

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

School Name: THE BELLAIRE SCHOOL, PS 135
DBN (i.e. 01M001): 29Q135
Principal: GEORGE T. HADJOGLOU
Principal Email: GHADJOG@SCHOOLS.NYC.GOV
Superintendent: LENON MURRAY
Network Leader: DANIEL J. PURUS

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
George T. Hadjoglou	*Principal or Designee	
Rana Quamina	*UFT Chapter Leader or Designee	
Shazela Mahmood	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
N/A	CBO Representative, if applicable	
Justine Fann	Member/ Teacher	
Nancy Campagna	Member/ Teacher	
Kathleen Rivera	Member/ Teacher	
Shatae Jones	Member/ Teacher	
Indhira Castro	Member/ Parent	
Tracey Campbell	Member/ Parent	
Nan Boodhoo	Member/ Parent	
Rookmin Tajeshwar	Member/ Parent	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2015, teacher teams will revise the ReadyGen curriculum for alignment with CCLS and implement a unified ELA program in all grades as evidenced by CCLS aligned ELA changes in the teachers' lesson plans.

Comprehensive Needs Assessment

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

The teachers have indicated that even though Ready Gen covers all points in the Common Core standards, as a curriculum it is fragmented and does not specifically meet the needs of all subgroups. The school quality guide indicates a significant drop in Early Grade Progress in ELA both with respect to our peer group (59% to 35%) and the citywide (67% to 51%) comparisons. The percent of students in the upper grades at level 3 & 4 in the past 2 years went from 64% to 48% to 46% in comparison to our peer group and 70% to 65% to 63% when compared to the city.

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. Teachers will have common prep periods in order to be able to plan jointly
2. Teachers will identify suggested teaching strategies that exist in the Ready Gen program that meet the needs of each subgroup. Teachers will collaborate to develop additional strategies where the ones created by the publisher are insufficient.

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

1. The school's program will be constructed in a manner to provide as many common prep periods as possible.
2. Grade leaders will lead the teacher teams in these revisions. Assistant principals will be able to work with the teams of teachers in their grades. PD will be provided from the vendor if needed. Network personnel will be asked to assist as well. Teachers will be sent to PD outside of the school in order to hone their skills. The two assistant principals will make their expertise available to the teacher teams.

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

1. The program will be ready before the teachers return in September 2014. The program will be sent to the teachers as soon as possible so that they can begin identifying the period they will be planning together.
2. Unit tests from Ready Gen will be administered to the students and scores will be recorded and tracked. Teachers' lesson plans will reflect the changes in the scope and sequence and teaching strategies that are developed. We will also look at mid-year report card grade to determine progress.

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

1. The program will be completed by August 31, 2014
2. This will begin in September 2014 and continue through the school year.

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

1. Mrs. Benjamin, the senior AP, will be tasked with creating the school's program
2. This is a task that will be addressed as part of the Professional Development Mondays and the Professional Work that the teachers will be engaged in on Tuesdays. Teachers will also be able to work on it during the scheduled common prep periods. Therefore it will be funded through the same funding that funds 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).

Parent meetings will be scheduled by the Parent Coordinator to demonstrate to parents the requirements of the CCLS and how the school is meeting those requirements in ELA.

Budget and Resource Alignment

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

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

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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, teacher teams will revise the Go Math curriculum for alignment with CCLS and implement a coherent Math curriculum in all grades as evidenced by CCLS aligned math lesson plans.

Comprehensive Needs Assessment

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

The teachers have indicated that even though Go Math covers all points in the Common Core standards, as a curriculum it is fragmented and does not specifically meet the needs of all subgroups. The school quality guide indicates a significant drop in Early Grade Progress in Math over the last 2 years from 50% to 36% to 31% in comparison to our peer group and 57% to 45% to 42 % in comparison to the entire city. The percent of students in the upper grades at level 3 & 4 in the past 2 years went from 45% to 37% to 37% in comparison to our peer group and 62% to 57% to 58% when compared to the city.

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. Teachers will have common prep periods in order to be able to plan jointly
2. Teachers will identify suggested teaching strategies that exist in the Go Math program that meet the needs of each subgroup. Teachers will collaborate to develop additional strategies where the ones created by the publisher are insufficient.

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

1. The school's program will be constructed in a manner to provide as many common prep periods as possible.
2. Grade leaders will lead the teacher teams in these revisions. Assistant principals will be able to work with the teams of teachers in their grades. PD will be provided from the vendor if needed. Network personnel will be asked to assist as well. Teachers will be sent to PD outside of the school in order to hone their skills. The two assistant principals and the Principal will make their expertise available to the teacher teams.

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

1. The program will be ready before the teachers return in September. The program will be sent to the teachers as soon as possible so that they can begin identifying the period they will be planning together.
2. Unit tests from Go Math will be administered to the students and scores will be recorded and tracked. Teachers' lesson plans will reflect the changes in the scope and sequence and teaching strategies that are developed. We will also look at mid-year report card grade to determine progress.

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

1. The program will be completed by August 31, 2014
2. This will begin in September 2014 and continue through the school year.

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

1. Mrs. Benjamin, the senior AP, will be tasked with creating the school's program
2. This is a task that will be addressed as part of the Professional Development Mondays and the Professional Work that the teachers will be engaged in on Tuesdays. Teachers will also be able to work on it during the scheduled common prep periods. Therefore it will be funded through the same funding that funds 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).

Parent meetings will be scheduled by the Parent Coordinator to demonstrate to parents the requirements of the CCLS and how the school is meeting those requirements in Mathematics.

Budget and Resource Alignment

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

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

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Goal and Action Plan #3

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

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
 The percentage of teachers indicating dissatisfaction with their Professional Development experience will decrease by 5% on the 2014-2015 School Environment Survey.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
 In the past there was no unified PD plan. Professional development should be structured and developed in conjunction with the teachers. In the school environment survey from 2013-2014 approximately 40% of the teaching staff indicated dissatisfaction with their professional development experience. Many of these teachers indicated that their PD was not coherent and sustained.

