

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

School Name: PS85Q
DBN (i.e. 01M001): 30Q085
Principal: ANN GORDON CHANG
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Superintendent: DR. PHILIP COMPOSTO
Network Leader: NANCY DIMAGGIO

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Ann Gordon Chang	*Principal or Designee	
Mary Najeddine	*UFT Chapter Leader or Designee	
Jeff Tapper	*PA/PTA President or Designated Co-President	
Margareta Kalis	DC 37 Representative, if applicable	
N/A	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
N/A	CBO Representative, if applicable	
Janet Talvi-Gordillo	Member/ Parent	
Tim Smith	Member/ Parent	
Fred Leong	Member/ Parent	
Chrysanthy Pelekanos	Member/ Parent	
Theodore Douros	Member/ Teacher	
Elizabeth Vlassopoulos	Member/ Teacher	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed

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

Goal and Action Plan #1

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

Annual Goal #1

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

The students in Grade 3 General Education and Gifted and Talented students will progress in Comprehension in Informational Text achieving English language Arts (ELA) skills as evidenced by a 2% increase in Literacy Performance by June 2015, measured by IReady Benchmark Assessments

Comprehensive Needs Assessment

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

In review of our data from progress monitoring through IReady, SchoolNet, , PS 85Q is making annual yearly progress (AYP) towards meeting No Child Left Behind (NCLB) requirements. The school is in good standing and serves the needs of all constituencies. It also made Annual Yearly Progress (AYP) in the Students With Disabilities (SWDs) subgroup. According to IReady and State assessments we need to increase the number of students making progress in ELA. Based on results of the 2014 English Language Arts Assessment, **64.4%** of all students tested in grades 3, 4 and 5 achieved at level 3 or 4.

Instructional Strategies/Activities

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

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

1. Ready Gen is the instructional tool that is used to support students in ELA which is in alignment with New York State (NYS) Common Core learning standards (CCLS).
2. Foundations and Wilson Reading Program will be used to enhance the students' phonemic awareness and decoding skills.
3. Academic rigor for all students fostering higher order thinking skills for special education, general education, and gifted and talented students.
4. Accelerate and enrich learning for Gifted and Talented and advanced learners through curriculum compacting.

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

1. Grades 3 Teachers
2. Special Education/English as a Second Language Teachers (ESL)
3. Gifted and Talented Teachers
4. CCLS Team and Staff Developers

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

1. Grade 3 students, ELA skills
2. Grade 3 Special Ed. and ESL Teachers
3. Grade 3 Gifted and Talented Teachers
4. CCLS Team aligning material for 3rd grade Teachers

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

1. End of school year June 2015
2. End of school year June 2015
3. End of school year June 2015
4. End of school year June 2015

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

1. Provide Professional Development (PD) opportunities throughout the school year in using ReadyGen and IReady materials. Provide targeted instruction using leveled libraries and phonics and practice readers books from ReadyGen and IReady Lesson in ELA.
2. Provide Response to Intervention (RTI) services to struggling students using the push-in, pull-out, and Integrated Co-Teaching (ICT) models.
3. Smartboard Professional Development for all Pre-K to Grade 5 staff members.
4. Provide enrichment to all students in grades 1 - 5.

Strategies to Increase Parental Involvement

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

1. Conduct parent workshops regularly with topics that may include: understanding educational accountability, grade-level curriculum and assessment expectations, literacy, CCLS, accessing community and support services and technology training to build parents' capacity to help their children at home.
2. Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners, Students with Disabilities, and Gifted and Talented students.
3. Monthly Principal newsletter informing parents of all upcoming events, changes in educational policies, academic goals and achievements.
4. Creation of a school website www.ps85q.org that contains all of the school updates and policies.

Budget and Resource Alignment

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

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

Goal and Action Plan #2

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

Annual Goal #2

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

The students in Grades 4 General Education and Gifted and Talented will progress toward achieving Math skills in Numbers and Operations as evidenced by a 3% increase in Mathematics Performance by June 2015, as measured by IReady Benchmark Assessments.

Comprehensive Needs Assessment

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

Data drives instruction that meets the needs of General Education Students, Students With Disabilities (SWD), English Language Learners (ELLs) and Gifted and Talented students. PS 85Q continues to make Annual Yearly Progress (AYP). PS 85Q also made AYP in the SWDs subgroup.

The Elementary School Quality Snapshot shows that 56.9% of students tested in grades 4 at level 3 or 4.

Instructional Strategies/Activities

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

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

2. Provide students with the opportunity to build new mathematical knowledge through problem solving. Math writing activities is being embedded on a daily basis. Writing in math offers the students an opportunity to engage in creative, cognitive, affective, and conceptual writing. Interactive word walls are being used in each classroom to support such writing, and encourage "accountable talk," a technique used by our teachers to support Essential Elements of Instruction, a brain research regional initiative that enhances learning and retention.
3. Scaffolded instruction to support mastery in computation, concepts and problem solving.
4. Implementing Depth of Knowledge (DOK) for all students fostering higher order thinking for ELLs, Special Education and Gifted and Talented students and incorporate more Universal Design for Learning (UDL) strategies into daily lessons to reach all learners.

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

1. Strategy - All Grade Level Teacher Teams focus on targeted instruction using instructional materials from IReady. PS85 Teaching Staff implements activities in the classroom
2. Strategy - Achievement Coaches, CCLS, and Staff Developers hold Professional Development on DOK and UDL practices in the classroom
3. Strategy -Provide pull-out Academic Intervention Services (AIS), through the use of the Special Education teachers to Tier II students daily.

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

1. Grades 4 students - Math skills
2. Grade 4 students
3. Grade 4 Tier II Students including ELLs

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

1. End of school year June 2015
2. End of school year June 2015
3. End of school year June 2015

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

1. Go Math provides problem solving strategies, Math writing activities, and provides accountable Math Talk
2. Go Math provides specific support through Reteach, Enrich and online activities with Soar to Success
3. IReady provided individualized instruction and diagnoses a student's needs based on ability.

