

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

03 M 199

School Name:

JESSE ISIDOR STRAUS

Principal:

LOUISE XERRI, I.A.

Comprehensive Educational Plan Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)

Section 4: CEP Overview

Section 5: Needs Assessment, Annual Goals and Action Plans

- **Section 5A Capacity Framework Element - Rigorous Instruction**
- **Section 5B Capacity Framework Element - Supportive Environment**
- **Section 5C Capacity Framework Element - Collaborative Teachers**
- **Section 5D Capacity Framework Element - Effective School Leadership**
- **Section 5E Capacity Framework Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

Section 1: School Information Page

School Information

School Level: Elementary School School Number (DBN): 03M199
School Type: Elementary School Grades Served: K-5
School Address: 270 West 70th Street
Phone Number: 212-799-1033 Fax: 212-799-1179
School Contact Person: Louise Xerri Email Address: lxerri@schools.nyc.gov
Principal: Louise Xerri
UFT Chapter Leader: Peter Rockwitz
Parents' Association President: Eric Shuffler
SLT Chairperson: Debra Belena and Danielle Rosen
Student Representative(s): N/A

District Information

District: 03 Superintendent: Ilene Altschul
Superintendent's Office Address: 154 West 93rd Street, New York, NY, 10025
Superintendent's Email Address: ialtsch@schools.nyc.gov
Phone Number: 212-678-5857 Fax: 212-222-7816

Cluster and Network Information

Cluster Number: 1 Cluster Leader: Chris Groll
Network Number: 103 Network Leader: Yuet Chu

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
- The original signed 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.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Louise Xerri	*Principal or Designee	
Peter Rockwitz	*UFT Chapter Leader or Designee	
Eric Shuffler	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Danielle Cione Karen Kemp	Member/Teacher Member/Paraprofessional	
Jamie Zucker	Member/ Teacher	
Kirsten Loderer	Member/Teacher	
Lisa Taylor	Member/Teacher	
Patricia Bleichman	Member/Teacher	
Alessandra DiGiusti	Member/Parent	
Danielle Rosen	Member/Parent	
Debra Belena	Member/Parent	
Ellen Schultz	Member/Parent	
Jeannie Widerka Victoria Kopper	Member/Parent Member/Parent	
Liz Sutherland	Member/Parent	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
<ul style="list-style-type: none"> Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. 	
<ul style="list-style-type: none"> Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. 	
<ul style="list-style-type: none"> Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. 	
<ul style="list-style-type: none"> Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. 	
<ul style="list-style-type: none"> Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations. 	
<ul style="list-style-type: none"> Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and 	

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

PS 199 is a kindergarten through fifth grade elementary school with two special education classes. We are committed to teaching our children to be respectful of others. Our mission is fourfold: (1) To teach children to become lifelong readers, writers and learners (2) To teach children to organize for effort, strive for high standards, and appreciate the need for understanding and tolerance in our diverse world (3) To create a strong community of pedagogues, administrators and parents who will work together to meet our common goals (4) To encourage flexibility and commitment on the part of the staff so that collaboration and team planning will optimize delivery of instruction. Our motto is "Work Hard, Be Kind." Our upper grade students serve as mentors to our special needs students. In addition, our special needs students are included in many of our academic and enrichment programs. We believe that students should have the opportunity to express their talents in many areas and we make a systematic effort to incorporate the arts into our curriculum. We have long standing partnerships with the New York Philharmonic, National Dance Institute, Lincoln Center Education, and Vital Theatre to accomplish this vision.

We believe that learning is a social and active process: students turn and talk, have purposeful partnerships, and instruction is geared towards fostering their continued growth to achieve very high expectations. Our teachers engage in professional development that incorporates a lab site in their classes which further promotes to our students the belief that learning is a lifelong process. We have a long standing partnership with Teachers College and provide our staff with continuous professional development that is aligned to the needs of teachers and students. The Teachers College Reading and Writing curriculum allows all our students to work at their independent levels. Assessments occur throughout each unit and students have the opportunity to assess their own work through the reading and writing process. This year we are piloting the new Everyday Math Curriculum in grades kindergarten through second which has been rewritten to align with the CCLS. Our teachers meet regularly to preview lessons and design interactive smart board lessons to enhance the curriculum.

State data reveal we are exceeding targets in the areas of student achievement, school environment, and closing the achievement gap. We received a performance rating of Well-Developed on our Quality Review. Areas of strength include: rigorous, engaging and coherent curricula aligned to CCLS; research-based effective instruction; aligned resources to support students' needs and instructional goals; a culture of learning that promotes high expectations; and purposeful support and evaluation of teachers. PS 199 was designated as a Blue Ribbon school in 2013 and based on last years' state data, we have been given the status of a Reward School.

The 2013-2014 Quality Review indicated assessment practices need to be strengthened so as to provide students with actionable feedback to improve achievement. State data supported this review as at this time we are "approaching" the target in the area of Student Progress. As a result our instructional focus this year has been a process of strengthening, aligning, and calibrating our rubrics so as to provide students with strategies that are tailored to their specific needs. It is the goal that students can articulate and demonstrate strategies they are working on and the purpose of this work. In addition, professional learning focused on Social Studies and aligning our curriculum to the CCLS is occurring on each grade level.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

An overall rating of Well Developed was achieved on our 2013-2014 Quality Review. However, the review also revealed further development is required in our assessment practices. Specifically “Strengthen assessment practices to ensure that grade-wide rubrics and common assessments provide actionable feedback to ensure that all students are aware of their next learning steps to increase achievement.” State data indicates that 72.2% of students are proficient in ELA and 81% are proficient in Math. However, state data indicates that we are “approaching” the target in the area of student progress. As a result the school wide instructional focus has been to ensure students are aware of their goals and the strategies to meet these goals. Analysis of ELA test data revealed that several informational CCLS are an area in need of improvement. Work has begun to enhance our social studies curriculum by aligning it to the CCLS. By improving assessment practices teachers will be able to better analyze student work and provide targeted feedback which in return will improve student outcomes.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 75% of students will meet or exceed grade level benchmarks in literacy and 83% of students will meet or exceed benchmarks in math as demonstrated by TCRWP running records, teacher rubrics, student checklists, unit assessments, and students’ progress reports.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 			
<ul style="list-style-type: none"> • Teachers will administer TCRWP running records at least three times a year and analyze data to ascertain learning objectives and strategies to be shared with each student. 	All students	September-June	Teachers, Staff Developers, Data Specialist

