



**Department of  
Education**

*Carmen Fariña, Chancellor*

**2014-2015**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(SCEP)**

**School Name:** P. S. 282K, THE PARK SLOPE SCHOOL

**DBN (i.e. 01M001):** 13k282

**Principal:** RASHAN HOKE

**Principal Email:** RHOKE2@SCHOOLS.NYC.GOV

**Superintendent:** BARBARA FREEMAN

**Network Leader:** DEBRA LAMB

### School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the NYC DOE Web site.

**Directions:**

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature\*\*.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Rashan Hoke	*Principal or Designee	
Kyle Plant	*UFT Chapter Leader or Designee	
Andrew Marshall	*PA/PTA President or Designated Co-President	
n/a	DC 37 Representative, if applicable	
n/a	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
n/a	CBO Representative, if applicable	
Wendy St. Juste	Member/ teacher	
Angela Rizutto	Member/ teacher	
Jyotirmoy Roy	Member/ teacher	
Samantha Tulloch	Member/ parent	
David Gordon	Member/ parent	
Dr. Drew Giddings	Member/ parent	
Detreda Meadows	Member/ parent	
Paul Johnson	Member/ Parent	
	Member/ teacher	
	Member/	

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

# School Comprehensive Education Plan (SCEP) Requirements

## Which Schools Need to Complete the SCEP?

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

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

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

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

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

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

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

### **School Receiving Title I Funds**

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

## SCEP Checklist

### **All Schools**

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

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

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

### **Annual Goal #1**

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

**By June 2015, the school leaders and teachers will increase the level of student engagement and high-level questioning as evidenced by an overall increase in effective and highly effective ratings for Danielson component 3b and 3c as well as an increase in the New York State English Language Arts and Math scores.**

### **Instructional Strategies/Activities**

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

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

1. Teachers will develop workshop model lessons that focus on students understanding utilizing UDL (Universal Design for Learning) and DOK (Depth of Knowledge) as demonstrated by learning tasks and activities that are fully aligned with the instructional outcomes, designed to challenge student thinking and invite students to make their thinking visible.
2. Teachers will develop lessons that provide students the time needed to be intellectually engaged with important and challenging content and teacher scaffolding to support that engagement.
3. Teachers will use the data from assessments to differentiate instruction by grouping students and ensuring that the lesson activities are suitable to the needs of the students. Specific attention will be designated to students with special needs and ELL (English Language Arts) students.

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

1. Assistant principals, coaches and network support personnel will provide workshops and feedback from observations for teachers in UDL and Depth of Knowledge
2. The Assistant Principals and coaches will support the teachers' lesson plan development through observation and feedback cycles, learning walks in the building and at other model schools.
3. Assistant principals and coaches will confer with teachers on the use of assessment data to drive and differentiate instruction during regular data meetings and book study PD's.

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

1. School leaders will conduct teacher observations through the Danielson Framework of Teaching. The administrator will focus on specific domains from the Danielson Framework during informal observations, formal observations, and Learning Walks.
2. The teachers will formulate questions of uniformly high quality with adequate time for the students to respond to the queries. High quality questions will be measured by school leadership utilizing the Depth of Knowledge and the Hess Cognitive Rigor Matrix.
3. Student work will be assessed regularly to determine level of progress. The teachers will track the students' progress through the use of base line and benchmark assessments, formative and summative assessments and conference notes. Schools leaders will observe teachers using protocols to evaluate student work in collaborative teacher team meetings and student data meetings.

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

1. Implementation of the workshop model has been initiated and will be ongoing throughout the school year 2014- 2015.
2. Curriculum maps and pacing guides will be created, reviewed and updated throughout the year based on on-going student assessment results.
3. Data meetings (3 times per year), grade meetings (weekly) and IEP (Individualized Education Plan) meetings take place regularly throughout the current academic year.

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

1. Teachers' programs have been arranged to facilitate common professional development periods for grade level meetings to support workshop model lesson planning, UDL, and Depth of Knowledge methodologies.
2. The 7 period day will provide more instructional time in key content areas to support strategies to increase engagement. SMART Boards will provide access to technology and online units of study to support engaging instruction.
3. Teachers' programs have been arranged to provide time to evaluate students work. This supports the evaluation of teaching strategies and the creations of students groups to support differentiated and individualized instruction.

**Strategies to Increase Parental Involvement**

1. Providing information about the CCLS (Common Core Learning Standards) to parents at parent-teacher conferences, every Tuesday during Parent Engagement, and during school based conferences.
2. Engender a student information system that enables parents to gain access through a user-friendly portal. This parent portal will provide feedback to parents regarding their child's progress via Engrade grades and student progress reports.
3. Encourage parent participation in the school during early morning hours and during after school programs. Periodic open house or game nights will be held to get parents involved in the school community. This will lead to an increased interest and greater parental participation.
4. Collaborate with parents to conduct celebration activities such as the Science Exit Project Exposition, Art Fair, ELA Gallery Walks, and Curriculum Nights meet and greet events.

