

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: HENRY WOODWORTH
DBN (i.e. 01M001): 14K017
Principal: DR. ROBERT A. MARCHI
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Superintendent: ALICJA WINNICKI
Network Leader: CYNTHIA FELIX

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
Dr. Robert A. Marchi	*Principal or Designee	
Maureen Boler	*UFT Chapter Leader or Designee	
Maria Rivera	*PA/PTA President or Designated Co-President	
Iris Morales	DC 37 Representative, if applicable	
NA	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
NA	CBO Representative, if applicable	
Michele Bachety	Member/ Teacher	
Erica Thiele	Member/ Teacher	
Jessica Espinosa	Member/ Parent	
Maribel Rodriguez	Member/ Parent	
Christine Garcia	Member/ Parent	
Lucia Gutierrez	Member/ Parent	
Vacancy	Member/ Parent	
Colleen Carney	Member/ Administration	
	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.
- 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).

Guidance for Developing 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.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. 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 directly to respond to the parental involvement section of each goal and action plan.
- 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.

To continue to provide ongoing professional development to all staff members on the GO MATH! core curriculum initiative with a particular focus on the SWDs and ELLs to close the achievement gaps of these subgroups.

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.

Student scores on the spring 2014 New York State Math tests.

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. All teachers will participate in professional development activities designed to comply with the six elements of the Capacity Framework.
2. A Math Team will be established and meet during professional learning community blocks on Mondays and Tuesdays in order to provide consistency and continuity vertically and horizontally throughout the grades and to ensure the proper implementation of the CCLS and Go Math! with the citywide instructional expectations.
3. Math Team will lead the evaluation of student assessments both formative and summative.
4. Central-sponsored professional development for GO MATH! will be attended by selected staff members.

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

1. All teachers and paraprofessionals.
2. Principal, Teacher representative from each grade.
3. Selected teachers and paraprofessionals.

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

1. Common planning periods will be used to gather additional direct feedback from teachers to share with administrators.
2. Math Team members will assess and communicate teacher feedback at professional learning community meetings.
3. Monthly discussions will be conducted to determine program impact on student progress.
4. Principal will debrief with Team Leader as needed and help plan next steps for implementation at the school

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

1. Math Team meetings October 2014 – June 2015
2. Weekly professional learning community sessions September 2014 – June 2015.
3. September 2014 – June 2015 as per Central calendar

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

1. Daily common preps within grades, Math Team meetings, and weekly professional learning community sessions.
2. Per diem for teachers to attend central PD sessions.

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).

Workshops on the math program will be conducted for parents throughout the year.

Budget and Resource Alignment

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

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

Goal and Action Plan #2

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

Annual Goal #2

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

To continue to provide ongoing professional development to all staff members on the ReadyGEN literacy core curriculum to improve student outcomes with a focus on SWDs and ELLs to close the achievement gaps of these subgroups.

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.

Student scores on the spring 2014 New York State ELA tests.

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. All teachers will participate in professional development activities designed to comply with the six elements of the Capacity Framework.
2. An ELA Vertical Team will be established and meet during professional learning community blocks on Mondays and Tuesdays in order to provide consistency and continuity vertically and horizontally throughout the grades and to ensure the proper implementation of the CCLS and ReadyGEN with the citywide instructional expectations.
3. The ELA Team will lead the evaluation of student assessments, both formative and summative.
4. Central-sponsored professional development for READY GEN will be attended by selected staff members.

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

1. All teachers and paraprofessionals.
2. Principal, Teacher representative from each grade.
3. Selected teachers and paraprofessionals.

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

1. Common planning periods will be used to gather additional direct feedback from teachers to share with administrators.
2. ELA Team members will assess and communicate teacher feedback at professional learning community meetings.
3. Monthly discussions will be conducted to determine program impact on student progress.
4. Principal will debrief with Team Leader as needed and help plan next steps for implementation at the school

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

1. ELA Team meetings October 2014 – June 2015
2. Weekly professional learning community sessions September 2014 – June 2015.
3. September 2014 – June 2015 as per Central calendar

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

1. Daily common preps within grades, ELA Team meetings, and weekly professional learning community sessions.
2. Per diem for teachers to attend central PD sessions.