<ul style="list-style-type: none"> Professional Development with Teachers College will focus on assessing student work and aligning it to rubrics/checklists. Strategy groups will be created based upon students' need. Grades 3, 4, 5 will work with staff developers in the following areas: writing rubrics, mentor authors, peer conferring, student-facing checklists, and vocabulary transference. Cross grade planning to ensure running records scoring practices are consistent. Teachers will develop rubrics for retelling checklists. Learning Cycle of aligning social studies curriculum to CCLS on each grade level with the focus of CCLS RI.1, RI.3, RI.4, and RI.8 being incorporated into curriculum. Improve student engagement by incorporating close reading strategies in instruction. Learning cycle of aligning math assessment practices on each grade level. 		Jan-March	
<ul style="list-style-type: none"> SIT team will meet weekly with administration to monitor at-risk students and determine efficacy of intervention. Member of SIT team will participate in one weekly meeting with ISC team to share action plan and align resources. Student review meetings are conducted as needed. Administration will conduct regular "reviews" with SETSS and related service providers to monitor students' progress. Targeted instructional at risk intervention based on student assessments will be provided to all students. Math intervention will target area of need based on in-class assessments: learning specialists will pre-teach and reteach. Specialized literacy interventions such as Wilson, Reading Rescue, and Reciprocal Teaching will be used strategically to address students' needs. 	SWDs, Ells, students at risk	Sept-June	SIT, SBST, Teachers, Related Service Providers, Administration
<ul style="list-style-type: none"> Clear communication with families to inform them of their child's academic levels occurs on a regular basis. Distributive leadership at SLT warrants that families' perspectives are represented in decision-making. Parents are regularly invited to classrooms to celebrate students' work. IEP teachers and related service providers will report progress at least three times a year. 	Parents/Guardians and Students	Sept-June on an as needed basis; 1x weekly	Teachers, parents
<ul style="list-style-type: none"> Parents will receive regular communication from teachers via homework feedback, reading logs, newsletters, rubrics, and direct communication as required. Families will receive individualized support including, but not limited, to translation services, advocacy, and 	Parents/Guardians	September-June	Teachers, SBST, Guidance Counselor, Parent Coordinator, Middle School Liaison

skills to complete and understand school related processes (IEPs, Intervention Support, Test Data etc.)			,Administration
---	--	--	-----------------

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Wilson material, Guided Reading Sets, Expository Texts to align to new SS curriculum, Special Education Teachers, Staff Developer, Target Professional Development Training-(PROMPT, Orton-Gillingham, ACES training, Smart board Training), Translation Services, Per Diem, Substitute coverage for teachers to attend PD and Specialty Groups

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy		Title I Basic		Title IIA		Title III		Grants
---	----------	--	---------------	--	-----------	--	-----------	--	--------

List below any additional funding sources that will be utilized to support achievement of the goal.

PTA funds professional development with Teachers College.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

By January 30, 100% of running record data and math assessment data will be reviewed to determine percentage of students meeting or exceeding grade level benchmarks.

Part 6b. Complete in **February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	X	No
----	--	--	-----	----------	----

2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

All data will be reviewed by the end of February. Teachers are still administering assessments to students.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The 2013-2014 School Survey revealed a 97% above average satisfaction rate in the area of school culture. Results from the 2013-2014 Quality Review indicated a rating of “well developed” in establishing a culture for learning that communicates high expectations to staff, students, and families. PS 199 believes in a balanced learning environment and incorporates the arts at every grade level. We have longstanding partnerships with Lincoln Center Education (LCE), National Dance Institute, New York Philharmonic, and Vital Theatre. Teachers implement the 4Rs Program (Reading, Writing, Respect and Resolution) to foster social emotional learning for our children. However, we have observed the need to provide additional support to our fourth and fifth grade students in this area. Our upper grade students readily have access to the internet and need guidance on safe practices. Many students also independently travel to school and need to be informed of safe practices. In addition, on a school-wide level, we want to reinforce our school motto of “Work Hard and Be Kind” by teaching our children how to advocate for themselves and to be cognizant of how their actions can impact others.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 100% of our fourth and fifth grade students will participate in grade wide assemblies that will reinforce healthy social-emotional habits, educate them on safe practices while using the internet, and inform them of “street wise” habits when in the outside community. All classes will receive additional intervention to support our social-emotional programs.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
3. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 4. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			

<p>5. Strategies to increase parent involvement and engagement</p> <p>6. Activities that address the Capacity Framework element of Trust</p>			
<ul style="list-style-type: none"> In addition to classroom instruction, 4th and 5th grades students will participate in grade level assemblies and address social-emotional issues as a cohort. Police officers from our local precinct will present at an assembly to discuss safe practices when in public. Provide teachers with staff-development to support 4Rs curriculum. NYSPCC class for kindergarten and 4th grade students. Upper grade students will serve as mentors to our students in our special need classes. 5th Grade students serve on safety patrol. 	<p>4th and 5th Grade students All teachers</p>	<p>September-June</p>	<p>Teachers, Guidance Counselor, Administration</p>
<ul style="list-style-type: none"> Special Needs students will be mainstreamed into various arts programs and participate in Special Forces with National Dance Institute. Students in our special needs classrooms will have two periods of art a week. Mainstreaming of students into enrichment programs. 	<p>Special needs students</p>	<p>September-June</p>	<p>Teachers, NDI coordinator</p>
<ul style="list-style-type: none"> Families will be informed of assemblies and will be provided with resources to support each initiative. Local police officers will participate at PTA meeting. 	<p>Parents/Guardians</p>	<p>September-June</p>	<p>Administration, Teachers,</p>
<ul style="list-style-type: none"> Distributive leadership for school wide decisions related to implementation of programs: PD teams, Grade Level Designated Liaisons, SLT. 	<p>Teachers and Parents/Guardians</p>	<p>September-June</p>	<p>Administration, Teachers, Parents/Guardians</p>

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule

adjustments, etc.

Arrange schedules to hold grade wide assemblies. Outside organization to provide professional development. Purchase curriculum material.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy		Title I Basic		Title IIA		Title III		Grants
---	----------	--	---------------	--	-----------	--	-----------	--	--------

List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

7. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
8. Specify a timeframe for mid-point progress monitoring activities.

