

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

**School Name:** PS/IS 137 RACHEL JEAN MITCHELL SCHOOL

**DBN (i.e. 01M001):** 23K137

**Principal:** ZINA COOPER – WILLIAMS

**Principal Email:** [ZCOOPER@SCHOOLS.NYC.GOV](mailto:ZCOOPER@SCHOOLS.NYC.GOV)

**Superintendent:** MAURICIERE DE GOVIA

**Network Leader:** MARIA QUAIL

**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
Zina Cooper - Williams	*Principal or Designee	
Michel Mok	*UFT Chapter Leader or Designee	
A. Reels	*PA/PTA President or Designated Co-President	
Geraldine Walters	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Janice Johns	Member/ Parent	
	Member/	
Andrea Stewart	Member/ Parent	
Antoine Reels	Member/ Parent	
Tondaleia Gates	Member/ Parent	
Melonie Ray	Member/ Parent	
	Member/	
Claudette Bolen	Member/ Teacher	
Kenneth Rivers	Member/ Teacher	
Marian Burton	Member/ Teacher, Chair	
	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	
<b>x</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>x</b>	▪ 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)
<b>x</b>	<b>Academic Intervention Services (AIS)</b>
<b>x</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>x</b>	<b>Parent Involvement Policy (PIP)</b>

## **Goal and Action Plan #1**

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

### **Annual Goal #1**

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

By June 2015, family and community engagement at PS137 will increase 1-3%, as measured by the 2014 – 2015 School's Learning Environment Survey Report.

### **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.

#### **Comprehensive needs assessment**

There is an increasing need to improve community and family engagement for our school community as depicted by the 2013-2014 School's Learning Environment Survey. Although the school regularly communicates and provides information to families, we must provide parents and families with more opportunities to voice their ideas and involve themselves in our school community. We must also use various methods of communication (e.g. email, school website, newsletter, meetings, school message system, communicate in multiple languages) to inform and engage our families in the school community.

### **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**

- The school's Parent Coordinator will provide monthly workshops for parents based on a parent survey and needs assessments.
- The parent coordinator will collaborate with the PTA and plan monthly meetings to address the needs of our parents.
- Parents will receive a parent handbook of parent and student expectations.
- Parents will be invited to quarterly assembly programs to recognize student achievements and attendance.
- Parents will receive a monthly calendar of events and workshops.
- Progress reports will be distributed to parents in addition to regular scheduled report cards to inform our parents about student progress. A monthly newsletter, informational notices about our school or upcoming school initiatives will be sent to parents via student's backpack, postal service, phone message or email.
- Parents will be regularly informed about school expectations, implementation of the common core learning standards, workshops, student performances and ongoing events.
- Parents will receive interim progress reports in addition to the quarterly report cards. Individual parent conferences will be scheduled to monitor and communicate student progress.
- School leaders will ensure that parents receive a copy of our parent policy and attend monthly meetings hosted by the Parent Coordinator.
- Parents will be encouraged to complete feedback forms after attending the monthly meetings so that the improvement of community and family engagement can be examined.

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

Parent Coordinator - Use of data from Learning Environmental Survey, parent policy and procedure, assembly programs

PAC/PTA President: Requests from parent surveys

Principal: Parents handbook, calendar of events for parent

Students: Progress and quarterly report card

SLT: Minutes from School Leadership Team

Assistant Principal: Newsletter, informational notices

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

- Parent workshop outcomes
- Minutes from parents meetings
- Evidence of the effectiveness of protocols written in handbook.
- Turnouts at monthly assemblies with feedback
- Parents responses to the calendar
- Progress reports
- Parents responses to newsletter and informational notices
- Student academic growth from parent workshops in Common Core Standards
- SLT reports
- Quarterly feedback from students , teachers and parents ( School Wide Environmental Survey)
- Newsletter dissemination

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

1. September 4, 2015 -June 26, 2015

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

- Parent workshops will help familiarize parents with the curriculum and its alignment to the Common Core Learning Standards. Parents can better assist students with homework assignments and research projects.
- The school's Parent Coordinator and PAC/PTA monthly meeting serves to inform and update parents on reformed practices such as Chancellor's instructional Expectations (CIE).
- Parent handbook will establish PS137 school expectations.
- Parent monthly calendar of upcoming events and workshops that will occur during the school year.
- Progress reports will be distributed to parents in addition to quarterly scheduled report cards. They will inform parents of student progress, important notices. Mailings will be sent to parents as open constant communication channel. Students will bring home weekly notices of information about workshops and ongoing events. Individual parent conferences scheduled to monitor and communicate student progress.
- The parent policy provides guidelines and procedures for school and home partnership.

**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).

The school will create more parental involvement by

- Providing flexible schedule for parent workshops to accommodate their availability.
- Increasing the communication channel through School Messenger, newsletters, flyers, parent outreach, and an open door policy for classroom environment.
- Monitoring progress through monthly assembly programs for informal parental feedback.
- Providing consistency with monthly calendars and workshops

- Introducing multiple resources to disseminate information in parents' workshops. Use of technology and guest speakers
- Making parent policy user friendly.
- Writing feedback questionnaire that are readily understood and easy to complete

***Budget and Resource Alignment***

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

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

The following programs and workshops have been designed or implemented by PS/IS 137 and parents:

- Parent Math and Literacy Development
- Parenting Skills/Family Support Resources.
- Leadership Development (P.T.A, PAC, SLT, Learning Leaders, and other subcommittees)
- Understanding and participation in instructional initiatives
- Workshop on Title 1 laws and the No Child Left Behind Act of 2001
- Dial - a Teacher (212) 777- 3380 ( Monday thru Thursday 4:00 pm – 7:00 pm)
- School-Based Support Services
- Provide the coordination, technical assistance, and other support e.g. (Parent Coordinator, Lead Teachers, Assistant Principals) in planning and implementing effective parent involvement activities to improve student academic achievement and school performance.
- Conduct outreach activities and parent training, especially new parents and non-English-speaking parents.
- Provide a Parent Room in which parents feel welcomed and can use to coordinate parent involvement activities
- Provide resources for family outreach to assist and inform parents, and involve them in the school community.

Per Session funding will be used to fund additional home visits and outreach. Title I Funding for parental involvement to conduct workshops for parents.  
 Translation funding used for outreach to Spanish speaking parents.

## **Goal and Action Plan #2**

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

### **Annual Goal #2**

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

By June 2015, teachers will receive ongoing Professional Development aligned to the components of the Danielson Teaching Framework to enhance teaching skills resulting in improved student outcomes.

### **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.

To ensure pedagogy is in alignment with the Common Core curriculum, administrators will complete short, frequent classroom visits for informal observations and formal observations. The observations will evaluate professional practices; provide meaningful feedback and next steps to develop instruction linked to professional development.