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).

Workshops on the literacy program will be conducted for parents throughout the year.

Budget and Resource Alignment

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

X	Tax Levy		Title IA		Title IIA		Title III	X	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.

To continue to provide ongoing professional development to all staff members on the Danielson Framework as part of the new teacher contract evaluation system focusing on the shift in classroom practices and supporting teacher growth in differentiated methods so as to continue to develop and improve teacher 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.

The new teacher contract, the NY state-mandated teacher evaluation system and the NYCDOE continuation of the implementation of the Danielson Framework for teacher observations via formal and informal observations will provide opportunities for immediate feedback and to guide teacher performance and its relation to student success.

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. Professional development will be offered by the administrator on the 8 components of the Danielson Framework to be emphasized this year.
2. A refresher session will be conducted in order to re-familiarize staff with the protocols, components, and process.
3. Individual initial planning conferences will be conducted to ascertain teacher preferences for observation format selections.

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

1. Principal, teachers, paraprofessionals.
2. Videos and other resources provided on the DOE website.

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

1. Teacher feedback at professional learning community activities will be reviewed and analyzed.
2. Conversations with teachers before and after observations will be held to ensure that a shared common understanding of the Framework continues to evolve.

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

1. September 2014 – June 2015 professional development on the Danielson Framework 8 components and the new requirements of the teacher evaluation system will be conducted during professional learning community sessions time blocks on Mondays and Tuesdays.
2. September 2014 – June 2015

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

1. Daily common planning periods
2. Weekly professional learning community sessions on Mondays and Tuesdays.

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).

N/A

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

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

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	Guided reading; phonics, ReadyGEN core curriculum literacy program	Small group	During the school day.
Mathematics	Exemplars, Go Math! core curriculum math program; Everyday Math.	Small group	During the school day.
Science	Through Literacy instruction	Small group	During the school day.
Social Studies	Through Literacy instruction	Small group	During the school day.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Focus is on self-esteem, anger management, and anti-bullying strategies.	One-to-one and small group.	During the school day.

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

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

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

Title I Status

Indicate with an "X" your school's Title I Status.			
	School Wide Program (SWP)	X	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.
Staff is very stable, assignments are made as per UFT contract requirements.

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).
All teachers for the current school year are highly qualified. In order to remain as such, professional development is provided both on-site and off-site through a combination of school-based, Network, and Central initiatives offered during the year by experienced and knowledgeable personnel.

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 <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
All Federal, State, and local funds are used consistent with the mandates as prescribed at each level of governance

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

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

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.
ELL and AIS instructional activities will take place using a push-in model

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).
ELL and AIS instructional activities will take place using a push-in model during the regular school day.

Parent Involvement Policy (PIP) Template

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: <u>017K</u>	DBN: <u>14017</u>
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: _____
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 1
of content area teachers: 1

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

Rationale:

Our direct instruction supplemental program is designed to complement our core Freestanding ESL services required under CR Part 154. Our Title III program is designed to provides our ELLs with support and with effective scaffolds in place for their L2 language acquisition, their L2 language learning and language development, assimilation and acculturation for social and emotional growth as well as with their academic needs to close the achievement gap based on NCLB.

This program reuires and involves ELLs, Parents, teachers and staff to work together in order to accomplish the above mentioned goals under No Child Left Behind Law and the Common Core Standards State Initiatives.

Our Title III Direct Supplemental Service Program is thus designed to offer the following programs throughout 2014-15 SY :

1. The ELL After School Program
2. The ELL Saturday Program

1. The ELL After School Program

Subgroup 1.

Supervisor

Our rationale for the selection of Thursdays for our ELL After school program was based on the availability of our teachers and one supervisor on that day. Dr. Marchi, the pricipal will also be supervising the library program on Thursdays at no cost to Title III budget.

Currently, we have 12 ELLs in our first Grade, and 9 ELLs in our second grade. Regrdless of their proficieny level (based on data derived from NYSESLAT and other assessments in place), all ELLs will be invited to attend PS 017 K's ELL after school program. The ELLs' families will receive a letter in their language of preference in November and in advance of the commencement of the program. To insure delivery and to discuss the program, our parent coordinator will follow up by phone calls as needed.