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**
- In order for professional development to be meaningful and effective, the staff members who will be trained must have a hand in the selection of topics and the methods that will be used. The Professional Development committee will meet during a common prep on Fridays to make plans for the upcoming weeks.
 - Surveys will be given to the staff to determine PD needs of the various categories of employees.
- B. Key personnel and other resources used to implement each strategy/activity**
- Grade leaders will form a Professional Development committee under the leadership of Mrs. Benjamin. Assistant principals will work with teachers to evaluate the data from *Advance* and the teachers' surveys.
 - School administration will design the survey with input from teachers and paraprofessionals.
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- In January 2015, the committee will design a survey to be used to judge and reflect on the effectiveness of the professional development plan and its implementation. Analysis of the survey results will indicate whether or not the program needs to be altered.
 - In February 2015, the relevant questions from the School Environment survey will be asked of the teachers. There will be a decrease of 2% in the number of teachers expressing dissatisfaction in Professional development.
- D. Timeline for implementation and completion including start and end dates**
- The process will begin in September 2014 and continue to June 2015.
 - Spring 2014 to Spring 2015.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- PD Mondays, Other Professional Work Tuesdays, School program will show common prep for grade leaders and PD committee every Friday
 - PD Mondays, Other Professional Work Tuesdays, School program will show common prep for grade leaders and PD committee every Friday

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).
 There will be workshops developed by the parent coordinator to inform parents of this process. It will also be discussed at PTA meetings by the school administration.

Budget and Resource Alignment

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

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

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Conferencing Flexible grouping based on data Differentiated activities Multiple learning modalities included in lessons (SmartBoard, iPads, videos, etc) Y.M.C.A after school program Title III ESL Program Academic Intervention services programmed into cluster teacher assignments	Whole class One -to-one Small group tutoring Peer tutoring	During school day and after-school
Mathematics	Conferencing Flexible grouping based on data Differentiated activities Multiple learning modalities included in lessons (SmartBoard, iPads, videos, etc) Y.M.C.A after school program Academic Intervention services programmed into cluster teacher assignments	Whole class One -to-one Small group tutoring Peer tutoring	During school day and after-school
Science	Conferencing Flexible grouping based on data Differentiated activities Multiple learning modalities included in lessons (SmartBoard, iPads, videos, etc.) Y.M.C.A after school program	Whole class One -to-one Small group tutoring Peer tutoring	During school day and after-school
Social Studies	Conferencing Flexible grouping based on data Differentiated activities Multiple learning modalities included in lessons (SmartBoard, iPads, videos, etc) Y.M.C.A after school program	Whole class One -to-one Small group tutoring Peer tutoring	During school day and after-school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Academic Counseling, at-risk family intervention work.	Whole class One -to-one Small group tutoring Peer tutoring	During school day and after-school

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

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

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

Title I Status

Indicate with an "X" your school's Title I Status.			
School Wide Program (SWP)	X	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.

Prior to hiring a candidate, their credentials are verified by our Network's HR Director to ensure that the candidate holds a valid NYS certification in that license area. The BEDS survey is reviewed by the Principal and the HR director who work with our school to ensure that every teacher's assignment aligns with their license area so that all teachers are reported as Highly Qualified on the BEDS Survey.

Strategies and activities used to attract high-quality highly qualified teachers to our school include.

- Frequent communication with our Network HR Director when vacancies occur.
- Central Office of Talent and Recruitment partners with colleges and the Network HR Director partners with Central for assistance and guidance and for candidate referrals.
- Participating in Central Hiring Fair events where pre-screened HQT candidates are interviewed and recruited.
- Interviewing HQT candidates from The Open Market Hiring System and The Absent Teacher Reserve (ATR) Pool
- Establishing a rigorous interview protocol that includes intensive criteria for the selection of new staff members including demonstration lessons, interviews, and New York State certification/licensing.
- Maintaining a teacher resource center and professional library to promote promising and effective practices.
- Teachers will be provided with curriculum maps, instructional resources and professional learning opportunities.
- Individualized PD plans are created for teachers to ensure continued improvement.

All new teachers are provided a mentor.

Teachers are encouraged to participate in Lunch and Learns, after school PDs and attend off site PD provided by our CFN.

In the very rare event, if a teacher's status was deemed not HQT, the principal would consult with the network Human Resources Director for guidance to ensure that the non-HQT teacher will meet all required documentation and assessment deadlines. This may include some form of counseling including encouraging the teacher to become HQT through the High Objective Uniform State Standard of Evaluation (HOUSSE) system.

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).

1. All staff will have the opportunity to attend Summer PD offered by the DOE and Network
2. All staff will continue to attend the PD provided by the DOE during the school year.
3. Instructional Leads will attend CFN PD and return to school to turn-key the PD through teacher teams.
4. CFN and outside consultant will work with students during the school day and after school.
5. Staff will be encouraged to attend Weekend PD and provided with per session to attend.
6. Staff will continue to be trained in our ELA and Math programs which are aligned to the CCLS.

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.).

Our school continuously monitors programs, actions and strategies to ensure that they meet the intent and purpose of the federal and state program guidelines and that they are supplemental to the regular school program so that the needs of our eligible students are met. For example:

- Professional development conducted by instructional lead teachers and administrative staff in the areas of ELA, Math, SS and Science.
- Teacher teams engaging in collaborative inquiry by tracking data trends and looking at student work to improve teaching practices in all 8 of the mandated Danielson components.
- Textbook and instructional materials purchased for all subject areas that are aligned with the CCLS.

- Afterschool programs to prepare students for all NYS assessments.
- Use of the instructional lead and coach to assist teachers with becoming Highly Effective in all 8 of the mandated Danielson components.

Through careful planning and implementation of our instructional programs and with guidance and support from our Network Leader and team including the Budget Director and Human Resource Director, we will utilize our fiscal and human resources to carry out our instructional strategies/activities to achieve school wide improvement.

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.).

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.

TA Schools Only

Use of Program Resources

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

- The Title I After School program provides additional time for students who only were able to achieve level 1 on the 2014 NYS ELA examination. During this time the teachers work on the area of weakness that were demonstrated on the examination and also as indicated by the classroom teacher this year.
- Academic Intervention periods in various cluster teachers' programs provide time where students are provided small group and/or individualized instruction as needed. This time is spent on the same concepts that the classroom teacher is working on in ELA and Mathematics. Students receive regular classroom instruction and then the small group instruction to reinforce what was taught in the regular ELA or Math periods. The selection of student eligibility for this program is flexible depending on the student's needs at the time. This is based on the teacher analysis of data collected during classroom assessment and analysis of student work.