### **Instructional Strategies/Activities**

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

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

- Danielson Framework rubric to provide frequent teacher feedback
- Professional visits to classrooms: At least fifteen minutes of informal observations and/or daily snapshots. Providing next steps for all pedagogues.
- Formal observations with pre and post observation conferences to enhance teacher performance.
- Professional development for all pedagogues in all 8 components of the Danielson Framework.
- Teacher team meetings to discuss strengthening of students' academic growth across grade/subject areas and teacher needs assessment

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

- Principal – Availability of copies of Danielson Framework rubric, Teacher Needs Assessment survey/form, Administrator calendar and observation schedule
- Assistant Principal- Danielson teacher observation template, Schedules for teacher conferences
- CFN Support Team (101): CCLS curriculum and lesson planning
- PREK – 8<sup>th</sup> grade Teachers: Lesson plans, student work, and other artifacts, Teacher Needs Assessments

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

- MOSL, standardized tests and other scholar performance data such as Unit tests, BOY, MOY, EOY, Diagnostics and Predictive tests will be the target to evaluate progress in instruction and learning.
- Mid-year and end of year reviews of formal and informal observations for teachers.
- Classroom snapshots to evaluate teacher progress, effectiveness, and needs assessment
- Formal observations with pre and post observation conferences to enhance teacher performance.
- Professional Development for all pedagogues in all 8 components of the Danielson Framework.
- Teacher team meetings to discuss the strengthening of students' academic growth across grades and subject areas and teacher needs assessment
- Overall student performance on the school's 2014 – 2015 Student Report Card (reveals academic growth in student performance). Teacher self-

assessments on selected components of a research-based rubric by Charlotte Danielson.

- Cumulative Professional Development provided to teachers and is utilized by them to advance student outcomes. Individual Professional Development Plan for each teacher based on Charlotte Danielson Teaching Framework with next steps after each formal, informal observation or daily snapshot. Low inference note taking using Danielson research-based rubric to evaluate teacher effectiveness.

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

1. September 4, 2014 – June 26, 2015

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

- The Administrative Team will make frequent informal classroom visits
- Daily snapshots will be conducted using a rubric containing Charlotte Danielson Framework for Teaching. Cycles of observations will be completed according to teacher selection (Option #1 -1 Formal and 3 Informal Observations, Option #2 6 Informal Observations , Option # 3 for Highly Effective Teachers Only 3 Informal Observations w/ classroom inter-visitations and Option #4 for Effective Teachers 4 Informal Observations).
- Timely feedback will be shared to enhance teaching practices and improve student achievement.
- Weekly teacher teams meetings will be conducted across the grades that focus on increasing student learning.
- Teachers will provide multiple entry points to enhance learning opportunities for all students.
- Next steps for continuous improved student outcomes will be discussed.
- During teacher team meetings student work will be analyzed, compared to a rubric and the expectations of CCLS to understand how students are learning.
- The teacher teams will engage in cycles of inquiry to analyze baseline, school wide and teacher made assessments and make instructional adjustments/ differentiate to meet the needs of all students

**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).

Many opportunities for families and parents will be provided throughout the school year to learn about the expectations of the Common Core from the school's PTA, Parent Coordinator, Teachers and Administrators. Parents will be able to access their child (rens) data and information about the Common Core via the ARIS Parent Link and DOE website. Notices to families with results from the Common Core Aligned Assessment for ELA and Math from the 2014-2015 School Year will be sent home to families in the fall of 2014. Parents will receive interim progress reports in addition to the quarterly report cards. Individual parent conferences will be scheduled to monitor and communicate student progress. The school will continue to maintain an open door policy to parents and families that have questions or concerns about the progress, performance of social or physical needs of their children

**Budget and Resource Alignment**

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

X	Tax Levy	X	Title IA	X	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.

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### Goal and Action Plan #3

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

#### **Annual Goal #3**

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

*By June 2015, students of grades 3 – 8 will acquire academic gains aligned to the common core standards by 1 to 3 percent for the 2014 – 2015 school year when compared to the 20113 – 2014 school data.*

#### **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.

- Decrease in Proficiency Levels 3 and 4 on the newly implemented Common Core aligned NYS English Language Arts exam for students in Grades 3 through 8.
- Decline in academic performance to analyze various texts, make connections and critically think across subgroups, specifically Students with Disabilities and English Language Learners (ELLs). The increase of students with IEPs in Grades 3-8 (10% to 42%) contribute to the overall decrease in fluency and reading comprehension. Although English Language Learners represent a small percentage of our school population (2%), the deficiency of foundational language skills for their formal academic growth contributes to the decline.
- One of the reading skills identified for improvement relates to comprehension of non-fictional and informational texts.
- School wide focus on strengthening student ability to create coherent pieces of written work.
- The use of higher ordered vocabulary is an area of concern.

#### **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.

- **Strategies/activities that encompass the needs of identified subgroups**

1. The instructional programs identified to target our student academic needs in English Language Arts are:

- Reading Street Common Core for Pre-K through-5
- Prentice Hall Common Core Literature for grades 6 -8
- Buckle Down in Balanced Literacy for grades 3-8
- Ready New York English Language Arts Instruction for K-8
- Ready Gen for grades K – 5
- Code – X for grades 6 - 8

All resource books are Common Core aligned. Individualized homework assignments and worksheets are provided to reinforce and improve specific skills. Struggling students are targeted for after school intervention and Saturday Academy.

1. The school-wide focus is to provide multiple entry points to enable all students to meet higher standards of learning. Trade books and leveled readers are resources used to differentiate instruction. Technology such as Smart boards and multiple types of software create an engaging and interactive classroom.
2. Our reading curriculum develops students' ability to analyze all genres of literature with emphasis on informational and nonfictional texts. In order to meet individual and collective student needs, the use of flexible grouping contributes to improving student performance.
3. Students engage in the writing process and must produce a monthly written piece for their student portfolios. The resources used in the English Language Arts portion allow students to develop their writing through use of workbooks equipped with writing prompts and through use of laptops and other forms of technology.
4. Through Common Core aligned ELA curricula (Prentice Hall Literature and Reading Street) students are exposed to rich texts that contribute to the development of higher order vocabulary. Also, the use of Questioning and Discussion Techniques (Danielson 3b) in daily instructional practice further helps to develop this skill in our students.

- Use of enrichment for accelerated students.
- Teacher Teams Inquiry target for struggling students on levels 1 and 2.
- Language provision for ELLs.

• **Key personnel and other resources used to implement each strategy/activity**

- 1. Classroom teachers will implement instruction through the use of the identified ELA Common Core aligned programs and Lead Teacher will support lesson planning, individualized coaching for teachers identified by the Administrative Team.
- 2. Classroom Teachers
- 3. Classroom Teachers
- 4. Classroom Teachers will begin process for monthly pieces during class and teachers who are available will receive per-session to push the instructional agenda during RTI Academic Afterschool Program.
- 5. Classroom Teachers/ Lead Teacher will provide support if necessary.