Part B: Direct Instruction Supplemental Program Information

GRADE ONE:

currently, we have 3 advance proficient, 5 intermediate proficient and 4 beginner proficient ELLs in our first grade.

GRADE TWO:

Currently, we have 2 advance proficient, 4 Intermediate proficient , and 3 beginner proficient ELLs. One of our beginner ELLs is an emergent proficient, and requires extra help. This opportunity will help him immensely to build up on acquiring some skills that normally get lost during the days' rigorous teaching and learning.

Based on previous years' attendance, and data we believe that the teacher to ELL ratio in our ELL After School Program will be appropriate in order to provide ELLs with a small group, focused help, and delivery of standard based - instruction needed for L2 language development. By providing "comprehensive input" and by lowering "affective filters" we will create an optimal learning environment that nourishes social and emotional growth for seamless assimilation and acculturation that will promote optimal learning. ELLs will successfully feel belonged, and will acquire the L2 language. This system is in place for children to also learn the value of education, and high quality work that will yield to success in future. This important step is reminded daily by showcasing high quality work.

Our ELL After School Program will be a co-teaching partnership model. This team will be hands on to continuously 'take the pulse' of the class during the Direct Supplemental Instruction, and adjusts instruction based on data . In doing so, the team will work together and will be responsible to help with home work completion on one on one basis. The team will plan and deliver 'mini lessons' as the need arises based on close observation of the ELL populations' performance. The team will also implement the IEPs for ELLs with disabilities.

The type of instructional materials used vary, depending on the time left each day after ELLs complete their home work assignments first. The material will be selected daily and the selections will depend on the activity.

The list of websites that we will use are as follows:

- Various dictionary and thesaurus websites for research on learning words, synonyms and antonyms, and the type of word . The technology is accessible in the classrooms .
- Our one emergent reader in grade two will be using computers to access web sites specifically designed for learning sounds, phonemes and pronunciation purposes. With the help of the teachers. We should like to use PBS for this purpose, and some other educational websites, such as :

- [Activities for ESL Students](#)

<http://a4esl.org>

Play games, take quizzes, read grammar, and practice vocabulary

- [Karin's ESL Partyland](#)

Part B: Direct Instruction Supplemental Program Information

<http://www.eslpartyland.com>

Lots of great ESL activities

- [ESL America.US](http://www.eslamerica.us/)

<http://www.eslamerica.us/>

An English language website to practice conversation, vocabulary, grammar, reading, and more AND all of it has sound so you can listen while you practice

- [English Page](http://www.englishpage.com/)

<http://www.englishpage.com/>

For all skills, lots of activities, exchange messages with other students, and ask questions

- [Randall's ESL Cyber Listening Lab](http://www.esl-lab.com)

<http://www.esl-lab.com>

Excellent listening practice

The direct supplemental material used in our ELL After School Program will be as follows:

- [English Learning System Corner Stone; by Pearson](#)
- [Phonics and Word Study; by Continental Press](#)
- [New York ELLs; by Continental Press](#)
- [Empire State NYSESLAT ESL/ELL; by Continental Press](#)

Additionally, we use the following material for homework help for grades 1-2:

- * [ReadyGEN Reading & Writing](#)
- * [ReadyGEN Phonics](#)
- [Go Math! by Houghton Mifflin Harcourt](#)

Furthermore, the teachers use various ESL strategies and methodologies to tap into the childrens' interest, and learn what jazzes them in order to facilitate learning and increase responsiveness for L2 acquisition.

The ELL After School Program

Subgroup 2

Schedule & Duration

This program meets once a week, on Thursdays from 2:30-4:30 pm. The program's possible duration is from December 2014 to May 2015.

Language of instruction

The language of instruction is English with support in the native language as needed in a co-teaching setting.

Part B: Direct Instruction Supplemental Program Information

and types of certified teachers

One Title III teacher fully certified ESL K-12 .

Three certified general education teacher.

Supervisor

Our rationale for the selection of Thursdays for our ELL After school program was based on the availability of our teachers and one supervisor on that day. Dr. Marchi, the principal will also be supervising the library program on Thursdays at no cost to Title III budget.