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).

The Grade level teacher teams were formed in September of 2014 and trained by administrative staff. The leader of each team represents the team on the Professional Development and MOSL teams and met several times to review all options for MOSL. In addition to MOSL, our school uses several appropriate assessment measures such as common pre and post unit assessments, predictive assessments, classroom assessments, and online assessments. Teacher Teams look at student work and track student performance trends to establish flexible grouping and to provide scaffolds and extensions to accelerate student learning. An analysis of these additional assessments identifies students who are eligible to being assigned to AIS periods.

After school programs are designed to minimize the removal of students from their regular classroom experience.

**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

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

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

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

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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: The Bellaire School

DBN: 29q135

This school is (check one): conceptually consolidated (skip part E below)

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):

Before school After school Saturday academy

Total # of ELLs to be served: _____

Grades to be served by this program (check all that apply):

K 1 2 3 4 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 3
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: Since virtually all the ELLs in Third, fourth and fifth grade are required to take the NYS Mathematic examination, these students will be brought in for an after school program centered around mathematics . This math focused program will address the student's specific areas of literacy needs and vocabulary since literacy forms an important part the the mathematics standardized examination. The students were selected based on the NYSESLAT spring 2014 results, the results of the Spring 2014 NYS Mathematics exam as well as classroom and interim/periodic assessments. This supplemental After-school program will be 42 instructional sessions, of one hour and fifteen minutes long. The program will begin on January 10, 2015 and end on April 23, 2015 and will be operational on the following dates:

- January: 7,8,9,14,15,16,21,22,23,28,29,30
- February: 4,5,6,11,12,13,25,26,27
- March: 4,5,6,11,12,13,18,19,20,25,26,27

The three certified ESL teachers in the program will use "Everyday Math After School" to reinforce the concepts taught during the day. There is no cost for these materials since the school already owns them. Additional materials such as glossaries and various test prep materials will be purchased to further provide support and make certain the students become comfortable using them in preparation for the NYS examinations. A needs assessment is being designed by the ESL teachers to be filled out by the children's classroom teachers. This will enable the after school program to address the individual needs of the children. The students will be grouped by grade level in order to address the grade level needs dictated by the mathematics curriculum and ESL/ELA. Each group will be taught by a certified ESL teacher. The supplemental Title III program is the only after-school program operational on the days listed above. As a result, a supervisor will be paid at principal per-session rate for the duration of the program to oversee and monitor the delivery of instruction. A secretary will also be hired as a support staff to process payroll, maintain attendance records and contact parents of absent students. These two position will be funded through other means and work at no cost to the Title III program.

The targeted students are from all proficiency levels and all sub-groups of ELL's

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: In 2 one hour workshop sessions. At the first session, the principal, a former math teacher, will provide an overview of the schools mathematics program as well as an introduction to the "Everyday Mathematics After School" materials being used. One of the Assistant Principals, a former ESL teacher, will also be there to discuss using ESL methodology in the teaching of mathematics and the improvement of the children's English language skills through the use of Mathematics. The first of these sessions will take place on January 20th from 3:45 - 4:45. The second will take place on March 10th from 3:45 to 4:45. Here the emphasis will be on the use of ESL methodology in the teaching of literacy in mathematics. The assistant principal will be the lead presenter at this sessions. The principal will be in attendance to discuss the mathematics being taught.

The three ESL teachers working in this program will attend these two workshop sessions.

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 parent coordinator and the principal will design and conduct two 2 hour workshops for the parents. The parent coordinator is at no cost to the Title 3 program. The workshops are as follows

1. Understanding the format of the NYS Mathematics test and how you can help your child at home using ARIS and the everyday math website.
2. Community supports available to parents but outside of the Department of Education.

These workshops will take place on February 13th and March 13th.

If any translation services are needed, we will contact the central office to provide any language support that the parent may need.

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 	pes session Teachers 8585	Payment of teacher per session to teachers in the program
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. 	2615	Paper, pencils, Notebooks, crayons, markers, toner etc for the students in the program
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	11,200	_____

**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 135
School Name The Bellaire School		

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

Principal George Hadjoglou	Assistant Principal Richard Braun
Coach Naima Lilly	Coach Stefani DeZorett
ESL Teacher Jacqueline Stanford	Guidance Counselor Ruth Schweky
Teacher/Subject Area Jeannette Villatoro/ESL	Parent
Teacher/Subject Area	Parent Coordinator
Related Service Provider	Other
Network Leader(Only if working with the LAP team)	Other

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	3	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	973	Total number of ELLs	92	ELLs as share of total student population (%)	9.46%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	92	Newcomers (ELLs receiving service 0-3 years)	82	ELL Students with Disabilities	14
SIFE	1	ELLs receiving service 4-6 years	9	Long-Term (completed 6+ years)	1

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	82	1	10	9		3	1		1	92

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
Total	82	1	10	9	0	3	1	0	0	92
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

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

*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	7	9	6	3	4								39
Chinese														0
Russian														0
Bengali	1	2	4	1	4	2								14
Urdu	3	1			1									5
Arabic	2	2		1		1								6
Haitian	6	2	2	1	2	3								16
French					1									1
Korean														0
Punjabi	1													1
Polish														0
Albanian														0
Other	5	1	2		2									10
TOTAL	28	15	17	9	13	10	0	92						

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)		1	0	1	0	3								5
Intermediate(I)		2	10	1	4	2								19
Advanced (A)		10	6	7	6	4								33
Total	0	13	16	9	10	9	0	57						

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	45	45	54	10	154
4	38	65	50	15	168
5	58	85	31	26	200
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	49	4	40	3	38	1	23	0	158
4	38	4	54	1	46		25		168
5	88	5	51	6	39	1	18		208
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	2	13		60	2	88		169
8									0