• **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

- Students are targeted for pull -out or push- in AIS support based on scores from 2014-15 School Year.
- Benchmark Assessments from Reading Street and Prentice Hall Literature and cycles of observations will be used to monitor student progress.
- Student performance is tracked using Fountas and Pinnell Benchmark Assessments to identify their Lexile level. Reading programs containing built-in Benchmark Assessments are used to evaluate various performance skills.
- Response to Intervention Afterschool Program and the Academic Afterschool Program are available for students in Grades 1-8.

- AIS on foundational reading skills and literacy through writing especially for SWDs and ELLs.
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- **Timeline for implementation and completion including start and end dates**

1. The timeline for implementation and completion of all components (1-5) is September 2014 through June 2015.

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

1. Professional Development in instructional intervention strategies will be presented by Lead Teachers, Instructional Lead Teacher, Administrators, Coaches, Network Specialist, Teachers, and Support Staff to classroom teachers to differentiate instruction for students.
2. Strategies to help regular classroom teachers and special education teachers collaborate and encourage mainstreaming for IEP students as a part of Phase I is ongoing. Inter-visitations within our school building, peer schools and network schools to observe and understand strategies to improve intervention and address the needs of Students with IEPs as well as English Language Learners.
3. Cohesive curriculum planning will be used at Teacher Teams across grades and subject areas. Teachers will adjust the Curriculum Maps where required as they reflect on the impact of their instructional practice on student achievement and goals. Grade Leaders communicate across grades at Common Planning time and at Grade Meetings. Discussion of themes, skills, and curriculum focus will allow consistency of curriculum and instruction. Our school has integrated Project-Based Learning across disciplines to scaffold instruction and make meaningful connections within the Common Core Learning Standards. Grade Leaders have been designated to share ideas and collaborate on classroom practices and to turnkey relevant information. Common Planning within grades is observed weekly to increase collaboration and best practices. Ideas and practices are shared across grades and disciplines. Support for using data to drive instruction is given by Data Specialist, Grade Leaders, Lead Teacher, and Administrators which will lead to full implementation of data driven instruction, school-wide.
4. Instructional Lead Teacher will be used to support teachers in engaging teachers throughout this process. Time will be allocated on Mondays from 2:40pm-3:30pm for Professional Development opportunities for teachers to learn to incorporate additional strategies to assist students with mastery.
5. Professional Development will be delivered by Administrators, Lead Teacher, Coaches, Network Instructional Specialist, Consultants and Teachers in Using Data to Differentiate Instruction, Developing Higher Ordered Vocabulary, and Implementation of the Common Core Learning Standards, Depth of Knowledge, Curriculum Mapping and Unit Planning and will be ongoing. Additional topics included are: Strategies to Increase Reading Comprehension and Literacy through Writing based on grade and classroom needs. Writing skills are part of the focus areas of needed improvement. There is a need for increased time for feedback, reflection and discussion during grade meetings, professional development, and cabinet meetings. Lead Teacher will also push-in and model skills and strategies in classrooms.

### ***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).

### **Strategies to increase parental involvement**

Parent workshops are part of the curriculum planning to gain more parental involvement and support for student academic performance and character building. Teachers are receiving more professional development and partnering with a Community based organization based on funding availability to

support character building and a social skill that leads to increased academic performance.

#### Strategies for attracting Highly Qualified Teachers (HQT)

Team Leaders and Grade Leaders have been designated to share ideas and collaborate on classroom practices and to turn-key relevant information. Teachers are selected to present professional development topics related to their expertise. This builds capacity within our building and allows teachers to have leadership roles within the school community. Teachers are sent to training to outside vendors and network professional development opportunities to expand on their content based knowledge and then to turn-key information at grade meetings and professional developments. Teachers are provided opportunities to participate in seminars and conferences to stay abreast of current practices in education. Teachers are selected to participate in school retreats to discuss school improvement strategies. Our teachers are valued and treated as partners that share in making decisions for our students. Each classroom is equipped with 21st century technology and our teachers are provided with the tools that are needed to ensure they are able to effectively implement best practices. An open door policy is maintained by administration in which teacher can receive regular feedback about their teaching, discuss student progress, and school concerns or to make suggestions.

#### Service and program coordination

As part of The No Child Left Behind Act (NCLB) and our goal is to raise academic standards, and close achievement gaps, our school offers our families and students choices. We are a Phase 1 School in which all students zoned for our school is able to attend including students with special education needs. To ensure that students with disabilities are educated alongside age appropriate peers in a general education classroom we have a Collaborative Team Teaching Class (CTT). This class consists of one general education teacher and one special education teacher, reducing student/teacher ratio. We have a full day Pre –Kindergarten program in our school to begin building foundational skills early in alignment with the CCLS to ensure our students receive rigorous instructional task that will prepare the for the upper grades, high school, college and a future career. We have a response to intervention program and also AIS (Extended Time, Extended Day, Small Group Instruction, One on One Tutoring, After School and Saturday School) for our ELA and Math Programs. Our at-risk students are targeted, administered a diagnostic assessment and item analysis is performed by the teacher. Academic goals are set and an action plan to help our students meet their goals is developed. Our Teachers differentiate instruction focusing on the needs of each student, and integrate technology into lessons to address different modalities and learning styles. Ongoing on and off-site professional development opportunities are available to our teachers and service providers according to our school, teacher and student needs. Current professional development opportunities are focused on the Common Core Learning Standards (CCLS), looking at student work and improving teacher effectiveness. Our teachers are part of the decision making process and provide feedback to administration to determine implementation of our ongoing PD opportunities. We utilize the talents of our teachers to implement professional development as well as our Network and outside consultants.

#### Budget and resources alignment

Funds from Highly Qualified (SWP) for professional development to hire educational consultants. Utilizing Children First Network resources to support teachers training. Per Diem funding used to cover classrooms for professional development workshops. Internal D.O.E. funding used to support Citywide Workshops and programs for teachers. Per session funding for afterschool academic intervention for grades 3-8.

***Budget and Resource Alignment***

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

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

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## 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.

To continue to deepen and broaden work around the Common Core Learning Standards (CCLS) by engaging closely with and examining implementation of the Citywide Instructional Expectations (CIE).

### **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 complex nature of the CCLS requires that we continuously work on taking a deeper dive into aligning and implementing the CCLS into our day to day work to ensure that students are meeting and exceeding the rigorous demands of the CCLS.

### **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.

#### **- Strategies/activities that encompass the needs of identified subgroups**

- An instructional school based CCLS planning team will be identified to support and plan the implementation of the citywide instructional expectations.
- The instructional team will participate in a professional learning communities lead by our Model, Lead, and Teacher Team Leaders. The PLCs will focus on embedding formative and summative assessment within common core aligned instructional units.
- A school based Professional Development Calendar will be created revised and implemented to outline professional learning opportunities for the school year.
- School leadership will meet weekly with the instructional team, join teacher team meetings weekly, and coordinate this work across grades and content areas to ensure fidelity and implementation.
- Teachers will engage in job embedded professional learning activities, to secure the implementation of pedagogical practices that focus on the following instructional shifts:
  - In math, require fluency, application, and conceptual understanding.
  - In literacy, social studies and science; require students to ground reading, writing, and discussion in evidence from text, and build a solid foundation of text dependent questioning strategies to support deeper inquiry into content.
- Teachers will develop a shared understanding of the CCLS and the expectations of college and career readiness by immersing in rigorous, ongoing professional development.
- Teachers will participate in weekly team planning meetings that focus on the implementation of the CCLS by collaboratively analyzing student work products.
- Teachers will produce units and lesson plans utilizing UDL to support all learners.
- In literacy, teachers will design/implement rigorous task that ask students to read and analyze informational texts, write opinions and arguments.
- In mathematics, teachers will design/ implement rigorous tasks that will demonstrate the student's ability to model and / or construct and explore the reasoning need to arrive a viable solution.
- In mathematics, teachers will reorganize math content into fewer topics allowing for more time to focus on the major work of the grade as part of the Citywide Instructional Expectations.

- In literacy teachers will infuse opportunities for students to engage with balanced literacy and informational text as well as text sufficiently complex for the grade band.

- **Key personnel and other resources used to implement each strategy/activity**

Teachers, Administration, Support Staff, Parents

- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

Administration will monitor implementation by adjusting the school's observation protocol to reflect the identified instructional shifts. Progress, effectiveness and impact will be evaluated on an ongoing basis at grade and teacher team meetings.

- **Timeline for implementation and completion including start and end dates**

September 2014 – June 2015

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

Built in Professional Learning opportunities on Mondays, Subject/ Grade Common Planning Time

***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).

Providing frequent opportunities for families to engage in the learning process will be paramount in what we do this year. Common Core Workshops for parents are scheduled by our school's Parent Coordinator, Administration and Teaching Staff

***Budget and Resource Alignment***

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

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

NA

## 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.

- **Strategies/activities that encompass the needs of identified subgroups**
- 6.
- **Key personnel and other resources used to implement each strategy/activity**
- 1.
- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- 1.
- **Timeline for implementation and completion including start and end dates**
- 1.
- **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***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Grades K-2  Words Their Way, Reading Street Decodable Books  Early Childhood RTI- Grades 1 and 2 – Reading Street Intervention Kit  Grade 3-8 -I Ready and Ready materials, Buckle Down Reading  CCLS  Grades 7,8- Writing skills	Small group instruction, targeted students for intervention based on performance data reports.	After School  All grades- 2 hours, Wednesday and Thursday 2:40 PM – 4:50 PM]
<b>Mathematics</b>	Grades K-5  Go Math CCLS, My Math K - 5  Glenco Math 6-8 , CPM3 Math 6 - 8  Grades 3-8 -I Ready, Ready, Solve It Math, Strategies for Math Success- Problem Solving, additional help for grades 3-8- preparation for New York State exams and Integrated Algebra Regents	Small group instruction, targeted students for intervention based on data reports	After school  All grades 2 hours, Wednesday and Thursday 2:40 PM – 4:50 PM]

<p><b>Science</b></p>	<p>Grade 4- Science test preparation and support/ lab instruction</p> <p>Grade 8 – additional help and preparation for NYS Science Test, Exit Project and Living Environment Regents exam</p>	<p>Small group instruction, targeted student based on performance data through summative and formative data.</p>	<p>After School</p> <p>50 minutes Wednesday and Thursday, lab time during school day</p>
<p><b>Social Studies</b></p>	<p>Grade 8-research support for students completing exit projects</p>	<p>Students completing 8<sup>th</sup> grade requirements for graduation whom need additional help and support</p>	<p>After school and during school designated library research time</p>
<p><b><i>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i></b></p>	<ul style="list-style-type: none"> <li>• ERSSA counseling for targeted at risk students</li> <li>• Peer Pressure and Bullying conferencing and prevention counseling</li> <li>• Individual counseling</li> <li>• Evaluation of referred at –risk students</li> <li>• Parent conferencing and referrals for outside CBO counseling services</li> <li>• Conflict resolution</li> <li>• Articulation-Middle School/High School</li> <li>• College and Career Readiness</li> <li>• Child Abuse Prevention /Intervention</li> </ul>	<p>One to one, small group, whole class, teacher professional development</p>	<p>During school hours, after school, before school</p>

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

5. All elements of the *All Title I Schools* section must be completed\*.
6. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
7. 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.		
<b>School Wide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>Non-Title I</b>

**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.
Our highly qualified staff is led by team grade leaders. Their role is to share ideas and foster collaboration on classroom practices. Teachers participate in seminars and conferences to update their knowledge of current pedagogical practices. Outside training and retreats are provided to expand on content based knowledge and discuss school improvement strategies. Increasing capacity within the building expands teacher leadership in the school community. Communication between administrators and staff is fostered by an open door policy. These initiatives combine with up to date curriculum, technology and resources to create an environment that supports highly qualified educators.

**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).
Overall student performance on the school's 2012 – 2013 Progress Report will reveal an increase in overall student performance 3 points. Teacher self assessments on selected components of a research- based rubric by Charlotte Danielson. Individual professional development plans for each teacher based on Charlotte Danielson Teaching Framework with identified next steps after each formal, informal observation or daily snapshot.

**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 <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
The new teacher evaluation using the Danielson framework has been the focus of use of funding for professional development. We have used the Title I funding to have a professional service provide a series of professional development unpacking the Danielson Framework for the purpose of creating a community of highly qualified effective teachers .Interdisciplinary professional development using the Common Core Standards has been modeled in a series of Professional development in social studies. Assemblies for bullying and violence prevention have been conducted by a CBO

**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.).
Plans for the transition of early childhood into pre-school are: <ul style="list-style-type: none"> <li>• Reading Street Common Core for Pre-K through-5</li> <li>• Ready New York English Language Arts Instruction for K-8</li> <li>• My Math used for grades K through 5</li> <li>• Go Math used for grades K-5</li> </ul>

- New York City Science for Pre K - 5
- Houghton Mifflin Social Studies Grades K-5

**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.

School leadership Team, Teachers as cabinet members, Ongoing Formal and Informal Conversations with Teachers, Research on validity and usability, Teacher Team Meetings

**TA Schools Only**

**Use of Program Resources**

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

**TA Coordination with the Regular Program**

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

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

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

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

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**Parent Involvement Policy (PIP)**

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

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

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our

school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Snap Shot Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> 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 within our school's Library to provide 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;
- Communicating with families through our school's messenger system
- Provide a suggestion box in both the Main Office and PTA office to provide parents with opportunity to discuss parental needs, concern or make suggestions

**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 1<sup>st</sup> 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 with 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;
2. always try my best to learn .

**DBN: 23K137**

#### **4c. "Conceptual" Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$240,008.67	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$100,911.00	X	See action plan

Title III, Part A	Federal		X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$1,815,620.00	X	See action plan

**<sup>1</sup>Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs

- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

**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 <b>23</b>	Borough <b>Brooklyn</b>	School Number <b>137</b>
School Name <b>Rachel Jean Mitchell</b>		

### 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 <b>Zina Cooper-Williams</b>	Assistant Principal <b>Suzette Rose</b>
Coach <b>Naiyma Moore-Allen</b>	Coach <b>type here</b>
ESL Teacher <b>Linda Sedda</b>	Guidance Counselor <b>Janette Gutierrez</b>
Teacher/Subject Area <b>Ross Kempner/ Social Studies</b>	Parent <b>Andrea Stewart</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Jan Potter</b>
Related Service Provider <b>Ishwari Mohan</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### 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.	<b>2</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>2</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>00</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>305</b>	Total number of ELLs	<b>8</b>	ELLs as share of total student population (%)	<b>2.62%</b>
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# Part II: ELL Demographics

## A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

This school offers (check all that apply):

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

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	8	Newcomers (ELLs receiving service 0-3 years)	7	ELL Students with Disabilities	1
SIFE		ELLs receiving service 4-6 years	0	Long-Term (completed 6+ years)	1

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	7	0			0		1	0		8

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	
<b>Total</b>	7	0	0	0	0	0	1	0	0	8
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
<b>TOTAL</b>	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
<b>TOTAL</b>	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	
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

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

## 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)			1					1						2
Advanced (A)		1	2	1		1			1					6
Total	<b>0</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>8</b>

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</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					0
4					0
5	1				1
6					0
7	1				1
8					0
NYSAA Bilingual (SWD)					0

**NYS Math**

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

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			1						1
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.  
Fountas and Pinnell reflect that new ELL's students lacking foundational native language skills perform lower than non -ELL's at grade levels from K-3. Phonemic awareness and decoding skills remain the focus in these grades to build foundation for language acquisition. Varied entry points and learning styles are considered within classroom instruction.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
The NCLB Act requires all ELL students of one year to take the NYS ELA exam regardless of English language proficiency. Students are struggling with the English Language and cultural implications within the exam content. The overall NYSESLAT results show that students need more than one year of service to establish English Language proficiency. There are varying levels of proficiency across grades, however at least advanced proficiency is attained by 3-5 years of service. Listening and Speaking are the strongest skills regardless of grade level. The Elementary and Middle School results from NYS exams reflect the overall skill performance trend school wide that students need to focus on higher order thinking strategies, evaluating informational text, along with academic vocabulary, proficiency in reading comprehension and writing skills. |
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](#))  
Due to the changes in the scoring of the NYSESLAT, the ELA and Math State exams, it is difficult to make a clear and accurate analysis.
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?

Supplemental software Performance Series, I Ready and web based activities connected to the math and reading programs help teachers and ELL's monitor skills and progress in ELA and Math. Guided support from parents and students are part of the Performance Series Program and Reading Street which are differentiated based on individual needs. There are ELL based text and activities in the Common Core Aligned reading program geared to language comprehension and fluency. ESL periodic assessments given by the ESL teacher and interim assessments given by classroom teachers along with meetings with help develop differentiated instruction and collaboration for student progress. Our school has a curriculum beginning in Pre-K through 8th grade to support continuity and consistency of instruction for our ELL population. Small class size and the Workshop Model of Balanced Literacy enable students to interact with peers and be a part of group activities. Through periodic assessments, we have found that ESL students with foundational native language skills are able to transition to English and become proficient in fewer years than those students with little foundational native language skills. Teachers have been able to target skills needed to improve language proficiency and give ESL students additional practice in those identified skills. ELL's have difficulty passing the ELA state exams after only one year of ESL. These students still have difficulty with higher order vocabulary and their reading levels are below grade level. They move up to intermediate or advanced on the NYSELAT after the first year of ESL, but scores are lower in Interim and State Exams as compared to non-ELL's. It is difficult to measure data from the Common Core Aligned Exams because all students performed at a much lower score than previous state exams. The exam criteria and cut scores have dramatically changed therefore making any comparison would not show accurate results.
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](#).)  
AIS/RTI is given to students struggling in Math and/or ELA in small groups to facilitate progress. The ELL's periodic assessments and NYSELAT indicate that although students may become advanced or proficient within the ESL parameters, they have not made as much gains in the state exams. The Tier I classroom has multiple points of entry for ESL students from beginning English Language Learners to advanced ELL's. Native language textbooks, reading material, and dictionaries are used for new ELL's to help them gradually transition to all English speaking environment. They are able to have both books and are given homework in their native language. Gradually they begin to translate and understand the English vocabulary. Hands-on activities which correlate to the ELA and Math units help ELL's engage in the classroom learning experience. There are students have mastered the English language according to the NYSELAT standards, however the depth of critical thinking skill is a main focus for both the ELL's the non-ELL students. Depth of Knowledge skills and critical thinking strategies will give ELL's greater ability to reach grade level standards. Integration of content area informational text across grade levels will help students with reading comprehension and increase vocabulary. Individual conferencing and student goals enable students to better reflect on their own academic and English Language progress. Teachers evaluate progress through formative, summative data, teacher meetings, and student conferencing. Tier II RTI is given to those students who demonstrate difficulty with in classroom strategies and need additional focus in a smaller setting. A peer tutor may be assigned to that student who also speaks that student's native language and can work during class closely with that student. A struggling ESL student may also attend the additional 50 minutes to further practice these skills. in a small group setting with one on one individualized support. Over all our ELL's have made competitive progress as compared to other students in the school community.
6. How do you make sure that a child's second language development is considered in instructional decisions?  
The best way we ensure a student's language needs are met is to have regular meetings with parents, students, and other teachers involved with educating these students and discuss student work and ideas for addressing specific instructional needs.
7. For dual language programs, answer the following:

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

N/A:

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
We use conferencing , formal, informal assessments and looking at student progress from periodic ESL assessment and NYSELAT. One third of the students last school year reached proficiency predicted by their periodic ESL assessments.

## Part IV: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

Upon registration, the parent is given the Home Language Identification Survey form to identify student's language. Ms. Linda Sedda who is an ESL certified teacher is responsible for the intake process of new ELL'S. The HLIS is administered and an oral interview is conducted with both students and parents to determine the language of dominance. The interview and the HLIS form are completed with a parent conversation using their native language. The school contacts the DOE translation unit in the event that the school does not have an interpreter available in that specific language. A pedagogue trained on the intake process determines the students Home Language Code based on the assessment given. Once the Home Language is determined to be a language other than English, the student is given the LAB-R by a certified ESL teacher within ten days of the student enrollment. If the student is of Hispanic origin then the LAB-R Spanish version is given .

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

A parent orientation is given to inform parents of the three ELL program choices, Transitional Bilingual, Dual Language, and Freestanding ESL. A video presentation provided by the DOE of New York City is also a resource used for the orientation. This session is conducted by the ESL teacher with staff assistance. Included members of the orientation are a family worker and parent coordinator. The team assists with translation and interpretation. A copy of the New York City Guide for Parents of ELL'S describing the three programs in the native language is distributed at the orientation. The parent survey and Program Selection forms are given to all participants to make an informed decision about their preferred program participation for their children. The school informs the parents of the requirements for TBE program formation. CR Part 154, as amended by the ASPIRA consent decree states that schools must offer a bilingual program when there is a threshold of 15 on two contiguous grades is reached; however this is not a minimum number. If the school does not have the amount of students to form a bilingual program, the school informs the parents of the school sites within the district in which this program is offered. Parents can accept or reject the available programs and /or transfer their child to a school where the program is available. They may also opt to have their children participate in the school's freestanding ESL program.

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

The Home Language survey is given at the time of registration by a trained ESL teacher or those assisting in the registration process. The survey is evaluated by the ESL teacher and recorded whether a student is eligible to take the LAB-R by the survey itself or parental interview. The Home Language survey is then signed by the Lab Coordinator and a copy remains in the student file and a copy is retained in the main office. Parents are given an orientation Once the Home Language is determined to be a language other than English, the student is given the LAB-R by a certified ESL teacher. Students who score below the LAB-R cut –off score are entitled to ESL/ Bi-lingual services or Dual Language program. Spanish LAB-R is administered to those Spanish speaking students. This evaluation process is completed within the first ten days of student enrollment in school. Letters of Entitlement are sent to the parents of students whose LAB-R scores have deemed them as eligible to participate in an ELL program. Parents are sent continued entitlement letters as well as non-entitlement based on the results of the NYSELAT or LAB-R. All entitled students receiving services are assessed with the NYSELAT in the spring

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.

Parents are informed that the school will monitor the requests for the TBE and contact them should the school meet the program offering requirement. Students are then placed in the parent's preferred program choice within the first ten days of enrollment. The enrollment process is ongoing during the school year therefore multiple orientation sessions may be conducted to accommodate those parents of ELL's for their placement throughout the year. All Parent Surveys and Program Selection documents are distributed and collected. The parents will be contacted by the ESL teacher if the documents are not returned and informed that their children will be placed in the default program for ELL's is Transitional Bilingual Education as per CR Part 154. Parents are also given the form to select the language of preference for school communication. The Program Selection form, Parent Survey, and any entitlement letters, continued entitlement, transitional, and non entitlement letters are filed and stored by the ESL teacher.

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.

Students are determined to be eligible to take the NYSESLAT /LAB-R by the ATS Eligibility report. Teachers who are administering the NYSELAT or parts of the Exam are trained by the ESL Liaison to the school. Students are grouped by NYSELAT grade levels and are administered the Speaking section individually by a teacher other than the ESL teacher. the Listening Sections are done in groups according to the grades. They are administered by ESL teacher or another teacher who has been trained. The Reading/Writing sections are also administered in a grade group setting with a trained teacher administering the sections at separate times. The scoring is done by a partner school or by another teacher other than the ESL teacher who has the proper training to grade the exams. Another teacher must be present and confirm grade decisions.

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. *①*

After reviewing the Parent survey and Program Selection forms for the past few years it has been the trend that the ESL freestanding Program is the preferred program chosen by one-hundred percent of parents.

## 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])?

There are various proficiency levels not directed solely by grade level. All ESL students are taught by a fully certified ESL teacher. All Advanced and newly proficient students are receiving the mandated 180 minutes per week and the Intermediate and Beginner students are receiving the mandated 360 minutes per week. We use both push in and pull out models depending on the proficiency level of the students and language needs. The students with an IEP, students designated "at risk", "referred for multidisciplinary evaluation, and or finally, "not met the performance standards in reading and/or writing" or for holdovers are targeted to receive additional services including AIS after school programs, Saturday Academy and individual support as needed. The mode of instruction is through pull-out and push –in. Instruction is differentiated and groups are heterogeneous. The students, regardless of proficiency levels, have stronger knowledge in speaking and listening modalities. Their speaking is social, learned mostly from connections with family and friends, not academic language. Listening is strong; however comprehension in more advanced literature and problem solving is limited to the highly advanced students. All students across the proficiency levels need to increase reading with comprehension based on their NYCESLAT scores and benchmarks. Writing needs to be practiced along with vocabulary and grammar skills based on their performance on the NYCESLAT , NYS Exams, and other benchmark classroom assessments. 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)?

The two Esl teachers are allotted time for either push in or pull out in addition to the regular ELA classroom instruction. Intermediate students are given 360 minutes of instruction whereas advanced students are given 180 minutes of instruction. The teachers schedule is flexible for push in or pull out depending on individual needs of students. The classroom ELA block is 90 minutes per day. ESL teachers are either pushing into the class at that time or if intensive instruction is necessary they may pull the student out for one to one instruction.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
 

Content areas including Math, Science, and Social Studies State Exams reflect a lower performance level than ESL proficiency level. Differentiated and small group instruction helps to address specific individual needs. In order to make content more comprehensible and to enrich language development, ELL's have use of a glossary, bilingual dictionary, textbooks in Spanish, and peer tutors to provide support. Differentiated ESL strategies support is given to teachers from the Lead Teacher who is also the ESL teacher. The Workshop Model is used for instruction in the content areas. Interim assessments are used as a diagnostic tool to drive individualized instruction. Reading and Comprehension strategies are taught to prepare students for New York State Assessment in accordance with No Child Left Behind Act. I- Ready is used to target specific skills in ELA, Language Arts, and Mathematics. Specific skills can then be addressed based on data. ELL's are targeted for academic vocabulary and problem solving skills. Non -fiction informational text in content areas is the focus of reading and comprehension skill. Depth of Knowledge and Common Core Learning Standards are introduced into the ESL achievement standards. Academic rigor is expected within the mainstream classrooms and in the ESL push –in/ pull-out teaching program. Using the push –in model for Middle School students helps with the transition to high school. Collaboration between the ESL teacher and classroom teacher through conferencing and planning facilitates ELL student academic success. Progress and improvement is monitored based on the school's goals for the year.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
 

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

We use the ESL Periodic Assessments as well as in classroom informal and formal assessment to monitor progress. We have teacher meetings with all teachers involved in the students daily education to share ideas and observations. We discuss individual learning plans for students to address specific needs . Frequent monitoring of student progress through conferencing and classroom work including homework gives both classroom teachers and ESL teachers indicators of progress and or additional support needed.
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).

Content area instruction including the CALLA method of instruction and the ESL Balanced Literacy Prototype are used to maximize freestanding ESL instruction, pull out/push-in program. Supplemental materials including workbooks containing content area leveled reading, leveled books, and informational trade books for all reading levels are provided. Think, pair, share, note taking strategies, and accountable talk during the ELA balanced literacy is encourage promoting academic language, vocabulary, and English language proficiency. We use textbooks in the native language if possible and dictionaries for newcomers to accommodate the transition to English. We are a CFN #109 school and we are focused on informational text in all content areas to promote academic language, reading comprehension, problem solving skills in order to increase higher order thinking and content knowledge. Individual needs are addressed through conferences with the classroom teachers and through additional services including our Extended Day Program, Saturday Academy, AIS services and SETSS services where applicable.

Long term ELLs will be evaluated based on individual needs and circumstances related to their academic achievement. The academic direction and focus will be based upon those needs and curriculum adjusted accordingly.

The SIFE students and newcomers attend additional support with small group instruction in after school and Saturday AIS sessions.

New York State Curriculum Standards and Common Core Learning Standards guide instruction and content is taught through various instructional materials including project based, hands-on activities to address all learning styles. Technology and Smartboard interactive software is used within the regular classroom instruction to include all learning styles and ELL participation.

Our Special Education students are within a smaller group setting and the individual goals include reaching grade level academic performance. Supplemental materials are used to increase academic language and comprehension. Problem solving, skill building, and synthesis of information are explored using content area instruction.

Phonics and word study are an integral part of reading comprehension. Hands –on activities are used to address all types of learning styles. Textbooks and dictionaries are available in Spanish for reference and support for students lacking English proficiency to help students acclimate to an English only classroom. Students who have reached proficiency level and are transitioning are given more challenging material and enrichment activities to better prepare for a smooth transition to the monolingual classroom structure and grade level academic performance. Students have accommodations for testing and are given time and a half to complete NYS and other interim assessments.

- 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?

ELLs participate and are included in Music, Dance, Visual Arts, and theatrical performances within the elementary and middle school grades. Additionally ELL's participate in after school enrichment programs. The arts programs are during school hours and are hands-on, interest based classes using practical application through content area instruction. All students are able to participate from grades 1-8 in our after-school arts enrichment programs.

- 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?

IEP/ELL students are all included and participate in any activities that general education students do . Students participate in educational field trips and participate in after school academics and recreational activities with genral education students . They are also mainstreamed into a general education classrooms in areas of strength academically..

### 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:			

### 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

Science:				

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

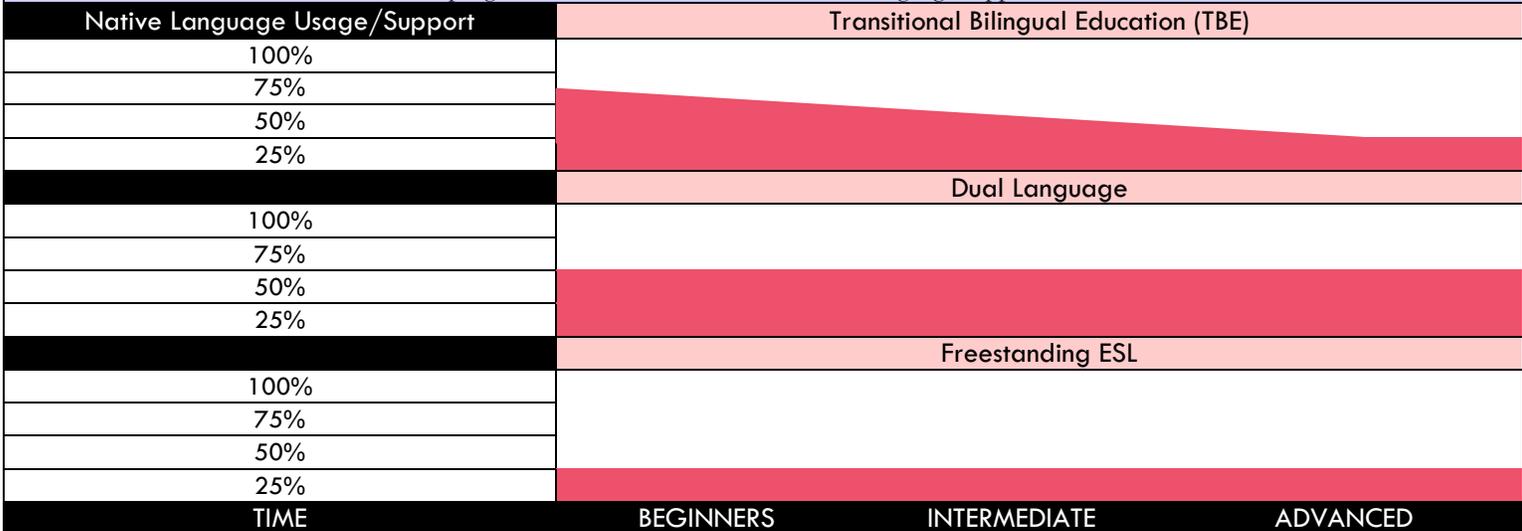
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> 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.
- We have a small population of ESL students and they are included in our school wide intervention programs. Students scoring in the lowest third of students on the ELA and Math participate in our AIS instruction twice a week after school. The programs are small group instruction and targeted instruction is reading, comprehension skills and higher order problem solving skills. Monolingual students as well as ELL's participate in this program. In the small group setting students receive individualized support and are monitored on their progress by additional homework, reading and writing practice. Our instruction is in English in all of our classroom instruction.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our support structure and small class size has been successful because the data shows that on third of our ELL's tested proficient in last year's NYSELAT. Our ELL's take advantage of our academic, enrichment, and arts programs which supports advanced language development.
11. What new programs or improvements will be considered for the upcoming school year?
- We continue to use technology, hand-on learning and project based lessons to engage both ELL's and monolingual students to deepen their comprehension, vocabulary and informational knowledge. The Cognitive Academic Language Learning Approach builds upon students prior knowledge and deepens their critical thinking skills.
12. What programs/services for ELLs will be discontinued and why?
- N/A
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELL's are included in all academic and enrichment programs. We have an academic program for grades 1-8 and enrichment/recreational programs for grade 1-8. The academic program includes ELA and Math support. The recreational programs include, board games, arts and crafts, film, newspaper, drumming and dance.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- All classrooms include Smartboards, and the availability of laptops. Our Ela/ Reading Street program has a comprehensive ELL program which correlates to the classroom model. There are online ELL reading materials as well as practice worksheets. There is a supplemental workbook for grades 6-8 with our Prentice Hall program for Middle School students. Our math program also has online supplemental materials for ELL support. Our content area textbooks given to our ELL's in both Spanish and English to facilitate comprehension and transition to English only.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Our content area textbooks given to our ELL's in both Spanish and English to facilitate comprehension and transition to English only. Dictionaries are provided for our students and their parents as well as translation services if needed.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?
- Our resources are comprehensive for each grade and are utilized as per need, proficiency and grade level.
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.
- POur new ELL's are welcome to our school with a parent conference with the principal, ESL teacher, and guidance counselor to ensure a smooth transition to our school. Needs are addressed through this meeting and when assigned to a classroom, a peer in the class is assigned to the new students to help the adjustment to the classroom atmosphere. The procedures for a new student who is eligible for LAB -R testing is then followed.
18. What language electives are offered to ELLs?
- There is a language requirement in grades 7 or 8 and our ELL's are included in this requirement. We are now teaching Italian as our middle school language.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
  - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
  - How is language separated for instruction (time, subject, teacher, theme)?
  - What Dual Language model is used (side-by-side, self-contained, other)?
  - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