Strategies to Increase Parental Involvement

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

1. Conduct parent workshops regularly with topics that may include: understanding educational accountability grade-level curriculum and assessment expectations;

Common Core alignment with Go Math, accessing community and support services; and technology training to build parents' capacity to help their children at home.

2. 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.
3. Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities and gifted and talented students

Budget and Resource Alignment

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

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

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Goal and Action Plan #3

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

Annual Goal #3

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

By June 2015, Students with Disabilities in grade 5 will make a 2% increase in Numbers and Operations as measured by IReady Benchmark Assessments

Comprehensive Needs Assessment

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

Data drives instruction that meets the needs of Students With Disabilities (SWD). PS 85Q continues to make Annual Yearly Progress (AYP). The school also made AYP in the SWDs subgroup

Instructional Strategies/Activities

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

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

2. Use of Response To Intervention (RTI) strategies, i.e., math, and writing with at-risk children in the general education classroom.
3. Implement the use of math manipulatives and tiered instructional materials to support the instructional programs
4. Technology in the classroom to differentiate instruction and assess student progress
5. Group students and provide instruction according to their Individual Educational Plan (IEP) goals and objectives aligned with Universal design For Learning (UDL) strategies

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

1. Academic Intervention services (AIS) Services, Pupil Personnel Committee
2. PS85Q Grade 5 teachers
3. Grade 5 Special Education Teachers
4. Special Education Teacher, Guidance Counselor, Common Core Learning Standards (CCLS) Lead Teachers and Pupil Personnel Team (PPT) Committee

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

1. Grade 5 use of IReady Lessons individually structured for each student.
2. Grade 5 use of GoMath Unit Assessments and online instructional resources.
3. Grade 5 use of IReady Assessments
4. Grade 5 Special Education Students

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

1. End of school year 2015
2. End of school year 2015
3. End of school year 2015
4. End of school year 2015

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

1. Implement and expand the use of Foundations and Wilson Method Learning System for early intervention
2. Go Math provides manipulatives and tiered instructional material
3. Go Math, Starrmatica, I-Ready programs are used as online assessments to differentiate and assess student's progress
4. Go Math, I-Ready, Starrmatica can assess student need in reading and math

Strategies to Increase Parental Involvement

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

PS85Q will engage parents through the following:

1. Provide within the school community a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians.
2. Provide assistance to 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.)
3. Provide the school community with a monthly newsletter on best practices to support all students as learners.
4. Facilitate parent engagement activities which support our families. The Parent Coordinator, Guidance Counselor, Social Worker and School Psychologist will

educate parents on utilizing various agencies and resources that will help them in supporting the needs of their children.

Budget and Resource Alignment

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

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

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Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

2.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

2.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<ul style="list-style-type: none"> • Provide instruction using RTI strategies using Ready Gen Unit Assessments. • Group students and provide instruction according to their IEP goals and objectives. • More guided reading and writing strategies will be implemented. • More practice in word study and grammar will be used in the classroom. • Teachers use Mentoring Minds strategies. • All classrooms have CCLS aligned libraries that includes literature of varying text complexities in the different content areas. • Technology in the classroom will be used to differentiate instruction and assess student progress through i-Ready. 	<ul style="list-style-type: none"> • The classroom teachers and paraprofessionals engage in Tier I support using RTI strategies in addition to differentiating lessons, small group work, one-to-one student technology based intervention. • Tier II service is through small group lessons provided by the IEP, SETTS, Special Education teachers, paraprofessionals, and/or any certified teacher either through push-in or pull-out setting. • Tier III is when Tier II support is not sufficient and a student is referred for special education evaluation that can result in additional RTI intervention, IEP, and/or 504 for the placement in a more appropriate learning environment to support student academic needs. 	<ul style="list-style-type: none"> • Tier I service will be provided during the school day, extended day, and After School Academy by classroom teachers. • Tier II AIS intervention is more intense academic intervention which includes RTI support from the IEP, SETTS, Special Education teachers, paraprofessionals, and/or any school personnel during the school day, extended day, and After School Academy. • Tier III services include push-in and pull-out services during the day, extended day, and After School Academy provided by Special Education licensed teachers and other service providers.
Mathematics	<ul style="list-style-type: none"> • The classroom teachers engage in Tier I support which includes EDM, differentiating lessons, small group work, one-to-one student technology based intervention. • Programs include Every Day Counts-Calendar Math (K-3), Planning Guides and Alignment Calendar. • Teachers use Mentoring Minds strategies. • AIS implementation is ongoing through the following: Math Journals (Math Message), Extra Practice/Enrichment/Minute Math, Math Games, Test Sophistication, Assessment Rubrics, Problem Solving, "Writing-in-Mathematics". 	<ul style="list-style-type: none"> • The classroom teachers and paraprofessionals engage in Tier I support using RTI strategies in addition to differentiating lessons, small group work, one-to-one student technology based intervention. • Tier II service is through small group lessons provided by the IEP, SETTS, Special Education teachers, paraprofessionals, and/or any certified teacher either through push-in or pull-out setting. • Tier III is when Tier II support is not sufficient and a student is referred for special education evaluation that can result in additional RTI intervention, IEP, and/or 504 for the placement in a more appropriate 	<ul style="list-style-type: none"> • Tier I service will be provided during the school day, extended day, and After School Academy by classroom teachers. • Tier II AIS intervention is more intense academic intervention which includes RTI support from the IEP, SETTS, Special Education teachers, paraprofessionals, and/or any school personnel during the school day, extended day, and After School Academy. • Tier III services include push-in and pull-out services during the day, extended day, and After School Academy provided by Special Education licensed teachers and other service providers.