**Budget and Resource Alignment**

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

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

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

	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>		<b>PF Common Core</b>
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>		<b>PF Parent Engagement</b>
	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>		<b>PF Supporting Great Teachers &amp; Leaders</b>

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

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

### **Annual Goal #2**

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

**By June 2015, 100% of our students will have had the opportunity to develop their creativity by participating in two or more learning experiences developed by teachers within visual arts, technology, and/or theater arts curricula.**

### **Instructional Strategies/Activities**

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

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

1. Students will receive quality instruction in visual arts by experienced, trained DOE full time visual arts teacher. In grades 3 to 8, students will have instruction in annual programming cycles.
2. Students will receive quality instruction in technology by experienced, trained DOE full time technology teacher. In grades Pre-K to 5, students will have instruction within annual programming cycles.
3. Students will receive quality instruction in theater arts by experienced, trained DOE full time theater arts teacher. In grades Pre-K to 5, students will have instruction within annual programming cycles.
4. All middle school students will receive quality instruction in dance and vocal music instruction as provided by the MS Arts grant. Students in middle school will have dance 3 times weekly and vocal music 2 times weekly
5. Classroom teachers in all grades will integrate the arts into their curriculum, perform at monthly assemblies and will give students many opportunities to use the arts to express themselves.
6. Afterschool programs in the arts and sports are offered for grades K to 8.

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

1. 1 full time DOE Visual Arts teacher funded FSF
2. 1 full time DOE Technology teacher funded by FSF
3. 1 full time DOE Theater Arts teacher funded by FSF
4. 2 full time, shared DOE dance and vocal music teachers funded by the Middle School Arts grant
5. All classroom teachers funded by FSF
6. After-school coordinators, selected teachers and parent volunteers funded through After school grants and other sources

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

1. Observations and feedback cycles based on the Danielson rubric of the
2. Observations and feedback cycles based on the Danielson rubric
3. Observations and feedback cycles based on the Danielson rubric
4. Observations and feedback cycles based on the Danielson rubric
5. Feedback from teachers in weekly grade meetings
6. Feedback from parents in monthly meetings and SLT meetings

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

1. Sept to June grades 3 to 8 for Visual Arts within 6 to 8 week programming cycles.
2. Sept to June grades Pre-K to 5 for Technology within 6 to 8 week programming cycles.
3. Sept to June grades Pre-K to 5 for Theater Arts within 6 to 8 week programming cycles.
4. Sept to June grades 6 to 8 for Dance and Vocal Music.
5. Sept to June grades Pre-K to 8 for classroom teachers
6. Sept to June grades Pre-K to 8 for afterschool programs

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

1. Visual arts teacher develops curriculum that is shared with administration and teaching staff. They participate in school-based professional development. Teachers use the workshop model implemented in reading, writing and math.
2. Dance and vocal music teachers develop curriculum that is shared with administration and teaching staff. They participate in school-based professional development.

The dance and vocal music teachers participate in Middle School Arts grant and school based PD's.

3. Technology teacher develops curriculum that is shared with administration and teaching staff. They participate in school-based professional development. Teachers use a the workshop model implemented in reading, writing and math.
4. Visual arts teacher develops curriculum that is shared with administration and teaching staff. They participate in school-based professional development. Teachers use a the workshop model implemented in reading, writing and math.
5. Visual Arts and Technology programs are implemented in the classroom to expose teachers to the content and provide opportunities to implement teaching visual arts and technology on their own.
6. Afterschool coordinators provide training and development for their staff in academic, extra-curricular and enrichment activities.

**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. Provide 75 minutes, once per week, for teachers to communicate and/or conference with parents throughout the year.
2. Monthly grade assemblies with awards ceremonies for academic and attendance achievements.
3. Parents accompany classes on field trips.
4. Post information digitally and on a board on the first floor regarding parent volunteer opportunities

**Budget and Resource Alignment**

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

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

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

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

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

**By June 2015, all teachers will receive targeted professional development to improve instructional practices and demonstrate implementation as evidenced by Danielson classroom observations and student work products.**

### ***Instructional Strategies/Activities***

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

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

1. Teachers will use teaching practices aligned to the school's instructional focus and curricula. Teachers will be supported with specific and time bound feedback. The feedback will also include the next steps for the strategic use in instruction demonstrated through formal and informal classroom observations.
2. Teachers will provide multiple entry points and high-quality supports based on student needs and individual goals. This will allow for all learners, including ELLs and SWDs to be in engaged in appropriately challenging tasks that demonstrate student collaboration, utilization of protocols, and student discussion. Ongoing and relevant professional development will aligned to our needs in the following areas: framing higher order questions for students discussion, differentiation and purposeful grouping, using student data to drive instruction. These criteria will also be used as a guide when lesson planning.
3. Faculty will create personal and professional SMART goals to focus and track their progress as reflective, highly effective educators.
4. Teachers will analyze elements of teacher practice through inter-visitations and model school visits to observe classroom instruction, assessment data, and student work in order to self and peer reflect on teacher practice and mastery of goals.

