new teachers, the ESL teacher, reading and math teachers, special needs teachers, classroom and subject area teachers, Assistant Principals, as well as members of other constituencies. All staff receives professional development designed to support the implementation of the Chancellor's Initiatives and regional and school goals for the instruction of ELLs. The school's payroll secretary maintains a record of professional development hours. The entire teaching staff at PS/MS42Q participate in weekly professional development regarding the Common Core Learning Standards. After school workshops as well as summer workshops have also been offered to the staff. Teachers are provided with specific strategies and support structures to enhance academic instruction.

School leadership provides professional development to all guidance counselors and staff members. Guidance Counselors with the assistance of the teaching staff hold monthly Town Hall Meetings which focus on the High School Application process, Specialized High School Exam, Auditions for High Schools, completing working papers, bullying, and sexual harassment- student to student, They also conduct focus groups which will assist them in understanding and assimilating into the American culture.

The ESL Teacher will provide professional development - 7.5 hours of ELL training for staff members. Staff members would receive information in areas pertaining to ELL's such as; the identification process, the Four Stages of Language Acquisition, instructional strategies to enhance teaching and learning and the NYSESLAT. The school secretary maintains all payroll information regarding professional development hours. There is a Professional Development binder kept in the principals office which contains all professional development agendas and sign in sheets.

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?
5. Written communications, including progress reports, meeting notices, brochures and fliers, are sent home to parents in English and translated versions where applicable. There is an active Parents' Association. Ms. Finn, the Principal has an open door policy and parents are welcome to visit.

Some CBO's PS/MS 42 partners with are Harlem Magic, American Caner Association, SASF, NYJTL, Rockaway Youth Task Force, and Go Red.

The Parent Coordinator supports efforts to involve parents in the school and community. Interpreters such as our paraprofessionals, and other school personnel, facilitate communication with parents in native language where available. PS/MS 42 evaluates the needs of the parents through the Parent Coordinator, learning environment surveys and Parent Association meetings. The ESL teacher along with two bilingual paraprofessionals have begun to conduct a monthly meeting with parents of ELLs to learn of and address their concerns, to plan activities, and support parents in participating in their children's education.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Patricia Finn	Principal		1/2/14
Nancy O'Dwyer	Assistant Principal		1/2/14
Jackie Tonney	Parent Coordinator		1/2/14
Barbara Levy	ESL Teacher		1/2/14
	Parent		1/2/14
	Teacher/Subject Area		1/2/14
	Teacher/Subject Area		1/2/14
Heather Faciano	Coach		1/2/14
	Coach		
Susan Kind	Guidance Counselor		1/2/14
	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **27@042** School Name: **The Robert Vernam School**

Cluster: **6** Network: **611**

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.

The data used to assess our school's written translation and oral interpretation needs come from the Home Language Identification Survey. Specifically, the bottom section which asks the parents in what language they would like to receive oral and written communication from the school. For parent letters, our school used the schools.nyc.gov website.

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.

According to the Home Language Identification Surveys completed by parents at registration, Spanish is the dominant foreign language spoken by families at PS/MS42. Bengali is the second most spoken foreign language. This information was reported to the school community via a complete list of all ELLs which included their official class number, their entry date into NYC schools, and their home language.

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.

For our Spanish speaking families, we have many staff members who can provide in-house translation services. For other languages, we can utilize the DOE Translation Service via the procedures listed on their website; (<http://schools.nyc.gov/Offices/TranslationService/Default.htm>)

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.

For our Spanish and Bengali speaking families, we have many staff members who can provide in-house interpretation services. For other languages, we either utilize our translation/interpretation funding allocatin for on-site, school based events, or we can utilize the DOE Over-the-Phone Interpretation Service via the procedures listed on their website. (<http://schools.nyc.gov/Offices/Translation/PhoneInterpretationServices/Default.htm>).

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>.

PS/MS42 will mail home and/or send home with each appropriate child, a copy of the Bill of Parent Rights and Responsibilities (as found at: <http://schools.nyc.gov/RulesPolicies/ParentBillofRights/Parents+Bill+of+Rights+and+Responsibilities.htm>) translated into the appropriate covered language. PS/MS42 will prominently display signs in the covered languages which indicate the availability of interpretation services at the main entrance (signs are found at <http://schools.nyc.gov/Offices/Translation/TipsandResources/Default.htm>). PS/MS42 will inform parents that they can access the DOE website for materials translated into the covered languages at any time.