	<ul style="list-style-type: none"> Teachers in grades 3-5 utilize instructional materials which include Everyday Mathematics, Workshop Model (as supported by Teacher's Guide), focused lessons, Ongoing Learning and Practice Math Journal, Study Island, Time to Know, Success Maker, and IReady. All classrooms have CCLS aligned Math content libraries that includes literature of varying text complexities. 	<p>learning environment to support student academic needs</p>	
<p>Science</p>	<ul style="list-style-type: none"> Provide instruction using RTI strategies. The AIS team determines the specific alignment of AIS/RTI services specific to needs. FOSS hands-on materials and non-fiction science libraries are integral in supporting those students who are at risk of not meeting New York State Science Performance Standards. Measuring Up supplemental student resource is also integrated in Science AIS support. Teachers use Mentoring Minds strategies. All classrooms have CCLS aligned Science content libraries that includes literature of varying text complexities. 	<ul style="list-style-type: none"> The classroom teachers and paraprofessionals engage in Tier I support using RTI strategies in addition to differentiating lessons, small group work, one-to-one student technology based intervention. Tier II service is through small group lessons provided by the IEP, SETTS, Special Education teachers, paraprofessionals, and/or any certified teacher either through push-in or pull-out setting. Tier III is when Tier II support is not sufficient and a student is referred for special education evaluation that can result in additional RTI intervention, IEP, and/or 504 for the placement in a more appropriate learning environment to support student academic needs. 	<ul style="list-style-type: none"> Tier I service will be provided during the school day, extended day, and After School Academy by classroom teachers. Tier II AIS intervention is more intense academic intervention which includes RTI support from the IEP, SETTS, Special Education teachers, paraprofessionals, and/or any school personnel during the school day, extended day, and After School Academy. Tier III services include push-in and pull-out services during the day, extended day, and After School Academy provided by Special Education licensed teachers and other service providers.
<p>Social Studies</p>	<ul style="list-style-type: none"> The AIS team determines the specific alignment of AIS services specific to needs. NYSTROM hands-on Social Studies curriculum engages students in learning through various learning styles. Teachers use Mentoring Minds Common Core Standards and strategies. All classrooms have CCLS aligned Science content libraries that includes literature of varying text complexities. 	<ul style="list-style-type: none"> The classroom teachers and paraprofessionals engage in Tier I support using RTI strategies in addition to differentiating lessons, small group work, one-to-one student technology based intervention. Tier II service is through small group lessons provided by the IEP, SETTS, Special Education teachers, paraprofessionals, and/or any certified teacher either through push-in or pull-out setting. Tier III is when Tier II support is not sufficient and a student is referred for special education evaluation that can result in additional RTI 	<ul style="list-style-type: none"> Tier I service will be provided during the school day, extended day, and After School Academy by classroom teachers. Tier II AIS intervention is more intense academic intervention which includes RTI support from the IEP, SETTS, Special Education teachers, paraprofessionals, and/or any school personnel during the school day, extended day, and After School Academy. Tier III services include push-in and pull-out services during the day, extended day, and After School Academy provided by Special Education licensed teachers and

		<p>intervention, IEP, and/or 504 for the placement in a more appropriate learning environment to support student academic needs.</p>	<p>other service providers.</p>
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<ul style="list-style-type: none"> • The Guidance Counselor provides RTI support to students to support wellness. • The Social Worker provides support to students aligned with their academic needs, in addition to clinical counseling services for students' emotional challenges or difficulty transitioning within the school. • The Speech teacher supports students with language processing difficulties to help them with their academic performance. • The Occupational Therapist helps students to develop fine motor skills. • The Physical Therapist helps students to develop gross motor skills. • The Adaptive Physical Education teacher supports students who are unable to participate in a typical physical education setting. • The Vision Therapist supports students with visual disabilities to help them with their academic performance. • The Nurse provides health related services to students which support their needs. This includes administering of medication, monitoring diabetic monitoring students with allergies and ensuring that students utilize materials appropriately. 	<ul style="list-style-type: none"> • At-risk services are provided in small group and one-to-one settings in accordance to their IEPs and/or 504s 	<ul style="list-style-type: none"> • Tier I service will be provided during the school day, extended day, and After School Academy by classroom teachers.

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

A. All elements of the *All Title I Schools* section must be completed*.

- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

All teachers hired in PS 85 Q for the 2014-15 school year will be "highly qualified" as defined in NCLB. Highly qualified new teachers may include: Teachers who hold Transitional B certificates, including NYC Teaching Fellows, Teach for America Corps Members, Peace Corps, Fellows, and Columbia Urban Educators and teachers who have NYS certification (CPT, for example) but have not yet been appointed by NYC. Teachers in PS 85 Q that are not new to the profession are also highly qualified. They have met NYS certification requirements either by: possessing a bachelor's degree, a certificate to teach, and have also passed appropriate tests, or have demonstrated competence in the subject(s) they teach through an evaluation instrument that takes all aspects of teaching certification requirements into consideration.

- PS 85 Q and the CFN Instructional Specialists provide extensive professional development that is ongoing and sustained in class support for all new teachers, and extraordinary support for all school staff, at the school building and network level.
- High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
- PS 85 Q will provide extensive and ongoing professional development opportunities for all staff, including administrators, teachers, paraprofessionals, guidance counselor, related service providers, and SBST. Professional development offerings will include: differentiated training to meet the needs of both new and experienced staff that addresses individual strengths and weaknesses, grade level needs, content-area focus, teacher learning styles, etc. There will also be support and training for administrators, parent workshops for families and specialized training for all school staff.
- Professional development for staff will be coordinated in PS 85 Q by a Professional Development Team, which includes the CFN Instructional Specialists, Principal, and Assistant Principal.
- The Instructional Leadership Team will work collaboratively to plan and coordinate their activities to provide a two-tier approach to staff development. The team will work with staff to strengthen their knowledge base in literacy and other content areas.
- The second level, to be implemented concurrently, will focus on effective practices in the delivery of instructional professionals.
- Teachers will show greater awareness of RTI strategies to use in the classroom for struggling students and students with special needs as seen in their planning through regular observations.
- Utilization of the PRIM and Mentoring Minds Intervention Strategies Guide to support teachers in differentiating instruction in accordance with the student IEP and at risk students.
- Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements.
- Prior to hiring a candidate, their credentials are verified by our Network's HR Director to ensure that the candidate holds valid NYS certification in that license area. The BEDS survey is reviewed periodically by the principal and the Human Resources director who works with our school to ensure that every teacher's assignment aligns with their license area so that all teachers are reported as Highly Qualified on the BEDS Survey.
- Strategies and activities used to attract highly qualified teachers to our school include:
 - Frequent communication with our Network Human Resources Director when vacancies occur.
 - The Network Human Resources Director partners with Central for assistance and guidance and for candidate referrals. The Central Office of Talent and Recruitment partners with colleges to locate highly qualified candidates.
 - The school participates in Central Hiring Fairs where pre-screened HQT candidates are interviewed and recruited.
 - The school establishes a partnership with a local college to support the grooming of student teachers in the search of HQT candidates.
 - The school engages in interviews with HQT candidates from The Open Market Hiring System and The Absent Teacher

Reserve (ATR) Pool.

- The school establishes a rigorous interview protocol that includes intensive criteria for the selection of new staff members including demonstration lessons, interviews, and a review of New York State certification/licensing.

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).

- Professional Development at PS85Q strategies include:
- PS 85 Q and the CFN Instructional Specialists provide extensive professional development that is ongoing and sustained in class support for all new teachers, and extraordinary support for all school staff, at the school building and network level.
- High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
- PS 85 Q will provide extensive and ongoing professional development opportunities for all staff, including administrators, teachers, paraprofessionals, guidance counselor, related service providers, and SBST. Professional development offerings will include: differentiated training to meet the needs of both new and experienced staff that addresses individual strengths and weaknesses, grade level needs, content-area focus, teacher learning styles, etc. There will also be support and training for administrators, parent workshops for families and specialized training for all school staff.
- Professional development for staff will be coordinated in PS 85 Q by a Professional Development Team, which includes the CFN Instructional Specialists, Principal, and Assistant Principal.
- The CCLS Team will work collaboratively to plan and coordinate their activities to provide a two-tier approach to staff development. The team will work with staff to strengthen their knowledge base in literacy and other content areas.
- The second level, to be implemented concurrently, will focus on effective practices in the delivery of instructional professionals.
- Teachers will show greater awareness of RTI strategies to use in the classroom for struggling students and students with special needs as seen in their planning through regular observations.
- Utilization of the PRIM and Mentoring Minds Intervention Strategies Guide to support teachers in differentiating instruction in accordance with the student IEP and at risk students

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet **the intent and purpose** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

The district will continue to work closely with PS85Q to consolidate, coordinate, and integrate all allowable Federal, State, and local programs, including Title I, Part A Services to ensure that a comprehensive and unified educational program provides high quality instruction and student support services to all students served by the Title I Schoolwide Program.

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading 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 of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the specifically identified needs of 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. Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes. 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 consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Parents of incoming Kindergarten students will engage in informative orientation sessions focusing on the various programs being offered to the incoming students.

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.

PS85Q MoSL Committee was formed which included teacher volunteers from different grade levels to come together to discuss the Assessment used in the new teacher effectiveness system.

Professional Development was also provided to the committee in the comprehension of the teacher assessment system
The committee then turn-keyed the information to the staff.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP)

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

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

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

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

DBN: 30Q085

4c. “Conceptual” Consolidation of Funds in SWP Schools

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school	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.

		allocation amounts.)	Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$222,525.27	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$79,339.00	X	See action plan
Title III, Part A	Federal	\$11,200.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$2,531,264.00	X	See action plan

¹Explanation/Background:

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

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

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

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

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

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

Part A: School Information	
Name of School: PS 85Q	DBN: 30Q085
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 2
of content area teachers: 3

Describe the direct instruction supplemental program here and include the

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

Begin description here: P.S. 85Q Title III provides English Language Learners (ELLs) with supplemental instruction in an Afterschool Instructional Academy. Afterschool Instructional Academy classes will meet a total of 12 sessions in the following months: February - March from 2:35-4:05. Group sizes will be maintained at 12-15 students per teacher. There will be a total of 3 classes for the Afterschool Instructional Academy serving approximately 40 ELLs and transitional ELLs. There are 1 third grade class, 1 fourth grades class and 1 fifth grade class. (Certified ELL, Special Education and CB Teachers with training will work collaboratively and provide supplemental instruction in alignment with the New York City and New York State Performance Standards. Three ESL/Bilingual teachers will push in to the After school classes to co-teach the students.

- All students including ELLs, Special Ed, and related services receive instruction based on the same curricula (i.e. Ready Gen and Go Math.)
- During the day, the instructional programs will provide 360 minutes per week of ESL instruction for ELLs at the Beginners and Intermediate levels. ELLs at the Advanced level receive 180 minutes per week of ESL instruction.
- The Title III instructional program will service ELLs in grades 3, 4 and 5, there will be one third grade classes, one fourth grade classes and one fifth grade class. These Students scored at the Beginning, Intermediate and Advanced levels of the NYSESLAT. Transitional ELLs will also be attending the Afterschool Instructional Academy. The Afterschool program will provide instruction in ELA and Mathematics. Students will receive reinforcement in listening, higher order thinking, reading, writing, and grammar in ELA. In Mathematics support will be given on problem solving based on the performance indicators.
- Supplemental material will be provided to augment English and Math instruction. General instructional supplies such as chart paper, markers, assessment sophistication material, and certificates of achievement will be purchased.
- Studies have shown that multi-sensory learning greatly increases English level proficiency in ELLs. Materials such as leveled library books, large chart tablets, multimedia interactive software, visual and auditory aids and word manipulatives help students use various senses to listen, speak, read and

Part B: Direct Instruction Supplemental Program Information

write more proficiently, according to the New York state Performance Standards in English

Part C: Professional Development

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

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

Begin description here: PS 85Q professional development programs will focus on providing teachers with scaffolding and differentiated strategies for teaching English Language Learners. It will also focus on how to prepare ELLs to meet and exceed the New York State Performance Standards and achieve higher scores on all State assessments. These professional development sessions provided in January and March will be facilitated by the ELL CFN 2.02 Network Support Staff, Supervisors, ELL teachers and DOE/ELL Support Specialists Consultants. The professional development sessions will be for approximately 75 minutes.