Closing Achievement Gap

Currently, we have 2 ELLs in our Fifth Grade classrooms, and 4 ELLs in our Fourth grade classrooms, and 6 ELLs in our Third Grade classrooms that can benefit from this focused instruction. Regardless of their proficiency level (based on data derived from NYSESLAT and other assessments in place), all ELLs in grade 3, 4, and 5 will be invited to attend PS 017 K's ELL After School Program. The families will be informed and encouraged during the Parent Teacher conferences to sign up. The ELLs' families will also receive a letter in their language of preference and in advance of the commencement of the program in November for signing up. To insure delivery and to discuss the program, our parent coordinator will follow up by phone calls as needed.

We use a variety of materials in our ELL After School Program for 3, 4, and 5th grade as well as materials that focus on test prep to prepare the ELLs for ELA and NYSESLAT when appropriate.

- Finish Line for ELLs; by Continental Press 3-5
- * Finish Line Writing; by Continental Press 3-5
- English Learning System Corner Stone; by Pearson
- Phonics and Word Study; by Continental Press
- New York ELLs; by Continental Press
- Empire State NYSESLAT ESL/ELL; by Continental Press
- Current Affairs/ using news papers, magazines and other media for information

2. ELL SATURDAY PROGRAM

Our ELLs in the upper grades (3-5) will be invited and are always encouraged to participate in all school, and after school activities as well as in the Saturday programs (as they are offered). Our ELL Saturday Program will be a "co-teaching " partnership with our ELA teacher and our Title III teacher. This team will work together and will be responsible to plan and differentiate the standards-based instructional units, and for the delivery and assessment of students' achievements. The team will also implement the IEPs for the ELLs with disabilities.

A total of 6 ELLs in third grade, 5 ELLs in the fourth grade and 7 ELLs in our fifth grade will be invited to our ELL Saturday Program when they are offered . We intend to hold 5 ELL Saturday Program sessions starting with the first Saturday in November 2014, and ending in May 2015. The sessions will be from

Part B: Direct Instruction Supplemental Program Information

10:00 am to 12:00 noon on every Saturday. Parents will receive a letter that will delineate the program.

THIRD GRADE:

Currently, we have 6 ELLs in our third Grade. There are 3 Advance proficient, 2 Intermediate proficient and 1 beginner proficient ELL in our third grade . Our one beginner ELL in this grade is a SIFE student and considered as an emergent proficient, and we hope that this program will support her academic needs.

FOURTH GRADE:

Currently, we, have 4 Intermediate proficient, and 1 beginner proficient ELLs in our fourth grade.

FIFTH GRADE:

Currently, we have 4 advance proficient, and 3 intermediate ELLs in our fifth grade.

We will do test prep during these sessions, and writing on many varoious generas. In our ELL Saturday Program, we will discuss current affairs to keep continuity, and build upon our every day practice of listening to news, reading news papers, and discussing various sources of information . We will discuss some features of media in our dirct instructional Freestanding ESL program as well.The beginner proficient ELLs will receive differentiated instruction during the Saturday Program that is based on data.

We use a variety of materials in our Saturday Program as well as materials that focus on test prep to prepare the ELLs for ELA and NYSESLAT when appropriate.

- MLK Project art & ELA
- Finish Line for ELLs; by Continental Press 3-5
- * Finish Line Writing; by Continental Press 3-5
- English Learning System Corner Stone; by Pearson
- Phonics and Word Study; by Continental Press
- New York ELLs; by Continental Press
- Empire State NYSESLAT ESL/ELL; by Continental Press
- Current Affairs/ using news papers, magazines and other media for information

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

The schools' leadership has a clear vision about success, and a very high expectation for our ELLs which is supported by a cohesive and purposeful Title III LEP plan for closing the achievement gap . This vision is strongly supported by the schools' leadership, staff and teachers of ELLs. The rationale for our school's professional development program for the Title III teacher as well as other teachers of ELLs

Part C: Professional Development

responsible for delivery of instruction to ELLs is thus threefold, and with one overarching agenda: To provide staff development opportunities so that educators can :

1. develop deeper sensitivity and responsiveness to ELLs' cultural, social, emotional and lingual needs.
2. create and maintain a learning environment which celebrates the ELLs' diversity as an asset and not a disability, a deficiency nor a liability. To accomplish this objective, ELLs will be provided with meaningful and authentic educational experiences along with their general education peers.
3. use standard –based instruction of ELLs which is not diluted. Every effort is made to help ELLs overcome the “affective filters” that will prevent them from learning both the content and L2 language, and hinders L2 acquisition. This type of teaching and learning will insure a successful use of L2 for life.

