



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: PS 181Q THE BROOKFIELD SCHOOL

DBN (i.e. 01M001): 29Q181

Principal: DINA WHEELER

Principal Email: DWHEELE2@SCHOOLS.NYC.GOV

Superintendent: MR. LENON MURRAY

Network Leader: DR. JOANNE JOYNER-WELLS

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
Dina Wheeler	*Principal or Designee	
Gina Smith	*UFT Chapter Leader or Designee	
Cecelia Boothe	*PA/PTA President or Designated Co-President	
Barbara Rodriguez	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	
Galina Shvedskaya	Member/ Teacher	
Rawya Khafaga	Member/ Teacher	
Keisha Harris	Member/ Parent	
Gene Butler	Member/ Parent	
Malika Brathwaite	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.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

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

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

In order to improve teacher effectiveness with 100% of the teaching staff, administrators will use the Charlotte Danielson's 2013 Framework for teaching to evaluate teaching practice.

Comprehensive Needs Assessment

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

Based on the results on the 2013 New York State test in English and Math, 10% of the students reached or exceeded proficiency. To prepare the students for college and career readiness, teachers who are highly effective have a greater impact on school-aged students. In order to provide teachers with accurate feedback on their performance and the support necessary to improve their practice with the goal of improved student impact, Charlotte Danielson's framework will allow teachers to understand their teaching styles and the impact it has on students' learning outcome.

Instructional Strategies/Activities

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

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

1. Teachers will receive informal and/or formal observations throughout the school year with constructive written feedback.
2. Talent Coach will visit classrooms with school administrators and give feedback of the visits
3. Teacher teams will look at student work with school administrators to plan strategies that will implement effective teaching practices.

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

1. School Administrators will observe all classroom teachers informally and formally and give constructive written feedback.
2. A DoE Talent Coach will assist administrators in norming the visits in the classroom.
3. Administrators, Teacher teams will look at student work to plan strategies that will implement effective teaching practices.

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

1. The Initial Planning Conferences will be completed by October 25th. The first round of informal observation will be completed by November 2013. All teacher observations will be completed by April 2014.
2. Talent Coach will schedule monthly meetings with administrators and teachers to review and discuss formal and informal observation
3. Administrators and teacher teams will meet monthly to look at student work to plan effective teaching practices.

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

1. By April 2014, all teachers will receive a minimum of 1 informal and 3 informal observation or 6 informal according to the chosen option for evaluation. September 2013-IPCs will be completed
2. October 2013-April 2014 Talent Coach will visit with school administrators to review and discuss formal and informal observations
3. October 2013-June 2014 Monthly grade meetings with teacher teams and administrators

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

1. Each teacher will receive individualized Professional Development through one on one conversation, webinars, and/or small group meetings from school administrators or network support. During weekly planning, teachers will reflect on their practices and implementation of lessons to determine their effectiveness. This will lead to effective lessons and assessments tools aligned to the CCLS.
2. Talent Coach will give feedback to school administrators and give PD/assistance with completing the online application using the Charlotte Danielson's framework for teaching.
3. Teacher teams use student assessments, ReadyGen and Go Math to plan effective lessons aligned to the CCLS.

Strategies to Increase Parental Involvement

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

1. Make information about the instructional program available to parents.
2. Send letters home about student progress.

3. Engage parents and families in the new teacher evaluation system.

Budget and Resource Alignment

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

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

Goal and Action Plan #2

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

Annual Goal #2

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

We will improve the academic performance of students with disabilities, English Language Learners and students with the lowest proficiency by 3% as measured by the school-wide assessment measures.

Comprehensive Needs Assessment

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

According to the Progress Report the NYC School survey indicated the students in SETSS, ELL, self-contained and integrated co-teaching classrooms received fewer than possible points earned in closing the achievement gap. The Quality Review indicates teaching practices need refinement to ensure teachers strategically provide multiple entry points

Instructional Strategies/Activities

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

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

1. Student groups have been identified using their IEP, teachers' assessments, IEP teacher and PPT teams. RTI, BIP, and CORe have been put in place to make sure all student needs are being met. Baseline assessments and prerequisite assessments have been administered to determine where students are to establish entry levels of planning. Reading Levels were assessed. There is on-going assessment of student progress to adjust teaching and small group instruction.
2. During weekly planning and inquiry meeting, teachers will reflect on their practices and implementation of lessons to determine their effectiveness.

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

1. School Administrators will meet with the RTI, PPT and School Instructional team bi-monthly to discuss and review work and practices.
2. Teacher teams and school administrators will develop a plan of action to meet the needs of the students in their classroom. Professional development provided by school administrators and network support.