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

1. School leaders and teacher peers use the Danielson Framework and Evaluating Student Learning Rubric.
2. Instructional Cabinet and teacher peers utilize Blooms, DOK, Hess and needs assessment to inform PD.
3. The Instructional Cabinet and the PD Committee will support professional development on using SMART goals to self-monitor and create strategic academic plans to address the needs of their students.
4. Time programmed into teacher schedules to allow for professional development, team collaboration and peer observations within grade level and across content areas as well as school visits.

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

1. Formal and informal observations on a 6 week rotational basis assessing all 8 components of the Danielson Framework.
2. Weekly teacher team meetings to develop, assess, and modify coherent systems and protocols amongst grade level bands. Weekly staff professional development sessions/ meetings to address coherent instruction across grades.
3. Teachers collect and analyze data to self-reflect on teaching practices and make instructional decisions through maintaining working data binders.
4. Beginning in September all teachers will have opportunities to engage in weekly meetings to reflect on teaching practices and unit assessments in order to monitor and evaluate student needs.

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

1. Formal and informal observations beginning September 2014 and continuing throughout the school year.
2. Weekly opportunities for teacher team meetings and professional development beginning September 2014 and continuing throughout the school year.

3. Teachers create professional SMART goals at the beginning of 2014-2015 school year and amend throughout the school year, as needed.
4. Throughout the course of the year, school leadership will evaluate inter-visitation and school visits to see implementation of best practices beginning November 2014 and continuing throughout the school year.

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

1. Time is programmed into the weekly schedule of teachers to accommodate grade level and content area meetings.
2. Administration will schedule time for teachers to provide peer-to-peer observations and feedback upon teacher request. Teachers meet formally and informally during self-directed time to discuss and apply new strategies from professional development.
3. Administration will create a professional development calendar that will address the needs of staff and address the on-going needs identified by the Citywide Instructional Expectations and the professional development needs assessment.
4. Time programmed to conduct monthly and bi-weekly meetings to support teachers in analyzing student work and creating next steps.

**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. Weekly parent engagement sessions and parent-teacher conferences 4 times during the school year.
2. Teacher team / parent conferences, as needed.
3. Parent input on creation of Individualized Education Programs.
4. Parent communication through Engrade, teacher emails, and telephone.
5. Periodic curriculum information sessions conducted by volunteering teachers and instructional coaches.
6. Schools instructional focus shared with parents by administration

***Budget and Resource Alignment***

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

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

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

	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>		<b>PF Common Core</b>
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>		<b>PF Parent Engagement</b>
	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>		<b>PF Supporting Great Teachers &amp; Leaders</b>

### Academic Intervention Services (AIS)

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

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	<ul style="list-style-type: none"> <li>• RTI</li> <li>• Close Reading, Shared reading and writing activities</li> <li>• Test sophistication</li> <li>• Text dependent and high level questioning</li> <li>• Writing in response to literature</li> <li>• Phonics and vocabulary support</li> </ul>	<ul style="list-style-type: none"> <li>• Whole class</li> <li>• Small group</li> <li>• Tutoring</li> </ul>	<ul style="list-style-type: none"> <li>• During the school day</li> <li>• Before school</li> <li>• After school</li> <li>• During lunch</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• RTI</li> <li>• Exemplars</li> <li>• STEM Program</li> <li>• Problem solving strategies</li> <li>• Real world connections</li> <li>• Mathematics writing</li> <li>• Partnerships including: Codesters, Code.org, and HTHNK</li> </ul>	<ul style="list-style-type: none"> <li>• Whole class</li> <li>• Small group</li> <li>• Tutoring</li> </ul>	<ul style="list-style-type: none"> <li>• During the school day</li> <li>• Before school</li> <li>• After school</li> <li>• During lunch</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>• Green Zone – gardening</li> <li>• STEM Program</li> <li>• Urban Advantage</li> <li>• Hands on science activities</li> <li>• Reading/writing in the content area</li> <li>• Educational trips during the school day and overnight</li> </ul>	<ul style="list-style-type: none"> <li>• Whole class</li> <li>• Small group</li> <li>• Tutoring</li> </ul>	<ul style="list-style-type: none"> <li>• During the school day</li> <li>• Before school</li> <li>• After school</li> <li>• During lunch</li> </ul>
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>• Educational trips during the school day and overnight</li> </ul>	<ul style="list-style-type: none"> <li>• Whole class</li> <li>• Small group</li> <li>• Tutoring</li> </ul>	<ul style="list-style-type: none"> <li>• During the school day</li> <li>• Before school</li> <li>• After school</li> </ul>

	<ul style="list-style-type: none"> <li>• Reading/writing in the content area</li> <li>• Career days</li> <li>• Project based learning activities</li> </ul>		<ul style="list-style-type: none"> <li>• During lunch</li> </ul>
<p><i>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i></p>	<ul style="list-style-type: none"> <li>• Counseling</li> <li>• Peer Mediation Program</li> <li>• Morningside Center</li> <li>• ESL services</li> <li>• CHILL program partnership</li> <li>• 282 Jewels Girl's Sorority Group</li> <li>• Parent/ Teacher team meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Small group and individual sessions</li> <li>• Students to receive direct and indirect services on a daily basis.</li> <li>• The counseling sessions and peer mediation include a variety of topics: family interaction, interpersonal skills, social skills, behavioral concerns affecting classroom performance, overall mental and emotional well-being of students.</li> </ul>	<ul style="list-style-type: none"> <li>• During the school day</li> <li>• Before school</li> <li>• After school</li> <li>• During lunch</li> </ul>

