

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

School Name: P.S. 235 JANICE MARIE KNIGHT SCHOOL

DBN (i.e. 01M001): 18K235

Principal: LAURENCE D. LORD

Principal Email: LLORD@SCHOOLS.NYC.GOV

Superintendent: BEVERLY WILKINS

Network Leader: CHARLES AMUNDSEN

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), 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 CEP 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 document must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Adrienne Wallace-Bearak	*Principal or Designee	
Cynthia Whitley	*UFT Chapter Leader or Designee	
Carleen Denis	*PA/PTA President or Designated Co-President	
Patricia Teseriero	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	
Christopher Ramsaran	Member/ Parent	
Flavia Pryce-Abel	Member/ Parent	
Alphaeus Edwards	Member/ Parent	
Jessica McQueen	Member/ Parent	
June Davenport	Member/ Teacher	
Mona Sosis	Member/ Secretary	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2015 100% of teachers will be actively using individualized student progress monitoring with all their students to identify areas of need as well as to reflect on teacher practice with a focus on Early Grade Progress

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.

In our 2013-2014 School Quality Guide an area for focus is for Early Grade progress. It is noted that in both ELA and Math, points earned were at the low end of Meeting Target in the Student Progress section rating.

Instructional Strategies/Activities

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

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

1. Activity-Professional Learning that supports teachers growth in pedagogy will promote students' progress (Study Groups and Lesson Study I the areas of Questioning, Rigor, Differentiated Instruction)
2. Activity-Administration of and analysis of baseline, formative and summative assessments, including subgroups: ELL's, bottom third, Students With Disabilities and Early Childhood. Assessment including Reading 3D, Foundations, Go Math!, Journeys and Periodic Assessments.
3. Activity-Grade liaisons facilitate grade meetings with a focus on vertical alignment, ensuring alignment to CCLS, adjustments to curriculum maps and use of data.

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

1. Principal, Assistant Principals, Professional Learning Facilitation team consisting of teachers, paraprofessionals, Network ELA achievement coach and ELA school coach.
2. Principal, Assistant Principals and teachers will generate and analyze individual and class data to determine progress.
3. Principal, Assistant Principals, Grade Liaisons & Teachers.

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

1. Teachers will implement new strategies based on Professional Learning. During PL teachers and facilitators will reflect on the strategies effectiveness by sharing student work to determine student growth and progress.
2. Teachers will analyze bar graphs that show comparison data between baseline, formative and summative assessments.
3. Administration will check in with teachers, grade teams and liaisons once per month.

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

1. September 2014 – June 2015
2. September 2014 – June 2015
3. September 2014 – June 2015

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

1. During the school day, during the 80 minutes of Professional Learning, 3 Mondays a month, Tuesdays during other professional work (35 minutes).
2. During the school day, during the 80 minutes of Professional Learning, the first Monday of each month, during other professional work the first Tuesday of each month (35 minutes).
3. 80 minutes PD, the first Monday of each month, during other professional work the first Tuesday of each month (35 minutes).

Strategies to Increase Parental Involvement

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

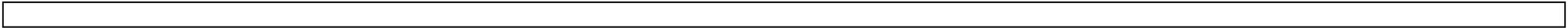
1. Teachers will send home progress reports 3 and 4 times per year for parents to be able to support their children in areas of need.
2. Parent Teacher conferences are scheduled to discuss student areas of strengths and areas of concern as found in and supported by data student profile report as found in Schoolnet.
3. Parent Teacher discussion include strategies to assist the students

Budget and Resource Alignment

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

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



Goal and Action Plan #2

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

Annual Goal #2

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

By June 2015, 100% of teachers will strengthen their work discussion protocols for further learning opportunities, activate high level thinking and bolster participation towards even levels of students engagement across the classroom as evidenced by teachers progressing in components 3b and 3c of the Danielson Framework

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 2013-2014 Quality Review Report indicated that the school needs to improve in indicator 1.2 "... the skillful use of opened ended question to support critical thinking and protocols that would allow for deep student to student discussion so that all students develop rigorous, academic habits is not yet an embedded practice limiting hastened movement of all students, including special education students, towards mastery of curriculum". Through teacher observations we have determined that as a school we need to improve in the following teacher practices: Questioning & Discussion Techniques (3b of the Danielson Framework), and Engaging Students in Learning (3c of the Danielson Framework).