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

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	2	14	8	1
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.
 In terms of early literacy assessments, we incorporate TCRWP assessments, Treasures assessments, and benchmarking. The data results are two-fold and give us great insight into student achievement. Any data patterns that we notice, give us a good idea of how much the student has succeeded over the years. This also tells us where students have not shown improvement and where we need to

focus our instruction. The results of the LAB-R and NYSESLAT reveal just how much a student can listen/speak, and read/write. When we apply the data, we can see where a student needs improvement. This also helps when we are grouping students together. The administration and school leaders are also proponents of dividing students by ability and targeted areas. After examining the R-LAT, and report, we have noticed that the lowest performing modalities are in the reading and writing sections. We are determined to use this data to drive instruction. Lessons are fine tuned to their needs. After our initial assessment with students we can also look into the students ELA and Math results to look for common trends. We use the Lab-R and NYSESLAT data to look for trends in academic weaknesses. We can use the data to place the students in the proper groups for instruction. We also noticed a smaller smount of beginners, and an increase in advanced students. in the middle and upper grades. Students in the lower grades perform mostly as advanced students. ESL personnel is responsible for checking the data results. The results are shared with administrators on each grade before implementing group instruction.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Using the NYSESLAT, ELA, and Math results alongside our own informal assessments we are able to gauge the success of the students in order to prepare for their needs in the following school year. Data trends have shown that ELL students mostly fall into the 2-3 level. In terms of native language trends, it can be seen that the students taking the tests in English have yielded the highest results. This is not surprising because most students that take tests in native languages are newcomers. This means that they are in a smaller percentile than other ELLs. By looking at year to year data trends we can look for problem areas that may follow the students. We can target the issue and focus instruction to eliminate the problem and let the student proceed to new information. Assessment is collected through different outlets. Teacher generated assessment and standardized testing provide insight into student success. The assessment data is compared to NYSESLAT and LAB-R data to look for trends, or problems areas that may have been overlooked.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))

Any data patterns that we notice, give us a good idea of how much the student has succeeded over the years. This also tells us where students have not shown improvement and where we need to focus our instruction. The results of the LAB-R and NYSESLAT reveal just how much a student can listen/speak, and read/write. When we apply the data, we can see where a student needs improvement. This also helps when we are grouping students together. We can now group students according to their ability level and problem areas. If a certain group of students excel in reading, but not writing, they will be placed in a writing intensive group. The administration and school leaders are also proponents of dividing students by ability and targeted areas. Since ELLs are pulled from the class for ESL instruction, and possibly other related services such as speech, we make sure that istruction is focused on problem areas revealed through the data reports.

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?

Most students seem to take state standardized examinations in English rather than their native language. This is usually the case where students prefer to be assessed in the language of instruction, however, most newcomers do prefer assessments in the native language. There is almost an even split between English tests and native language exams. Even when students choose to take the test in English, they are able to use the native language tests and or glossaties as a reference and choose to answer in their English booklets.

Using the NYSESLAT, ELA, and Math results alongside our own informal assessments we are able to gauge the success of the students in order to prepare for their needs in the following school year. In terms of native language trends, it can be seen that the students taking the tests in English have yielded the highest results. This is not surprising because most students that take tests in native languages are newcomers. This means that they are in a smaller percentile than other ELLs. By looking at year to year data trends we can look for problem areas that may follow the students. We can target the issue and focus instruction to eliminate the problem and let the student proceed to new information. ESL Teachers work closely with classroom teachers when creating thweir groups. ESL teachers share RLAT results with teachers and ensure consistency among the reports. Since we have disbanded our Dual Language Program, native language instruction is usually offered on state exams only. ESL students are given the opportunity to take state exams in their native language. They are also supplied with native language glossaries to help them translateany words they may not understand.

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](#).)

RTI allows struggling students to receive extra support. In our building, data drives instruction. When we receive data reports we use the information to pinpoint student needs and supply them with the necessary academic interventions. Students in need of more intervention are provided whatever services are necessary.

6. How do you make sure that a child's second language development is considered in instructional decisions?
ESL teachers work very closely with classroom teachers. Language development is always the priority. ESL teachers share their methods with classroom teachers and give helpful hints about how to let an ELL flourish in their classroom. Tips regarding any native language assessments and differentiation are shared with the classroom teacher providing insight into how we can incorporate ELLs into all lessons no matter their ability level. Alternative responses are also shared with classroom teachers such as TPR (Total Physical Response.)
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?

This is the first year that we do not have a Dual Language Program.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Nyseslat results are the main source of ESL success data. We look at the results from year to year and check for areas of continuing difficulty. If a student's data report shows areas of weakness, the data is assessed and the student is given any necessary services. This may include our morning enrichment program. Student benchmarking results are also a constant source of student achievement. If a student is able to rise through the levels and find themselves where the work is challenging, yet comprehensible, then we know they are at the right benchmarking level. We would love for all of our students to be proficient in ESL, but our main focus is improvement. We check data reports at the beginning of each year to see how the students progressed on the most recent NYSESLAT. Teachers check the results with student progress in mind. Not only do we want to know who attained proficiency, but we are also interested in how students have made progress. If their learning goals are met they are able to stay in the same general program that they were originally placed. When students have not made any progress, intervention teachers are notified and service the ESL student in question.

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](#).)
ELL students are identified for language services by the information provided in the student's Home Language Identification Survey (HLIS). The HLIS is completed by parents of first time registrants into the NYC school system. When parents enroll their children in our school, they are given this language survey as part of their registration packet. The pupil accounting secretary alongside a trained HLIS staff member, conduct an informal interview with the parent to ensure compliance and accuracy on the HLIS. If any intervention is needed an extra ESL teacher can be called upon to help with the process. There is a trained staff member present for each HLIS regardless of the situation. Teachers represent the student's interests in an informal interview. The teacher or administrator that is present for the HLIS is trained by an ESL professional and knows the process of filling out a HLIS. One of our assistant principals is a former ESL teacher and is able to be involved in the HLIS questioning process. The staff are trained in regards to what questions to ask if there seem to be inconsistencies in the parent's answers. We are very thorough in our HLIS process so that no child in need is ever overlooked. Teachers ensure that questions are answered accurately. Due to complex scheduling, we cannot provide the same teacher for each HLIS, but we do provide the assurance of a staff member for each interview. Our staff can provide support in many languages. We can provide help in English, Spanish, Creole, Bengali, Urdu, Hindi, and Punjabi. Translation services can also be provided in these languages. Between providing native language HLIS forms and our ability to provide in house translation, we are always able to provide language support while admitting new students.
The parent survey asks a variety of questions to determine if the child is a candidate for our ESL program. The survey inquires which language is used at home for the preferred means of communication. If the parent does not understand or speak English, our school provides a translator or uses the NY DOE translation unit to assist the parent in completing this survey. We also provide the parent with a translated copy of the HLIS (provided by the NY DOE) of most common languages spoken in our city. The HLIS asks which language the child speaks, listens to, reads and writes. Most importantly, the survey asks which language the child