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

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

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

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**Parent Involvement Policy (PIP) Template**

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; 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 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

District <b>13</b>	Borough <b>Brooklyn</b>	School Number <b>282</b>
School Name <b>Park Slope</b>		

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

Principal <b>Magalie Alexis</b>	Assistant Principal <b>Katerina Sidbury</b>
Coach <b>Sandra Cover</b>	Coach <b>Danielle Scott</b>
ESL Teacher <b>Jerome Benoit</b>	Guidance Counselor <b>Heather Roberts</b>
Teacher/Subject Area	Parent
Teacher/Subject Area	Parent Coordinator
Related Service Provider	Other
Network Leader(Only if working with the LAP team)	Other

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>1007</b>	Total number of ELLs	<b>-20</b>	ELLs as share of total student population (%)	<b>-1.99%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs	20	Newcomers (ELLs receiving service 0-3 years)	14	ELL Students with Disabilities
SIFE		ELLs receiving service 4-6 years	6	Long-Term (completed 6+ years)

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

	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	14			6						20

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	14	0	0	6	0	0	0	0	0	20
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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

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

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

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): <u>0</u>	Number of third language speakers: <u>0</u>	
Ethnic breakdown of EPs (Number):		
African-American: <u>0</u>	Asian: <u>0</u>	Hispanic/Latino: <u>0</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>0</u>	Other: <u>0</u>

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1		3		1	1	1	1	3					11
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic								2	1					3
Haitian					1	1		1						3
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other				1			2							3
<b>TOTAL</b>	<b>1</b>	<b>0</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>20</b>

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)			1	1	1	1		4	2					10
Intermediate(I)									1					1
Advanced (A)	1		2		1	1	3		1					9
Total	<b>1</b>	<b>0</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>20</b>

**NYSESLAT Modality Analysis**

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

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
We use diverse assessment tools to obtain information on how to prepare our ELLs for academic success. With the new initiatives, ReadyGen and Go Math!, we plan to administer the periodic assessment, combined with strategies and methods from Teacher's College Balanced Literacy Program. The ESL teacher is provided with units of study and the NYS standards. The students are assessed to

determine their “just-right” reading levels/English Acquisition, to ensure differentiated instructions. This differentiated instruction in Balanced Literacy is continued throughout the ESL program. We also provide standard based instruction in content areas. Based on early literacy assessments results, ELL students are exposed to weekly vocabulary through the use of visual aids and Hands -on materials to improve their comprehension.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
The NYSESLAT test measures four areas; Reading, Writing, Listening and Speaking. It revealed most of our ELLs struggled with reading and writing modalities than Listening and Speaking modalities. Performance on these areas will drive intructions. Those who shown weakness in Reading/Writing will concentrate on these areas to ensure passing that area/modality next test. Same for those who shown weakness in Listening/Speaking or all four areas, will focus on these weakness areas to ensure improvements. Our goal is to provide quality ESL based instruction. We use content area instruction and ESL standards and methods in order for students to meet the necessary skills and pass city and state standardized tests. Students are exposed to hands-on activities, technology research and all other facilities within the school. Those who are at the advanced stages are exposed to the Internet for research based academic instructions. The students at all three stages will engage in Getting Ready for the NYSESLAT for all grades, Ready Gen, Learning Today, and personalized computer based programs, to enhance their skills in literacy and math, using Go Math!. This program is indicative of students’ strengths and weaknesses in fundamental literacy and math skills. The data from this program is analyzed and used to drive instruction.

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 [AMAQ tool](#))  
NYSESLAT test results show most of our ELLs demonstrated weakness in Reading and Writing more so than the other modalities. Again, we will focus on reading comprehension and developmental writing with skills and strategies supported using ReadybGen initiatives, that will positively affect ELL academic growth. NYSESLAT scores indicate what areas need improvement. The NYSESLAT test measured four areas, Reading, Writing, Listening and Speaking. Performance on these areas drive intructions. Those who shown weakness in Reading/Writing will concentrate on these areas to ensure passing that area next test. Same, for those who shown weakness in Listening/Speaking or all four areas, will focus on these area of weakness, for improvement.

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?

After analyzing the patterns across proficiencies, we have made adjustments on how to provide quality instructions to our ELL population. Students are exposed to content vocabulary through the use of visual aids to improve their understanding in the classroom. Everyday Mathematics/ Go Math! are used across grades. Both are aligned with the NYS standards. Each program provides an ELL component, suggesting activities that can be used to support ELLs. Our ELLs show great improvement when compared with native lague in taking tests. Results from periodic assessment test will determined and drive our instructions. We will look at results from each modality to see if there are consistancies and where to make adjustments, as far as academic growth. Again, we use results to drive instruction. We have learned that most ELLs are challenged in the Reading/Writing modalities more so than Listening/ Speaking. As a result, we will focus and building and vocabulary, reading comprehension skills and close reading/writing response.