By January 30, 2015 100% of fourth and fifth grade classes will be scheduled for “street wise” assemblies conducted by local police officers. By January 30, 2015 100% of classes will have been scheduled for additional professional development to support our social-emotional curriculum.

Part 6b. Complete in **February 2015.**

9.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	X	No
----	--	--	-----	---	----

10. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

The “street wise” assembly was conducted for fourth and fifth grade classes. We are still in the process of exploring social emotional curriculum with various organizations.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

We utilize several structures to allow teachers the opportunity to collaborate. Class assignments are made to maximize opportunities for in-class student support using year-end reports from teachers. Schedules are created to promote collaboration, experienced teachers use their professional periods to support new teachers, and teachers are included in school and grade-wide decisions. Our teachers engage in calculated conversations around curricula. Teaching practices are consistent across grade levels. However, according to the 2013-2014 Quality Review and the November 2014 Principal Performance Observation, further development is needed to enhance professional collaborations by systematically looking at assessment data and student work. In order to achieve this goal it is critical that assessment practices are aligned on each grade level. We have begun this work by intensive review of scoring practices of running records. Further work is required to review assessment practices in mathematics. Horizontal and grade-level planning will be arranged to maintain consistency in scoring practices.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 100% of grade level teams will have calibrated rubrics/assessments and practices used for running records and math assessments in order to systematically review trends in data and provide students with actionable feedback.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
11. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 12. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 13. Strategies to increase parent involvement and engagement 14. Activities that address the Capacity Framework element of Trust			
<ul style="list-style-type: none"> • Professional development will be used to review assessment practices and calibrate assessment practices on each 	Teachers	September -June	Administration, Teachers, PD Team

<ul style="list-style-type: none"> grade level during the Monday Professional Learning block. Professional development time to develop smart board lessons to support EDM curriculum and analysis of assessments. 			
<ul style="list-style-type: none"> Data will be reviewed by teachers, AIS teams, and administration to analyze trends in observations and student data and create action plans as required. 	Teachers	September-June	Administration, Teachers, PD team, AIS Team
<ul style="list-style-type: none"> TC staff developers will work with grade level teams to improve rubrics so that students are made aware of the actionable steps required to improve learning. 	Teachers, Paraprofessionals	September-June	Administration, Teachers, Staff Developers
<ul style="list-style-type: none"> Parents will be informed of student goals through regular communication from teachers and related service providers. Fifth grade students are invited to attend parent-teacher conferences. Tailored parental contact is provided to families that have mitigating circumstances that affect their ability to communicate with teachers (work schedule, language, etc.). 	Parents/Guardians	September-June	Teachers, SBST, AIS, Administration

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Substitutes to cover professional development, TC and EDM Staff Developers, Laptops, Manipulatives

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy		Title I Basic		Title IIA		Title III		Grants
---	-----------------	--	----------------------	--	------------------	--	------------------	--	---------------

List below any additional funding sources that will be utilized to support achievement of the goal.

PTA funds professional development with Teachers’ College.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

15. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

16. Specify a timeframe for mid-point progress monitoring activities.

By January 30, 100% of grade level teams will have developed an action plan to calibrate and analyze math and ELA assessments.

Part 6b. Complete in **February 2015.**

17. Did the school meet the mid-point benchmark(s) in the timeframe	x	Yes		No
---	---	-----	--	----

specified?				
18.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The 2013-2014 Quality Review indicated well developed practices in supporting teacher development. Observations are often scheduled by grade level to assess coherence of curriculum. New teachers are paired with teachers to support their practice. Tailored professional learning teams are arranged based on observational anecdotes and directly from teachers indicating an interest or need for further development. Teachers are very supportive of each other and welcome their colleagues to visit their classrooms. However, current findings from the Principal Performance Observation review revealed that although teaching practices are aligned to the Danielson Framework further development is required to “enhance teaching strategies to ensure that appropriate supports and scaffolds are in place so that all students are challenged and demonstrate higher-order thinking skills.”

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, the administration will conduct observations and provide teachers with feedback that focuses on improving teaching strategies that differentiates learning so all students are challenged. 90% of teachers will receive an effective rating in the area of engagement as outlined in the Danielson framework for teaching.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
19. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 20. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 21. Strategies to increase parent involvement and engagement 22. Activities that address the Capacity Framework element of Trust			
<ul style="list-style-type: none"> • Teacher teams will be developed that will strategically address area of need (examples: Listening Comprehension Strategies, Close Reading, and Incorporation of Technology). • Teacher inter-visitations will be scheduled based upon 	Teachers	September-June	Administration, Staff Developers, PD members, Grade Liaisons

<p>areas in need of enhancement.</p> <ul style="list-style-type: none"> • TC Calendar days are arranged by administration based on teachers' individualized goals and area of need. • School administration will meet with Professional Development team to discuss areas in need of improvement as aligned to our school wide instructional focus. • After each observational cycle the administration will speak to grade level liaisons to address observational trends. 			
<ul style="list-style-type: none"> • School leaders will meet with learning specialists on a weekly basis to review student data. • Teachers College will work with paraprofessionals on strategies to support students in the reading and writing workshop. • Professional learning will be arranged to support paraprofessionals in working with students with special needs. 	Teachers and paraprofessionals	September-June	Administration, Staff Developers, Learning Specialists

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Rescheduling for Inter-visitations, Data Specialist funds, Funds for Professional Development and staff developers

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
---	----------	--	---------------	--	-----------	--	-----------	--	--------

List below any additional funding sources that will be utilized to support achievement of the goal.

PTA funds professional development with Teachers College. Per diem funds for class coverage.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

23. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

24. Specify a timeframe for mid-point progress monitoring activities.

By January 30, 45% of school wide observations will be completed. Administration will review observation data and ascertain areas in need of development by January 30, 2015.