understands. These questions are the indicators to determine the preference and dominance of language at home or in the student's previous school. If there is any indication that the family uses more than one language at home, it is up to the staff member to interview the parent, and or the child to determine if there is a second language and if the form is filled out correctly. The HLIS is then forwarded to the ESL teachers, who determine if the student is eligible to be assessed with the LAB-R. This is done using the ½ model from the HLIS. If a parent's answer acknowledges a second language once for questions 1-4, and then twice pertaining to questions 5-8, then the student is eligible to be assessed by an ESL teacher using the LAB-R.

Once a child is identified as eligible for testing, we administer the LAB-R assessment. The LAB-R (Language Assessment Battery-Revised) is used as an initial formal assessment to measure student's proficiency level in English. The assessment must be administered within the first ten days of the child's admittance into the school. The exam determines the student's reading, writing, listening and speaking proficiency skills in English. The LAB-R is an entry assessment administered only one time to each eligible student. Based on the overall performance, a student will receive mandated services. Spanish speaking students that do not attain the required passing level of proficiency will also be given a Spanish LAB-R exam. This native language examination will allow ESL personnel to understand the child's native language skills that can transfer over to their L2 acquisition. These services will vary depending on the English proficiency level. A minimum of 180 minutes weekly of standards based instruction are provided to students who have achieved an advanced level of mastery. Students who are in need of more support scoring on an Intermediate and/or Beginning Levels will receive a minimum of 360 minutes of weekly differentiated instruction. Once it is determined from the student's score, that he/she is eligible for instruction, our ESL teachers send home an entitlement letter with the child's score indicating student's eligibility for services. The letters are sent home with the students. Native language entitlement letters can be provided if necessary. If parent choice letters are not returned the ESL teachers will send a second notice letter. If this is not returned the teachers will call parents and inform them of the letters and the need for them to be returned. The last resort for teachers is to wait for parents at the end of the school day and share the information with them in person. Parent choice plays a very pivotal role in the identification process. At the end of the process it is the parent who chooses which program is best for their child. It is our duty to ensure clear communication to parents in order to provide the best education for their child.

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.

Our ESL teachers work closely with parents. We try to make sure that parents understand all of their options when it comes to their child's education. At our parent orientations we explain parent choices in a few different ways. The parent choice pamphlets explain their options in a multitude of languages. We also show the online orientation video explaining parent options. When we send letters home to parents in the beginning of the year they are given weblinks and information provided by the DOE website that will help educate parents in making their decision. Unfortunately, we had to disband our Dual Language Program this year. We do not provide a Dual Language option anymore, but if a parent is interested in a DL program, we can direct them to schools that do provide the services that they are looking for. If the transfer option is applicable, students can now switch schools and participate in a Dual Language Program at another school. If there is enough parental interest in a Dual Language Program we would follow the necessary steps to reinstate the program. Should a new DL or TBE class become available, we would check our student caseloads and inform any, if not all parents about the new option for their child. We would conduct an orientation for any interested parents to make sure that this new option is right for their child.

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

Once it is determined from the student's score, that he/she is eligible for instruction, our ESL teachers send home an entitlement letter with the child's score indicating student's eligibility for services. Parent surveys and program selection forms are sent home with the students. Parents are instructed to look at the survey and bring it with them to their orientation meeting. Native language entitlement letters can be provided if necessary. If parent choice letters are not returned the ESL teachers will send a second notice letter. If this is not returned the teachers will call parents and inform them of the letters and the need for them to be returned. The last resort for teachers is to wait for parents at the end of the school day and share the information with them in person. ESL teachers keep copies of the entitlement letters for themselves and in the main file located near the main office. Copies of the parent surveys are kept on file while the originals are returned to the student's file. We are very meticulous in regards to our paperwork. All forms are filed with teachers, and in our main ESL file. All copies of the parent survey and program selection form are kept in the main ESL file near the main office, and with the ESL teachers.

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.

Since we have no Bilingual Program, or Dual Language Program, students are defaulted into the ESL program unless a transfer is requested by a parent. Any letters sent home with children can be translated into many different native languages. Parents are also asked which language they would like to receive notifications from school. We accommodate them whenever possible.

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.

After we receive testing materials, we usually take inventory to ensure that we have all the booklets we need. Our next step is to generate a new admission list to make sure that there aren't any new students that need to take the LAT. We also generate reports to show which students are entitled to take the NYSESLAT. Following our data protocol, we administer the exam according to the testing calendar provided by our department. At the end of each day our ESL teachers collect all LAT materials and deliver them to the testing closet so that they can be stored securely over night. The next morning, our ESL coordinator will take the materials out of the closet and redistribute the tests to our ESL teachers. During the testing window, we generate new admit lists to make sure no new admits came in while we were testing.

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*
- Being that we have phased out the Dual Language Program we usually receive requests for our ESL program. If a parent is not satisfied with our ESL program, they have the option to transfer their child to a school that can accommodate them. If enough parents request a DL program in a specific language, we are then obligated to open a class to fit the desires of our parents. Our DL program has shown less interest every year. The rosters were only holding about 18 children per DL class. The numbers had been decreasing drastically and at first we had to close our Kindergarten DL class because there was not enough interest. We then had a first, second and third grade DL program. As those children progressed the interest in the program had fizzled away. We tried to keep it open but we were not successful in finding enough children to justify having the class. The cultural demographic of the neighborhood has changed, and we find ourselves with a parental lack of interest in a Dual Language Program.

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])?