Instructional Strategies/Activities

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

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

1. Activity-A minimum of 4 observations to observe practices across competencies 3b & 3c of the Danielson rubric with actionable feedback.
2. Activity-Professional Learning will be provided in 6 week cycles in the areas of rigor, differentiated instruction & question development using book study & lesson study with an emphasis on Students With Disabilities and English Language Learners.
3. Activity-Grade meetings during the first week of each month in which teachers align curriculum & revisit curriculum maps.

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

1. Principal and Assistant Principals will observe teacher practice
2. Principal, Assistant Principals, Professional Learning Facilitation team consisting of teachers, paraprofessionals, Network ELA achievement coach and ELA school coach.
3. Principal, Assistant Principals, Grade Liaisons & Teachers.

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

1. By the end of the 2014-2015 school year, school leaders & teachers will demonstrate progress according to H.E.D.I in both 3b & 3c.
2. Students work evidences growth through the use of baseline & formative exams in both ELA & Math as a result of improved practices in questioning, differentiation & rigor.
3. Teachers use student work to determine individual student progress through the use of grade approved common writing rubrics. This will result in a minimum of 80% of the students moving up 1 level in the rubric.

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

1. September 2014 – June 2015
2. September 2014 – June 2015
3. September 2014 – June 2015

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

1. During the school day
2. 80 minutes Professional Learning, 3 Mondays a month, Tuesdays during other professional work (35 minutes)
3. 80 minutes Professional Learning, the first Monday of each month, during other professional work the first Tuesday of each month (35 minutes)

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).

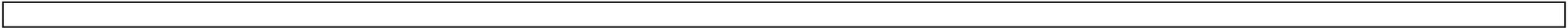
PTA, SLT, PAC Committee provides six workshops for parents through CITE such as; strategies to help your child succeed in school, & understanding the common core ELA & Math workshops for parents before state exams

Budget and Resource Alignment

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

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



Goal and Action Plan #3

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

Annual Goal #3

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

By June 2015 there will be a decrease in student behavior incidents in OORS as compared to the 2013-2014 school year as a result there will be an increase in student engagement in the classroom.

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.

As noted on the OORS reporting system, we see a need to focus on Level 2 incidents in order to continue a downward trend in all incidents that impact classroom student engagement for optimal learning.

Instructional Strategies/Activities

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

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

1. Strategy/Activity – A cluster teacher, whose specific goal, is to meet with thirty classes across grades and implement the No Place for Hate curriculum and the Self Evaluation and Leadership Program.
2. Strategy/Activity – Grades K-3 teachers will introduce, incorporate and teach Cloud 9 World Character Education Program to their students.
3. Strategy/Activity – A group of five cluster teachers work together to create school wide events such as Unity Day, Penny Harvest, Anti-bullying Poster and Essay Contest as well as creating a reward system in the cafeteria.

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

1. A Cluster teacher whose program is grounded in .the No Place for Hate curriculum
2. Classroom teachers who incorporate Cloud 9 World Character Education Program into their curriculum.
3. A group of teachers, who meet on a regular basis to discuss, design and promote school wide activities.

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

1. The frequency of guidance counselor interventions. Use of the OORS reporting system and the school environmental survey to track a decrease in student mistreatment of one another.
2. Use of the Parent Engagement log by classroom teachers to track frequency of parental contact regarding behavior issues in the classroom. Teachers surveyed for feedback on student engagement in their classrooms. Administrators observing improved student engagement in the classrooms.
3. Teachers surveyed for feedback on student engagement in their classrooms. Administrators observing improved student engagement in the classrooms.

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

1. September 2014 – June 2015.
2. September 2014 – June 2015
3. September 2014 – June 2015.

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

1. A cluster position dedicated to the teaching of city-wide anti-bullying programs
2. Teacher training will be provided during the school day.
3. Various Assembly periods during the school day.

Strategies to Increase Parental Involvement

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

- 1 Parents will be invited to workshops about child behavior.
- 2 Increased conversation between the school and the parent
- 3 Parent and Child activities that are related to school behavior.