Part 6b. Complete in **February 2015.**

25. Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
--	---	-----	--	----

26. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

--

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The 2013-2014 School Survey indicates that 98% of families are satisfied with the response they receive from school, 99% of families feel that teachers are interested and attentive when discussing students, and 98% of families indicated that they feel welcomed. PS 199 has very strong ties to families and the PTA has numerous committees that have a positive impact on the overall school culture. However, the participants of these committees are exclusively parents. We would like students to become more involved in the initiatives of PTA committees. For example, parents can help support students’ awareness of the importance of recycling by conducting sustainability lessons in the cafeteria during lunch periods.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, parents, staff and students will further integrate civic responsibilities represented by our PTA committees into the school day by having 100% of students involved in at least one committee initiative.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
27. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 28. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 29. Strategies to increase parent involvement and engagement 30. Activities that address the Capacity Framework element of Trust			
<ul style="list-style-type: none"> • Sustainability Initiatives: Green Teams led by students. Children take on the classroom job of “conservationist.” • Celebrations include recycled art projects. • Further integrate composting principles into the classroom and lunchroom. • Diversity Initiatives: Tailored accommodations for our children with special needs and their families to participate in community events held outside the school day. • Diversity Committee exposes students to other cultures through cooking. 			

<ul style="list-style-type: none"> Community Care Initiatives: Students “give back” to community organizations (Meals on Wheels, Candy Drive, and Penny Drive). 			
<ul style="list-style-type: none"> 			

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Parent volunteers, Arrange schedules, Guest Speakers

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy		Title I Basic		Title IIA		Title III		Grants
---	----------	--	---------------	--	-----------	--	-----------	--	--------

List below any additional funding sources that will be utilized to support achievement of the goal.

--

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

31. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
32. Specify a timeframe for mid-point progress monitoring activities.

By January 30, 50% of classes would have participated in a committee initiative.

Part 6b. Complete in **February 2015.**

33. Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	Yes		No
--	---	-----	--	----

34. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

--

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	<ul style="list-style-type: none"> • After implementation of Tier 1 and Tier 2 intervention student has not shown progress • Review of ELA state data • AIS referral data sheet • Review of assessments: Word study, checklists, writing samples, running records. • Assessments administered by learning specialists • Attendance records 	<ul style="list-style-type: none"> • Orton-Gillingham Reading Instruction • Reciprocal Teaching • Guided Reading Groups • Reading Rescue • Strategy groups 	<ul style="list-style-type: none"> • Small group • One to One • Push in support 	During the school day
Mathematics	<ul style="list-style-type: none"> • After implementation of Tier 1 and 2 intervention student has not shown progress • Review of assessments • Assessments administered by learning specialists 	Previewing and reteaching concepts and skills, small group intervention, at-risk support	<ul style="list-style-type: none"> • Small group • One to One • Push in support 	During the school day
Science	<ul style="list-style-type: none"> • Review of student work and assessments 	Previewing and reteaching concepts and skills	<ul style="list-style-type: none"> • Small group • Skills work sent home 	During the school day
Social Studies	<ul style="list-style-type: none"> • Review of student work • Review of AIS request form 	Previewing and reteaching concepts and skills	<ul style="list-style-type: none"> • Small group • One to One • Push in support 	During the school day

<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<ul style="list-style-type: none"> • Student is exhibiting social emotional behaviors • Parent has contacted school about known issues • Teacher and/or student reaches out to staff 	<ul style="list-style-type: none"> • Social Skills group • 1:1 intervention • Referral for additional services when required • Meetings with guardians • Preventive services arranged as needed 	<p>Small group, and one-on-one</p>	<p>During the school day</p>
--	---	--	------------------------------------	------------------------------

Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools	x	Non-Title I
--	---------------------------------	--	---	----------	--------------------

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

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

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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 the school. **[School name]**, 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 the school and the families. The 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 the school community. **[School name]** 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 the school community;

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

The 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;
- 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 (SPC) Template

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

**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 03	Borough Manhattan	School Number 199
School Name Jessie Isador Straus		

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 Katy Rosen	Assistant Principal Louise Xerri
Coach type here	Coach type here
ESL Teacher Rosalyn Bindman	Guidance Counselor Jeanine Jeudy
Teacher/Subject Area Stacy Silver/3rd Grade	Parent Angie Vargas
Teacher/Subject Area Ingrid Camillo/Music	Parent Coordinator Allison Sansoucie
Related Service Provider Lisa Elion	Other type here
Network Leader(Only if working with the LAP team) Yuet Chu	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	848	Total number of ELLs	19	ELLs as share of total student population (%)	2.24%
--	------------	----------------------	-----------	---	--------------

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	
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Pull-out	1	1	2	0	2	2								8
Push-In	2													2
Total	3	1	2	0	2	2	0	10						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	19	Newcomers (ELLs receiving service 0-3 years)	17	ELL Students with Disabilities	5
SIFE	0	ELLs receiving service 4-6 years	2	Long-Term (completed 6+ years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	17		3	2		2				19

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	17	0	3	2	0	2	0	0	0	19
Number of ELLs who have an alternate placement paraprofessional: <u> </u>										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): <u> </u>	Number of third language speakers: <u> </u>	
Ethnic breakdown of EPs (Number):		
African-American: <u> </u>	Asian: <u> </u>	Hispanic/Latino: <u> </u>
Native American: <u> </u>	White (Non-Hispanic/Latino): <u> </u>	Other: <u> </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	1	2	0	3									7
Chinese	0	1	1	0	1									3
Russian	1													1
Bengali	0	0												0
Urdu	0													0
Arabic	0													0
Haitian	0													0
French			1											1
Korean	1		1											2
Punjabi	0													0
Polish	0													0
Albanian			1											1
Other	2		1			1								4
TOTAL	5	2	7	0	4	1	0	19						

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	2	0	2	0	4									8
Intermediate(I)	1	0	0	0		1								2
Advanced (A)	2	2	5	0										9
Total	5	2	7	0	4	1	0	19						