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](#).)

With respect to Respond to Intervention framework and how it is used to guide instructions, our goal is to provide quality ESL based methods. We use content area instruction and ESL standards and methods in order for students to meet the necessary skills and pass city and state standardized tests. Students are exposed to hands-on activities, technology research and all other facilities within the school to ensure academic success. those who are at the advanced stages are exposed to the Internet for research based academic instruction. The students at all three stages use Getting Ready for the NYSESLAT, Learning Today, and personalized computer based programs, to enhance their skills in literacy and math, in addition to Go Math!/ReadyGen. This program is indicative of students’ strengths and weaknesses in fundamental literacy and math skills. The data from this program is analyzed and used to drive instruction in English acquisition skills.

6. How do you make sure that a child’s second language development is considered in instructional decisions?  
According to research, it is encouraged that students continue conversations and activities in native language. We encourage parents to engage the native lague because it facilitates a smoother transition of a new language development. Prior to making decisions about a student’s reading fluency, we consider the relationship between the student’s language proficiency and his/her literacy skills. In the case of LEP/ELL students, reading fluency and comprehension may be strongly determined by vocabulary comprehension and

linguistic proficiency in both the first and second language.

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

N/A

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

Evaluation is a complex process that involves all stakeholders and must be an integral part of ESL instructional programs before, during, and after. When done appropriately, it can increase program effectiveness by providing valuable information about the impact of programs and highlighting areas where improvement is needed. We have had a constant increase in the number of students testing out or finding proficiency in our program every year.

## 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](#).)

During registration, parents are provided with a form called the HILS form. In that form, if the parents checked that there is a language other than English spoken in the home, that is basis for administration of the LAB-R. All parents or guardians of newly enrolled students are required to complete a Home Language Identification Survey (HLIS). If parents don't speak English, we ensure translation is provided in completing the HILS form, administered by a trained pedagogue, at our schools, Mr. Benoit, the ESL provider. English Language Learners performance on this test (LAB-R), determines child's entitlement to English language development support services. Once your child is tested, the school notifies parents to advise eligibility for English language development services. After notification of entitlement services, we required to hold orientations for parents or guardians of newly enrolled ELLs to invite them to the school where they will view a video explaining different ELL programs that are available. During the orientation, parents have the opportunity to receive materials about ELL programs in their home language, and to ask questions about ELL services (with assistance from a translator, if necessary). At the end of each orientation, school staff collect the Parent Survey and Program Selection Forms, which indicate the program they've selected.
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.

During registration, parents are provided with a form called the HILS form. In that form, if the parents check that there is a language other than English spoken in the home, that is basis for administration of the LAB-R. All parents or guardians of newly enrolled students are required to complete a Home Language Identification Survey (HLIS), administered by a trained pedagogue, at our schools, Mr. Benoit, the ESL provider.

Once students are identified according to LAB-R assessment scores, that there is an English Language deficiency, parents are notified. A letter is sent to parents inviting them to come to an orientation where they will have an opportunity to view all three programs, listed above, and how they function, in order to have a better understanding when selecting a program. In orientations, parents have the opportunity to ask questions about ELL services (with assistance from a translator, if necessary). At the end of each orientation, school staff collect the Parent Survey and Program Selection Form, which indicates the program that they are requesting for their child.
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 [\[see tool kit\]](#).)

All parents or guardians of newly enrolled students are required to complete a Home Language Identification Survey (HLIS), administered by a trained pedagogue, at our schools, Mr. Benoit, the ESL provider.

Once the student is identified to be entitled for ESL services, a letter is sent to parents to inform them that their child will be

receiving ESL instruction. At that time, letters are sent to parents with a scheduled date and time to invite them to parent orientation where they will watch a video explaining all the program choices available to them. If a child has been identified and no letters are returned for the orientation, then the child will be placed in Transitional Bilingual Education as per CR Part 154, if available at school. All forms that are returned are kept in files/folders in ESL assigned location.

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.  
Once a child is tested, the school notifies parents to advise eligibility for English language development services. After notification of entitlement services, the school is required to hold orientation for parents or guardians of newly enrolled ELLs. Parents are invited to the school where they will view a video explaining different ELL programs that are available. During the orientation, parents have the opportunity to receive materials about ELL programs in their home language and ask questions about ELL services (with assistance from a translator, if necessary). At the end of each orientation, school staff collect the Parent Survey and Program Selection Forms, which indicate the program they have selected.
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.  
All NYC Public School ESL students must take, pass and be proficient in the NYSESLAT test in order to exit the ESL program. The NYSESLAT measures four areas: Listening, Reading, Writing and Speaking. Students must meet the passing score in all areas in order to be proficient. Administration of the NYSESLAT is done with collaboration of other staff to ensure flexibility and accuracy of test administration. Again, the NYSESLAT has four parts and all students must take all parts. Timing can be critical. During the test administration, we select a team who assists in the administration and scoring of the NYSESLAT.
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.   
Our schools has a very small ESL population. We do not have issues with parent choice. After parents view the video of all programs that are offered at the orientation, 100% of our parents have selected English As a Second Language for the past few years. In order to ensure that parents make the best choice as far as which program they should select, we provide a translator to answer any question that they are not clear on, in order to align choices and what is offered to them.