Ongoing and sustainable Title III faculty professional development will be offered to teachers of ELLs, and to our Title III teacher during 2014-15 SY.

We plan to hold three Title III professional development sessions in 2014-15 SY which are intended to have a positive impact on teachers' practice, and to also produce an effective and a lasting significance on the teachers of ELLs' practice of teaching and learning. We are planning to invite network staff, as well as other speakers in the field of ELL research and instruction for our teachers and staff development under Title III LEP plan, and our Title III teacher will assist in that.

The topics of interest are as follows:

- TESOL Terminology
- ELL Data (country, city, and district)
- CR Part 154
- ELL Identification: HLIS, entry test: NYSITELL, ELL Placement
- Exit Test NYSESLAT
- Jim Cummins BICS & CALP & CUP
- Stephen Krashen - comprehensible input and affective filters
- ESL Strategies & Methodologies (hand outs)
- Needs of SIFEs and emergent proficient ELLs

- Video / power point presentation on ELLs' academic, social and emotional needs. We accomplish this by accessing the Office of English Language Learners Video Library to retrieve and present materials to support our vision. Some topics of interest are:

- Dr. Eugene E. Garcia - Delivering the Promise of Education to English Language Learners
- Dr. Eugene E. Garcia - What can we do to support to English Language Learners ? (5 “R” and 1 T)
- Mathematics Problem-Solving Strategies for ELLs in Elementary Grades
- Students with Interrupted Formal Education (SIFE):
- Text Complexity and English Language Learners - Building Vocabulary
- Aris/ ELL data
- Introduction of Title III AMAO Estimator Tool that allows our school administrators/teachers to see key information that allows for better designing programs for ELLs and make data-driven decisions that accelerate achievement for the ELLs.
- Ongoing Planning for Reading with ELLs

Part C: Professional Development

- Ongoing Planning for Writing with ELLs
- Ongoing Planning for Math with ELLs
- Ongoing Assessment of ELLs
- ESL methodologies and Strategies
- On the use of data in order to help ELLs to succeed and close the achievement gap (NCLB)
- What to do with Newly Arrived ELLs
- Long-Term ELLs, and ELLs and classroom libraries
- Scaffolding Social Studies for ELLs
- Scaffolding Science for ELLs

• The Title III teacher will also attend some PD sessions offered by DOE, Department of ELLs, and OELL on various topics such as ELL Academic Language Writing Works shop, and others as her schedule permits.

Some topics of interest are:

- Latest brain research and second language acquisition:

"Brain Research: Keeping ELLs in Mind

Neuroscience, like pedagogy, looks at learning, but from a substantially different point of view. This difference can be illuminating and exciting in its implications for classroom practice, especially for teachers of English Language Learners, who are responsible not only for delivering curriculum content but for doing so in such a way that it will be effective for students struggling to learn a new language. Educators are more likely to be successful when they have a deeper understanding of the cognitive, cultural, and emotional aspects of learning.

- Our Title III teacher, who is an NYU alumni will also attend professional development sessions offered by NYU on her personal time and at no cost to Title III budget. As a member of the "The ELL Think Tank Team", our Title III teacher attended the first meeting this year which was held on October 7, 2014 at NYU, Steinhardt School of Culture, Education and Human Development. The second meeting is scheduled on November 17, titled: Why Test-Based Reforms Fail Emergent Bilinguals.

Our Title III teacher will attend more of the ELL Think Tank meetings as they are offered to keep up with research and developments in the field of language acquisition.

- PD on preparing the Title III Plan as well as other PDs required for compliance matters .

•••Our First Staff Development session will be held on this coming election day, and the other two will be held in 2015.