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4					1		1		2
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 Foreign Language				
Government				
Other ____				
Other ____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- 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.
For all grades, our school uses Teacher's College Reading and Writing Project Running Records to assess reading, including comprehension, miscues, and fluency, also concepts of print, letter/sound identification and high frequency word recognition. We also

use Words Their Way spelling inventory. To assess development of writing skills, we use a narrative writing continuum. Based on the results of these assessments, we plan and implement targeted interventions for individual students in their areas of need to support classroom progress and prepare state exams. Various supports are possible for students who demonstrate that they are behind and not making AYP. These supports include extended day, small group tutoring, 1:1 support with a student teacher or with an America Reads tutor, and CSE evaluation. We have a Saturday Academy in which upper grade ELLs are invited to participate in cultural literacy programs to broaden their knowledge of the city and the world around them. Participating in these small groups facilitates the students' ability to form friendships and build social and academic language.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Data patterns show that most of our ELLs reach proficiency in speaking and listening one year earlier than proficiency in reading and writing. For spring 2013, more than 50% of students tested achieved proficiency on the NYSESLAT. All other students moved up one or two proficiency levels with the exception of three students who scored at beginner level. One of these students was a new arrival to the U.S. The other two were students in self-contained special education classes. One of these students moved down one level, from intermediate to beginner, and the other remained at beginner level.
For LABR, of 58 students tested in fall 2013, 8 tested in as entitled to services. Half of the new ELLs were new arrivals to the U.S. who scored at beginner or intermediate level. All of these are lower grade students with the exception of one fifth grader.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Patterns across NYSESLAT modalities reveal that reading and writing are the areas that are acquired after speaking and listening and can benefit from additional emphasis.
To help support reading and writing, we use content area charts and vocabulary word walls with visuals and graphics, picture dictionaries, student thesaurus, and vocabulary charts, student classroom language buddies, new comer ELLs writing in their home language or drawing as the basis for initial writing.
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?
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](#).)
We provide rigorous instruction that includes English language development for our ELLs. Teachers use knowledge about the ELLs' linguistic and educational backgrounds to inform instructional planning. Language development is integrated into content instruction, embedded in meaningful, authentic activities, and relevant to students' background knowledge. Assessment is included on a regular basis. Various supports are possible for students who demonstrate that they are behind and not making AYP. These supports include extended day, small group tutoring, 1:1 support with a student teacher or with an America Reads tutor, and CSE evaluation. We have a Saturday Academy in which upper grade ELLs are invited to participate in cultural literacy programs to broaden their knowledge of the city and the world around them. Participating in these small groups facilitates the students' ability to form friendships and build social and academic language. Reading support includes Reading Rescue, an early intervention program for struggling readers. Math intervention is provided 2-4 times a week for each participating child in groups of 1-6 students.
6. How do you make sure that a child's second language development is considered in instructional decisions?
We have ELLs at diverse stages of language acquisition from stage 1, pre-production, to stage 6, advanced fluency. Students' stage of language acquisition informs groupings for ESL programs. Students are grouped by grade and level, with the exception of one mixed grade 2-5 beginners group. The ESL teacher consults and collaborates with classroom and content area teachers regarding individual student's stage of second language development, and specific strategies to use to scaffold and support instruction to accelerate English Language development. For example, for speech emergent students, we promote the use of academic language along with visuals for charts, realia, connecting to students' background knowledge, frequent checks for comprehension asking newcomer students to respond with pointing, or in response to either/or questions and questions requiring one or two word answers, and the use of a word box and sentence frames for writing, etc.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
- We evaluate the success of our ESL program by monitoring the progress of ELLs throughout the year. The ESL teacher uses regular progress notes and language structures checklist by level for each student, and rubrics for scoring and measuring progress in oral language development, writing, and reading comprehension. We look at data from the NYC performance tasks, and school performance tasks. We also evaluate the ESL program through analysis of data from the ELA, Math, Science and NYSESLAT state assessments. We use this data as the basis of making decisions and modifications about programming, instruction and professional development. Progress in literacy is measure by improvement in reading levels, comprehension and writing.

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](#).)
Rosalyn Bindman is the ESL teacher at PS 199. She is certified in ESL and in French, and speaks Spanish fluently. Ms. Bindman coordinates with the pupil personnel secretary and is informed of all new admits registering. The parents complete the home language identification survey form with the support of Ms. Bindman or another pedagogue. As needed, an informal interview is conducted with the parents and students in their home language, by Ms. Bindman, or by other staff members who speak Japanese, Chinese, Korean, Russian or Hebrew, or the DOE Translation and Interpretation is called upon for translation assistance. Ms. Bindman follows the protocol for interpreting the home language identification surveys of new admits to determine eligibility for LABR testing. If a child newly admitted to NY public schools has a home language form indicating a home language other than English once or more on the front of the HLIS and twice or more on the back, the child is eligible for LABR testing. Ms. Bindman codes their home language form with the appropriate ATS HLIS code, and signs off on the form indicating that the child is eligible for testing. The students with all English on the HLIS are not eligible for LABR. For transfer students Ms. Bindman refers to the original home language and to the exam history to determine ESL eligibility. Ms. Bindman reviews the school wide REXH to determine which students from PS 199 last year are eligible to continue receiving services or not based on last year's NYSESLAT scores. Ms. Bindman also refers to the LABR eligibility reports to ensure that all students are appropriately tested. Ms. Bindman administers the LABR to all eligible students within the first 10 days of their entering school. The Spanish LAB is administered also within the first 10 days to school to all Spanish speaking students newly entitled to ESL services based on the LABR hand score results. The results of the Spanish LAB are used to determine language dominance and inform planning of native language instructional support.
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.
The LABR and Spanish LAB, when indicated, are administered within the first 10 days of the eligible student's first entering school. Also within the first 10 days parents receive the letter informing them of their child's ESL status, and inviting them to attend a parent orientation session. The purpose of the meeting is to discuss parent options and for completion of the parent survey/choice form, so their child may be placed in the program indicated by choice on the survey. The ELPC screen is completed no later than within 20 days. Once testing is completed, letters are sent out to families of new admits advising them that their child was LABR tested, and giving them the score along with entitlement or non-entitlement for ESL services. These are standard letters accessed from the DOE website section for English Language Learners, family resources, parent information. Parents of newly entitled students also receive the parent program survey/choice form, in their native languages. Parents of students with continued entitlement and noncontinuing students based on last year's NYSESLAT scores also receive a letter informing them of their child's NYSESLAT scores and ESL status, together with a print out of the NYSESLAT score report for families. Parents of newly entitled students are invited to a parent meeting led by Ms. Bindman where they are provided with ample information about program options, and about the ESL approach at PS 199. They view the DOE parent video, and are provided materials in their home language and in English. They are given ample opportunity and encouragement at the meeting to ask any questions about program choices, the parent survey/choice form, and ESL at PS 199. At the end of the meeting they submit their program survey/choice forms if they have not already done so prior to the meeting. Ms. Bindman makes herself available to parents as a follow up to the meeting to respond to any concerns or

questions about the ELL identification process and program options. Subsequent parent meetings are scheduled as needed.