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

1. Assessment every 4-6 weeks.
2. Teachers will meet bi-monthly during scheduled data/inquiry meetings (extended day) to reflect on their practice and implementation of lessons to determine their effectiveness. Lesson plans reviewed by administrators during monthly teacher teams will be aligned to the CCLS. Teachers will provide specific actionable feedback to students that will lead to the improvement of the quality of student work.

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

1. Baseline assessments were given in September. The students in this group are assessed every 4-6 weeks from November 2013 -May June 2104 to review progress and next steps. On-going daily assessments to check for understanding during the actual lessons and student self-assessments to make quick adjustments while teaching.
2. October 2013-May 2014 teachers will meet weekly to plan lessons. Administrators will meet with teachers bi weekly.

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

1. Students will receive small group instruction. As well, these students will receive support during A.I.S. instruction, Extended Day services. Saturday Academy will begin in February to implement extra support in ELA and Math.
2. Teachers will receive PD from administrators and instructional specialist in the network.

Strategies to Increase Parental Involvement

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

- Parent teacher conferences,
- Home connection involvement throughout the school year, translated documents.
- PD for parents of SWD and ELL.
- Establishing a Parent Resource Center/Area or lending library; instructional materials for parents
- Providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress
- Teachers/administrators will host a Parent Workshop on the first Saturday of every month from January to April.
- Administrators will lead parent workshops to support children at home with the learned strategies, skills and tools obtained from the teacher workshops.

Budget and Resource Alignment

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

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

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2014 we will increase the number of students in grades 3-5 performing at grade level in mathematics as measured by performance on the school-wide mathematic assessments.

Comprehensive Needs Assessment

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

According to the 2013 spring assessment 16.7% of the students in grades 3-5 received proficiency rating on the NYS Math Assessment. We have viewed the baseline assessment given to the students in September and the results of the NYS assessment and determined that math vocabulary and problem solving strategies were a concern throughout the school. Students struggled with defending their answers when asked to explain their work using correct terminology.

Instructional Strategies/Activities

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

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

1. Teachers will participate in professional development that shifts teaching practices.
2. Teachers are implementing the **GO MATH** curriculum utilizing the math standards.
3. Increase math vocabulary through high cognitive level problem solving tasks addressing the common core standards and assessed with the 4 point rubric

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

1. Administrators will meet with teachers bi-monthly during teacher team, common prep, and/or extended day to plan and share strategies. Professional development from specialist from the network support.
2. School Administrators and Specialist from the Network will provide webinars and workshops to provide an overview of the lessons and pacing
3. School Administrators will meet with teacher teams develop strategies and lessons that will increase vocabulary (math games, problems of the day, etc.)

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

1. Teachers in grades 3-5 will closely monitor student journal writing on a weekly basis. Teachers will be engaged in creating word problems using the correct terminology and problem solving strategies
2. Students in grades 3-5 will receive concrete, context-based situations and through the use of models, math talk, and sample questions the students will progress naturally and successfully engage with complex ideas.
3. Students in grades 3-5 will receive instruction on conceptual understanding, procedural fluency and focused and coherent articulation across grade levels.

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

1. Data specialist will review and analyze internal assessments (unit test) in October, December, February, April and June to evaluate the alignment of the CCLS to teacher planning. Administrators and data specialist will also review and analyze external test (NYS assessments) to identify common threads of students' strengths and weaknesses. We will share the results of these findings with teachers during inquiry and teacher team meetings to assist in planning and preparation for small group instruction, AIS , extended day, etc.
2. October-June teachers will receive a variety of PD to implement the new math curriculum.
3. Teacher teams will meet from October –June monthly. January 2014 school administrators will meet with teachers to monitor and assess student progress.

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

1. Teachers will meet during common prep periods to collaborate on math vocabulary games, increase math word wall, interactive technology support, journal writing, flash cards and math manipulative.
2. Go Math pacing calendar, planning guides and scope and sequence.
3. Increase word walls, and math journal writings will be collected and assessed compared to the 4 point rubric.

Strategies to Increase Parental Involvement

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

1. Math game night
2. Newsletters
3. Parent workshop will be provided to review the new GO MATH curriculum
4. Monthly meeting beginning February to inform parents of the upcoming NYS assessments.
5. Homework help for parents and students (homework maintenance, organizational skills, study skills, etc.