With the integration of the Common Core State Standards, instruction for ELLs has to be examined to see that we are providing the rigorous instruction that students need to be successful. The instruction must provide the Depth of Knowledge Levels that are provided for the general student population. The ESL program enriches the student's school day by providing small group instruction with strategic and extended thinking imbedded into the instruction. Here students receive greater attention to their specific needs and receive supplemental support regarding their classroom activities. The ESL program at PS 135 uses the pull-out model. We group our ESL students by their ability level. According to our current roster of students, this is the best way to ensure that all students receive the mandated minutes per day. Since some students need two teaching periods each day, it is imperative that we make sure that groups are not overcrowded. By grouping according to proficiency levels we can service all students according to their NYSESLAT results. After analyzing the results of the NYSESLAT, we are able to group students together according to their ability levels. Students that are identified as beginners and intermediates are serviced twice a day for a total of 90 minutes of instruction daily. Advanced ELL students are only seen once a day for a 45 minute period of instruction. Everyone is placed by the data collected from the test. We are also able to differentiate, and ensure that students receive mandated instruction time by grouping according to problematic areas. Heterogeneous groups are also used to provide students who are in need of two periods per day. Our ESL program complements the classroom curriculum. The ESL teachers work closely with the classroom teachers to see which problems the students may be facing in the classroom. ESL and classroom teachers articulate and collaborate to address content area topics to differentiate instruction. Student lessons are diverse and hands-on. Read-aloud lessons provide students an opportunity to listen to stories while obtaining language skills. Listening skills are crucial to students who are newcomers. By listening to the language, students are able to begin comprehending the language as well. Students are also working together as a group daily. We feel that peer teaching/learning is a key element for students to feel comfortable using their acquired skills in their new language.

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)?

ESL teachers work very closely with classroom teachers to ensure that the students do not miss any of the core curriculum when they are pulled out for the period. When students are pulled for ESL we try to make sure that it is not during the math or literacy block. If a child is having difficulty with a certain topic, the ESL teacher can reinforce the skill in question during their program. Students that are identified as beginners and intermediates are serviced twice a day for a total of 90 minutes of instruction daily. Advanced ELL students are only seen once a day for a 45 minute period of instruction.

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.

Content area are delivered in a few different ways for ESL children. Our ESL teachers are sure to include content area work that is grade specific for their students. ESL teachers are free to attend grade meetings and stay on the same page as the classroom teachers. Our literacy program used in every classroom is also content area specific. Children may read fictional story about a child growing up as a pilgrim, or a non fiction story about The Civil War. As common core practices make a shift towards non fiction material, it is much easier for the classroom teachers to incorporate content areas into their daily lessons. Students may also visit with our science cluster teachers. There they can get hands-on time with lab work, or just read into greater depth about grade appropriate lessons in the text books. All content areas are delivered in English. We have native language books available in our library. Students can borrow books from a wide range of content area topics.

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

When a new child is admitted from a Spanish speaking country, they are given a Spanish language Lab-R alongside the English Lab-R. This way we can evaluate their native language skills while determining their proficiency levels. In our library, we have a collection of native language books. Students can read books in any language. From Haitian Creole to Urdu we provide reading books in the languages of our ESL children. This is the first year that we do not provide native language classes. Our Dual Language program has been discontinued, as well as our foreign language clubs. ELLs are still free to take state exams in their native language. If a child requests a native language exam, they are accomodated as long as the DOE provides tests in their language. We ask students in October and double check with them in February to make sure anyone that wants a native language exam will have one.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
At PS 135, we believe in aligning our curriculum with the NYS ESL performance standards. In our ESL classrooms students will:

- Listen, speak, read and write in English for information and understanding;
- Students will listen, speak, read and write for literacy responses, enjoyment and expression;
- Students will listen, speak, read, and write in English for critical analysis and evaluations;
- Students will listen, speak, read, and write in English for classroom and social interactions;
- Students will demonstrate cross-cultural knowledge and understanding.

Our ESL teachers are very aware of ESL standards and support in all four modalities. Instruction is diverse and includes practice in all four modalities. NYSESLAT results are used to see what modality is most problematic for each student. Students can be grouped together so that they can focus on the specific modality needed. Benchmarking is also a very effective way to assess students in all four modalities. The students must listen to questions. They must read a passage from a story, and they must respond verbally to the questions. Classroom teachers can generate writing assessments to supplement the benchmark assessment. Teachers are aware of ELL goals and know that anything as simple as speaking to an ELL can be an informal assessment to see how their social language is developing.

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).

Students who are new to the country (0-3 years) have the benefit of an incredible phonics based program. Newcomer Phonics programs ease students into beginning phonics skills with great visual aides and use of prior knowledge. The use of the workshop model is also an asset in the classroom, because of the modeling and conferencing of the lessons for all ELLs. Vocabulary and comprehension are two of the most important skills to reinforce when a child is new to the country. Through vocabulary acquisition, and prior knowledge skills, students begin to grasp their new language. Newcomers will have a vocabulary rich classroom environment in which they can begin learning their new language. Units included in such book series as the Prentice Hall Regents series, and the newly acquired Cornerstone Programs are an excellent way to introduce vocabulary. We began the Cornerstone Curriculum with the students four years ago, and have had a great reception. The vocabulary rich, content based units are a lot of fun for the kids. They enjoy the program's use of multimedia such as videos and animations. The Cornerstone program is used from first to fifth grade. Students that have been here from four to six years and over will have the benefit of extra programs for enriched support. With funds pending, these programs are scheduled before the start of the school day, after the day has ended and possibly on Saturdays as well. These programs are a great way to add more test prep for the ELL students that will be taking the ELA and Mathematics state tests.

Students who have been identified as ELLs and serviced for an extended period (4-6 years) are also a primary concern for our school. We work closely with the classroom teachers of these students to pinpoint student areas of difficulty, such as listening, speaking, reading, or writing. From collaboration to data analysis, extended ELL's needs are always in consideration. Extended students are also eligible for our many intervention programs. Extended ELLs are enrolled in our mandated Academic Intervention Programs X-class (Mondays – Fridays 8:00 a.m. to 8:30 a.m.) In this program, students are strategically placed in classes that will focus on areas of need. Students in the interim of their language acquisition can also expect more content based units with a focus on sentence structure and grammar. These skills also help students transition from elementary school to middle school. Test preparation is very important for the ESL students. X-class intervention programs focus on mathmatic and ELA skills. Classes that focus on ELA skills span all content areas. All classes make sure to include science, social studies and all other content area subjects in their ELA activities. Some of our materials such as the "Keep on Reading" series are all inclusive in regards to content area instruction. Students can practice their reading and writing skills while focusing on content area instruction. The testing modifications that the ESL students receive will give them an extra edge in their studies. We currently do not have any students that have completed six years of service. When we do have LTE students they are entitled to all services listed. ESL teachers work closely with classroom teachers to look for any trends in academic issues. They can work together to target problem areas. ESL teachers can offer insight into different strategies classroom teachers can use to have a more productive classroom experience. High frequency vocabulary instruction and language application are always at the forefront of instruction.