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

As noted above, letters are sent out to parents informing them of their child's new entitlement, non-entitlement, continued entitlement or noncontinuation of services. Ms. Bindman notates the dates that letters are sent out on a checklist in a compliance binder, and makes copies of all letters to keep on file. All of the parent survey forms were completed at or prior to the parent meeting for new ELLs. All parents of new ELLs attended the meeting, therefore all survey forms were completed. Ms. Bindman makes copies of the forms, files the original survey in the child's cumulative folder, and keeps copies for the compliance file, and the ELPC screen is completed based on the information in the surveys.

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.

Parent choice for program placement of newly identified ELLs is based on the 3 program options available in New York City: Transitional Bilingual, Dual Language, and freestanding ESL. Parents are informed of their options and their right to select any of these 3 programs for their child. PS 199 offers freestanding ESL only, as we have a small number ELLs on any grade, and no concentration within any language group which would suggest the need to offer transitional bilingual or dual language program. We review the parent choices on the parent survey/choice form, and discuss these program options with parents to inform them about their rights to choose the appropriate program for their child, including their right to transfer their child to a different school with the program of their choice.

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

The RLAT report is consulted to ensure that all entitled students are appropriately tested. A checklist and schedule are created to ensure that all ELLs are appropriately administered all sections of the NYSESLAT. In advance of the testing dates, parents are invited to a meeting to discuss the test, its goals, how the results are used. A letter is sent home to parents advising them of these upcoming dates and the importance of ensuring that their child is present and on time for testing dates. All staff are advised of the NYSESLAT dates, and teachers ensure that their students are ready for pick up for testing at their scheduled time. Proctors help with test administration as needed. Guidelines and protocols for test administration are reviewed in the NYSESLAT administration guide to ensure that all regulations are appropriately followed. Scoring is coordinated through the network for writing and speaking. A checklist is kept to be sure that each child is administered all four sections of the test. Makeup tests are scheduled as needed.

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. 
- Parents of the ELLs at our school have selected ESL as their first program choice 100% of the time. Parents are informed of their program options and right to transfer their child to a different school, and offered information about schools which offer the alternate models. Over the past five years or more, there have been no transfer requests made by PS 199 parents.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

Students are in mainstream heterogeneously grouped classes on the grade, and some special education students in self contained classrooms. ESL instruction is delivered through a push-in and pull out model. Groups are organized by grade and proficiency level, with one mixed grade group of beginners. There are between 2 to 6 students in each group. ESL groups are scheduled according to the state mandated number of minutes for each proficiency level. Kindergarten advanced students are grouped together, along with one first grade ELL who needs additional support in reading and writing. Second grade advanced students meet in a homogeneous grouping. Beginning level students from mixed grades 2, 4 and 5 meet in one pull out group. Support is provided to two kindergarten students in the same class through push-in support in collaboration with the classroom teacher. Any additional time is used to provide push in on a rotating basis to provide content area support for students in their classrooms and in science.

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)?

PS 199 follows state mandates for servicing ELLs with the designated number of minutes for ESL and ELA instruction. The certified ESL teacher provides 360 minutes of ESL instruction for beginning and intermediate students per week, through small group pull out and/or push-in, and in the extended day program, with a focus on English language development. Advanced students receive 180 minutes per week of ESL instruction, as well as 180 minutes per week of ELA instruction. Push-in involves support during writing workshop, reading workshop, science, math, social studies and art. For pull out, the ESL teacher coordinates with the mainstream classroom and specialty subject area teachers to ensure content alignment.

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

The ESL teacher collaborates with the classroom and content area teachers about curriculum and student progress. The ESL teacher provides support for the academic vocabulary and language structures specific to the content area, and strategies for the proficiency level/language acquisition stage of the students. For beginner and newcomers, for example, the ESL teacher uses extensive visuals, gestures, carefully structured questions, TPR, charts, graphs, chants, and songs. All students participate in hands on experiences and projects, where oral and written language is used in small group and partner collaborations and discussions. Methods are drawn from approaches such as QTEL and SIOPP, along with visuals, graphic organizers and technology. These approaches emphasize language development across content areas, and support the Common Core emphasis on reading and writing for information and standards for oral language.

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

Students are given the Spanish LAB if they have a Spanish HLIS and are eligible for ESL services. The Spanish LAB helps determine language dominance and inform instruction. Translated math and science exams are provided for ELLs for the state math and science exams as needed, or a translator is provided for lower incidence languages. Students are also asked to provide writing samples in their native language that can be evaluated by instructional staff fluent in that language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Teacher's College Reading and Writing Project Running Records is used to assess reading, including comprehension, miscues, and fluency, also concepts of print, letter/sound identification and high frequency word recognition. A narrative writing continuum is used to assess the development of writing skills. The ESL teacher uses assessment throughout the year that include rubrics for assessing and measuring progress in oral language development, writing and reading comprehension. Classroom teachers also use discussion, read alouds and partner work. Later in the year students are assessed on activities in listening, speaking, reading and

writing activities closely aligned with the NYSESLAT.

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).

a. PS 199 currently has no SIFE students. Our SIFE plan highlights additional instructional time, offering students opportunities to participate in small group instruction in extended day, Saturday Academies, and/or summer programs. The plan combines literacy development in the students' native language, English language development, and content instruction. Personalized Learning Plans for students would include English and native language diagnostic tests, academic data analysis, social-emotional learning, short and long term goals, research based instructional strategies and supports, and school-family connection.

b. PS 199 currently has newcomer students in grades K, 2, 4 and 5. Newcomer K students are serviced in their classroom through push-in, in collaboration with their classroom teacher. Newcomers are grouped for extended day ESL with the certified ESL teacher twice a week. Push-in includes support during content area instruction in science, math, and social studies. The ESL teacher articulates with the classroom teachers and content area teachers of the newcomer students on a regular basis. Instructional materials are selected that provide extensive use of visuals and graphic support for text, and with a focus on language development. Instructional strategies for newcomers include instruction based on authentic hands on activities, the use of maps, the use of visuals on content area word walls, TPR, modeling, gestures, frequent checks for listening comprehension through carefully structured questions allowing students to respond through pointing, one or two words, or responses to either/or questions, sentence frames, and connections to the student's background knowledge. Computer programs that allow students to interact with stories read aloud on the internet include Tumblebooks, Storylineonline.net, and Onemorestory. Other computer programs effective for newcomer ELLs that we use include BrainPop and BrainPop ESL, abcya.com and Starfall, among others.

c. The 2 ESL students receiving services are students with disabilities in self-contained special education classes. Supports for these students include emphasis on meaningful, authentic, hands on activities across content areas to build language and literacy, visual supports, modeling, connections to students' background knowledge, TPR, and computer programs that allow students to interact with stories read aloud on the internet.

d. Currently there are no long term ELLs at PS 199. Plans for long term ELLs focus on new instructional approaches, literacy in English simultaneous with content learning, to teach language through content. Strategies include partner work based on a task or interest, think-pair-share, brainstorming, checking work with a partner, peer editing, modeling, videos, guest speakers, presentations and demonstrations, interest centers and cooperative learning assignments.

e. Former ELLs are entitled to testing accommodations for two years following scoring proficiency on the NYSESLAT. These accommodations include extended time and separate location. In addition, former ELLs participate in extended day programs to help continued development of reading, writing and math skills. Former ELLs are closely monitored by their classroom teachers. The ESL teacher provides additional strategies to classroom teachers to support these students in the areas which have been identified as needing additional language development .

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

ELLs with IEPs are in mainstream inclusion classes, or in self-contained special education classes. In the special education self-contained classes there are bilingual teacher assistants who provide a small teacher:student ratio. Instructional materials and strategies include just right books, fiction and non-fiction content area books, materials involving graphs, charts, visuals, captions, and diagrams; TPR, read alouds, and involving students in authentic activities for purposeful use of language in all four modalities and for integration of language into content curriculum.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

The ESL schedule is carefully designed and coordinated in collaboration with the principal, classroom teachers, ESL teacher, IEP teacher and other service providers. The students are serviced in the classroom as much as possible through push-in. Students are fully integrated into the classrooms and the school. Collaboration takes place between the teachers and service providers who work with individual children.

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

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

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

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

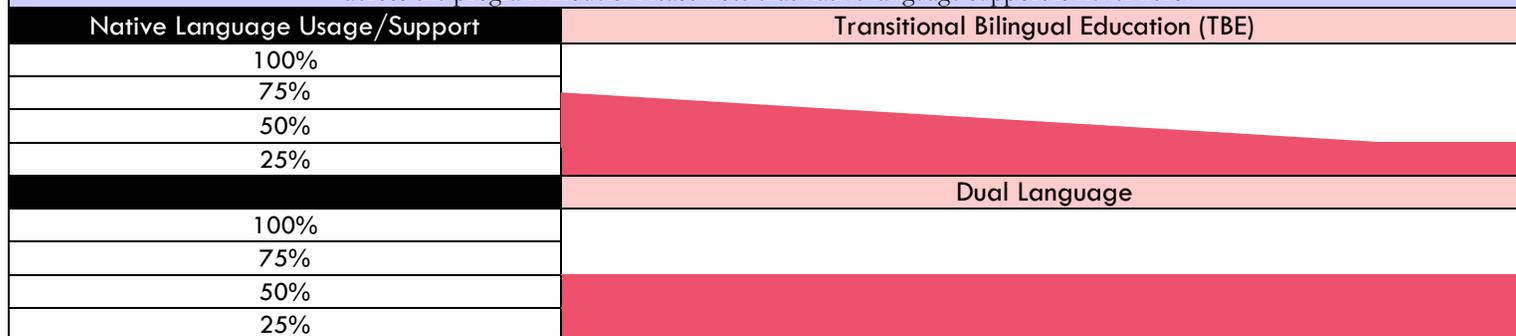
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- All intervention services are provided in English. Intervention services include Wilson, Reading Rescue, and small group pull out and push-in for math. Supports for students include extended day, small group tutoring, 1:1 support with a student teacher or with an America Reads tutor, and CSE evaluation. Saturday Academy for upper grade ELLs helps them participate in cultural literacy programs to learn about the city, and build social and academic language. For science and social studies, the ESL teacher provides strategies and materials for classroom and specialist teachers, including vocabulary charts with visuals, graphic organizers, concept maps, content picture dictionaries, and content books and charts designed specifically for ELLs, along with information on the vocabulary and language structures specific to these content areas.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The progress of our students on the NYSESLAT, state assessments, school reading, spelling and writing assessments, and classroom assessments indicate that the ESL program is support and meeting the needs of our ELLs in both content and language development.
11. What new programs or improvements will be considered for the upcoming school year?
- We are not adding new programs or improvements for the upcoming year. We are satisfied with the ESL program as it stands.
12. What programs/services for ELLs will be discontinued and why?
- No programs or services will be discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Groupings are heterogeneous. ELLs participate in extended day, chess club, and fully participate in all school activities including arts residency programs such as Landmark West, NY Philharmonic in the schools, National Dance Institute, and Architecture in the schools. Scheduling is designed and flexible to support ELLs' participation in all school activities.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Instructional materials include big books, sets of readers in fiction and non-fiction at a range of reading levels, authentic literature, vocabulary games, Scholastic "Let's Find Out", "Best Practices in Reading" and "Options" at various levels, materials from Benchmark's Early Explorers series for ELLs, and supplemental material from Rigby. Technology includes support for literacy, fiction, non-fiction and content, such as Tumblebooks, Storylineonline.net, Starfall, Onemorestory; Benchmark's talking e-books, Brainpop and Brainpop ESL.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- For our beginning ELLs especially, we have staff members who speak the language of our newcomer students who can provide support selectively as needed. Ms. Bindman helps Spanish speaking ELLs make connections through the use of cognates. As needed, she sends home translated information, such as family resources on how to support children at home, and translated report card comments. Pedagogical staff members who speak Hebrew, Japanese, Korean, Russian, Italian or French, may be called up to translate selectively for newcomer students, or to review and evaluate writing samples in students' home language. Websites that read stories outloud to children in English and in a range of language are made available to students in school and to families.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- ESL students are mostly grouped by grade and proficiency level. Ms. Bindman maintains regular contact with classroom teachers to ensure maximum integration of language development within content area curriculum on the grade. Content material, including fiction and non-fiction content, is available in a range of levels. Supplemental materials such as picture dictionaries are available for a range of ages, including language for daily use, and content picture dictionaries for upper grade students.
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.
- New families are welcomed to the school community by the PTA. A buddy system is established to support new members of the PS 199 community. Families are given contact information to arrange after school play dates.
18. What language electives are offered to ELLs?
- There are no language electives currently offered at PS 199.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?

- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

C. Professional Development and Support for School Staff

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

1. The ESL teacher will attend at least 3 workshops during the year, focused on Common Core, vocabulary development, and reading with ELLs. Also the ESL teacher attends meetings headed by the network senior ELL CPS, which include half or full day monthly meetings.

2. The office of ELLs offers professional development on developing social and academic language relating to the common core by leading practitioners in the field. The network senior ELL CPS offers monthly meetings for ESL teachers.

3. Staff has information about different middle school programs that might be especially appropriate for ELLs. We have a middle school liaison who attends to the questions and needs of families of 5th grade students, and discusses options and choices with ELLs and their families. The middle school liaison gives staff information to share with families, and teachers give information to the middle school liaison about specific students and their needs.

4. The 7.5 hours of ELL training is scheduled as follows:

Election Day, November 5	2 hours
Brooklyn/Queens Day, June 5	2 hours
Thursdays, extended day	3.5 hours

Additional 2.5 hours for special education teachers is scheduled in 45 minute sessions on the following dates:

December 19	45 minutes
January 16	45 minutes
March 11	1 hour
March 20	45 minutes
May 15	45 minutes

Topics to be covered include: academic vocabulary development for ELLs, stages and process of second language acquisition, developing oral language during center time, language development through content area instruction, NYSESLAT requirements and preparation, how cultural differences affect teaching and learning, scaffolding techniques, and learning styles of ELLs. Records including attendance sign-in sheets, hand outs and agendas are kept by administration and copies by the ESL teacher.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. Parents of newly identified ELLs are invited by the ESL teacher to attend an initial orientation meeting, which was attended by 100% of parents this year. They are invited to another meeting in April to discuss the NYSESLAT, its format, purpose, and requirements. Teachers invite parents from other cultures into the classroom to share information about their culture and traditions. Parents participate in the classroom in a range of activities including reading aloud to children, leading small groups of children in special projects such as cooking, and publishing parties. We have a diversity committee which involves participation of many newly arrived families from other countries. This year the current chair is the mother of a new student from Japan. We have special cultural events school wide and in the classroom, for example, we had an Indian theme fashion show with parents and children participating, and multi-cultural activities and presentations in the classroom about diverse cultures of the families.
 2. No, we do not collaborate with agencies or CBOs to provide parent workshops. The PS 199 PTA is very active, and organizes and provides workshops for parents based on the needs of the school community. Last year, for example, there were 3 workshops on bullying. There are evening "Parents as Partners" events where parents meet with each other and with teachers regarding curriculum, often attended by around 45-50 parents.
 3. During the registration process, parents who indicate their need for translation and interpretation services are identified. Based on their proficiency level we plan for someone to interpret and translate documents. Signs are posted in multiple languages informing parents of support for language as needed. The parent coordinator has direct contact with newly entering families prior to and during registration. She keeps home language information, and maintains records based on the parent communication. She helps organize the class lists, incorporating parent concerns and priorities, home language information, for example, to help establish classroom buddies for newcomer ELLs. The parent coordinator responds ongoing to parent needs directly as well as referring parents to needed resources. She implements a parent survey in the spring.
 4. Parents are given information about curriculum, suggestions on how to support children at home with literacy, language development, and content, and information about opportunities to become active in the classroom as volunteers and for special classroom projects.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: PS 199

School DBN: 03M103

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Katy Rosen	Principal		12/6/13
Louise Xerri	Assistant Principal		12/6/13
Allison Sancoucie	Parent Coordinator		12/6/13
Rosalyn Bindman	ESL Teacher		12/6/13
Angie Vargas	Parent		12/6/13
Stacy Silver	Teacher/Subject Area		12/6/13
Ingrid Camillo	Teacher/Subject Area		12/6/13
	Coach		1/1/01
	Coach		1/1/01
Jeanine Jeudy	Guidance Counselor		12/6/13
Yuet Chu	Network Leader		1/1/01
Lisa Elion	Other <u>Related Service Prov</u>		12/6/13
	Other ____		1/1/01
	Other ____		1/1/01
	Other ____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 3M199

School Name: PS199

Cluster: 1

Network: 103

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

Part A: Needs Assessment Findings

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

At registration, parents indicate their preferred language of communication on the Parents Preferred Language form in the packet. This informs the school which households require translated materials and information. Classroom teachers meet parents in September and advise the administration of any parents who are in need of translation. Posters from the DOE Office of English Language Learners are posted at the entrance of the building advising families that they should ask for assistance in obtaining translation and interpretation services.

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.

English represents 698 or 83% of the school's home languages. Of the remaining 17%, 2 are Albanian, 1 Arabic, 1 Catalan, 9 Chinese, 1 Czech, 2 Dutch, 9 French, 9 German, 17 Hebrew, 2 Hindi, 4 Italian, 6 Japanese, 10 Korean, 5 Mandarin, 1 Mandingo, 1 Polish, 19 Russian, 2 Serbo Croatian, 39 Spanish, and 1 Swedish. Teachers of the students of these families receive a copy of the information and are advised of the resources available for communicating in English. At the first PTA meeting, this information is shared with the school community.

Part B: Strategies and Activities

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

TheThe school uses DOE translations in Spanish, Korean, Hebrew, Chinese, Japanese and Urdu of printed materials for our parents as needed.

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.

Bilingual staff members provide oral translation services in Spanish and Korean. DOE printed materials are used when available. We also have the capacity to translate Italian, French, Japanese and Hebrew. If another language is preferred, the school will use professional translation service using Title III funds.

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

The language of preference is recorded on Emergency Contact cards and in ATS. Appropriate posters are hung at the beginning of the school year and refreshed during Parent Teacher Conferences. Availability of translations and interpretation services is advertised using multilingual flyers.