Although the following are not part of the Title III budget, but additional staff development sessions are in order as follows, at PS 017K:

- All teachers of ELLs, cluster teachers and the Title III teacher, are provided opportunities during the 80 minutes Mondays' professional development sessions, and on Election Day to demonstrate/ model appropriate instructional strategies and methodologies to provide standard-based instruction. This will include the 7.5 hours of mandated training as per Jose P., to our general education teachers, all staff, and 10 hours of Jose P. PD to special education teachers. The goal for this PD is to inform teachers about equitable and fair education of all ELLs as per mandate.

Part C: Professional Development

- Professional development on DOE Expectations & Common Core State Standards Initiative was given by Dr. Marchi in September, and all teachers of ELLs as well as the Title III teacher were in attendance.
- PD on Danielson Frameworks as well as MOSL were also given by Dr. Marchi in September, and all teachers of ELLs as well as the Title III teacher were required and attended.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

In compliance with our Title III planning, parents of ELLs are invited to three ELLs' Parents' workshops at school. We also evaluate the needs of our parents of ELLs through surveys, conversations, and through PTA meetings, and plan accordingly if more parent workshops are needed.

We are planning for the following workshops and meetings with the parents of ELLs for 2104-15 SY.

1.

Parents of ELLs will be invited to attend one workshop that will include watching videos / power point presentations on ELLs' needs and how parents can help their children succeed for future and college readiness.

We will access the Office of English Language Learners Video Library for the following topics of interest:

- Challenging Texts and Motivation
- Teaching Vocabulary to English Language Learners

Q&A will follow.

2.

A workshop will be offered for computer literacy for parents of ELLs to navigate and make sense of the DOE website, ARIS, and other valuable sites and tools for information and for retrieving instructional/ learning materials as needed.

- Computer literacy training for parents of ELLs
- How to navigate DOE site,

Part D: Parental Engagement Activities

- To inform parents of ELLs about the latest second language acquisition research, parents' rights, and the DOE resources for parents.

3.

We will hold a parent orientation information session about NYSESLAT in March 2015 .

We will also inform parents of ELLs of other workshops held by universities for the parents of ELLs, and any interesting topics that might appeal to the parents of ELLs during 2014-15 SY. This task is accomplished by sending letters home. We usually retrieve these info from DOE site as they become available.

Parents of ELLs are also given tools and information about the latest research on reading to their children in their native language, and the research based findings of transference of literacy/ numeracy skills across languages.

In addition to Title III planning for parental involvement as mentioned above, through the efforts of the Principal, teachers of ELLs, the Parent Coordinator, the Title III teacher, and all staff at PS 17, parents of ELLs are actively involved in all school activities open to the rest of the school on ongoing and continuous basis.

Although not part of the Title III plan, but parents of ELLs are invited to the parent orientation as per mandate under CR Part 154 during each academic year as needed. The teachers of ELLs as well as the Title III teacher also contact parents of ELLs during the mandated 40 –minute block of time on Tuesdays for parental engagement activities as per the UFT collective bargaining agreement of 2014.

Additionally, to engage parents of ELLs, the following are a regular practice at PS 107K:

- We invite all parents including the parents of ELLs to attend PTA meetings to learn of their individual needs and concerns.
- Parent Teacher Conferences are the other opportunities when parents visit and find out about their children's progress or lack of it. Parents of ELLs are highly encouraged to attend. Flyers will be distributed to inform and remind parents about these conferences. Additionally, the principal, the parent coordinator, staff, teachers of ELLs, and the Title III teacher remind children of the dates many times before the conferences are held.
- All parents including the parents of ELLs are informed and encouraged to attend the shows and events held at PS 17 to celebrate holidays, graduations and other noted events.
- Also, throughout the year, the Title III teacher keeps a close contact with the parents of ELLs, informing them of the children's progress or any concern that they might have.
- The Title III teacher reaches out and provides information on multiple ways parents can model and encourage great literacy/numeracy habits at home. This is accomplished on one on one basis.
- There are always some postings of the latest research material with regards to ELLs and second language learning/acquisition near by the ESL room and in the hallways to inform all ELL parents and ELL stakeholders at school.