The CFN Support Specialist will provide ELL, General Education, and Special Education teachers with professional development on effective teaching strategies and practices. The workshops will provide a better understanding on how to meet ELL Standards and raise levels of English proficiency for ELL students.

Topics which will be addressed during the professional development are:

- * Identifying the ELL and developing interventions for the ELL.
- * Using the balanced literacy model to meet the needs of ELLs.
- * Scaffolding across all curricula areas.
- * Collaborative planning on differentiated instructional strategies to meet the students' needs.
- * Strategies needed to prepare ELLs to meet the State Standards and to gain a clear understanding of Learning Standards of English as a Second Language and the NYSESLAT.
- * Professional development will also focus on the assessment of the ELL student and how to improve the English proficiency and integrated content instruction.
- * Professional literature is also necessary for teachers to enrich their own development. Current literatures will help them create innovative teaching styles and exciting content instruction. Methods such as multi-sensory instruction, hands-on word activates and interactive multimedia application software is just some of the ideas that stem from professional resources.

Part C: Professional Development

Topics which will be addressed during professional development sessions are as follows:

- *Scaffolding across the curricula.
- *Differentiated instructional strategies
- *Alignment of instruction with the NYSESLAT

Part D: Parental Engagement Activities

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

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

Begin description here: PS 85 values parental involvement in the decision-making process. Together with the Parent Coordinator, we provide parents with an orientation that describes various programs for English Language Learners. This enables parents to make a sound educational decision as to which program best meets the needs of their child.

In selecting appropriate placement for their child, the first official interaction with parents/guardians of newly enrolled English Language Learners is the Parent Orientation Session where program placement options are presented with clarity and objectivity. The meeting focuses on orienting the parents to the school system and explaining program options. A video in nine (9) different languages provides parents of newly enrolled ELLs into the New York City school system which provides information on the new reorganization and their right to choose educational options for their child. The video is available in: English, Spanish, Chinese, Russian, Haitian, Arabic, Korean, Urdu, and Bengali. Parents are provided with brochures that explain the three program models: Transitional Bilingual Education Programs, English as a Second Language Programs, and Dual Language Programs. Additionally, parents are provided with an explanation of the Common Core Learning standards, the core curriculum, assessments, student expectations and general educational program requirements.

In the lower grades and in the upper grades, parents of a newly enrolled student opt to place their child in an ESL self-contained or push-in/pull-out program. Students are placed within 10 days of enrollment in the appropriate program.

There are a minimum of two parent sessions for ELLs during the school year. The Parent Coordinator will provide additional parent orientation sessions during the month of December and throughout the course of the school year for approximately 90 minutes. The meeting focuses on orienting the parents to the school system and explains program options, state and city standards, the core curriculum, assessment, student expectations and general program requirements.

During an after-school workshop that will be conducted in February and March, the Parents of all ELLs

Part D: Parental Engagement Activities

are informed on the Instructional Programs available for ELLS including the Ready Gen, and the Go Math Program and how they will accommodate the needs of their children. The afterschool workshop is conducted for approximately 60 minutes. In addition parents are oriented on how they can assist their children with assignments at home and they will be given suggestions on activities in which they can engage their children in order to further enhance their skills._____

Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	-+	_____
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	\$	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	\$	_____
TOTAL	_____	_____

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

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

Part I: School ELL Profile

A. School Information [i](#)

District 30	Borough Queens	School Number 085
School Name The Judge Charles J. Vallone School		

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 Ann Gordon-Chang	Assistant Principal Maria Samolis
Coach	Coach
ESL Teacher Demetra Vasilopoulos	Guidance Counselor Sonia Rosselli
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Maria Laura Arcos
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	5	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area and ESL certification	
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified NLA/foreign language teachers		Number of teachers who hold both a bilingual extension and ESL certification	1
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification		Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (Excluding Pre-K)	502	Total number of ELLs	44	ELLs as share of total student population (%)	8.76%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
SELECT ONE	7	7	10	9	5	8								46
SELECT ONE														0
Total	7	7	10	9	5	8	0	46						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	39	Newcomers (ELLs receiving service 0-3 years)	34	ELL Students with Disabilities	7
SIFE		ELLs receiving service 4-6 years	8	Long-Term (completed 6+ years)	

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	34		5	6		2				40

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	34	0	5	6	0	2	0	0	0	40
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

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

*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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		2	2	3	3	3								13
Chinese														0
Russian														0
Bengali			1	1										2
Urdu														0
Arabic	1	2	2	5	1	1								12
Haitian														0
French														0
Korean														0
Punjabi			1			1								2
Polish														0
Albanian														0
Other	5	2	1		1	1								10
TOTAL	6	6	7	9	5	6	0	39						

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)	3		1	1		1								6
Intermediate(I)		4	2	3	4	3								16
Advanced (A)	4	3	6	4	1	3								21
Total	7	7	9	8	5	7	0	0	0	0	0	0	0	43

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	3	2			5
4	2	3			5
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4					3		3		6
8									0

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Paste response to questions here:
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Paste response to question here:

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Paste response to question here:

4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

Paste response to questions here:

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Paste response to question here:

6. How do you make sure that a child's second language development is considered in instructional decisions?

Paste response to question here:

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

Paste response to questions here:

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

Paste response to question here:

In all grades (K-5) the students performed better in the listening and speaking strands due to the fact that a large part of the instruction focuses on these two strands at the beginning level. Developmentally Second Language Acquisition begins with listening and speaking first and once these two strands have been developed to a certain level, the reading and writing strands are then strengthened. Studies show that BICS (Basic Interpersonal Communication Skills) develops before reaching CALP (Cognitive Academic Language Proficiency).

The Intermediate and Advanced Students did very well in the listening and speaking strand. Many are considered proficient in these areas. As stated before when the second language learners reach the intermediate level the listening and speaking skills are well developed. We further strengthen the academic language once they reach this level with the social language.

Students across the levels did moderately well in the Reading strand. The vocabulary development in reading is not on grade level as is that of native speakers.

We found deficiency in writing across the levels due to writing being the final skill to be fully developed. The children need to develop vocabulary in reading and to be exposed to literature for a long time before they are able to use this vocabulary in their own writing.

MATH: We reviewed: The NY State Math Exams, State Math ELA, and Periodic Assessments

Implications for instruction:

- Build academic language in math concepts
- Develop problem solving skills
- Strengthen math vocabulary

SCIENCE: We reviewed the 4th Grade Science State test

Implications for instruction:

The majority of the students tested scored below or above grade level. We must develop fluency and strengthen their knowledge of scientific terms.

ENGLISH: We reviewed: Performance Assessment, and New York State ELA

- Note: Several of our ELLs are exempt from the Statewide ELA. We looked closely at ELLs, Performance Assessment, and at those who were tested by the State.

Implications for instruction:

Beginner students: Develop phonemic awareness, vocabulary, sight words, and decoding skills.

As indicated by the results of standardized tests there is a need to improve reading and writing. In order to improve levels for our students the focus of instruction must be reading comprehension and writing development.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
Paste response to question here:
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
Paste response to question here:
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
Paste response to question here:
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
Paste response to question here:
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
Paste response to question here:
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. **①**
During registration parents complete the Home Language Identification Survey (HLIS) in their native language as provided by the NYC DOE. During that time, informal interviews are conducted by a licensed pedagogue. Upon evaluation of the HLIS the pedagogue determines the eligibility for the Language Assessment Battery (LAB-R). Entitled students are administered the LAB-R and are placed in the appropriate program within ten days. In selecting appropriate placement for their child, the first official interaction with parents/guardians of newly enrolled English Language Learners is the Parent Orientation Session where program placement options are presented with clarity and objectivity. In the lower grades and in the upper grades, parents of a newly enrolled student opt to place their child in an ESL self-contained or push-in/pull-out program.

Students entitled to ESL services receive all instruction in English using ESL methodologies for a specific amount of time as determined by the New York State English as a Second Language Achievement Test (NYSESLAT). Parents receive entitlement letters explaining the continuation of services that will be provided for their children.

Part V: ELL Programming

A. Programming and Scheduling Information

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

Paste response to questions here:
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

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

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

Paste response to question here:
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

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

Paste response to question here:

All ESL students, including ESL students with special needs, receive all instruction in English using ESL methodologies for a specific amount of time as determined by the New York State English as a Second Language Achievement Test. The three ESL instructional programs include ESL/Transitional ELL classes or push-in/pull-out model.

In order to maximize English acquisition for ELLs, the ESL teachers, classroom teachers and support service teachers devote time to planning for instruction together, in order to co-teach, especially, in the content areas.

An orientation is provided for all incoming Kindergarten students and their families during the month of May prior to their entry into the NYC school system. The teachers meet with the students and parents to discuss programs, curriculum, policy, and initiatives.

All students are provided with a high quality instruction in English as a Second Language utilizing scaffolding strategies in the delivery of the lesson.

The school has ESL/Transitional ELL classes that provide instruction through a licensed ESL teachers in grades 1-4 for the entire day. Push-in/pull-out programs in grades K, and 5 provide ESL services to ELLs who are not in a self-contained ESL class. All classes are heterogeneously grouped. Students in grades K-5 use Go Math as their Math program. All grades K-5 use Ready Gen as their Literacy program.

ESL methodologies are applied in all subject areas, including Science and Social Studies. Science is a “hands-on” subject in which many manipulatives are utilized by the classroom teachers and cluster teacher. Our beginning and intermediate ELLs receive the mandated 360 minutes per week of ESL instruction and our advanced ELLs receive the mandated 180 minutes per week of ESL instruction and one period of ELA per day. Instructional strategies include cooperative learning, team teaching between the assigned classroom teacher and the push-in/pull-out ESL teacher using Total Physical Response (TPR) and modeling. All services are provided by licensed ESL teachers. The workshop model of instruction (whole-small-whole) is used in order to provide opportunities for utilizing specific Second Language methodologies.

The classroom environment for all ELLs in K-5, including students with special needs, is print rich and reflects evidence of rigorous instruction which is presented through evidence of growth in student’s work folders, portfolios and celebrated throughout the classroom. The classroom environment reflects the following:

- Flow of the day to include language of instruction: duration of lesson.
- A technology center – with software in English
- Access to Instructional websites
I-Ready
- A listening Center equipped with cassette players, earphones, audio cassettes, CD’s, books in bags, tapes, read along English books with cassettes/CDs.
- Leveled classroom libraries
- Interactive word walls in English
- Foundations and Wilson

Currently, there are no SIFE students at PS85. However, LEP students who first entered an English language school system after two grades with interrupted, little or no formal schooling in their first language will receive the following supports:

- Wilson Program
- Computer interactive programs
- Small group instruction by ESL teacher
- Cooperative learning activities

Courses Taught in Languages Other than English

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

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

Class/Content Area

Language(s) of Instruction

Class/Content Area

Language(s) of Instruction

Courses Taught in Languages Other than English

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

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

Native Language Arts:				
Social Studies:				
Math:				
Science:				

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

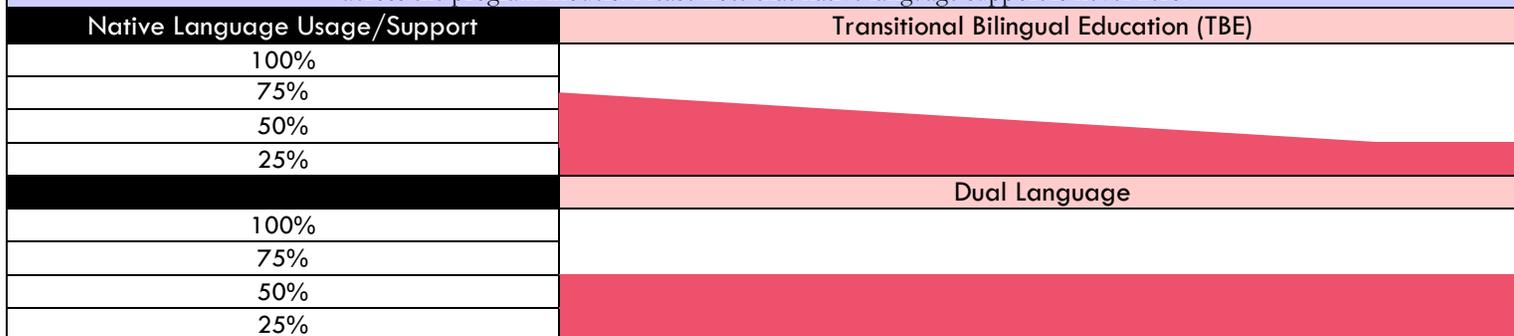
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes 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.
Paste response to question here:
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Paste response to question here:
11. What new programs or improvements will be considered for the upcoming school year?
Paste response to question here:
12. What programs/services for ELLs will be discontinued and why?
Paste response to question here:
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Paste response to question here:
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
Paste response to question here:
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Paste response to question here:
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?
Paste response to question here:
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
Paste response to question here:
18. What language electives are offered to ELLs?
Paste response to question here:
19. For schools with dual language programs:
 - a. How much time (%) is the target language used for EPs and ELLs in each grade?
 - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - c. How is language separated for instruction (time, subject, teacher, theme)?
 - d. What Dual Language model is used (side-by-side, self-contained, other)?
 - e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Implications for P.S. 85's LAP and Instruction

All teachers who service our ELLs will focus on the strengths of our beginner students. The initial instruction will focus on listening and speaking while gradually introducing vocabulary and working on phonemic awareness in order to improve their reading, writing, and comprehension skills. Through modeling and read alouds the teacher will introduce language and vocabulary to the students. For comprehension we use the Ready Gen Literacy Program with a strong component of share and guided reading and read alouds as well as leveled books and trade books of high interest, which are easy to read. Structured writing is introduced using the writing process and eventually more flexibility is given to the students to explore and experiment with mechanics, conventions and creativity.

We will provide many opportunities to our Intermediate and Advanced students in which they can further strengthen their listening and speaking skills. Through buddy work, peer work and small group work the more advanced students will work with students at the beginning level using language to explain the taught concepts and explore different ways to think and solve problems. This will be done during literacy but more so during content area instruction. Intensive instruction in reading and writing skills will be provided by our ESL licensed teachers.

An afterschool program is offered to all of our ELLs and transitional ELLs. Teachers provide instruction in literacy and math.

The afterschool school program at P.S. 85 will assist ELLs in meeting the NYS standards. It has been designed to service students from grades 3-5. Qualified teachers will teach the classes on Tuesday and Wednesday during the months of January, February, March and April from 3:15 to 5:00 P.M. Group sizes will be maintained at 12-15 students per teacher in grades 3-5. There will be a total of six classes servicing students. Teachers will provide supplemental instruction in alignment with the Common Core Learning Standard. Instruction

will focus on Literacy, Mathematics and all other content areas using ESL strategies to help students achieve higher scores on the state assessments and NYSESLAT. Rally test sophistication materials will be used to teach targeted literary skills and provide comprehensive instruction for enrichment.

In addition, teachers will provide opportunities for our ELLs and Transitional ELLs to build their academic language through text complexity, as well as, shades of meaning among closely related verbs and closely related adjectives and how language functions in the four modalities listening, speaking, reading and writing, aligned to the new CCLS.

A Lunch and Learn will also be offered to our ELL and Transitional ELL students in grades 3-5. Teachers will provide instruction in literacy and math. The lunch and learn program will provide our students with additional support in assisting the students meet the Standards. The program will take place on Tuesdays and Thursdays from 11:42-12:32 beginning in January. The program will run from January– April.

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.

P.S. 85 Q Title III Professional Development program will focus on providing teachers with scaffolding and differentiated instruction strategies for teaching English Language Learners. It will also focus on how to prepare ELLs to meet and exceed the NYC and NYS Performance and Learning Standards as well as the new Common Core Learning Standards and achieve higher scores on all city and state assessments. These professional development sessions will be facilitated by the CFN Network Support Staff for ELLs, ESL teachers and school administrators. During professional development all participants sign in on specific attendance sheets that is maintained in the office.

In addition, the Office of ELLs will provide professional development to administrators and their leadership teams to develop plans to meet the literacy needs of ELLs using research and school-based data. The Institute specifically addresses literacy models, program improvement, evaluation and federal and state education policy.

Administration, all teachers, paraprofessionals support service providers and the Parent coordinator will participate in training facilitated by the CFN Network Support Specialist (NSS) for ELLs. In addition, The Specialists will provide special education/ELL teachers and teachers instructing the Title III program with professional development on effective teaching practices for building academic language and strategies for improving content area skills, aligned to the new Common Core Learning Standards (CCSS).

The workshops will provide better understanding of how to meet ELL standards and raise levels of English proficiency for ESL students. The professional development in ESL methodologies will include school- based coaches and general education teachers with large ELL student population.

The ESL Teachers will receive professional development to support ELLs and transitional ELLs in Kindergarten through Fifth grade. Topics to be addressed during this professional development sessions will be aligned with the following:

- Developing interventions for the ELL based on their ELL students.
- Using Balanced Literacy Model to meet the needs of ELLs.
- Scaffolding across all curricula areas: Types of Scaffolding which supports ELLs.
- Collaborative planning on differentiated Instructional strategies to meet the students' needs.
- Strategies needed to support ELLs to meet the City and State standards and to gain a clear understanding of Learning Standards of English as A Second Language and the NYSELAT.

A second workshop series will provide professional development for general education teachers of grades Kindergarten -5. Topics will include the following:

- Identifying the ELL and developing interventions for the ELL.
- Using Balanced Literacy Model to meet the needs of ELLs.
- Scaffolding across all curricula areas: Types of Scaffolding.
- Collaborative planning on differentiated Instructional strategies to meet the students' needs.
- Strategies needed to prepare ELLs to prepare ELLs to meet the city and state standards and to gain a clear understanding of Learning Standards of English as A Second Language, and the NYSELAT exam.

Workshops will also focus on assessing the ESL student and how to improve English proficiency and integrated content instruction. Teachers will also work with ELL Network Support Specialist, and special education teachers to improve the skills of ELL students with Individualized Education Plans (IEPs).

Professional literature is necessary for teachers to expand their own development. A Teacher Library of current literature titles, such as, Learning to Learn in A Second Language and Scaffolding Language, Scaffolding Learning by Pauline Gibbons and Building Academic Language by Jeff Zwiers will help teachers create innovative teaching styles and exciting content instruction. Methods such as multi-sensory instruction, hands-on word activities and interactive multimedia application software, as well as, access to ESL-based

teacher websites are just a few ideas that stem from professional resources.

Topics that will be addressed during professional development sessions are as follows:

- Scaffolding across the disciplines
- Differentiated instructional strategies

- Alignment of instruction with the NYSESLAT
- Mathematical instructional strategies to develop and enhance students' skills and performance on the city and state assessments.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Paste response to questions here: PS 85 values parental involvement in the decision-making process. Together with the Parent Coordinator, we provide parents with an orientation that describes various programs for English Language Learners. This enables parents to make a sound educational decision as to which program best meets the needs of their child.

In selecting appropriate placement for their child, the first official interaction with parents/guardians of newly enrolled English Language Learners is the Parent Orientation Session where program placement options are presented with clarity and objectivity. The meeting focuses on orienting the parents to the school system and explaining program options. A video in nine (9) different languages provides parents of newly enrolled ELLs into the New York City school system which provides information on the new reorganization and their right to choose educational options for their child. The video is available in: English, Spanish, Chinese, Russian, Haitian, Arabic, Korean, Urdu, and Bengali. Parents are provided with brochures that explain the three program models: Transitional Bilingual Education Programs, English as a Second Language Programs, and Dual Language Programs. Additionally, parents are provided with an explanation of the new Common Core Learning standards, the core curriculum, assessments, student expectations and general educational program requirements.

In the lower grades and in the upper grades, parents of a newly enrolled student opt to place their child in an ESL self-contained or push-in/pull-out program. Students are placed within 10 days of enrollment in the appropriate program.

There are a minimum of two parent sessions for ELLs during the school year. The Parent Coordinator will provide additional parent orientation sessions during the course of the year as needed. The meeting focuses on orienting the parents to the school system and explains program options, state and city standards, the core curriculum, assessment, student expectations and general program requirements.

During an after-school workshop the Parents of all ELLs are informed on the Instructional Programs available for ELLs including the Ready Gen Program, and the Go Math Program and how they will accommodate the needs of their children. In addition parents are oriented on how they can assist their children with assignments at home and they will be given suggestions on activities in which they can engage their children in order to further enhance their skills.

The topics include:

- Literacy and Mathematics in the ESL Classroom
- The importance of phonemic awareness in the ESL classroom
- Helping your child at home.

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 85

School DBN: 30Q85

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ann Gordon-Chang	Principal		
Maria Samolis	Assistant Principal		1
Maria Laura Arcos	Parent Coordinator		
Demetra Vasilopoulos	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Sonia Rosselli	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 30Q85 School Name: The Judge Charles J. Vallone School

Cluster: 2 Network: CFN 20.2

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.

PS 85Q uses the following data in assessing our school's written translation and oral interpretation needs; Use of PS 85Q website, Parent attendance at meetings, Parent surveys, Professional development, parent usage of ARIS Parent portal. In order to ensure effective communication to our parents, we engage in the following activities; parent handbook on website translated in the major school languages, our school website is updated with curricula news, school reports and notices that are translated prior to sending them home. We looked at our present and past ELL Home Language Surveys to determine the languages spoken. In addition data from ATS was reviewed to ensure that we identified the language needs of our students and families here at PS 85Q.

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

The major findings of our school's written translation and oral interpretation service needs, is the following; The five major languages at PS 85Q are Spanish, Arabic, Bengali, Urdu and Greek. Parents utilize staff members who speak their languages regularly. Parents also utilize our website PS85Q.org which translates all documents in their native languages. Finally the translation unit via telephone is used to assist families in understanding school information.

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.

The translation services we will provide to our parents/guardians include the following; - A translation tool was added to the PS 85 website where all school information provided on the site is translated to the families native languages. This includes the following - Parent Bill of Rights, Discipline Code and Learning Guides.

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.

Staff members will provide oral interpretation services to parents/guardians as needed. The following languages are spoken by staff members: Arabic, Bengali, Greek, Italian, Mandarin, Russian, Spanish, Bulgarian and Urdu. In addition parent volunteers also offer translations in other languages which includes Tagalog and Punjabi.

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>.

Translated versions for parent/guardian brochures, promotion letters and other pertinent regulations will be downloaded from the DOE website and distributed to parents accordingly. In addition all pertinent information will be sent in to the translation unit to be translated prior to it being disseminated. Finally parents/guardians will receive notification of school events ten days prior to the scheduled event.