## 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])?
 

The ESL program at PS/MS 282 provides a Pull-out service. The students are grouped by grade and proficiency. The ESL curriculum follows the Teacher College Reading and Writing Curriculum and is aligned with the City curricula for Math, Science and Social Studies. Planning for instruction is done in consultation with classroom teachers and the school's instructional coaches. The ESL teacher, Mr. Jerome Benoit, has a certificate in TESOL. Newly arrived ELL's and SIFE's ( Students with Interrupted Formal Education) participate in intensive Pull-out classes in Basic Interpersonal Communication Skills as they approach Cognitive Academic Language Proficiency. Their curriculum aims to develop vocabulary, emphasize syntax, encourage oral expression with proper pronunciation and lower the student's affective filter in order to promote a classroom experience conducive to learning. Intermediate and Advanced ELLs receive instruction aimed at increasing their proficiency in Writing and Reading in the English Language since according to NYSESLAT results, these areas/modalities are most challenged. Instruction is developed in alignment with classroom instruction. Many of the students also receive AIS (Academic Intervention Services) and/or Resource Room services. Some students receive extended day services. The ESL classroom, like all classes within PS/MS 282, provides a rich and varied learning environment that supports ELL's as they acquire English skills. It utilizes visual resources including pictures, word wall, and charts and technology with internet based interactive programs aim at supporting ELLs. Use of native languages is encouraged and respected within the ESL program. Research shows that maintaining and utilizing native languages during English acquisition is greatly beneficial and the ESL program at PS/MS 282 reflects this philosophy. All teachers are involved in professional development experiences that enhance their ability to work with ELLs. Technical assistance as well as Instructional PD sessions are available for teachers.
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)?
 

Mendated service for ELLs is outlined in the CR Part 154 regulation. It highlights how many hours a day ELL students are serviced. Students in Bilingual programs or Free standing ESL programs, must receive a certain number of period of instruction based on Language and English level. Begginers receive 360 per week, Intermediate also 360 and those at the Advanced level receive 180 minutes per week. At our school we have a Pull-out ESL program. Students are pulled out depending on grade and level based on assessment scores.
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.
 

Students receive comprehensible core content instruction throughout the day. The content is from grade level curricula taught using instructional strategies that scaffold the content learning by building background knowledge and through the use of visuals, gestures, manipulatives, paraphrasing, etc. Lessons have clear grade level, content and language objectives
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
 

In evaluating ELLs appropriately in their native language, We consider all educational stakeholders when planning assessment. If child is SIFE, environment, classroom setting, appropriate materials and whether there is a strong or weak academic foundation in the native language. Assessment is an important piece of identifying those English language learners (ELLs) who need specialized instruction (available in such programs as sheltered English, ESL, or bilingual education). This assessment then becomes the basis for the development of an appropriate program of instruction.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 

Informal assessments (also called authentic or alternative) allow teachers to track the ongoing progress of their students regularly and often. While standardized tests measure students at a particular point in the year, ongoing assessments provide continual snapshots of where students are throughout the school year. By using informal assessments, we can target students' specific problem areas, adapt instruction, and intervene earlier rather than later in all modalities; Reading Writing Listening and Speaking.
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).

In order to tackle challenges that SIFE and newcomers encounter, the school will develop assessment (and instructional) activities that are geared to the students' current levels of English proficiency. Performance-based assessment activities can concentrate on oral communication. Each student comes to school, not only with unique academic needs, but also with unique background experiences, culture, language, personality, interests, and attitudes toward learning. Effective teachers recognize that all of these factors affect how students learn in the classroom, and they adjust, or differentiate, their instruction to meet students' needs. Examples of commonly-used activity types designed for tackling SIFE and Newcomers are:

- a. Reading with partners, retelling stories, role playing, giving descriptions or instructions using visual or written prompts
- b. Oral reporting, telling the basic elements of a story by using a sequence of three or more pictures
- c. Completing dialogue or conversation through written prompts
- d. Debating, either one-on-one or taking turns in small groups
- e. Brainstorming, interactive/educational games.

As for ELLs that have been receiving services 4 to 6 years, these activities will be modified depending on English acquisition level. Long term ELLs will be engaged in challenging, theme-based curricula activities; this helps build students' academic and content concepts. Infusing students' cultures, backgrounds, experiences, and languages into lessons and curriculum, as well as collaborative activities and scaffolded instruction, can help build students' academic English proficiency and help students value themselves as learners.

- 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?

As vocabulary increases, ELLs are able to read and understand more and more books. Reading Practice Quizzes on fiction and nonfiction books that are considered essential reads covering content-area subjects. Quiz results give educators an accurate measure of student comprehension of books read. In order to accelerate English Language Development and access to academic content areas, we tend to personalize practice and differentiate instruction so that ELLs can comprehend what they read, develop lifelong readers and learners, build students' knowledge base in the content areas, tap into a constantly expanding quiz collection and enjoy online support and very importantly, increase parental support with web-based, school-to-home communications.