We also provide translation services:

Our school is subscribed to eChalk website that translates all our communications into 37 languages so

Part D: Parental Engagement Activities

the parents of ELLs can receive all information in their language of preference.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	<u>6667.28</u>	<u>Per session hours for one general education teacher, and one Title III teacher including fringe benefits.</u>
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	<u>4,532.72</u>	<u>Acquisition of Pearson English Learning System for ELL After School program and ELL Saturday Program. (The ELL component of ReadyGEN)</u>
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 00	Borough select one	School Number 000
School Name type here		

B. Language Allocation Policy Team Composition [i](#) 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 type here	Assistant Principal type here
Coach type here	Coach type here
ESL Teacher type here	Guidance Counselor type here
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator type here
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	Total number of ELLs	ELLs as share of total student population (%)	%
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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 type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input 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														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
SELECT ONE														0
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

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

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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL										0

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	0	0	0	0	0	0	0	0	0	0
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	
	ELL	EP	ELL	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	
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
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

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)														0
Intermediate(I)														0
Advanced (A)														0
Total	0													

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
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:

- 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.
Paste response to questions here:
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Paste response to question here:

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](#))
Paste response to question here:
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?**Paste response to questions here:**
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](#).)
Paste response to question here:
6. How do you make sure that a child’s second language development is considered in instructional decisions?
Paste response to question here:
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?**Paste response to questions here:**
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Paste response to question here:

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](#).)
Paste response to question here:
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.
Paste response to question here:
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 [\[see tool kit\]](#).)
Paste response to question here:
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.
Paste response to question here:
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.
Paste response to question here:
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. 
Paste response to question here:

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])?

Paste response to questions here:
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)?

Paste response to questions here:
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.

Paste response to question here:
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Paste response to question here:
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Paste response to question here:
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).

Paste response to questions here:

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?

Paste response to question here:

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?

Paste response to question here:

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

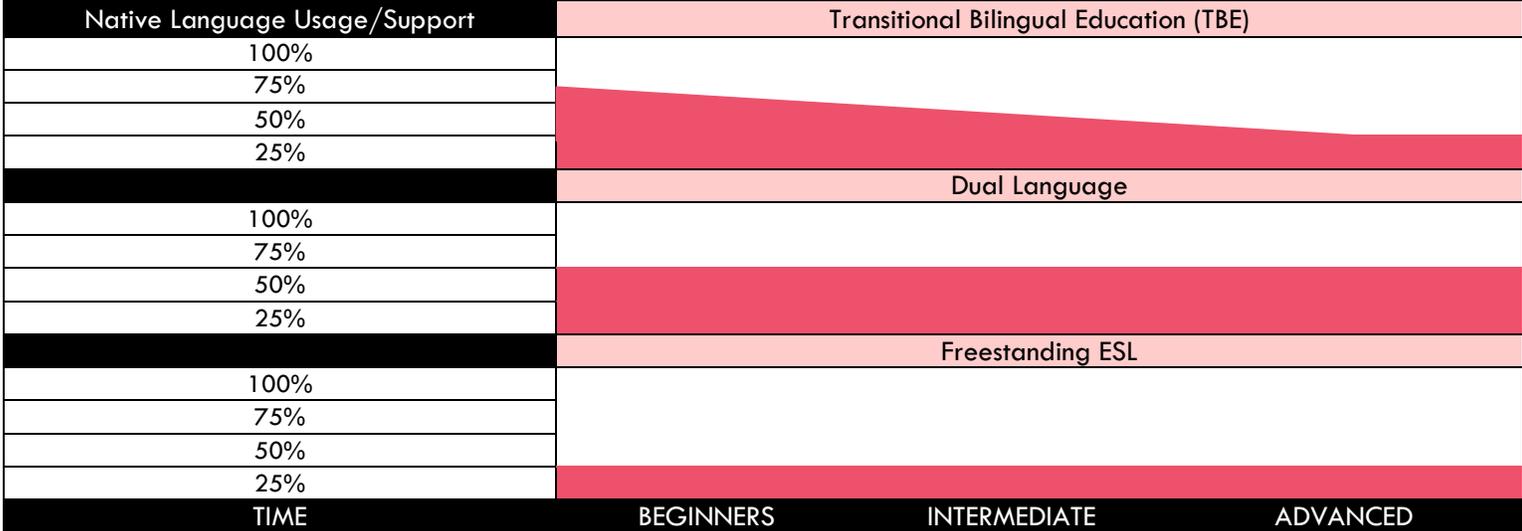
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

	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

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.
Paste response to question here:
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Paste response to question here:
11. What new programs or improvements will be considered for the upcoming school year?
Paste response to question here:
12. What programs/services for ELLs will be discontinued and why?
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.
Paste response to question here:
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
Paste response to question here:
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Paste response to question here:
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
Paste response to question here:
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.
Paste response to question here:
18. What language electives are offered to ELLs?
Paste response to question here:
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)?