Budget and Resource Alignment

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

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

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

2.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

6.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

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	Real aloud, repeated reading, internet4classrooms.com Ready Gen Ready New York	Small group, one-to one, push-in	During school, A.I.S. ,extended day, Saturday academy
Mathematics	Word problem strategies, vocabulary builders, journal writing, internet4classrooms.com Go Math Ready New York	Small group, one-to-one, push-in	During school, A.I.S., extended day, Saturday academy
Science	internet4classrooms.com Science teacher, classroom teacher	Small groups	During school
Social Studies	internet4classrooms.com Classroom teachers	Small groups	During school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling Speech Nurse Science teacher Classroom teacher Technology teacher	Small group	During school

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

A. All elements of the *All Title I Schools* section must be completed*.

- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

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

Title I Status

Indicate with an "X" your school's Title I Status.			
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.
<ol style="list-style-type: none"> 1. The school recruits teachers from a variety of sources including references from, but not limited to, school-based and network staff. Prospective employees participate in interviews and provide demonstration lessons that are observed by both administrators as well as potential grade-level colleagues. Feedback is solicited from all parties and is considered during the decision-making process. 2. The school provides opportunities for teachers to participate in ongoing professional development provided by network-based staff in addition to partnerships with a local university. Teachers also benefit from workshops offered centrally by staff employed by publishers of the core ELA and mathematics programs. 3. The school maintains a community bulletin board which advertises additional supports available to teachers which are provided by other agencies and/or partners. 4. Where applicable, the school offers new teachers school-based mentoring. 5. The school also offers flexible scheduling options to facilitate the sharing of information across the school community. This provides teachers with additional insight into professional development activities which they may not have attended, but were attended by other school-based staff.

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).
<ol style="list-style-type: none"> 1. The school structure provides regularly scheduled blocks of time that are dedicated to collaborative inquiry. During this time teachers use the Common Core Learning Standards as the foundation for any supplemental instructional initiatives and/or assessments that they design, administer and analyze. These sessions are guided by professional research which articulates best practices which are, in turn, implemented in classrooms. 2. The school provides teachers and paraprofessionals with supplemental instructional resources which are aligned to the CCLS which are designed to promote student engagement in complex texts which are representative of the standards. More specifically, the school's instructional focus addresses vocabulary development as an embodiment of one of the Common Core Instructional Shifts. 3. Administrators attend regularly scheduled meetings led by network staff members which are designed to insure that the school's personnel is familiar with the instructional expectations of the CCLS.

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.).
<ol style="list-style-type: none"> 1. Parent Involvement funding from Title I SWP to support family curriculum-related nights 2. Saturday Test Prep beginning February 8th (teacher and supervisor salaries). 3. Purchase of test prep materials 4. Monthly workshops for parents addressing safety, curriculum and healthy life styles 5. PBIS – Positive Behavior Interventions and Supports program to support positive student behavior

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.).
<ol style="list-style-type: none"> 1. The school sponsors workshops for parents who are new to the elementary school program. These workshops are conducted by both pre-kindergarten teachers as well as the pre-kindergarten assigned social worker.

2. Administrators also conduct workshops for parents during which they introduce the Common Core Learning Standards to parents and outline both school-based expectations and recommend and provide guidance regarding activities in which parents can engage their children at home.
3. Pre-kindergarten teachers engage in annual, individualized screening sessions with all students. This exercise allows teachers to identify the need for any additional support that may assist students in their social and academic development. As a result, parents may be informed about the availability of early intervention services that may benefit their children.
4. School personnel communicates with other educational institutions that students have attended in order to better serve the academic and social needs of individual 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.

1. Teachers were given the latitude to develop units of study and design CCLS-aligned assessments collaboratively including rubrics, checklists, etc.
2. Teachers select the performance-based tasks in which their students will engage in order to assess their learning during multiple checkpoints of a unit of study.
3. Grade conferences serve as additional opportunities for professional development. During these conferences teachers share assessment binders with administrators and identify students' strengths and weaknesses at individual, class and grade levels. Assessment binders include, but are not limited to, item analyses which target specific standards teachers may revisit. These results are used to determine next instructional steps as teachers work toward student mastery.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP) Template

PS 181Q

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

PS 181Q

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 30 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.
- Wear school uniform

**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 29	Borough Queens	School Number 181
School Name The Brookfield School		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Dina A. Wheeler	Assistant Principal Michael Brown
Coach type here	Coach type here
ESL Teacher Marie Pyram	Guidance Counselor Ms. McCullough
Teacher/Subject Area type here	Parent Keisha Harris
Teacher/Subject Area type here	Parent Coordinator Simone Brown
Related Service Provider Kerry Botta, Speech	Other type here
Network Leader(Only if working with the LAP team) Dr. Joyner Wells	Other Gina Smirh, UFT Chapt

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)	367	Total number of ELLs	11	ELLs as share of total student population (%)	3.00%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	11	Newcomers (ELLs receiving service 0-3 years)	9	ELL Students with Disabilities	2
SIFE	1	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	9	1	2	2	0	0				11
Total	9	1	2	2	0	0	0	0	0	11

Number of ELLs who have an alternate placement paraprofessional:

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

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)		1	1	1		1								4

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			1									2
Advanced (A)	0		1	1		3								5
Total	0	2	2	2	1	4	0	0	0	0	0	0	0	11

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

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

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

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

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

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

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

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

The assessment tool our school uses to assess early literacy skills is the ECLAS-2. The data indicates that our ELLs in grade K-2 need extra help with phonics, reading and oral expression skills. This information helps inform our school's instructional plan by having print rich environment in teachers' classrooms with emphasis on comprehensive reading and vocabulary assignments.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data patterns across proficiency levels on the LAB-R and NYSESLAT reveal that our ELLs reach a proficiency level in listening and speaking at least 2 years after getting ESL service. However, the ELLs at most reach intermediate levels in NYSESLAT exams even 3-4 years of receiving ESL service.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The AMAO reveal that our ELLs take a longer period of time to become proficient in Reading and writing modalities on the NYSESLAT. Moving forward, The ESL teacher and classroom teacher will place more emphasis on direct instruction program in reading and writing skills, while adhering to Common Core Learning Standards.

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?

As student test result is examined, the ELLs, after at least 2 years in program, are receiving proficiency levels in listening and speaking on the NYSESLAT. At least 2-3 ELLs each year, score proficient in the reading and writing component of NYSESLAT and test out of ESL. The ELLs have been receiving intermediate levels in their state ELA and Math exams over the past year.

The school leadership and teachers are using the ELL periodic assessment to determine the ELLs' strengths and weaknesses in Listening, speaking, reading, and writing. Thereafter, more emphasis is put on the lacking skill. For example, For improved reading skills, balanced reading activities that include fiction and informational text to strengthen students background knowledge and other reading skills.

Based on the ELL periodic assessments administered twice a year, the school is learning that ELLs are able to listen and speak English at a quicker rate than they are mastering comprehensive reading and writing skills.

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](#).)

Our school wide RTI model is connected to assessment. This approach facilitates targeted intervention based on the identified needs of the students, including English Language Learners. ELLs are further supported through the pullout and push in ESL program. The student results on running records conducted by classroom teachers, in addition to other baseline assessments and curriculum specific assessments are considered when targeting students for academic intervention.

6. How do you make sure that a child's second language development is considered in instructional decisions?
To support the ELLs' second language development in instructional decisions, we focus a lot on vocabulary and sight word activities. The classroom teachers are given special frayer model graphic organizers for their ELLs to best develop their vocabulary skills. The glossaries in the ELLs native language helps them to translate and understand new words in both their native and second language. Also, classroom teachers as well as ESL teacher have been given guidelines through workshops on the different challenges ELLs may have when learning in the content areas, and given strategies on how to help them meet their needs in all content areas.

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

We do not currently have a dual language program.

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

The success of the ELL program is evaluated by examining student progress in literacy performance on an ongoing basis, as well as cumulative classroom assessments, ELL periodic assessments, NYSELAT, and English and math state 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](#).)
 1. The steps that are taken for the initial identification of those students who may possibly be ELLs are; at the time of the students enrollment, the certified ESL teacher gives the parent(s) the HLIS to complete. The parent(s) returns completed form to the certified ESL teacher on that day. The secretary enters the information in ATS. The ESL teacher assesses the student by giving an informal oral interview to the parent and student in English or the students' native language (when possible with the assistance of a staff member fluent in that native language). The child is administered the Academic Language and Literacy Diagnostic (ALLD) if they have 2 or more years of interrupted education. Then the ESL teacher/testing coordinator looks up RLAT and RESI for any testing history. Afterwards the LAB-R or Spanish LAB-R are administered to the student within ten days of enrollment to determine qualification of student for ESL service. If the student is not eligible, he/she is sent a letter home stating ineligibility. Eligible students are sent a welcome/eligibility letter. The parent coordinator and ESL teacher invites parents to attend a workshop within 10 days of students' admission. The coordinator will first call, then send home a letter to ensure the parents are aware of the workshop. At the workshop the Chancellor mandated EPIC DVD is shown and the parent surveys for ELLs which indicate participation by students in the ESL program, are administered and reviewed. Also at the workshop, the parent coordinator and ESL teacher along with translator, if necessary, will describe and answer questions about the transitional bilingual education, dual language, and freestanding ESL programs. Based on the parent survey, the ESL teacher will enter the parents program choice in the ELPC screen in ATS within 10 days of admission.
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.

Before the parent/guardian chooses a program for their child, they receive information on all ELL program models. The chancellor mandated EPIC DVD from the NYC Department of Education is shown in their native language, explaining ELL program options at the parent workshop organized by the parent coordinator and ESL teacher. Also, the parents have the option of viewing that same orientation on the NYC DOE website. This happens within the first ten days of admission to our building. At this time, our school offers only freestanding ESL services. Currently, we do not have a minimum number of students in the same contiguous grades that speak the same home language, that is why a Transitional Bilingual or Dual Language is not offered. However, if a parent were to be interested in the other programs, the Parent Coordinator would facilitate finding a suitable placement in another NYC school offering that program choice.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)

The School ensures that entitlement letters are distributed by giving the letters to the parents who show up for the parent workshop. For the other parents, the letter is sent home with the student, and ESL teacher continues to follow up until the letter is returned signed.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

Since we only have the Freestanding ESL program available at our school, the student is placed in the ESL program based on the

result of his/her LAB-R assessment. Students are then placed as beginning, intermediate or advance with services in accordance to their status. The entitlement letter is then sent home in both the native language and in English.

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

Following placement of the students in the program of parental choice, those students receive services in appropriate programs, and are assessed annually using the NYSELAT. The state certified teacher administers the assessment in accordance with state guidelines. At this time our program is a Free Standing ESL program, so the testing regulations are followed.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
Because the parents are often choosing the Freestanding ESL program as their choice, the program model at P.S. 181 is aligned with parent requests.

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)Based on the students' LAB-R and NYSELAT test results, the beginner and intermediate ELLs receive a total of 360 minutes per week of ESL service during both pull-out and push in time. The advance ELLs receive a total of 180 minutes per week of ESL service during pull-out and push-in time.
B)Instruction is provided for the ELLs using the Pull-Out and Push-In method. The students of different grades are picked up and travel as a group. The students are in heterogeneous groups in the class, but their instruction is differentiated based on their proficiency level from the LAB-R and the NYSELAT test results. The push in model is used to support classroom

curriculum within regular learning environment.

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)?

The classroom teacher along with the ESL teacher work together to ensure that the students who are at the beginning and intermediate level receive 360 minutes per week of ESL service. Also, that the students at the advance level receive 180 minutes per week of ESL service.

The beginning and intermediate level ELLs receive 90 minutes of ELA instruction in their classroom daily. The advance ELLs receive 90 minutes of ELA instruction in their classroom daily.

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.

The classroom teacher provides comprehensive literacy, mathematics, as well as other content area instruction aligned to the NY State Common Core Learning Standards, and the NYC Scope and Sequence Guides and is implemented in English. Our new Language arts curriculum this year is Ready Gen, and our Mathematics, is Go Math, which are aligned with the Common Core Learning Standards. Both of which make content comprehensible to foster language development. Also, Read alouds, accountable talk, shared and independent reading and writing has become part of students' daily instruction. Our ESL program also covers the core subject areas such as mathematics, social studies, and science. Also, developed mini-lessons on problem solving, number sense, and use of manipulatives are used to assist students in mathematical knowledge. All lessons are aligned to the Common Core Learning Standards. Students and teachers use rubrics to assess the goals and objectives of the standards-based lessons. There is an ELL component in the comprehensive reading program used by our students

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

We make sure that ELLs are evaluated in their native language by providing them the LAB-R, ELA and state Math tests in their native language. Additionally, teacher created exams are used to evaluate students' progress and align to the grade standards.

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

Our school wide balanced literacy curriculum is aligned with the Common Core Literacy Standards, which provides guidelines for instruction in the four language modalities. Our ELLs are provided with instruction in these modalities during daily classroom instruction as well as during the pull out and push in ESL time.

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).

When we have ELLs who are SIFE we administer the ELL periodic assessment, and confer with classroom teachers to teach him/her those skills in language arts and other content areas that they need to be retaught or reviewed.

For newcomer ELLs who have been in the U.S. for 0-3 years, during daily ESL pullout, classroom literacy block, and AIS (academic intervention services), students utilize big books, do shared reading and guided reading, complete phonics activities/workbooks, picture cards, teacher-made hand-held learning device integrating technology and basic ELA skills that help to build the foundation of English language acquisition. We also have computer programs to strengthen phonemic awareness and reading comprehension skills. Along with the ELL periodic assessment, we provide and assist students with ELA practice test.

For ELLs receiving services for 4-6 years, their progress is carefully monitored and assessed. Close attention is paid regarding whether or not long-term ELLs are experiencing second language difficulties or possible learning challenges that may be confused with second language acquisition. Once that is determined, the ESL teacher spends a great deal of time reviewing and practicing skills that are assessed both on the NYSESLAT and the NYS ELA exam. Such skills include reading comprehension, main idea, grammar, listening, speaking, writing, and etc. Also, The classroom teachers and ESL teacher model using graphic organizers, note-taking, pre-writing, and self editing. Teachers collaboratively reflect on our practices and look at student data to inform instructional decisions for rigor and impact.

Former ELLs continue to receive Academic Intervention Services in the needed skill, whether language arts, grammar, or math. Also, they participate in Extended day program, with the ESL as the instructor continuing to assist them in meeting academic deficient skills, in language arts and mathematics.

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?

ELL-SWDs receive instruction based on their IEPs and goals. Instruction of ELLs with IEPs are discussed on a regular basis with classroom teachers, speech pathologist, and occupational/physical therapists. The instructional strategies used are modeling, multi-sensory approach, differentiation, task analysis, and scaffolding. The instructional materials used to support ELL-SWDs that provide access to academic areas and accelerate English language development are workbooks in language arts, social studies, science, and math that have rich vocabulary, and emphasize on prior knowledge and mutisensory activities. As stated in #5 technology is often used to support students' learning. In addition to the aforementioned tools students also utilize online programs such as One More Story, Book Adventure, I-Ready, an Rong Chang, Starfall, and My baby Can Read is used for newcomers.

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 uses curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment by having collaborative team teaching, mainstreaming at gym, computer lab, math, and lunch periods. Field trips, and push in model supports the curriculum. The students get extra time on examinations and they have tests read to them. Differentiation, rephrasing/reframing questions, allow students the ability to think critically while working at their independent levels. ELA/Math Common Core Standards are embedded in lessons. Modified lessons to address the need of individual students are created by all teachers serving this population.

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

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

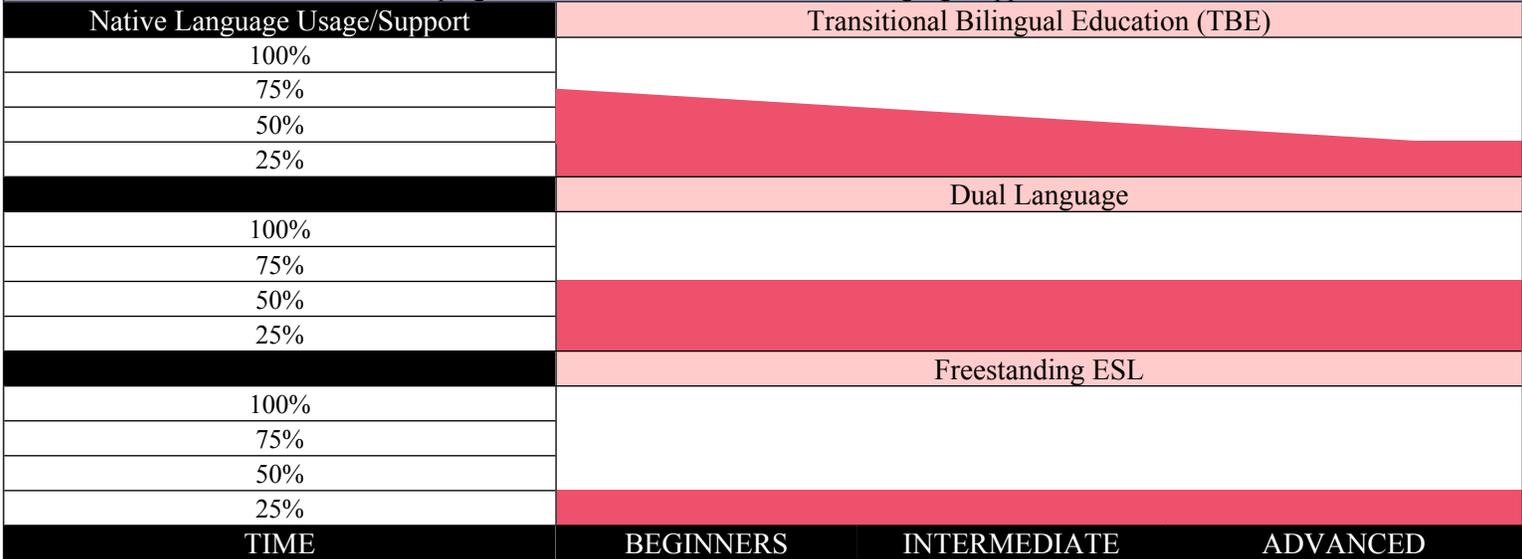
	Beginning	Intermediate	Advanced
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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.



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

B. Programming and Scheduling Information--Continued

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

The intervention programs for ELLs in ELA, math, and other content areas include AIS(Academic, Intervention Services)which is received daily for 30 minutes each day. The Advance ELLs receive AIS with the ESL teacher daily. ELL students also participate in Extended Day with their classroom teachers and ESL teacher 2 days a week 45 minutes a day. The ELLs with level 2's on their state ELA and Math exam are those targeted for Extended Day Service.

Our school uses an interdisciplinary approach to instruction in Social Studies. As a result, this subject area is integrated into English Language Arts instruction. With this in mind, English language learners are able to have access to the Social Studies content as they are continuing to acquire language skills. In addition, our science cluster teacher, who is able to serve all of our English language learners regularly engages students in science content through literature as well as through hands-on activities. These cooperative learning activities provide multiple opportunities for students to gain familiarity with science content as well as receive small-group and individualized instruction in this subject area by our science specialist.

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 our records for the past three years, three to four ELLs who are not SWD are testing out of the program. They range in all grades and academic levels. Most of our ELLs are also making tremendous progress on their ELA and math state exams, scoring 2 and above on one or both exams. As far as language development, the new and former ELLs are speaking the social and academic English at record speed, surpassing their English native calssmates at times. Their grammar, and sentence stuctures are usually very well developed.

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

For the upcoming school year, the new programs that will take pace include access to One More Story online reading, and tumble books, and I-Ready program that helps the students with test preparation in Reading, Writing, and Math.

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

Fortunately at this time, we do not have any programs that will be discontinued for ELLs.Paste response to question here:

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

The ELLs get equal access to all school programs as mentioned earlier including AIS, Extended Service, and Multicultural trips. We currently have an affordable afterschool program available to all students. The program includes homework help, recreational time, and special celebrations. In addition, ELLs participate in every phase of school life. During holiday performances and schoolwide talent shows, for example, ELLs have an opportunity to demonstrate their talents in the areas of drama, music and other forms of artistic expression. There are also other opportunities for ELLs to celebrate their culture such as joining their monolingual counterparts in singing songs in their native language. As well, ELLs participate in physical education activities such as Sports Night which is designed to teach good sportsmanship and citizenship.

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

The instructional materials used to support ELLs are books of different levels, grammar,math, science, and social studies textbooks and workbooks. The ELLs also use tradebooks associated with the Ready Gen program, and practice books through the Go Math program. Computer programs that go along with textbooks, CD-ROMs, and websites that focus on language arts,math, science and social studies.

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

Native language support in ESL takes place on an ongoing basis. Since the majority of our students apeak Haitian-Creole and Spanish, They use the glossary that teaches vocabulary in both their native language and English which serves as tremendous support in all content areas, and vocabulary development. Also, The ESL teacher communicates with the Haitian students when explaining lessons in languague arts, and content areas. The students who speak Spanish have classmates who speak similar language who helps them. Also, the state ELA and Math exams are also given in the students' native languague.

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

All implemented instructional activities and materials are age and grade aligned.

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.

Currently the newly enrolled ELL students receive services onlyat the strat of the school year. We are working on obtaining a

ELL parent to parent support program before the beginning of the school year. Activities for new ELL enrolled throughout the year include participating in our annual talent show, dance program, swim for safety program, and monthly class assemblies.

18. What language electives are offered to ELLs?

Currently there are no language electives offered to ELLs since we only offer a free standing ESL program.

19. For schools with dual language programs:

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

Does Not Apply.

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 staff development plan for all personnel that service ELL students at our school include a variety of topics; including creating a culturally responsive environment for the ELLs, better activating ELLs prior knowledge by helping them make connections with their cultural experiences, identifying ELL challenges in the content areas, building background knowledge on a deeper level, and teaching a great deal of vocabulary to the ELLs. Staff development is ongoing through the entire school year.

The teachers of ELLs have professional development that teaches them to support ELLs in their Common Core Learning Standards. For example, the teachers of ELLs as well as ESL teacher had a summer training in both new Common Core ELA and math curriculum that has specific ELL components to better assist ELLs with vocabulary and comprehension. In addition, the ESL teacher confers with classroom teachers on a regular basis regarding any new information or materials gained from ELL workshops through out the year. The following OELL Professional Development offerings were attended: Oct. 29, 2013(all day Workshop)- Complete overview of The ESL program/assessments, and methods of Increasing academic standards for ELLs in all subject areas. December 17, 2013(all day workshop)-Workshop provided strategies for integrating language and content, while adhering to Common Core learning standards. January 23, 2014(all day Training)-This Training will give ESL teacher more training on how to better teach ELLs using Common Core Standards.