Students with IEP's and learning disabilities also receive testing modifications including content based glossaries and dual language dictionaries. Students with learning disabilities also receive more attention as the ESL teachers and their classroom teachers are in constant collaboration to help diagnose problem areas. Special education teachers work closely in our program and help give some insight into the special learning needs of the student. The ESL program accomodates special needs students in any way that we can. Special education service providers and ESL teachers work closely to make sure that there are no scheduling conflicts for IEP students. ELLs with IEPs always get the mandated amount of time according to their IEP and NYSESLAT results. Our school ensures that all IEP students receive an appropriate classroom setting that will let them work to the best of their abilities. Our service providers are all flexible in scheduling and

make sure that there are no scheduling conflicts before committing to a service schedule for the year. IEP students are part of our heterogeneous mixed groups. We do not separate IEP students from general education students. We believe that peer teaching can be just as effective as traditional methods. We find that the students are comfortable with this method too. Native language paraprofessionals can be provided for IEP students to provide translation for class work. IEP students are entitled to all other native language services previously specified. We do not have any SIFE students at the current time. Should any SIFE students be enrolled at our school, they would be entitled to all programs and activities. Proper intervention services would also be provided. Once a student has been declared English proficient by passing the NYSESLAT, they are still given language support for two full school years. This means that they are given native language glossaries, and are given the same testing modifications that any ESL student would receive. These modifications include separate location and extra time to complete assessments.

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?

Our staff is very good at collaborating with each other. Service providers share information with ESL teachers so that the children are getting the help they need. We have begun a new math and ELA curriculum this year. We started using GoMath as our new math program and ReadyGen for our ELA curriculum. ESL teachers are familiarized with the new program and are able to supplement any lessons that the student may miss when they are pulled out. ReadyGen is aligned with common core curriculum and spans grade level curriculum. Students are able to practice literacy skills while ready content area subjects. Last year our Treasures program came complete with an ESL component. ELLs were given differentiated work that was language based, and allowed them to participate in conversations with the teacher. The vocabulary rich program allowed ELLs to function with the class no matter their proficiency level.

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 teachers work well together when it comes to scheduling. Before ESL groups are formed, teachers speak with service providers and classroom teachers to make sure that no work is missed in the classroom. There have been very few overlaps in student scheduling, and if there is a conflict, the teachers are quick to remedy the issue. IEPs are followed very strategically so that children can receive all mandated services. The IEP takes priority when it comes to scheduling. We do not have any conflicts pertaining to scheduling this year, but if necessary and pending funds, we can supplement any lost ESL instruction time in our after school or Saturday programs. ESL students are also serviced by ESL teachers in our morning program. We take mandated services very seriously and always make sure that students are receiving all services required in their IEP.

Courses Taught in Languages Other than English

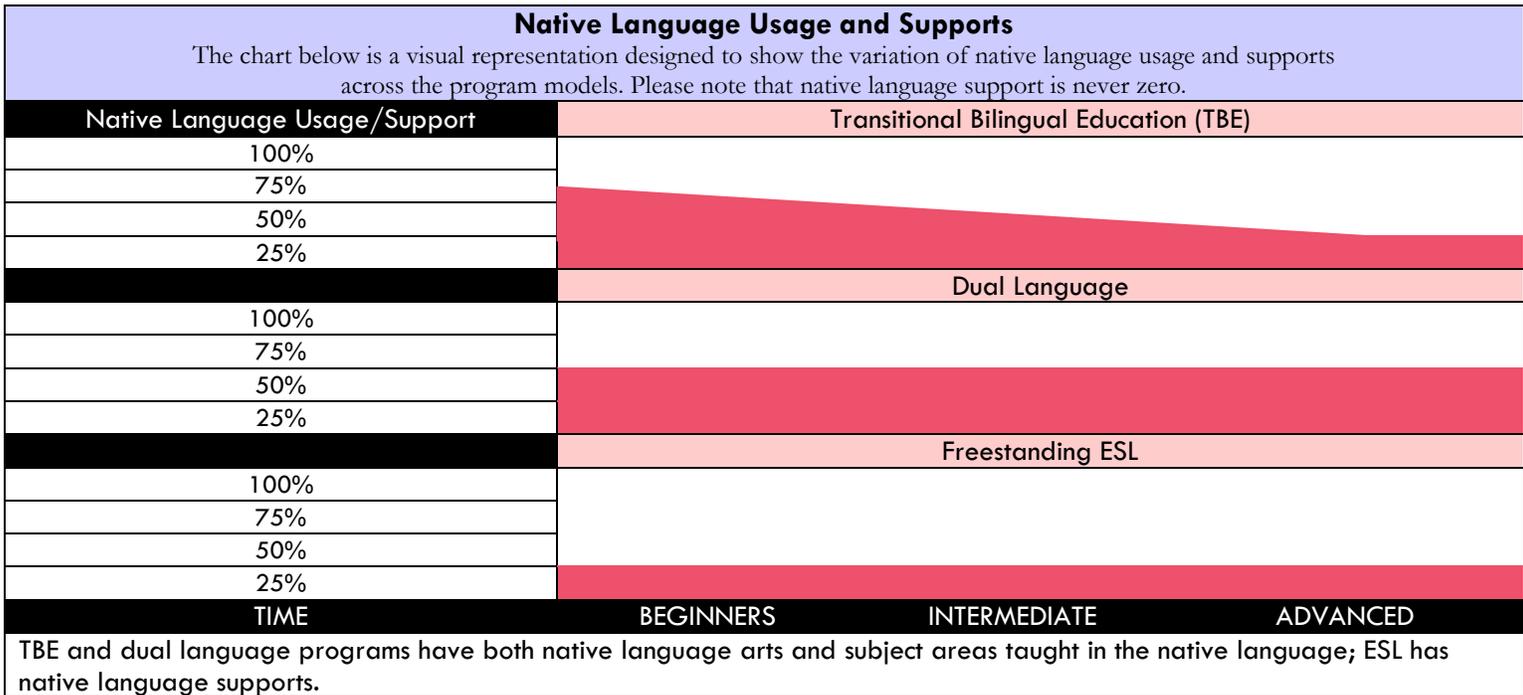
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- 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:	N/A	N/A	N/A
Social Studies:	N/A	N/A	N/A
Math:	N/A	N/A	N/A
Science:	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A

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.