Budget and Resource Alignment

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

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

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Daily focus time 2 days per week after school program	Small group classroom instruction Small Classroom	Small group instruction during the school day 2.5 hours for 5 weeks After school
Mathematics	Daily focus time 2 days per week after school program	Small group classroom instruction Small Classroom	Small group instruction during the school day 2.5 hours for 5 weeks After school
Science	Science & social studies/literacy intervention	Small group guided sessions	Daily 90 minutes
Social Studies	Science & social studies/literacy intervention	Small group guided sessions	Daily 90 minutes
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Mandated & non-mandated services	at risk” or in need of additional support or services	During the school day

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> • Administrative staff will recruit excess staff from schools within the network & attend hiring fairs to identify & recruit highly-qualified teachers. • Mentors and coaches support struggling & un-qualified teachers. • PD regarding the Danielson Framework focuses teachers on best practices of instruction. • The pupil personnel secretary will continue to work closely with the network appointed HR personnel to ensure that non-HQ meet all required documentation & assessment deadlines

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).
PD will include study groups and grade conferences focused on questioning & discussion techniques and the Depth of Knowledge (DOK) matrix as well as discussion techniques.
Continued analysis of city and state tests to revise curriculum to meet student needs.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
K235 is a Title I SWP school, thus conceptual consolidation allows our school to use all its funds to support activities as defined in the instructional activities and strategies as defined in the CEP action plan

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.).
To ensure that our children have a smooth transition from prekindergarten into kindergarten, our pre-kindergarten team provides an environment that meets the social and emotional needs of the children through strong teacher collaboration and parental involvement. Our pre-kindergarten teachers work collaboratively. Each week during inquiry they have an opportunity to develop their units of study, look at student work and create different types of assessments that are used to monitor students' growth. All lessons taught within the unit of study are aligned with the New York State Prekindergarten Foundation for the Common Core. Each lesson builds upon each other and learning centers are developed not to reinforce concepts are being taught in the classroom. Throughout each unit work samples are collected and assessments are administered in order to monitor children's growth and are used to plan for upcoming lessons to meet the students' needs.
To encourage parental involvement, during each theme various home-school activities are sent home. This gives families the opportunity to work together on meaningful activities. In addition, parents are encouraged to take out books from the library which focus on the theme, this includes both fiction and non-fiction texts

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Our curriculum maps, designed by teachers, have embedded performance tasks for each unit. In addition the programs we are using allow teachers to select from various types of assessments provided by these programs

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

Parent Involvement Policy (PIP)

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

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

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

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

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

who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;

- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

DBN: 18K235

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 codes¹. 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 consolidated². **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.	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

		(Refer to Galaxy for FY '15 school allocation amounts.)	has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$779,524.02	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	\$160,988.00	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	\$5,700,722.00	X	See action plan

¹Explanation/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.

²The 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 18	Borough Brooklyn	School Number 235
School Name Janice Marie Knight		

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 Laurence Lord	Assistant Principal C.Thompson, A.Wallace-Bearak
Coach Literacy-C.Davis	Coach Math-H.Karp
ESL Teacher Gina Douglas	Guidance Counselor C.Johnson
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator none
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1207	Total number of ELLs	13	ELLs as share of total student population (%)	1.08%
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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 #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
SELECT ONE	1	3	1	2	2	4								13
SELECT ONE														0
Total	1	3	1	2	2	4	0	0	0	0	0	0	0	13

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	13	Newcomers (ELLs receiving service 0-3 years)	10	ELL Students with Disabilities	0
SIFE	2	ELLs receiving service 4-6 years	3	Long-Term (completed 6+ years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [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	10	2	0	3	0	0	0	0	0		13

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	10	2	0	3	0	0	0	0	0	13
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		1												1
Chinese		1		1										2
Russian														0
Bengali					1									1
Urdu														0
Arabic				1		1								2
Haitian	1	1	1		1	2								6
French						1								1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	1	3	1	2	2	4	0	13						

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)		2	1	1		2								6
Intermediate(I)	1													1
Advanced (A)		1		1	2	2								6
Total	1	3	1	2	2	4	0	13						

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			3		1				3
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.
 After reviewing and analyzing the assessment data at P.S 235, the early childhood program uses hands on developmentally appropriate activities to promote and reinforce literary skills, math skills, scientific elportation. The early childhood ELLS are assessed with ECLAS-2,Fountas and Pinell and DRA. These assessment tools measure the early childhood ELLs and provide information in their literary and

math skills for continued instruction in English.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data patterns across the proficiency levels on the LAB-R indicate that ELLs in grades K-1 generally become proficient or intermediate while grades 2-3, and 4-5 usually obtain a score on the beginning level when they are new comers. On the NYSESLAT the data patterns indicate that level 1(K) become proficient while ELLs on level 2(1-2), level 3(3-4), and level 4(5-up) only were able to remain beginning for newcomer ELLs or obtained (A) for the advanced ELLs.
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](#))
NA
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
 - a) The patterns across proficiencies and grades indicate that ELLs in grades 3,4,5 on the intermediate and advance levels scored level 1 on the ELA exam. New ELLs were exempt on the NYS math test the ELLs from beginner to advanced scored 1. Only 1 advanced student scored level 4. On the NYS science test beginners to advanced ELLs scored level 2. Only 1 beginner scored level 3.
 - b) ELL Periodic Assessments are no longer used at P.S. 235 however they were used in the past twice during the year to help the ELLs become proficient in English and as a practice test prep for the NYSESLAT.
 - c) The school realize that ELLs were becoming proficient in the English language. Native language is not used on this test.
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](#).)
At P.S 235 the ELLs demonstrate learning threw technical/digital proficiency, in areas in cluding but not limited to maintence of an electronic portfolio, or learning log, research on the internet and the use of computers.
6. How do you make sure that a child's second language development is considered in instructional decisions?
In order to make sure that a child's second language development is considered instructional decisions the teacher needs to have the assessment data from the LAB-R or NYSESLAT results. For instructional programs teachers need to be aware that some subjects are benefical when ELLs take them with there peers and English speaking role models. Ells benefit in regular classrooms with math,science,art,P.E. and music subjects. These strategies increase comprehension, learning and interaction through modeling, acting out, gesturing, showing diagrams and doing hands on activites and experiments. Subjects that depend mostly on language like reading,writing,and social studies needs the support of a bilingual aid, ESL teacher, a resource teacher.
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?
NA
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Many ELLs have become proficient and are able to part of the gifted program at P.S 235. The ELLs that have entered this gifted program were able to continue to increase their English development. The ELLs are improving on their state exams. The ELLs are improving on the NYSESLAT since many have become proficient and no longer require ESL services. Other ELLs are also improving by going from beginner to intermediate or advance.

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](#).)

At P.S 235 possible ELLs are identified by administering the home language identification survey (HLIS) which include the informal oral interview in English and in their native language. The certified ESL teacher, Gina Douglas will conduct this. Ms. Douglas will have the student read a story and do sample math facts on the new admits grade level. The HLIS form is given in the language of the parent. The students are tested with the revised Language Assessment Battery Test (LAB-R) within 10 days of entry to P.S.235. The ESL teacher Gina Douglas will have score the test and the results will determine if the student is proficient in English or needs to attend the free standing pull out English as a Second Language (ESL) Program at P.S 235 with the ESL teacher. To evaluate the ELLs annually, the New York State English as a Second Language Achievement is given in the Spring every year to determine whether or not the ELL continues to be eligible for ELL services.

During the intake process native language support is offered to the parent from native speaking staff and the assistance of the Translation and Interpretation Unit. All Spanish speaking new entrants who score at or below the cut scores on the LAB-R must be administered the Spanish LAB only once during the same testing period in order to determine language dominance for instructional planning in providing bilingual and ESL Services

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.

Once an ELL has been identified after hard scoring the LAB-R parents are notified through a letter to attend a Parent Orientation Meeting. At the meeting the 3 programs will be discussed. Brochures are provided in the native language of the parent and when possible a translator is also at the meeting. A Video is played in the language of the parent discussing the 3 program choices: The Dual Language Program, The Transitional Bilingual Education Program and the English as a Second Language Program. Parents have up to 25 days to make a decision or a program will be chosen for the student. Any student that speaks Spanish at home is administered the Spanish LAB and, if he scores low on the LAB-R the Spanish LAB is given and scored.

Parents must complete the Home Identification Survey (HLIS) form. If another language is spoken the child is LAB-R tested, if the child speaks Spanish and scored on or below the cut off score the Spanish test is administered. This must be completed before 10 days from administration. After the assessment, the parents are notified to attend a parent orientation, view a video in their native language and at this orientation the three program choices (Transitional Bilingual, Dual Languages, and Freestanding ESL) will be discussed. Parents at this time will choose the program of their choice. The parents are also informed about the annual assessment the administering of the New York State English as a Second Language Achievement Test (NYSESLAT) in the spring of the school term. Parents will be given Native Language Support from the school staff and Translation and Interpretation Unit. Parents will be informed that P.S. 235 only have the program free standing ESL and Native Language Support is offered. Parents are asked to complete entitlement letters in their language about the choice of program they have chosen. After the parents have made their choice of program they will receive a placement letter indicating the program their child will be in. These letters will be copied and the original letters will be placed in the new ELL's cumulative folder and the ESL teacher will keep a copy for her records. The letters are in the language of the parents.

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 [\[see tool kit\]](#).)

Schools must inform parents of their child's eligibility services by providing entitlement letters and Parent Survey and Program Selection forms in the language of the parent. These letters and forms are given for the parent to have opportunity to select a program for their child from one of the three educational programs for ELLs: The Dual Language Program, The Transitional Bilingual Educational Program, or the Free Standing ESL program. These forms are completed by the parent and given to the ESL teacher. The forms are copied: the original placed in the student's cumulative folder while a copy is kept on file with the ESL teacher.

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.

All procedures of placing identified ELLs in the ESL instructional programs are conducted in the native language with a pedagogue that speaks the language of the parent. The ESL teacher gives the information in English the translator tells the parent and the video is played in the language of the parent.

After an ELL has been tested by the LAB-R test the ELPC screen is completed, this indicates the parent's choice of program the LAB-R decision (score) of the new ELL. The ELPC screen is completed in ATS within 20 days.

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.

The New York State English as a Second Test (NYSESLAT) is administered in the Spring to determine English proficiency. The test

determines whether or not the student continues to be eligible for ELL services. There are four parts to the test given on four different days. Speaking is administered individually and is oral to the students. Listening, Reading, and Writing is administered as a group to the writing students.

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. 
- After reviewing the Parent Survey and Program Selection it is the trend for parents to select the free standing ESL program. The two new families this year selected the free standing ESL program. During the term 2012-2013 families have also selected free standing ESL. In the past the families have also chosen the free standing ESL program. Yes the free standing ESL program is aligned with parent requests because the program offers support in the second language, is aligned with the common core learning standards, the teachers scaffolds academic language to support students participation in content areas. Language instructions is aligned to ESL, ELA, NLA standards, and instructional materials include a wide range of print visual, and digital resources designed for increasing English Language proficiency.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 - a. Instruction at P.S 235 is delivered by a pull out model.
 - b. The program model consists of the ELLs grouped heterogeneous (mixed proficiency levels) and mixed grades.
 - Group 1 (1K)
 - Group 2 (3 1st and 1 2nd)
 - Group 3 (2 3rd grade)
 - Group 4 (2 4th grade 4 5th grade)
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 ELLs receive the necessary ESL and ELA instructional units as required by Commissioners Regulation's Part 154. The English Proficiency as per score on the NYSESLAT or LAB-R(for new admits): Beginners(B) ELLs must receive 360 minutes per week of ESL instruction. Intermediate(T) ELLs must receive 360 minutes advanced(A) ELLs must receive 180 minutes per week of ESL instruction and 180 minutes per week of ELA instruction. All ELLs receive the required minutes of ESL instruction in "equal daily allotment" as per CR Part 154 Regulations.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

The Content Area of instruction is delivered: The lessons are designed to meet standards while there is differentiated instruction to meet student needs. There are on going assessment strategies used to determine movement towards acquiring content standards.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Since this is a free standing English as a Second Language program, P.S 235 does not evaluate the native language of the ELLs but if we did have TBF/DL programs the ELLs would be evaluated and assessed with native language exams in their language, Haitian Creole, Spanish, and Chinese.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Teachers evaluate through assessment, modeling. They work together as a team to assess students work. They collect data to make decisions teachers maintain portfolio's for each student.
6. How do you differentiate instruction for ELL subgroups?
a. Describe your instructional plan for SIFE.
b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
c. Describe your plan for ELLs receiving service 4 to 6 years.
d. Describe your plan for long-term ELLs (completed 6+ years).
e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Instruction is designed to mediate the learning of various of proficiency classifications?

- a. The instructional plan for SIFE is for these students to receive rigorous grade instruction in all content areas taught in English.

These students will also attend the extended day program 3 times a week receiving literacy instruction and target mathematics intervention. The SIFE ELLs will also receive AIS which provides targeted instruction in listening, speaking, reading, and writing. Materials used: Go Math, Journeys.

b. The plan for newcomers(less than 3 years) is to ensure that they meet state standards, P.S 235 will utilize many different strategies and activities to ensure that ELLs learn their new language.

c. The plan for ELLs receiving service 4 to 6 years will be balanced literacy(guided/ shared reading, guided/ shared writing) and content area instruction, the extended day program 3 days a week and AIS during the day.

d. The plan for long term ELLs(completed 6+years) will be balanced literacy(guided/shared reading, guided shared writing) and content area of instruction extended day 3 days, AIS, target instruction in Math and ELA. Referrals if needed for long term ELLs, summer school and counseling are based on their individual needs.

e. The plan for former ELLs (in years 1 and 2 after testing proficient) are to be offered ESL services, and to receive modified time on state testing for 2 years. The plan also includes Extended Day 3 times a week and AIS instruction when needed.

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?

The instructional plan for ELLs SWDs is to provide them with sheltered instruction which includes visual aids, hands on materials charts, graphics puppets, big books, computer instructional programs and books with tapes. Materials used Go Math and Journeys.

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?

For ELLs identified as having special needs they will receive group or individual counseling based on their individual needs. P.S 235 ensures ELL-SWD's receive all services by the number of different instructional strategies.

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

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

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

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

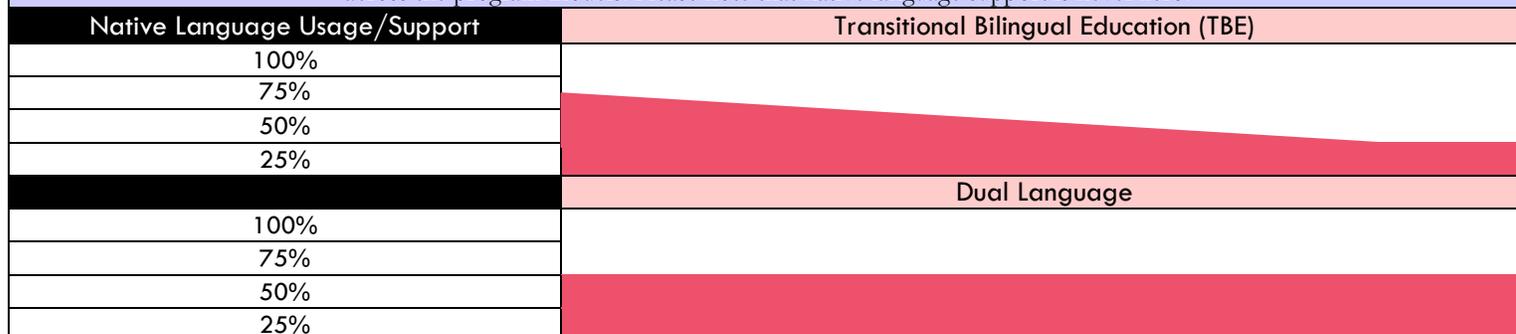
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- The targeted intervention programs for ELLs are The Literacy/ Plus Extended day that provides services in ELA and math 3x a week. Daliy AIS period 25 minutes of small group instrcutions in ELA and math. Content Areas of science and social studies takes place during the daily 90 minutes. Comprehension literacy block through small group guided session and center activites. The ELL subgroups targted are new comers ,(less than 3 years) SIFE, ELLs(years 1 and 2) after testing proficient. The language that is used is English with native language support for challenging areas of instrcutioin.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The effectiveness of the current program at P.S 235 is successful since many of the ELLs are progressing on their assessments. The ELLs are going up a level and some of them are proficient on the NYSESLAT.
11. What new programs or improvements will be considered for the upcoming school year?
- The improvements for the upcoming school year is to continue using the Common Care Learning Standards.
12. What programs/services for ELLs will be discontinued and why?
- No program/Service will be discontinued for ELLs since ELLs are moving up levels after assessment and some ELLs are becoming proficient.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- The ELLs are included and invited to all programs at P.S 235. They are included in extend programs / after school 3x week and during the day AIS for 25 minutes.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- The ELLs are using technology to enhance their learning experieince and develop reading skills in grade 3 through 5 to build fluency and word recognition.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native langauge support is delivered through other staff members, other students on the grade/class that speak the language of the ELLs to support and help them. Dictionaries, glossaries, and bilingual books in the library are also helpful. there are no TBE or Dual language programs at our school.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- All Services are provided for ELLs on grade levels such as guidance coueslors, speech teachers SETTS and AIS provides. When needed nature language support will be provided.
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.
- The principal gives tours of the school such as showing the lunchroom, the library, the auditorium, labartories, outdoors, and indoor line up. Throughout the years as ELLs arrive: The ELL teachers should make the newly enrolled ELL a member of the class by introductions to other ELLs , buddy system for native langauge support, show different areas of the classroom(library, charts)
18. What language electives are offered to ELLs?
- There are one language electives offered at P.S 235.
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)?
- There is no Dual Language offered at P.S. 235.