The support that staff is provided to assist ELLs in their transition from elementary to middle school are the right resources needed to teach the ELLs language arts and content areas.

The ESL teacher will train the staff during lunch and learn, and schoolwide Professional Development meetings both in the fall and spring.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. The parents including parents of ELLs are very involved in our school. They come and read to classes on special occasions. They assist in the lunchroom. Parents run our girl and boy scout program. Parents assist teachers in their child's classroom at times, and participate in PTA workshops and activities. Parent orientation is a vital part of parent involvement. parents are provided with information about the various bilingual programs to support all learners in the school.
 2. The school partners with Community Based Organizations to provide workshops and services to ELL parents. For example, the Rosedale Civic Association sponsors our annual canned food drive.
 3. We evaluate the needs of our parents by the end of the Learning Environment Survey that they complete, explaining their satisfaction and concerns with the school environment. Based on their responses we determine the parents' needs. Parents surveys are reviewed to evaluate the needs of all parents.
 4. Parental involvement activities such as the Food and Nutrition Workshop, Food Workshop for families, Mother Daughter Tea, or Father and Son Brunch, address the needs of the parents who have concerns over their child's diet, or need help communicating or spending quality time with their child.

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.

No Further Information.

Part VI: LAP Assurances

School Name: PS181Q

School DBN: 29

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dina A. Wheeler	Principal		1/9/14
Michael Brown	Assistant Principal		1/9/14
Simone Brown	Parent Coordinator		1/9/14
Marie Pyram	ESL Teacher		1/9/14
Keisha Harris	Parent		1/9/14
Kerry Botta	Teacher/Subject Area		1/9/14
	Teacher/Subject Area		
	Coach		
	Coach		
Ms. McCullough	Guidance Counselor		1/9/14
Dr. Joyner Wells	Network Leader		1/9/14
Gina Smith	Other <u>Chapter Leader</u>		1/9/14
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: PS181 School Name: The Brookfield School

Cluster: 2 Network: 205

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

Part A: Needs Assessment Findings

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

In order to assess our school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand, we use the Home Language Identification Survey (HLIS). The Home Language Survey is given to each new parent who registers his or her child. This survey gives us an idea of languages spoken, written, and read in student's homes. We also give the parent an oral interview at that time to get even more information about the parent and child's language. After taking an inventory of the HLIS for the ELLs in our program and an overview of the OTELE report for our school, we then tabulate the number of parents that speak languages other than English and determined that there was a need for translation of notices and information about a child's academic performance, ways to increase student achievement and enhance the parents' understanding of the Common Core Learning Standards, and school-wide assessments and state tests. We also provide information on parent communication needs in the Language Allocation Plan for the school. The Parent Coordinator and ESL Teacher confer with the parents by telephone, and in one to one conferences based on their individual communication needs.

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

P.S. 181 is located in Rosedale, a working class section of Southeast Queens. The community as a whole is very diverse. However, a good majority of our students come from Haiti, Africa, Jamaica and the Dominican Republic. The school is comprised of 88.28% African-Americans, 8.17% Hispanics and 4% others. Based on the inventory of languages from the HLIS and the OTELE report, we are able to assess the oral language needs of parents. We have found that the major language groups in our school are Haitian-Creole and Spanish. Classroom teachers and cluster teachers are notified of the ELL population at the October Faculty Conference, so they can start to use ELL strategies during instruction. The school leadership Team is also notified of the ELL population and the schools' translation and interpretation needs.

Part B: Strategies and Activities

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

We assessed the number of parents who needed translation services to effectively communicate at PTA meetings, curriculum nights and Parent-Teacher conferences. We have staff members who speak Haitian -Creole and Spanish. Written translation is available when needed and the Translation Interpretation Unit is contacted to support school translations. The notices announcing events will be translated into two major languages occurring in our school (Haitian- Creole and Spanish). ELL parent orientation materials will also be provided in their native languages. Written translation services will be provided by in-house school staff and parent volunteers. Teachers, paraprofessionals and school aides who are native speakers will be paid to translate these documents after school hours if necessary.

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

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

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>.

The principal will reach out to the Translation and Interpretation Unit to facilitate training for the parent coordinator and ESL teacher for language access requirements. Also, The school safety plan contains procedures for ensuring that parents in need of translation access are not prevented from reaching the school's administrative offices due to language barriers. We have signs in the lobby and office of our school, advertising our translation services. In addition, the school will make sure that school calendars and notices are translated in a timely manner to ensure that parents who need them actually receive them. We will make sure that teachers notify the office prior to a parent meeting where a translator is needed. In this manner, we may provide a school employee so that translation services will be provided. At the present time, we only have a few staff members to accommodate our translation needs.