- 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?

All active ELLs are assessed annually to determine progress in acquiring English proficiency. In the IEP, a comprehensive description of the student's strengths and needs in accessing and achieving at age appropriate grade expectations in the general curriculum. In short, when we write instructional goals we have to know what the child needs to learn and what action we want to see. We will measure progress toward the goal. Finally, we set a level of mastery that we expect.

We use standardized tests and informal assessments to measure a child's progress toward the goals. We can do tallies or checklists or give tests specific to the action we seek.

### Courses Taught in Languages Other than English ⓘ

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

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

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

**Courses Taught in Languages Other than English **

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

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


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

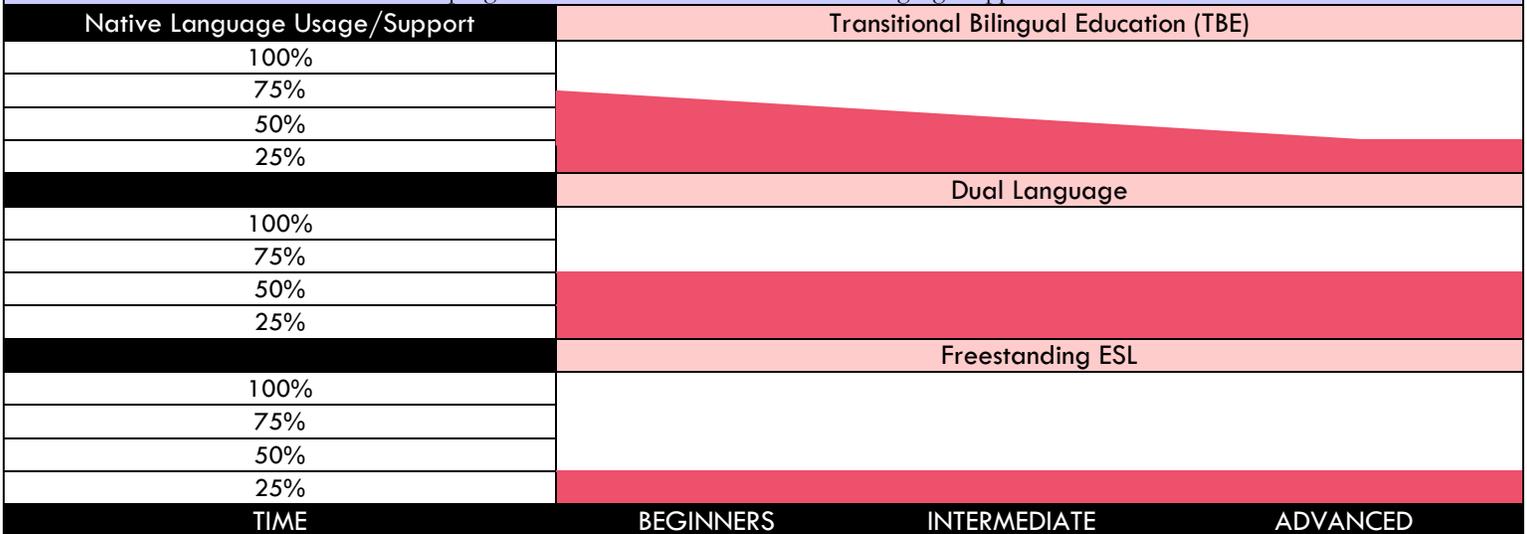
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

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

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

**Native Language Usage and Supports**

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



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

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- In planning RTI services, it is important to understand the program in which ELLs are enrolled, how their native language and English proficiency is assessed and monitored, and the core literacy program they receive for development of native language and/or English literacy skills. The ESL teacher has been provided with the curriculum that the school is utilizing.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- ESL methodologies are employed in order to connect content areas and to facilitate instruction and support when needed. We aim to meet the needs of our ELLs in content areas and language development by develop a culturally responsive instruction employed in all content areas, evidence-based practices/interventions shown to be effective and validated for LEP/ELL students, Interventions are adapted to reflect cultural and linguistic considerations; adapted intervention protocols are standardized, implemented with fidelity, and revised as needed based on sufficient data reflecting student results and program efficacy.
11. What new programs or improvements will be considered for the upcoming school year?
- We will continue to use the programs we mentioned above and other strategies that have been working for our ELLs. In addition, this year we will use ReadyGen and GoMath! in conjunction with ESL methodologies to deliver instructions. Close reading component highlight in ReadyGen and GoMath! provide essential elements and strategic approaches that benefit ELL language development.
12. What programs/services for ELLs will be discontinued and why?
- We will continue to provide ESL services using all elements and fundamentals provided by all the programs that we have been using. We will make appropriate changes to correspond to specific challenges as they become evident. We will connect new initiatives to existing and will adapt constructive strategies appropriate to language development.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- As new initiatives, programs or activities are implemented at our school, they are made available to ALL students. ELL parents who requested are provided information in their native language so they can be kept aware of vital information concerning their ELL language acquisition.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Teaching a second language can be an arduous and painful task, or it can be a fun and rewarding experience. Second language learners can be apathetic or enthusiastic students depending on their classroom experiences. We will set the tone with our attitudes and expressions as well as with the activities in which we choose to involve ELLs. Its also important that students are engaged in fun, informative activities that provide students with meaningful learning of content as well as second language acquisition toward increasing their English language proficiency.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Research conducted shows that reading in the native language aids the acquisition of and reading ability in a second language. By connecting language support, learners are able to engage their oral language, culture, and experience to meaningful literacy activities. English language learners come to program with a variety of experiences. They also come with many strengths embedded in their language, culture, and experiences. By incorporating learners' native language, we will have the potential to draw upon these strengths in facilitating a smooth transition.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- We use content area instruction and appropriate ESL standards in order for students to meet the necessary skills to meet and pass city and state assessments. Students are exposed to hands-on activities, technology research, and all other facilities within the school to aid in their success. Those who are at the advanced stages are exposed to the Internet for research based academic instruction.
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.
- Our new English language learners are eager to read the environmental print that surrounds them. We take advantage of this natural interest to help students learn to read in English and gain information about their community at the same time, pair newcomers with a student who has been here a little longer, take a trips around community for signs such as Welcome to ..., Exit etc...
18. What language electives are offered to ELLs?
- N/A
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?