C. Professional Development and Support for School Staff

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

1. Teachers must hold the appropriate teaching certification. Teachers plan for the development of both social and academic language. Teachers model academic language and consistently use special language so that student language proficiency grows increasingly more complex. Language functions, language structures and vocabulary lessons are planned as part of every topic. Nov 5 2013 and June 5, 2014 includes teachers of ELL and ESL teachers.

2. The 1st Monday of each month for the school year 2013-2014 all teachers engage in the common core learning standards at faculty conferences. There are inquiry meetings on two grades on Tuesday, Wednesday and Thursday. Teachers demonstrate commitment to professional development by attending off site workshops, seminars and conferences related to ELLs.

3. The support provided to the staff to assist ELLs as they transition from elementary to middle school are to have meetings with the guidance counselor to discuss with ELLs different types of programs and activities at middle schools. There will be meeting with parents about the middle school ELLs will make a week there.

4. The 7.5 hours of ELL training will be fulfilled for all staff. The ESL teacher will articulate how to bring the ELLs to fluency and proficiency in English through the use of a weekly articulation sheet and meetings.

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?

At P.S 235 we increase parental participation in various school activities and make parents partners in the educational process. Parents are evaluated on various Committees including Parent Teacher Association Title I, Parent Involvement Policy and School Parent Compact.

Parents are encouraged to participate in school activities, assemblies, and field trips. There is PTA meeting "Pajama Night" where staff members read to the students. All parents are invited. There are workshops for parents on the testing grades to discuss the state tests. Translation Services are available to parents through our native speaking staff members and the assistance of the Translation and Interpretation Unit.

P.S. 235 does not partner with other agencies.

All School correspondence including letters, flyers, and other communications are translated into a variety of languages spoken by our multilingual families.

Translations are available for languages such as Arabic, Haitian Creole, Spanish, French, and Bengali. We will use the translation won't be available.

Parent workshops are conducted on topics such as parenting skills, understanding educational accountability, grade level curriculum and assessment expectations, literacy, assessing community and support services, student proficiency levels. Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report.

We conduct the Annual Title I programs to discuss the academic skill needs of the students and what parents can do to help.

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.

The ELLs are included in all programs offered in our school.

The ELLs are using technology to enhance their language experience and develop reading skills in grades 3-5, to build fluency and word recognition.

Data is used to identify areas of need and provide specific targeted instruction to build weak areas.

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 18k235 School Name: 18k235

Cluster: 5 Network: 531

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

Part A: Needs Assessment Findings

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

Home Language Identification (HLIS)

ATS System provides information of the primary language of the students (RHILA)

o Parent Coordinator interviews

o Informal oral communications with parents and teachers

o Attendance at PTA meetings

o We continuously meet with the ELL/LEP team to develop and if necessary revise the current plan to ensure that our school is addressing the needs of the Spanish, Haitian Creole, Arabic, and the Bengali parents.

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 Home Language Identification surveys and teacher/parent input have proven that majority of our school parent population speaks Haitian Creole.

- Other languages spoken by our parents are Spanish, Fulani, Bengali, Arabic, and Haitian Creole.
- We send most parental correspondence in each of the covered languages.
- We offer interpretation services during parent conferences and meeting in most of the covered languages. We download and
- distribute translated parent notices from the Department of Education website.

Part B: Strategies and Activities

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

All parental correspondence (letters, notices, flyers, permission slips, consent forms, and parent handbooks) will be translated by school staff or the Translation and Interpretation Unit from English to the native languages of our school population. P.S. 235 will offer translation for languages that represents our school body; Spanish, Haitian, Creole, Bengali, and Arabic.

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.

P.S. 235 will interpret parent orientation/meetings and teacher conferences. The translations will be carried out by staff members, with the assistance of the Translation and Interpretation Unit.

The school has designated the ESL teacher as the Language coordinator in order to ensure that language translation services will be provided as necessary.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

Within 30 days of a student's enrollment, using HLIS (Home Language Identification Survey) and the student emergency card, the parents will state the language, if not English, in order to receive language assistance to communicate with the department. The school will post translated signs in the languages indicating the time and room where the translated versions of the Parent Bill of Rights can be obtained.