Paste response to questions here:

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.

Paste response to questions here:

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?

Paste response to questions here:

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **14B017** School Name: **PS 017**

Cluster: **6** Network: **CF 612**

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.

Our school utilizes various sources of data to have a comprehensive picture of the linguistic diversity in our school :

- (a). Home Language Indicators on ATS;
- (b). Parent conversations;
- (c). Parent surveys are also used to determine the need.

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

Our written and oral interpretation needs can be categorized as follows:

- (a) All parent memos in top 4 languages: Spanish, Polish, Arabic and English;
- (b) The HLIS and other ELL related communications such as letters of entitlement, proficiency, continuation of services, etc were sent home in the language spoken at home;.
- (c) Simultaneous translation in Polish and Spanish during various workshops that will be hosting for parents in 2013-14; and
- (d) Parents can also walk into the office for any concern and be met by a caring individual who will help them both for their concern as well as translation as needed.

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.

(a). We also use DOE 's pre-translated letters to communicate with parents on specific subjects;
(b). In addition to that, teachers and staff also help in translating specific letters that need to be sent home on individual case basis;
(c) Our eChalk community, is a web-based center for communication between school and families. This resource network is available to PS 17 community. Parents, guardians and families can view school events and daily announcements plus their child's classroom 's announcement and assignments posted by the classroom teacher. eChalk can be surfed in 36 langauges.
ESL program also posts recent research on second langauge acquisition and development along with class schedules and the projects and activities the program offers to our ELLs in Spanish.

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.

* School will determine the need as the situation arises, and school will provide the needed oral translation and interpretation as described in Section A to meet the requirement.

* Phone master messages in students' home language as indicated in ATS

* Once the need is identified, we will search our inventory of available language skills amongst our paras, teachers, staff and volunteer parents. If the need can be easily met at home, we will take care of it here at PS 17. And if the language need is beyond our ability we will assess our options and utilize an outside contractor, such as DOE translation services via email submission in necessary languages.

AT PS 017, we also have the following language structure in place for oral and written translation and interpretation as the case may require:

- (a) There are several teachers, paras, and staff that speak Spanish and Polish and they assist in translation, interpretation and communication with parents and families;
- (b). PS 017 eChalk;
- (c). Our parent coordinator M.s Alicia Rojas has bilingual fluency in Spanish;
- (d). Phone master messages in students' home language as indicated in ATS,
- (e). Simultaneous translation in Spanish and Polish for all parent workshops; and

(f). Attendance teachers are bilingual (English/Spanish) Our Parent Coordinator , Alicia Rojas provides translation during the registration process, school aides provide translation when making attendance phone calls as well as during the registration process. Ms. Saney , our ESL teacher and ELL coordinator is literate in Arabic and French, with comprehension in Bakhtyary, Turkish and Kurdish and has bilingual fluency in Persian . She helps our culturally diverse population.

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>.

Chancellor's Regulations A-663 regarding Parental notification requirement is met by our school language need structure, It "establishes procedures for ensuring that LEP parents are provided with a meaningful opportunity to participate in and have access to programs and services critical to their child's education."

- (a). Bill of Parent Rights are available upon registration and through the Parent Coordinator, Ms. Alicia Rojas and also in the guidance department;
- (b). The parents' rights are also posted in guidance department and at the main entrance;
- (c) Availability of translation services is posted in the guidance department as well as at the main entrance of the school;
- (d). The safety plan includes procedures that ensure that all parents have access to administrative communication regardless of language barriers;
- (e). The school uses the Department of Education translation services to provide memos and documents to parents of the eight official languages as needed; and
- (f). The school website will provide information in each of the covered eight languages with regard to the right of parents to translation services.