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

N/A

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

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

The ESL teacher is given numerous opportunities to attend professional development on and off site. Training has been provided on ATS functions to ensure key dates and deadlines are met. Training on Danielson 2013 Initiatives, GoMath and Ready Gen workshops were provided and will continue on an on-going basis to all instructional staff. BESIS training and other workshops on using data to plan instruction are provided to ensure an awareness of expectations. Additional training will be provided around and through a series of QTEL, Language Allocation Policy, Teaching Basic Writing Skills, Differentiation of Instruction, and ELL Identification and Parent Information workshops. Other workshops throughout the school year are:

- Using Inquiry Teams to Improve the Mathematics Instruction
- From Analysis to Achievement: Using Data to Design Effective Instruction
- Demystifying ELL Data
- \* ReadyGen/GoMath!/Danielson Initiatives

The ESL provider is required to turn-key information, tools, and any resources obtained to staff. This will ensure coherency among all staff in providing academic instructions to students.

## **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?

Parents are invited to attend an orientation in September. Parents attend a series of workshops designed to provide additional information on how to support their children's academic progress. They are also given vital information and strategies to help assist their children at home. Periodic Workshops are made available to ESL parents to ensure that their children are making progress throughout the school year. The school continually provides parents with opportunities to engage students academically, connecting to their native language. Translators who can assist parents with a variety of issues, such as financial, social, and academic, are provided as necessary. If appropriate assistance cannot be provided at the school level, parents will be guided to the needed resources.

There is a small population of ELLs at our school. This fosters an on-going communication between parents and the school community. Parents consistently volunteer and provide assistance in various ways. Conversations with parents are vital, and it is very important for parents to obtain information in order to facilitate a smooth transition and successful language acquisition for ELLs. The school encourages parents to be involved in their children's education, enabling them to communicate using their native language. If necessary, the school assists parents in getting in touch with people who speak their language in the community.

## **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.

## Part VI: LAP Assurances

School Name: <u>Park Slope</u>		School DBN: <u>13K282</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Magalie Alexis	Principal		12/5/13
Katerina Sidbury	Assistant Principal		12/5/13
	Parent Coordinator		
Jerome Benoit	ESL Teacher		12/5/13
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
Sandra Cover	Coach		12/5/13
Danielle Scott	Coach		12/5/13
Heather Roberts	Guidance Counselor		12/5/13
	Network Leader		
	Other _____		

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

*Requirement under Chancellor's Regulations – for all schools*

DBN: 13K282 School Name: Park Slope

Cluster: 6 Network: 612

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

### **Part A: Needs Assessment Findings**

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

It is vital that we 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. At our school Mrs. Cortez who is fluent in both Spanish and English translates any information we need to submit to parents/guardians. Mr. Benoit, the ESL teacher also is fluent in Haitian Creole, French and English relates any information to parents in those languages so they can be kept informed on how they can assist in their children academic progress and language development.

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.

After a review of the needs assessment findings, we determined that our school needs an oral/written Spanish translator. Teachers have been informed that parent notices must be sent home in Spanish and also any languages that parents need to be notified. Also, when speaking to parents during parent teacher conferences, teachers secure a translator when necessary in order to provide full explanation and understanding of each program and what is offered.

## Part B: Strategies and Activities

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

In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is strongly recommended that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.

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.

We develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. We put in place a system where parents with the assistance of some staff members who share same native languages, willing and able to translate orally or in writing to our parents.

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>.

In fulfilling and in falling allign with Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services, We ensure the following important school documents have been translated and are available electronically and/or in hard copy:

- Report cards
- Registration and admission
- Parent Handbook
- Discipline letters/codes
- Testing memorandums
- Chancellor's code of conduct
- Medical forms through our Spanish speaking medical assistant