### C. Professional Development and Support for School Staff

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

Professional development is offered to all staff in order to increase awareness of ELL's obstacles in second language acquisition and to offer classroom activities that can address more learning styles within the mainstream classrooms. Information is given about the status of the ESL program, schedules, and ELL student information based on needs and proficiency is addressed to facilitate teacher – student relationships. Lesson plan ideas are shared to facilitate learning in the regular classroom by new ELL's. Administrators, elementary level teachers, content area teachers, middle school specialized subject teachers, and all student support personnel participate in addressing the needs of ELL's. Teacher teams meet to contribute and participate in ongoing planning sessions to differentiate instruction and examine data to meet the needs of ELL's in the regular classroom setting as well as during pull out sessions with the ESL teacher. Collaboration with classroom teachers to understand the needs of the ELLs within the mainstream classroom is ongoing and will lead to ELLs increased academic performance and language proficiency. Teacher Team meetings give opportunity to turn-key valuable information in support of our ELL'S.

### 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?

Communication with parents is through PTA meetings, parent workshops, school conferences, individual student/parent meetings (translator provided), and school memos (translation provided). Outreach to parents of new ELL's through Family Workers to facilitate school-home communication. (Translation provided) Parents are referred to the Parent Coordinator for the information on school based workshops and district or community based workshops. We include all parents in our school activities and memos are translated to language of preference according to form parents completed when registering. We have parent /teacher conferences to discuss individual needs of students and teachers are available for additional conferencing with both students and parents.

### **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:

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: 23k137 School Name: Rachel Jean Mitchell

Cluster: 1 Network: 109

**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**

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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.

Upon registration, the parent is given the Home Language Identification Survey form in the appropriate language to identify students language needs.. Ms. Linda Sedda who is an ESL certified teacher is responsible for the intake process is of new ELL'S. The HLIS is administered and an oral interview is conducted with both students and parents to determine the language of dominance. The interview and the HLIS form are completed with a parent conversation using their native language according to parent needs. The school contacts the DOE translation unit in the event that the school does not have an interpreter available in that specific language. A pedagogue trained on the intake process determines the students Home Language Code based on the assessment given.

Letters of Entitlement are sent to the parents in their native language of students whose LAB-R scores have deemed them as eligible to participate in an ELL program in their native language and in English. Parents are sent continued entitlement letters as well as non-entitlement based on the results of the NYSESLAT or LAB-R in their native language and or English.

A parent orientation is given to inform parents of the three ELL program choices, Transitional Bilingual, Dual Language, and Freestanding ESL. A video presentation provided by the DOE of New York City is also a resource used for the orientation. It is presented in the available native language. This session is conducted by the ESL teacher with staff assistance. Included members of the orientation are the guidance counselor and parent coordinator. The team assists with translation and interpretation. A copy of the New York City Guide for Parents of ELL'S describing the three programs in the native language is distributed at the orientation.

. Parents are also given the form to select the language of preference for school communication. Memo's and school communication is sent home to parents in the translation appropriate for family's needs.

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

The total number of ELLs is 8 students or 2.62% of the total student enrollment, mostly of Hispanic origin, but included this year are speakers of French. Most of the students are of Hispanic origin and there are several in house persons able to translate both orally and in written documents. We have dictionaries in the library and given to ELL's to help with day to day translation. Textbooks are provided to those students while in the English acquisition process. Parents and students can then understand the curriculum as it progresses without lapse in studies. The small population of ELL's allows for pairing of past ELL's whom are now proficient in English and are bilingual to assist with translation of daily assignments.

## Part B: Strategies and Activities

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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.

Parents are identified through the HLIS forms and are provided with translation services in house immediately upon registration. It is then determined through the interview process the translation needs of the family. The ESL teacher provides the orientation video in the language of preference and the parent is given the DOE form for choice of correspondence from the school. Parent notifications, reports, and explanations are disseminated in understandable and practical way that parents can understand. Parents are introduced to the ARIS parent link through PTA workshops. Announcements will be given out whenever possible in Spanish, Haitian Creole, etc. Translation for parent meetings is also available within our school from our Learning Leaders volunteers, family workers, parent coordinator, and staff members. Parents will be encouraged to participate on the advisory councils and CEP reviews panel and or other school-based planning and decision making committees. Meetings should take place before, during or after school the regular school day. Workshops are provided with translation to encourage parents of ELL's to participate in school wide activities.

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.

Communication with parents is through PTA meetings, parent workshops, school conferences, individual student/parent meetings (in house translator provided), and school memos (in house translation provided). Outreach to parents of new ELL's through Family Workers to facilitate school-home communication. (Translation provided)

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>.

Upon registration, the parent is given the Home Language Identification Survey form to identify student's language. Ms. Linda Sedda who is an ESL certified teacher is responsible for the intake process of new ELL'S. The HLIS is administered and an oral interview is conducted with both students and parents to determine the language of dominance. The interview and the HLIS form are completed with a parent conversation using their native language. The school contacts the DOE translation unit in the event that the school does not have an interpreter available in that specific language. The ESL teacher provides the orientation video in the language of preference and the parent is given the DOE form for choice of correspondence from the school. Parent notifications, reports, and explanations are disseminated in understandable and practical way that parents can understand. The DOE website facilitates the acquisition of the appropriate ELL entitlement letters, and related correspondence. Announcements will be given out whenever possible in Spanish, Haitian Creole, etc. Translation for parent meetings is also available within our school from our Learning Leaders volunteers, family workers, parent coordinator, and staff members. Parents will be encouraged to participate on the advisory councils and CEP review panel and or other school-based planning and decision making committees. Meetings should take place before, during or after school the regular school day. Workshops are provided with translation to encourage parents of ELL's to participate in school wide activities.