Depending on funding, we would like to re-establish our Project Weekend program for ELLs to receive extended support in a program designed with expanded subject areas in mind. The complete curricular program covers topics such as social studies and science. Each class will not only prepare students for state examinations, but will also support core ELA and mathematics skills for everyday academic needs.

For ELLs who present with serious gaps in their academics, our Resource teachers service these students with At Risk general education intervention. GETTS intervention is readily available for students that are struggling most in class. ESL students are also invited into our morning program. We call it X-Class. This 37 1/2 minute program allows ELLs to get more classtime and language practice. We have specific ESL classes that our more struggling students can attend. Our more advanced students may join the morning program of their classroom teacher. We also provide these services for our FLEPS. Students that have passed the NYSESLAT will receive two extra years of support including ESL servicing and testing modifications. FLEPS (Former ESL students) are not forgotten after they pass the NYSESLAT test. FLEPS are students that have passed the NYSESLAT, but are still entitled to two years of ELL services. These services include testing modifications. These students are entitled to these continued services and receive the same attention that they received when they qualified for in ESL. All intervention services are provided in English. FLEPS continue to receive ELL testing modifications, including glossaries, and separate locations for testing.

All ELL students are entitled to each intervention program. For each service there is a group with similar linguistic needs. The ESL program also benefits greatly from utilizing technology in the classroom. Newcomers can use the Starfall Program website in order to learn basic sounds and enjoy easy reading short stories. Starfall has a great progression to from beginning to more advanced reading work as the student progresses. We also use other thought provoking websites in the classes such as "Thinkfinity.org" and "Storycove.net" This year we also have begun to impliment lpad in the classrooms. The hands-on approach that the lpad provides allows for students to have a richer experience during lessons. Touch screens allow students with disabilities to interact in lessons like never before. Smartboard integration also provides students with a technological edge in the classroom. The Cornerstone reading program is a valuable asset for helping students truly learn reading skills to prepare themselves for the ELA examination. The program promotes higher thinking skills that entice the student to dig deeper when searching for answers. The program also contains a multimedia aspect. There is a CD component so students can listen to, as well as read the lessons. Some levels even contain a DVD component that introduces each unit with a short video clip that informs the students of what they will be learning in the upcoming weeks.

ELL students are entitled to join any of our intervention programs. They have equal opportunities to be part of all programs. ELLS are not discriminated against at any time here. We always allow new students to participate in our summer programs. This way we allow students to have an edge in their language acquisition before starting their first year of school. We do not provide native language electives.

Our after school YMCA program provides homework help for students with working parents. It also provides more interractions in English. All intervention programs are serviced in English.

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 programs are new this year to comply with common core. It is difficult to say at this time how effective they are. The cross curricular nature and test prep skills leave us very optimistic about the programs. Our ESL curriculum is a great success. We have been using the Conerstone program, Keep on Reading series and newcomer phonics with our ELLs. The success of these programs prove that they fit the needs of our students. We had a high rate of students test out of ESL last year. The past few years of success show that the program is effective and the students love reading them. The Cornerstone program has become the cornerstone of our ESL curriculum. The books cover all four modalities and are made specifically for ELL students. The series was co-created by Dr. Jim Cummins, who is a trailblazer in modern practices in ESL. Units are grade appropriate and subject matter is relevant to our children.

11. What new programs or improvements will be considered for the upcoming school year?

We do not currently have any new programs specifically for ELLs. We think that our current intervention offerings have been very successful in the past and we will continue to provide these services for our children. Our classroom curriculum is new for the year. We will be using ReadyGen in place of Treasures and GoMath in place of Everyday Math. The new programs are aligned with common core and we expect great things from the students with the new programs.

12. What programs/services for ELLs will be discontinued and why?

Unfortunately, we have lost our Dual Language program. Due to changes in our demographics we find ourselves too low in numbers to be able to provide this program. At parent orientations, we still provide information about the possibility of a DL program but

without interested parents it is hard to justify re-opening the program.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

Depending on funding, we would like to reestablish our Project Weekend program for ELLs to receive extended support in a program designed with expanded subject areas in mind. The complete curricular program covers topics such as social studies and science. Each class will not only prepare students for state examinations, but will also support core ELA and mathematics skills for everyday academic needs. There is even time for ELLs to use our computer lab and library for extra exposure to literacy. ESL students are the only children with access to these programs so we never have to pass over a student due to overcrowding. Last year we were able to create an after school program specifically for ELL students. With all the budget cuts that schools face every year, ELLs are usually accommodated with the help of title III money. No matter how dire the budget we have been able to provide supplemental services for ELLs for over five years.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

For each service there is a group with similar linguistic needs. The ESL program also benefits greatly from utilizing technology in the classroom. Newcomers can use the Starfall Program website in order to learn basic sounds and enjoy easy reading short stories. Starfall has a great progression to from beginning to more advanced reading work as the student progresses. We also use other thought provoking websites in the classes such as "Thinkfinity.org" and "Storycove.net" This year we also have begun to implement Ipads in the classrooms. The hands-on approach that the Ipad provides allows for students to have a richer experience during lessons. Touch screens allow students with disabilities to interact in lessons like never before. Smartboard integration also provides students with a technological edge in the classroom. The Cornerstone reading program is a valuable asset for helping students truly learn reading skills to prepare themselves for the ELA examination. The program promotes higher thinking skills that entice the student to dig deeper when searching for answers. The program also contains a multimedia aspect. There is a CD component so students can listen to, as well as read the lessons. