

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

School Name: ABIGAIL ADAMS SCHOOL
DBN (i.e. 01M001): 29Q131
Principal: RANDOLPH A. FORD
Principal Email: RFORD@SCHOOLS.NYC.GOV
Superintendent: LENON MURRAY
Network Leader: KAMAL SALFARLIE

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
Randolph A. Ford	*Principal or Designee	
Charlie Bunshaft	*UFT Chapter Leader or Designee	
Avian Davis	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Amy Guttell	Member/ Teacher	
Michele Carrotta	Member/ Teacher	
Laura Kent	Member/ Teacher	
Akilah Folami	Member/ Parent	
Crystal Parker	Member/ Parent	
Sharla Khargi Kimberly Jones	Member/ Parent Member/Parent	

**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

	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ 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)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2015, 90% of the teachers will move one level on the Danielson Framework for Teaching in the questioning and discussion technique component (3b.)

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.

After analyzing informal cycle #1 Advance data for instruction (domain3) the data showed an area of need in questioning and discussion (3b.) The data for component 3b showed 65% of teachers received a rating of effective in 3b, 28% received a rating of developing in 3b and 8% received a rating of ineffective in 3b.

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. All teachers will receive actionable feedback at least six times this year from the administrative team on how to best move their practice toward an effective rating in this component.
2. Teachers College Staff Developers will provide professional development on questioning and discussion techniques during their ten visits this school year.
3. Assistant Principals and teachers will provide professional development on Monday afternoons around Danielson component 3b.
4. First year to the school, new teachers, and all Kindergarten teachers will have five consultation days working one on one with a Junior Great Books representative.

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

1. Principal, Assistant Principals, Talent Coach, Literacy Coach, Junior Great Books Staff Developer, Teachers College Staff Developers and Teachers

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

1. The informal observations conducted throughout the year in conjunction with the summative evaluations.

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

September 2014 – October 2014: Initial planning conferences with teachers to discuss professional goals and school goal.

September 2014 – November 2014: Teachers College Staff Development PD Cycle #1

October 2014 – November 2014: Complete informal cycle #1 with actionable feedback

December 2014 : Complete informal cycle #2, # 3 and formals with actionable feedback. Three PD's: Danielson 3b provided by Assistant Principals

January 2014 – February 2014: Teachers College Staff Development PD Cycle #2, Five Junior Great Books Consultation Days

March 2014 – May 2014: Complete informal cycle #4, 5 and 6 with actionable feedback, PD: Danielson 3b provided by teachers

April 2015 – May 2015: Teachers College Staff Development PD Cycle #3

June 2014: Summative evaluations and review of professional goals in 3b

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

In order to meet our goal we have created a professional development plan. According to the new UFT Contract, Monday afternoons will be professional development for teachers. In collaboration with the Talent Coach, we are providing teachers with professional development around Danielson, specifically 3b. Part of this professional development plan will consist of inter-visitations, collaborative planning, and inter-school visits.

Teachers College Staff Developers will host 10 full day professional development days. Teachers will be sent to workshops at Teachers College tailored to

their need, specifically around component 3b. Information received at these workshops will be turn-keyed on Monday afternoons. Junior Great Book consultant will work one on one in the classroom with the classroom teacher focusing on student to student questioning and discussion.

Actionable feedback for every informal observation will be given in person and will focus on best practices for questioning and discussion techniques, when needed. Every teacher will be asked to submit a reflection to the administrative team after implementing the feedback strategies. Weekly cabinet meetings will discuss the individual resources and needs for each teacher.

Strategies to Increase Parental Involvement

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

The Parent Coordinator will conduct a series of workshops for parents supporting them in the area for questioning their child(ren) after reading their child(ren) a book and in addition to foster parental involvement we will do the following:

- a) providing parents with training on strategies to teach comprehension skills to their children – Family Literacy Nights
- b) CCSS testing workshops for ELA and Math
- c) providing monthly parent newsletters to keep parents informed of what their children are working on in school in all curriculum areas
- d) parent volunteers giving homework help in their home language
- e) series of ESL workshop for parents of ELLs to help support learning at home
- f) Parent Coordinator and other staff will attend regularly scheduled parent meetings to share information and respond to parent questions
- g) school-wide Scholastic Book Fair in the month of December

The school will educate staff in how to reach out to communicate with and work with parents, and build ties between parents by:

- a) teachers will have daily access to phone translation to communicate with parents who speak other languages
- b) parent monthly newsletters and progress information will be sent home in parent home languages

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	Title IA	Title IIA	Title III	Set Aside	Grants
---	----------	----------	-----------	-----------	-----------	--------

List any additional fund sources your school is using to support the instructional goal below.

--

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2015, 5% of English Language Learners (ELLs) will be proficient on the New York State Common Core ELA exam.

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.

After analyzing the L2RPT State Tested/Not Tested Report 2% of ELLs were proficient on the 2012-2013 NYS Common Core ELA Exam. In 2013-2014 ELLs proficiency on the NYS Common Core ELA Exam decreased by 1%.

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

1. Imagine Learning After-School Program will meet three times a week (Wednesday, Thursday and Friday) from 2:30pm to 3:45pm. Targeted ELLs in grades 3, 4, 5 will be taught by certified ESL teachers November 12, 2014 through April 22, 2015.
2. A before school Foundations ESL Program will meet one day a week for each grade from 7:30am to 8:00am. Targeted ELLs in grades K, 1, and 2 will be taught by certified ESL teachers from December 2, 2014 to April 16, 2015.
3. Teachers College Staff Developers will provide professional development to classroom teachers with a focus on ESL strategies for Reading and Writing.
4. During the 2104-2015 school year, the ESL teachers will provide training to all staff during weekly Monday afternoon PD sessions.
5. Making Books Sing Literature at Play Residency will teach twelve 45 minute sessions to 8 ELL classrooms to incorporate song writing and theater activities as a supplemental literacy component.

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

1. Principal, Assistant Principals, Literacy Coach, K-5 classroom teachers, K-5 ESL teachers, Teachers College Staff Developers and Making Book Sing Staff Developers

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

1. Fountas and Pinnell levels will show an overall increase in reading comprehension for targeted students. The Teachers College Running Record will be administered four times a year (September, November, March, and June) and entered in Assessment Pro.
2. ESL teachers will meet as a team each week to review student data and discuss best practices gathered from the ELL periodic assessments and form flexible strategy groups based on the data from the periodic assessments.
3. The New York Common Core Aligned ELA Exam results for the target population.

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

1. Imagine Learning After-School Program: November 12, 2014 to April 22, 2015.
2. Before school Foundations ESL Program: December 2, 2014 to April 16, 2015.
3. Teachers College Staff Development: October 29, 2014 to May 12, 2015.
4. Making Books Sing: January 8, 2015 to May 21, 2015

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

6. Planning sessions will be utilized for teachers of ELLs to co-plan with Making Books Sing resident artists to tailor the literacy program to the individual needs of the students based on the data mentioned above.

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).

To foster parental involvement, by:

- a) providing parents with training on strategies to teach comprehension skills to their children – Family Literacy Nights
- b) providing monthly parent newsletters to keep parents informed of what their children are working on in school
- c) series of monthly ESL workshop for parents of ELLs to help support learning at home during Tuesday afternoons

d) Parent Coordinator and other staff will attend regularly scheduled parent meetings to share information and respond to parent questions

e) school-wide Scholastic Book Fair in the month of December

The school will educate staff in how to reach out to communicate with and work with parents, and build ties between parents by:

- a) teachers will have daily access to phone translation to communicate with parents who speak other languages
- b) parent monthly newsletters and progress information will be sent home in parent home languages

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		Title IA		Title IIA	X	Title III		Set Aside	X	Grants
----------	-----------------	--	-----------------	--	------------------	----------	------------------	--	------------------	----------	---------------

List any additional fund sources your school is using to support the instructional goal below.

--

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2015, the number of A33 and A34 incidents in OORS will decrease by 25% for the school year.

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.

From September through December six incidents were reported in OORS. The infractions were as follows: A18 (K-2) =1, A33 = 1, A34 =4. The 2013-2014 OORs report data stated 16 infractions in A33 and A34.

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

1. Every time a student "fills another student's bucket" he or she will receive a star on the Bucket Filler Hall of Fame located in the main lobby their name will be announced over the loud speaker.
2. Two assemblies will be hosted for all K-5 students on anti-bullying given by the administrative team and guidance counselor.
3. Two assemblies will be hosted for all K-5 students on self-esteem and respect by an outside provider.
4. Each student will sign a bucket filler contract to be displayed in the classroom for the school year.
5. A school-wide book of the month will focus on positive character traits. Student responses will be displayed on a bulletin board in the main corridor.
6. A school-wide anti-bullying poster contest will be implemented. All posters will be displayed around the school.
7. The technology teacher will provide 4 lessons on cyber bullying to all students K-5.
8. The guidance counselor will provide peer mediation during the kindergarten lunch period.
9. Each kindergarten teacher will provide conflict resolution strategies during free play with their class outside daily for 20 minutes.

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

1. Principal, Assistant Principals, Guidance Counselor, Parent Coordinator, K-5 classroom teachers, Technology teacher, Literacy Coach, Educational Productions

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

1. Increase in the number of bucket filler stars every 3 months.
2. Decrease in OORS reports for incidents.

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

1. Anti-bullying Assembly #1 and Behavior Contracts: September 2014
2. Magic Jim Anti-Bullying Assembly #1: October 2014
3. School-wide Poster Contest: October-November 2014
4. Book of the Month: Four times a year
5. Technology Anti-Bullying Lessons – December 2014
6. Magic Jim Anti-bullying Assembly #2: January 2015
7. Anti-Bullying Assembly #2 – January – February 2015
8. Guidance Counselor: Lunchtime Peer Mediation: September 2014 – June 2015
9. Kindergarten Outdoor Play: Conflict Resolution: September 2014 – June 2015
10. Bucket Filler Stars: September 2014 – June 2015

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

6. Book of the month selection and schedule of assemblies in the school calendar.

Strategies to Increase Parent 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).

To foster parent involvement by:

- a) providing parent workshops around Respect for All , NYC Discipline Code, and anti-bullying

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		Title IA		Title IIA		Title III		Set Aside		Grants
----------	-----------------	--	-----------------	--	------------------	--	------------------	--	------------------	--	---------------

List any additional fund sources your school is using to support the instructional goal below.

--

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

- | |
|---|
| 1. Strategies/activities that encompass the needs of identified subgroups |
| 1. |
| 2. Key personnel and other resources used to implement each strategy/activity |
| 1. |
| 3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity |
| 1. |
| 4. Timeline for implementation and completion including start and end dates |
| 1. |
| 5. Describe programmatic details and resources that will be used to support each instructional strategy/activity |
| 6. |

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
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

1.

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

1.

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

1.

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

1.

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

6.

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
--	----------	----------	-----------	-----------	-----------	--------

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	At-risk SETSS – Remedial pull-out Reading and Writing Guided Reading Strategy Groups One-on-one conference Shared Reading ESL Foundations Program K-2 Imagine Learning After School Program for ELLs 3-5 Test Prep After School Program 3-5	Small group, one-to-one	During the school day, before and after school
Mathematics	Strategy Groups One-on-one conference Test Prep After School Program 3-5	Small group, one-to-one	During the school day
Science	Differentiated instruction based on students' needs	Small group instruction provided by the science teacher during the science period	During the day
Social Studies	Differentiated instruction based on students' needs	Small group instruction provided by the classroom teacher during the social studies periods	During the day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Guidance Counselor – Positive Social Skills	Small group, one-to-one	During the day

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> • Assistant Principals will work closely with network HR point person to ensure that all teachers receive 175 hours of professional development within their 5 years of holding their professional license. • Assistant Principals will hold workshops on how to apply for their professional license and complete necessary paperwork. • All first year and new teachers will be supported by the literacy coach in addition to one planning period per week, as needed. • New teachers meet weekly with the literacy coach or assistant principal to mentor him or her, as required. • At least one teacher representative will attend each monthly network meeting in the areas of Special Education, Teacher Leader and ESL.

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).
<p>The Music teacher will attend four half-day trainings provided by the NYCDOE with a focus on questioning and discussion. The music teacher will be provided with feedback/PD from an assistant principal in this area at least three times a year for non-evaluative purposes.</p> <p>The Physical Education teacher will attend two trainings provided by the NYCDOE with a focus in the Danielson Framework. The physical education teacher will be provided with feedback/PD from an assistant principal in this area at least three times a year for non-evaluative purposes.</p> <p>Professional development will be provided weekly by teachers or administrators in the areas presented in the needs assessment, including but not limited to, smartboard, Danielson rubric, shared reading, units of study, supporting ELLs.</p> <p>All K-5 and ESL teachers will be provided with ten sessions from Teachers College. One period will be in a lab site classroom and second period will be working with grade teams to analyze student work.</p> <p>First year and new teachers will have five consultation days working one on one with a Junior Great Books representative.</p> <p>Science Clusters will attend three network meetings in the area of science and ELA.</p> <p>Technology teacher will be supported monthly by the Network Instructional Technology point person.</p> <p>All K-5 and ESL teachers will attend weekly workshops at Teachers College to support implementation of the Common Core aligned ELA units of study.</p>

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.).

- Literacy coach is funded with Title I
- Per session for teachers is being funded by FSF
- Books, materials, and supplies and PD sessions are being funded by FSF and Title I
- Imagine Learning Software is funded by NYSTL Software and Title III
- Imagine Learning per session is being funded with Title III
- Foundations morning program is being funded with Title III.
- Assembly programs will be funded by Title I.
- Making Books Sing residency will be funded by a grant.
- Teachers College will be funded with Title I.
- Junior Great Books will be funded with Title 1.
- Supplies for students will be funded with STH.

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.).

The parents are given a tour and informational workshop of the school by the Parent Coordinator. The Kindergarten grade leader contacts the pre-schools to discuss curriculum alignment and offers parent workshops to the incoming parents on the prerequisite skills needed to enter kindergarten. The IEP teacher and/or school psychologist meets with all incoming special education parents during registration to ensure that services will be provided from the first day of school.

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.

Classroom teachers devised a task for each writing unit of study to be able to assess all students' strengths and weaknesses within the writing CCSS. The teachers also decided to use the Teachers College Writing Continuum to assess the student's On Demand writing as well as the final task to close the gaps within the individual student's learning. Teachers College provides the professional development for the use of the Writing Continuum.

Classroom teachers devised a task for each critical area in math to be able to assess all students' strengths and weaknesses within the math CCSS. These critical areas enable the teachers to close the gaps within the individual student's learning. The STAR Early Literacy Assessment will be administered to assess benchmark levels for Kindergarten and first grade. Teachers College Running Records Assessments will be administered formally and informally as needed.

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) Template

The Abigail Adams School agrees to implement the following statutory requirements:

- The school will put into operation programs, activities, and procedures for parental involvement of all parents of Title I eligible students consistent with Section 1118 – Parental Involvement of the Elementary and Secondary Act (ESEA) programs, activities and procedures will be planned and operated with meeting in consultation with parents of participating children.
- In carrying out the Title I, Part A parental involvement requirements, the school will provide full opportunities for the participation of parents with limited English proficiency and parents with disabilities. This will include providing information and school reports under Section 111- State Plans of the ESEA in an understandable format and, including alternate formats upon request.
- The school will involve the parents of children served in Title I, Part A program the decision about how the Title I, Part A funds reserved for parental involvement will be used.
- The school will carry out programs, activities and procedures in accordance to the definition of parental involvement:

Parental involvement means the participation of parents in regular, meaningful communication involving student academic learning and other activities, including-

1. parents play an integral role in assisting their child's learning
2. parents are encouraged to be actively involved in their child's education in school
3. parents are full partners in their child's education and are included, appropriate, in decision-making and on advisory committees to assist in the education of their child.

Part II Description of How the School Will Implement the Required School Parental Involvement Policy Components

Note: The School Parental Involvement Policy must include a description of how the school will implement or accomplish each of the following components. [Section 1118-Parental Involvement-(a) Local Educational Agency Policy (b) written policy

1. The Abigail Adams School will take the following actions to involve parents in joint development of the plan under Section 1112-Local Educational Agency ESEA:
 - Involve parents in discussions regarding the parental involvement Title I, Part A funds at PTA meetings
2. The Abigail Adams School will take the following actions to involve parents in the process of the school review and improvement under Section 1116-Academic and Local Educational Agency and School Improvement of the ESEA:
 - Parent members of the school leadership team will meet monthly to discuss the needs for the school
 - Parents will be interviewed as part of the school's Quality Review
 - Parent surveys will be a vital part of the School's Progress Report process
3. The Abigail Adams School will take the following actions to conduct, with involvement of parent, an annual survey of the success, popularity, and growing need of the parental involvement funds.
4. The Abigail Adams School will build parents' capacity for strong parental involvement, in order to ensure effective involvement of parents to improve student academic achievement, through the following activities specified below:
 - The school will provide assistance to parents of children served, in understanding topics such as the following:
 - a) Common Core Learning Standards
 - b) New York State Common Core ELA and Math Exams and benchmark assessments
 - c) student report cards
 - d) requirements of Title I, Part A
 - e) NYC Discipline Code
 - f) monitoring their child's progress
 - g) communication with educators
 - The school will provide materials and training to help parents work with their students and to improve their children's academic achievement, such as literacy training, math training, and technology, to foster parental involvement, by:
 - a) providing parents with training on strategies to teach math at home using Go Math curriculum
 - b) providing parents with training on strategies to teach reading and comprehension skills to their children-Family Literacy
 - b) providing parent workshops around Respect for All , NYC Discipline Code, and anti-bullying.
 - c) additional workshops on good study habits, questioning and discussion techniques and CCSS testing workshops for ELA and Math
 - d) Parent Volunteers giving homework help in their home language
 - e) series of ESL workshop for parents of ELLs to help support learning at home
 - f) Parent Coordinator and other staff will attend regularly scheduled parent meetings to share information and respond to parent questions
 - g) holding an annual Title I Parent Curriculum Conference

- h) hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year
 - i) Parents will attend the free Parent Day Workshop at Teachers College
 - j) Provide parents with a series of Kindergarten workshops
- The school will educate staff in how to reach out to communicate with and work with parents, and build ties between parents by:
 - d) Teachers will have daily access to phone translation to communicate with parents who speak other languages
 - e) Parent monthly newsletters and progress information will be sent home in parent home languages.
 - The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with The Teachers College Reading and Writing Project, Go Math, Foundations, and in the content areas by:
 - a) involving parents in the regular activities of the school (writing and reading celebrations)
 - b) involving parents in the Student of the Month award ceremony
 - The school will take the following actions to ensure that information related to school and parent programs, meetings and other activities, is sent to the Title I participation children in an understandable format, upon request, in a language they can understand:
 - a) letters are sent home in their native language when applicable
 - b) translation services information are posted in the school lobby and classrooms
 - c) translators and interpreters will be provided at parent workshops involved in Title I, Part A funding

Part IV

Department of Education of the City of New York

Public School 131

The Abigail Adams School

Randolph A. Ford, Principal

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

Abigail Adams School Parent Compact 2014-2015

The Abigail Adams School and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this Compact outlines how the parents, the entire school staff, and the students will share that responsibility for improved student academic achievement and the

means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

School Responsibilities

The Abigail Adams School will:

- **provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**

Each student will have a full program as mandated by New York State Department of Education.

- **Hold parent-teacher conferences (at least bi-annually in schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:**

Parent teacher conferences are held twice annually.

- **Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:**

Student report cards are distributed 3 times a year and student promotion-in-doubt letters are sent home a minimum of twice a year.

Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

Teachers are available for parents at two parent teacher conferences each year. Teachers are also available to meet with parents during professional time on Tuesdays with an appointment. To alleviate phone interruptions and parent walk-ins during the school day, the School Safety Agents will have parents fill out our new Parent/Teacher Contact Form. Once filled out, the form will be placed in the teacher's mailbox.

- **provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:**

The PTA hosts a number of events each year that allow parents the opportunity to be involved directly in school activities. Classroom teachers invite parents for curriculum celebrations. Parents are invited to the annual school science fair and concerts.

Parent Responsibilities Under the Parent Compact

We, as parents, this is our compact. We will support our children's learning in the following ways:

- making sure my child is on time and prepared every day for school
- monitoring attendance
- talking with my child about his/her school activities everyday
- scheduling daily homework time
- providing an environment conducive for study
- making sure that homework is completed;
- monitoring the amount of television my children watch;

- staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district received by my child or by mail and responding, as appropriate;
- reading together with my child every day;
- providing my child with a library card;
- communicating positive values and character traits, such as respect, hard work and responsibility;
- respecting the cultural differences of others;
- helping my child accept consequences for negative behavior;
- being aware of and following the rules and regulations of the school and district;
- supporting the school discipline policy;
- express high expectations and offer praise and encouragement or achievement.

The Abigail Adams School will:

- involve parents in the planning, review, and improvement of the school’s parental involvement policy, in an organized, ongoing, and timely way;
- involve parents in the joint development of any school-wide program plan, in an organized, ongoing, and timely way;
- hold an annual meeting to inform parents of the school’s participation in Title I Part A programs, and to explain the Title I Part A requirements, and the right of parents to be involved in Title I Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I Part A programs and will encourage them to attend.
- provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and to the extent practical, in a language that parents can understand.
- provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school’s curriculum, the forms of academic assessment used to measure children’s progress, and the proficiency levels students are expected to meet.
- provide to parents an individual student report about the performance of their child on the State assessment in least English language arts and mathematics.
-

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 allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$411,510.33	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	\$83,450.00	X	See action plan
Title III, Part A	Federal	\$21,640.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$3,905,879.00	X	See action plan

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

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

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

Part I: School ELL Profile

A. School Information [i](#)

District 29	Borough Queens	School Number 131
School Name Abigail Adams		

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 Randolph Ford	Assistant Principal Veronica Depaolo/Diana Lagnese
Coach Barbara Pollack	Coach type here
ESL Teacher Deborah Biscardi	Guidance Counselor Frank Zarb
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Pauline Isaacs
Related Service Provider Evelyn Franklin	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.	6	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	839	Total number of ELLs	177	ELLs as share of total student population (%)	21.10%
--	------------	----------------------	------------	---	---------------

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 (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In	3	3	3	2	3	3								17
Pull-out	2	2	2	1	2	2								11
Total	5	5	5	3	5	5	0	28						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	177	Newcomers (ELLs receiving service 0-3 years)	142	ELL Students with Disabilities	22
SIFE	1	ELLs receiving service 4-6 years	31	Long-Term (completed 6+ years)	4

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	142	1	3	31		2	4		2	177

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	142	1	3	31	0	2	4	0	2	177
Number of ELLs who have an alternate placement paraprofessional: <u>9</u>										

C. Home Language Breakdown and ELL Programs

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

*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	10	5	1		1	1								18
Chinese	1		3											4
Russian	2													2
Bengali	25	32	22	8	21	14								122
Urdu	4	4	3		1	2								14
Arabic			1		1									2
Haitian														0
French														0
Korean														0
Punjabi	2	1		3	1	1								8
Polish														0
Albanian														0
Other	1	3	1	2										7
TOTAL	45	45	31	13	25	18	0	177						

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)	17	2	2	2	5	5								33
Intermediate(I)	5	8	5	2	6	5								31
Advanced (A)	23	25	32	9	16	8								113
Total	45	35	39	13	27	18	0	177						

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	6	15	2	1	24
4	12	5	3	0	20
5	11	12	2	0	25
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	6		15		6		1		28
4	13		7		3				23
5	10		12		3				25
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	4		12		8		4		28
8									0

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
P.S. 131 currently uses TCRWP to assess the literacy skills of all students, including ELLs. This data is used to make books available to students at their just right reading levels and to provide a means to form strategy level reading groups for individualized instructional needs. Sixty-nine of our grade 1 – 5 ELLs are currently at a level one IRL Benchmark, 19 are at level two, 14 are at level three, and

- 6 are at level four. Kindergarten students will not be included in this until March, although they are given the pre-literacy assessments until then. The data indicates that our ELLs need to be immersed in literature in order to accelerate their reading levels.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Data patterns across proficiency levels on the NYSESLAT reveal that about 49% of last years ELLs scored at the advanced level, while the 5% of our ELLs scored at the beginner level and 12% at the intermediate level. Sixty-seven out of two-hundred one (33%) of our ELLs scored proficiently. More than half our ELLs are in grades K and 1. The other half are in grades 2 through 5. Current LAB-R scores show that in Kindergarten we have 18 beginners, 5 intermediates and 24 advanced level ELLs. The first grade has 1 beginner and 4 advanced. The second grade has 1 beginner. The fourth grade has 1 beginner and the fifth grade has 2 beginners. Most new students are beginners.
 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](#))
leave blank
 4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

a) The patterns across proficiencies and grades show that our ELLs need more support for the NYS Common Core ELA and Mathematics exams. A majority scored at levels one and two in both math and ELA. Even with translated versions of the math test and translators for the languages not offered in print, our ELLs are not faring well.

b) Teachers and staff are using the results of the ELL periodic assessments to guide instructional goals. Areas of need by modality are addressed while planning and goal setting.

c) What the school is learning about ELLs on the Periodic Assessments is the ELL students' strengths and weaknesses. The teachers then use this information to drive instruction. Wherever a weakness is apparent, teachers use scaffolding strategies to help students overcome those barriers to success. Native language is used to support student learning wherever possible. With many paraprofessionals that can translate, former ELLs who are can translate, and support materials in various languages, PS 131 uses all of its resources to service ELLs. Teachers also consider a student's native language an asset that can help bridge prior knowledge to new knowledge and content.
 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](#).)
How PS 131 uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework is:
 - A team of school staff: Administration, ESL Coordinator, SETTS Teacher, Coach, School Psychologist, Speech Teacher, and Guidance work together to come up with a plan for individual students (ELLs included)
 - All data associated with a child is considered: TCWP Assessment Benchmarks, Acuity, class tests, teacher observation, state exams, or Imagine Learning English reports.
 - An action plan and timeline are set up to try and improve student performance: consisting of best practices for ELLs and targeted supports for Tier 1 interventions
 - Then the team reconvenes to reexamine if any growth is evident after the intervention has been put in place. They decide whether or not to pursue Tier 2 or 3 interventions for the child.
 6. How do you make sure that a child's second language development is considered in instructional decisions?
PS 131 ensures that ELL students' second language development is considered in instructional decisions by having the ESL teachers as part of a grade team. There are six ESL teachers for grades K – 5, one ESL teacher per grade. ESL teachers are part of the grade planning meetings during the school year. As lesson plans are drafted, ESL teachers consider the language structures, content objectives, vocabulary and scaffolds necessary for all ELLs to participate actively and meaningfully. Scaffolds that can be used are: different paper, graphic organizers (that equip students with strategies), the language experience approach, interactive writing, prompts, thinking maps and guided instruction.
 7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

not applicable
 8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
PS 131 evaluates the success of ELL programs by examining whether or not ELLs have met AYP on state exams, how ELLs have moved from year to year on the NYSESLAT, and how many ELLs are meeting the benchmarks for their grade level in the content areas.

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](#).)
PS 131 rehired an ESL Coordinator, Deborah Biscardi, for a fifth year in a row, to help meet the demands of registration. The ESL Coordinator position was filled by a senior, qualified teacher with over 18 years of experience in the license area of TESOL. The ESL Coordinator works with the Pupil Accounting Secretary to assist with registration. The ESL Coordinator meets with the parents/guardians of the students during registration for initial identification and makes certain that the correct Home Language Identification Survey was administered. All parents are interviewed to ascertain whether or not they understand the questions on the HLIS. Also, all parents/guardians are interviewed to determine if a language other than English is spoken in the home. The students are also informally interviewed by the ESL Coordinator to ascertain whether or not they are able to answer basic questions about themselves. If they are capable, the ESL Coordinator uses other academically-based questions to further ensure whether or not students may possibly be entitled to services. Many parents bring a family member during the registration process to help with the language barrier. If they do not have a translator, different members of our staff can provide translation. The educational assistants, such as Ms. Sultana and Ms. Ahmed (educational assistants), both speak Bengali, Rosalie Maldonado (Secretary), Ms. Cotes, and Ms. Gormandy (educational assistants) are fluent in Spanish. If no one is available in a parent's native language, the translation and interpretation unit is utilized. If the ESL Coordinator is not available to conduct an interview, the ESL team (comprised of 5 other licensed pedagogues) have been trained to fill in. All the HLIS are carefully analyzed by the ESL coordinator and the ESL team for accuracy. They also check for any notes made indicating any discrepancies in the parent information or the ESL Coordinator's assessment of the Home Language. After a student has been identified as eligible for LAB-R testing, the ESL team, comprised of certified teachers, test the students with the LAB-R within the 10 days allowed for identification of ELLs. When a student whose home language is Spanish is identified as an ELL, that student is administered the Spanish LAB. Students who are entitled to ESL services receive entitlement letters to take home and a copy is placed in their cumulative record card. Copies of the HLIS are made, while the originals are placed back into the students' Cumulative Record Card. Entitlement letters are also sent to students who took the NYSESLAT the previous year and did not pass the exam. The combination of these two groups comprise the current year's caseload. The NYSESLAT is administered every spring to the students indicated on the RLER, for both the LAB-R and NYSESLAT eligible, on ATS. Any new admits who are found to be eligible for the LAB-R are first tested with the LAB-R. If a student is then found to be an ELL, that student is then administered the NYSESLAT. The students who are eligible for NYSESLAT testing are then tested by the ESL teachers within the allowed time frame given by NYS and given any accommodations if allowed according to IEPs. All students who are eligible are scheduled for all four parts of the NYSESLAT. Schedules are sent home for individual students so that parents are aware of testing dates and times to minimize any absences so that all four components of the test are administered to every student eligible.
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.
At registration, if a student is identified as a new admit to the NYC public school system and the parent has indicated on the HLIS that another language is spoken at home, the parent is then given the Parent Orientation on the spot. They are shown the Parent Orientation Video in whatever language was indicated on the HLIS as the preferred language for oral and written interaction with the school. The parent is first told that their child may or may not need English Language Services depending on how they do on the LAB-R. They are then shown the Parent Orientation Video and given time to ask any questions they may have. Translators are utilized when necessary and the person conducting the orientation asks if the parents fully understand their options. When it is clear the parent understands all three of the programs that they can choose from, they are given the Parent Survey and Selection form to fill out. The ESL Coordinator and team make sure the form is filled in its entirety. By conducting the Parent Orientation during

registration, this enables the school to make sure that all Parent Survey and Selection forms are complete and available when necessary. PS 131 aims for 100% completion of its surveys. Within 10 days, the student is tested. If the parent has chosen Dual Language or Bilingual Program and we do not currently have a program, the school reaches out to nearby Community District 29 schools to see if there are programs in the student's home language. If no program is available, the parent is sent a letter in the language indicated on the HLIS within 10 days and told that if a program does open up at our school or nearby that we will contact them to see if they are still interested. If there is still no program available until the following school year, the continued entitlement letter or non-entitlement letter is sent home. Parents have the option of keeping their child in the ESL program or inquiring if there is a DL or Bilingual program available. If there is a program available elsewhere, the parent is given the option to transfer to that school or reject a transfer and remain at our school in ESL. Again, if the student remains an ELL, the continued entitlement letter serves as the tool for the parent to contact us if they are still interested in another program.

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

Since the Parent Survey and Selection form is administered during registration, the ESL Coordinator holds onto all HLIS and Parent Survey and Selection forms until students are tested. Students who test into the English Language Program are placed into the program selected, unless there are not enough students whose parents selected a program in the same language in two contiguous grades. These parents are sent home a letter that indicates what steps to take if a program that they want is nearby or that not enough parents selected their program choice and no other program is available in the district. Within the first 10 days of a new school year, or the first ten days of a new entrant during the school year; entitlement, non-entitlement, and placement letters are copied and then sent home. These copied letters are attached to the original HLIS and Parent Survey and Selection forms (which also have been copied for safe keeping) and placed into the students cumulative record folder. All copies of new admits are placed in the office for storage. The ESL Coordinator keeps all extra copies of HLIS and the Parent Survey and Selection forms for students in the English language learner programs for storage.

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.

The criteria used to place identified ELL students in bilingual or in an ESL instructional program is as follows: Kindergarten Registration begins in the spring prior to the new school year. The ESL Coordinator begins the registration and parent orientation process at that time. The ESL Coordinator also begins to tabulate how many parents of the same language select a dual language or bilingual program. If this number approaches 15 in two contiguous grades for the same language, the ESL alerts the administration to the possibility of the school needing a bilingual or dual language program. This is only a possibility because the students are only potential ELLs; none have been tested at this point. The week before school starts, for the past two years, the ESL Coordinator has arranged to test incoming Kindergarten students. This allows the school the opportunity to plan for a potential Dual Language or Bilingual Programs. Currently, not enough parents have selected Dual Language or Bilingual programs as their first choice. If there had been enough, a class would have been formed and students would be placed into the program. For the parents that did select a Dual Language or Bilingual program, a letter was sent home in English and in the native language describing what the situation was for their child. If their choice was Bilingual or Dual Language, the ESL Coordinator reaches out to the NYC Office of ELLs to locate any programs in the area. If no programs are found, the parent is told their first choice is not available and that their child will be placed into the ESL program to receive services. If a parents' first choice is available, the parent is told where the program they want is available and they are given the resources necessary in English and their native language to transfer to the school if there is room. Parents either transfer to the program of their choice if there is room, stay at our school if there is no room, or reject the transfer and remain at our school in an ESL program. Parents that want to discuss any questions they may have are given the opportunity with the aid of translators. The first choices of parents are reflected in ATS on the ELPC, and the final outcomes are reflected on the ESL caseloads. Parents of current ELLs who are still entitled to services after taking the NYSESLAT are given the Continued Entitlement Letters in both English and their native language, the letter directs them to contact the school if they do not want to continue in their current program.

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

The steps that are taken to administer all sections of the New York State English as a Second Language Test (NYSESLAT) to all ELLs each year are to communicate with parents early about testing dates. Any parent who wishes to withdraw their child during any state examination is discouraged to do so until after all tests have been administered. The ESL teachers also work hard to schedule testing to allow for make ups within the exam timeframe. We also call parents of any absentee students and make special arrangements to have them come in just to take the test and allow them to go home if they are still ill. The final step in assuring that all students have been identified for taking the NYSELAT is to run the RLER on ATS for both the NYSESLAT and the LAB-R.

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](#)

PS 131 is always ready and willing to open a Dual Language or Bilingual Program if 15 or more parents in two contiguous grades with the same language request such a program. That has not been the pattern for this school. For the 2010-2011 school year, out of the 53 new admits only 2 kindergarten parents requested Bilingual and one parent in each of the following grades requested Dual Language: first, third and fifth. For the 2011-2012 school year, out of 78 new admits only two parents requested Bilingual and one requested Dual Language. For this school year, 2013-2014, out of 55 new admits 7 parents selected Bilingual as their first choice and 7 parents selected Dual Language as their first choice. The following is a breakdown of the languages and grades involved: 3 Bengali parents wanted Bilingual, 2 in kindergarten and 1 in first grade; 4 Bengali parents wanted Dual Language 3 in kindergarten and 1 in first grade; 3 Spanish parents wanted a bilingual program (but rejected a transfer) 2 in kindergarten and 1 in first; 2 kindergarten Urdu parents wanted a Dual Language program and 2 Punjabi kindergarten parents wanted a bilingual program. This data shows that even though a small percentage of parents would like to have a bilingual or dual language program for their child, not enough parents request it to warrant opening a program. Not once has a parent that has originally requested a bilingual or dual language program ever called or come back to the school to see if a new program has opened the following year. As previously mentioned, PS 131 is always willing to open a TBE or DL program if parent demand warrants so.

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])?

Instruction is delivered using an ESL push-in and pull-out model for all grade levels. The classes in the school are heterogeneously grouped with mixed ELL proficiencies in each class. Instruction is delivered by having the support of the administration in having high expectations for the ELL population. ESL teachers agree with this philosophy and provide students with instruction that is tailored to individual student needs. This is achieved by using formative assessment, summative assessment, checklists, teacher observation of student work, and then using this information to drive instructional goals. This work is even more important given the common core standards. Teachers work collaboratively to improve instruction to all students by reflecting on what is working with students and what is not working. When something doesn't work, instruction is revised to meet the needs of the students.

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

The organization of our staff ensures that the ELL students receive the mandated number of minutes in each proficiency level in the pull-out and push-in program by careful planning. ELL students are placed in only up to 4 classes per grade. These classes can contain all levels of ELL proficiencies. There is an ESL teacher for each grade level. This enables the ESL teacher to push-in to 4 classrooms for 4 periods a week to fully service all advanced level students with the 180 mandated minutes a week and to provide half of the mandated minutes to all beginner and intermediate level students. The ESL teachers also have 2 pull-out groups of students (ideally one beginner and one intermediate group) for 4 periods a week each to provide the other half of the mandated minutes of ESL instruction to make a total of 360 minutes for these students. The programs are designed so that explicit ESL instructional minutes are met in both ESL and ELA for the advanced level students in our K-5 school. This is done by providing the pull-out groups with ESL instruction while the advanced students remain in the regular classroom for ELA instruction as per CR Part 154.

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

The content areas are delivered through co-teaching in the push-in ESL program. Classroom teachers along with the ESL teacher for the grade plan the curriculum together. Planning is done within each grade for the all the content areas (ELA Reading, ELA Writing, Math and Social Studies) during common preps 3 to 4 times a month and during common planning time 1 hour each Thursday morning. The ESL teachers provide the language goals and possible tricky vocabulary for the students to learn. The ESL teachers plan how the goals will be scaffolded for the various levels within a classroom. The ESL teachers make sure that all lessons are based on a variety of ELL methodologies and current research like TPR, Sheltered Instruction, CALLA, Integrated Language Teaching Approach, the Natural Approach, and using realia, drama, graphic organizers and cooperative learning strategies.

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

PS 131 ensures that ELLs receive evaluation in their native language by providing translators when appropriate. We also provide translated versions of tests when available. The programs we use on the computers like Imagine Learning also provide native language support and feedback to students.

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

PS 131 ensures that ELLs are appropriately evaluated in all four modalities throughout the year by using checklists that account for the four modalities.

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).

PS 131's instructional plan for SIFE students is to quickly develop the base for literacy skills using technology and other resources, and then transferring those skills to meet the academic demand of their grade level. This is done in a positive and safe environment in which these students are given much praise and positive reinforcement. ESL instruction is usually given beyond the mandated number of minutes to help these students succeed.

Newcomers, ELLs that have been in US schools for less than three years, are given the mandated number of minutes of instruction needed depending on the language level achieved on the LAB-R. Newcomers are also the students that the ESL teachers service for the extended day program. These students are also invited to attend all afterschool programs that will help them achieve well on the NYSESLAT and the NYS Math tests given in the spring.

ELLs that have been receiving service for 4 to 6 years are also given the mandated number of minutes of ESL instruction needed depending on the students' level achieved on the NYSESLAT. ESL teachers look at the Title III AMAO estimator tool to determine what level of warning indicator a student is on. If a student has many warning indicators, intervention in the form of RTI or afterschool is given to help these students achieve.

PS 131's plan for long-term ELLs is to give them the support needed based on their NYSESLAT scores. The ESL teachers look at where the student is having difficulty in the four modalities. Support based on the weakest modality/modalities is given to help the student perform at the proficient level.

PS 131's plan for former ELLs (up to 2 years past proficiency) is to give them support during state testing. They are given time and a half for all state tests. ESL teachers are also made aware of whom the former ELLs are in a given classroom using ARIS. ESL teachers continue to give support to former ELLs with the push-in model.

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

The instructional strategies and grade level materials that PS 131's teachers use to provide access to academic content areas and accelerate English language development for ELL-SWDs are to use a blended learning strategy. Use of computers to individualize learning for students and to give prompt feedback is essential for these learners. Use of Smartboard games, Brain Pop, Imagine Learning and RAZ kids helps keep these students engaged and interested in learning. There is a minimal frustration level using this media to promote learning.

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?

Our school uses curricular, instructional and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment by looking at each child individually and assessing their strengths and weaknesses. In our self-contained IEP class, students who are achieving well in math are mainstreamed into the general education population. These students are also given instruction at a lower level if needed within the classroom or by ICT teachers. In ICT classes, the students stay within the class for certain subjects and then leave for small group instruction for other subjects. This is how we meet the students IEP goals and their attainment of English proficiency.

Courses Taught in Languages Other than English ⓘ

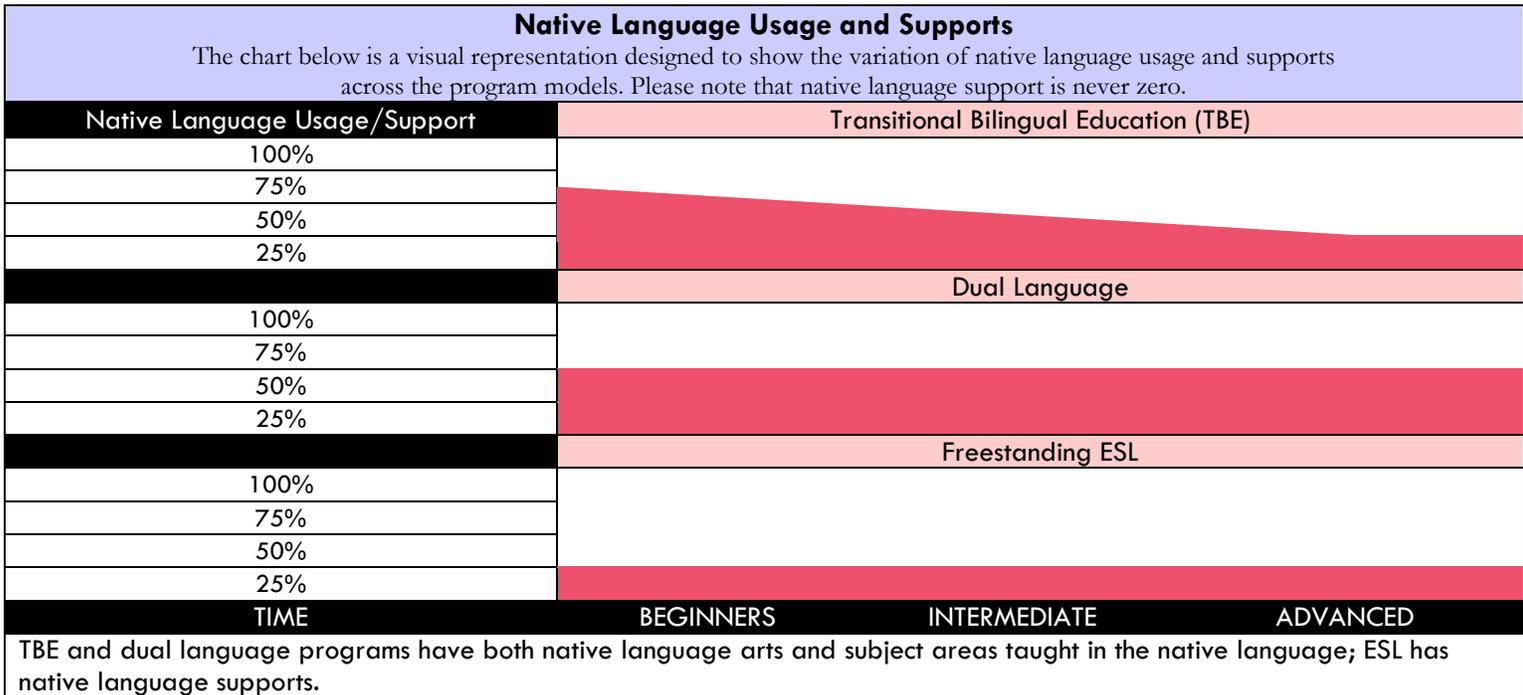
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

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

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

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



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.
- Our targeted intervention programs for ELLs in ELA, math and other content areas are for all ELLs. The ELA program that is used as an intervention program is Imagine Learning and Foundations. Any ELL, no matter the subgroup, that is found to have weaknesses in reading and writing is given time with these programs and an ESL teacher. Go Math has an ESL component that the ESL teachers use when students ELL students need intervention in math.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our current program is considered effective. We have about a third of our ELLs scoring proficiently on the NYSESLAT. That is better than the overall city average for ELLs. Where our ELLs need more support is in getting them ready for the Common Core State Exams. These exams demand a much higher achievement in reading than our ELLs are performing at.
11. What new programs or improvements will be considered for the upcoming school year?
- The improvements that have been planned for this school year are having the ESL teachers push-in during the content areas of social studies and science (fourth graders). The ESL teachers will be delivering the instruction to ELLs with a focus on the reading skills necessary to comprehend and synthesize expository texts. The ESL teachers are also tackling the academic language necessary to help students understand important concepts in these content areas. These skills are necessary for the demand of the Common Core Learning Standards.
12. What programs/services for ELLs will be discontinued and why?
- No programs will be discontinued at this time.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All ELLs are afforded equal access to all school programs. ELLs are included in the afterschool programs for test prep and CASA. ELLs will be given supplemental help in grades K-5 this year in the form of small group pull-outs for the Title III program with 2 F-status ESL teachers. There will also be a Title III after school program for students on Imagine Learning software with two ESL teachers.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- The instructional materials used to support ELLs are: Imagine Learning, Brain Pop, RAZ Kids, Foundations and Smart Boards. There are bilingual books, bilingual glossaries, and GO MATH has a Spanish version for our Spanish native language students.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native language is supported by providing translators for exams and ESL instruction, especially when an IEP directs it. There are many bilingual libraries in classrooms and students are given bilingual glossaries for the content areas.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?
- The required services support and resources correspond to ELLs' ages grade levels by assigning highly qualified ESL teachers with each grade. ESL teachers can support each grade level with scaffolds that will help their particular grade of students succeed with the curriculum. By careful team planning and co-teaching supports, ELLs are considered in all aspects of the curriculum.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- The activities PS 131 uses to assist newly enrolled ELL students before the beginning of the school year are meeting with parents and giving school tours. ELL students meet with the ESL Coordinator during registration and are given opportunities to discuss where they have received prior education and how we can best meet their needs. We also have screenings done by the kindergarten teachers along with the kindergarten ESL teacher to see what students know before beginning school. The same activities happen during the school year.
18. What language electives are offered to ELLs?
- N/A
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

C. Professional Development and Support for School Staff

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

All teachers of ELLs co-teach with the ESL teachers. This allows for planning ESL strategies, scaffolds and analyzing student work together. This also promotes productive discussions on how to best serve the ELL population. During Staff Development days, the ESL team does presentations on various topics concerning ELLs to the entire staff. This includes the turn-keying of professional developments that the ESL teachers themselves attend like: Brain Research, Writing, Mathematics with Ann Shannon, network PDs with Andrea Honigsfeld (Author of Common Core for the Not-So-Common Learner) and Unpacking the NYSESLAT. Teachers of fifth grade ELLs meet with the middle school guidance counselors to articulate all students. Students are then given a tour of the middle school and have an assembly to ask questions and raise any concerns. The 7.5 hours of ELL training for teachers of ELLs and the 10 hours of ELL training for Special Education teachers of ELLs is given throughout the school year by the ESL staff as per Jose P. These workshops occur during common prep periods, on Thursdays (when the staff meets during 8 am to 9 am), and on PD days. These PD days are on November 5th, 2013, November 21st, 2013 and on June 5th, 2014. The agendas and minutes for these meetings are maintained by the ESL teachers in the ESL Coordinator's room. The agendas are set by the needs of the grade teams and the ESL teachers provide the necessary training to the teachers to help the ELL students meet the Common Core Learning Standards in all content areas. These activities include how to use Bloom's Taxonomy by ELLs level of speech production for higher level questioning, using multiple entry points for curricula in different content areas, and providing specific feedback to ELLs based on their language level.

D. Parental Involvement

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

1. Parental involvement is a key part of our school's mission. The parent coordinator, literacy coach and ESL Department hold various workshops for all parents during the school year. Invitations are written in English and sent to the DOE's Interpretation and Translation Unit for translation into the preferred languages indicated by the parents. Sometimes the meetings are grade specific and sometimes the meetings are for grade levels like K – 2 and 3 – 5. The ESL teachers also hold parent workshops throughout the year. There are currently 3 workshops scheduled for the parents of ELLs in December, February and March of the 2011 – 2012 school year. These meetings will include details about the NYSESLAT, good practices for test taking and how parents can help their children feel comfortable about the testing process and what they can do to help. Translators will be hired and available during these meetings for any parent who needs information orally in their home language. Another workshop that is scheduled for the Spring will be an International Family Night. This will be for all grades. PS 131 will host an international family literacy night that will be provided by the literacy coach with translators. Parents will receive a list of questions to ask their child (in translated versions requested by the school to the T & I Unit) to help engage in reading discussions with their child. Classroom and ESL teachers will be available to read translated texts with the help of parent volunteers in languages ranging from Hindi, Bengali, Urdu, Arabic, Spanish, Tagalog, and Chinese. Teachers will engage the group in a discussion of the text and help parents practice utilizing the literacy techniques they were taught in the workshop. As a follow up activity, students will create an art project that corresponds with the theme of the text. Parents will complete a survey following the events of the evening to evaluate the effectiveness of the workshops.

2. The school partners with other agencies and Community Based organizations such as St. John's University, Carnegie Hall, Lincoln Center, New York University, and Queens College to provide services for ELLs as well as all other students. Translators will be hired and available during these activities for any parent who needs information orally in their home language.

3. Parent needs are evaluated by conducting needs surveys and by asking parents during parent teacher conferences what they would like to learn to help their children. After workshops are conducted, the ESL team has devised a survey to provide us with feedback about the meeting the parents have just attended. It is written in all languages needed by the T & I Unit or by a fluent staff member in the building. The school wants to assure that we are giving the parents information that they are interested in and information they will utilize. The survey always asks what the parents want to learn more about.

4. Our parental involvement activities address the needs of parents because we ask for feedback in the form of evaluations at the end of workshops. These forms are available in all the languages required by our parents by requesting translation through the T & I unit or by utilizing the language resources available within the building.

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: Abigail Adams

School DBN: 29Q131

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Randolph Ford	Principal		11/22/13
Veronica DePaolo	Assistant Principal		11/22/13
Pauline Isaacs	Parent Coordinator		11/22/13
Deborah Biscardi	ESL Teacher		11/22/13
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Barbara Pollack	Coach		11/22/13
	Coach		1/1/01
Frank Zarb	Guidance Counselor		11/22/13
	Network Leader		1/1/01
	Other _____		1/1/01



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

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: Abigail Adams	DBN: 29Q131
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 checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 64
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" 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: 4
of certified ESL/Bilingual teachers: 4
of content area teachers: 0

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: At P.S. 131Q, it is our mission to ensure that each child achieves a high level of proficiency in the English language. We will be running two different programs simultaneously with the Title III funding:

PROGRAM 1: Will be a twice a week, before school program using Foundations that will serve 32 ELL students in grades K - 2 with 2 fully certified ESL teachers.

PROGRAM 2: Will be a three day a week afterschool program using Imagine Learning Software that will serve 32 ELL students in grades 3 – 5 with 2 fully certified ESL teachers.

With a total of 4 fully certified ESL teachers, all currently teaching ESL at PS 131, Q, Title III instruction will be delivered as follows:

I- PROGRAM 1

To supplement services for beginner level, intermediate level and newcomer ELL students in Grades K - 2, ELLs in these grades will be assessed using the Teacher's College Foundational Assessments. ELLs identified as needing support, will meet once a week to receive a double-dose of Wilson's Foundations. These K-2 students will get a double dose of Foundations to increase letter/sound identification using multisensory methodology. This foundation will lead to the ELL students to use these sounds to form words, phrases and sentences. This frequent practice will lead to phonemic mastery in students. Since the publication of Foundations, several impact and efficacy studies have shown that when implemented properly, students using Foundations achieve greater gains in foundational literacy skills compared to students using other programs previously implemented by schools. These studies show significant gains in both the ELL population and for students receiving Tier I and Tier 2 interventions. Students tested in these studies indicated as much as a 16 point gain in Phoneme Segmentation Fluency (PSF) from the BOY to MOY and from the MOY to the EOY. Four groups of students (with 8 students in each group) will be formed in order to have two groups for each teacher meeting once a week. Before the start of this program, all students attending will be assessed by the Foundations Intervention Placement Inventory to be placed into more homogeneous groups. These teachers will begin the before school program on December 2nd, 2014 on Tuesdays and Thursdays from 7:15 am until 8:00 am for 16.5 weeks. This program will be slated to end on Thursday, April 16th, 2015. The cost of this program will be 2 teachers x

Part B: Direct Instruction Supplemental Program Information

1.5 hours a week x 16.5 weeks x \$51.51 = \$2,549.75.

II- PROGRAM 2

Imagine Learning English Afterschool Program for grades 3 – 5 for 3 days a week

To supplement services for grades 3 – 5 an after-school program for ELLs at risk according to the AMAO tool, newcomer and regular ELLs will be started. The program will focus on developing students' literacy skills by emphasizing vocabulary development, phonics, reading comprehension, and building writing skills. The purpose of this program will be to accelerate English language literacy acquisition in order to allow students to participate meaningfully in classroom activities within a small group size. This grouping is highly interactive and is received well by the students. They look forward to the individualized attention and support. Programs to be used are Imagine Learning English Software. This group is comprised of 32 ELLs in grades 3 -5, which will include students who are newcomers, 4 – 6 year ELLs, and Long Term ELLs. This afterschool program will operate Wednesdays, Thursdays and Fridays from 2:30 pm until 3:45 pm for a total of 32 students with 2 fully certified ESL Teachers. Teachers will focus on building these students' literacy skills three days a week during the after-school program. This program will supplement English language acquisition for the ELLs who have been receiving ESL services for 3-6 years and newcomer/SIFE ELLs. The program to be used will be Imagine Learning English software program which has proven to be effective in accelerating English language acquisition. Imagine Learning teaches vocabulary development, including academic language, listening and speaking skills, phonemic awareness, emergent literacy, and school readiness. This computer program has been revamped to take into account the new Common Core Standards. This program begins in the students' native language, if available, and gradually increases English exposure as the child progresses. It achieves this through the use of music and art where students receive one-on-one differentiated instruction, designed to meet the needs of each child. This program has been used successfully in this school and the data suggests the more time spent on the program, the higher student gains are made in letter knowledge, vocabulary, phonemic awareness, and oral production. For the 4 months that the program was in effect at our school last year, the ELLs showed significant gains in listening comprehension (41.9%), conversational phrases (46.5%), basic vocabulary (25.4%) and academic language (50%). Literacy development has also been measured and we have found that reading comprehension has increased 62.1% for leveled texts. Our hope is that this program will help our students succeed in acquiring the English they need to excel in school and meet the reading demands and tasks of not only standardized testing, but the common core curriculum. The afterschool program will operate Tuesdays and Thursdays for one hour and forty-five minute sessions for the students. Two fully certified ESL teachers will facilitate the program in the Technology room. Students will attend the afterschool program from 2:20 pm until 4:00 pm. Funding from the program will go towards per-session payment for the 2 fully-certified ESL teachers. The cost of this program will be 2 teachers x 58 sessions at one and a quarter hour (1.75) sessions x \$51.51 per hour = \$10,456.53. The program will commence on Wednesday, November 5th, 2014 and continue until Wednesday, April 22nd, 2015. This amount will pay for direct instruction.

Part C: Professional Development

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: During the 2014 - 2015 school year, ESL teachers will provide training to all classroom teachers and out of classroom teachers during weekly Monday afternoon professional development days. Topics to be covered will include: BICS and CALP, using visual media such as graphic organizers, cooperative learning strategies for ELLs, scaffolding strategies, and interactive strategies such as: jigsaw, four corners, and think-pair-share, and modifying classwork for ELL's. ESL teachers will provide this instruction to the Common Branch teacher of ELLs on Monday afternoons during Professional Development sessions and during common preps and lunch periods.

There was a professional development for all classroom teachers and ESL teachers on September 4th, 2014 for using Imagine Learning for ELLs during the school day. Teachers were given highlights of what the program does for ELLs and how to add students and monitor their progress throughout the year.

In order to follow up on what the classroom teachers have been shown, we would like to invite Imagine Learning providers back to provide two more professional development sessions for the teachers, during the school year. The topics to be covered are:

- 1) Digging into the Data to effectively make strategy groups
- 2) Blended Learning using Imagine Learning

These workshops would be scheduled twice for each two hour sessions to K-2 teachers and then 3-5 teachers during the school year. The cost of each workshop is \$1,000. The total cost would be 2 workshops x \$1,000 per workshop = \$2,000.

Supplies and Materials:

In order to use utilize all aspects of the Imagine Learning program, we need to purchase items for our printers and for the students: printer paper, ink, pencils/crayons and writing paper. The before school program will need to purchase 2 sets of Foundations materials including teacher's editions for grades k and 1, student dry erase boards, dry erase markers, cards and charts. The amount needed for these all these supplies will not exceed \$4,233.72.

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: The 4 current ESL Teachers at PS 131 will host a series of workshops for the Parents of ELLs. Parents will be notified of these workshops by flyers sent home in both English and parental home languages by utilizing the Translation and Interpretation Unit's services. These workshops will take place monthly during the Parent Engagement days on Tuesday afternoons during the school year and having the ESL teachers offer these workshops to parents who work during the day at night. Parents will also be asked to fill out a needs survey in order for the ESL teachers to find out what topics parents are interested in. Some topics to be addressed will be:

Helping your K-2 child master Foundations.

Helping your ELL child with reading strategies.

Helping your ELL child with math games to reinforce math concepts.

Helping your ELL child with writing strategies.

Helping your ELL child meet the Common Core Learning Standards.

What is the Imagine Learning Program?

MORE TOPICS TO BE DETERMINED BY PARENT NEEDS SURVEY...

The cost of these programs will be \$2,150 for teacher/para per-session and \$250 for refreshments for parents at the monthly meetings. (Paraprofessional per-session will meet the language needs of our ELL population) The total cost of these services will be \$2,400.

Part E: Budget

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

Allocation Amount: \$ _____

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	_____	_____

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 29Q131

School Name: Abigail Adams

Cluster: 04

Network: N410

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.

Information from each Home Language Survey is entered into ATS by the pupil personnel secretary and the data is summarized by the ELL Team, data specialists, and administrative team to determine the language preferences for communicating with all parents. All documents sent home are available in the various languages spoken by our parents. All teachers receive a copy of the report which indicates the parent language preference. School report cards are sent home in the home language (that the DOE provides) indicated on the home language survey. When the staff contacts a parent via phone, the Emergency Blue Cards indicate the language spoken and written at home. The staff uses the translation unit to communicate with individuals that do speak another language at home.

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.

Language surveys are administered all year by our ESL teachers. The findings are reported to the school community by our parent newsletters, notices and posted within our school statistical data which are available on the NYC Department of Education website. Also, the ESL coordinator and translator interview all new admits to the school and gathers information from the parents and students about the home language.

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.

Written translations are provided by the NYC Department of Education's Language Translation and Interpretation Unit as well as school staff and parent volunteers. Materials that are to be distributed to parents are written at least a month ahead of time, sent for translations into the school populations language needs, and sent out 1 to 2 weeks in advance for parents. Examples of the types of documents that PS 131 sends out for translation are the Monthly Parent News Letters from the Principal, parent meeting and workshop flyers, parent involvement surveys, reading progress letters that are sent home and all report cards.

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.

Oral interpretation is provided by an external source as well as our school staff and parent volunteers. Oral services that are provided are for parent meetings, parent teacher conference days, registration, and for IEP meetings. At PTA meetings, parent volunteers translate the meeting for parents in attendance that require it.

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>.

Language services, oral and written, are provided at parent meetings and workshops. We will continue to conduct school language surveys which will be distributed for completion to each family in our. We will also provide translators to assist our parents with the completion of the surveys. We will also continue to provide our parents translated notices in the various languages spoken within our school community. Interpretation notice signs are posted in the entrance of the school, the main office, and each classroom. Oral translation is provided at PTA meetings for whole documents such as Safety Procedures and the Parent Bill of Rights and Responsibility.

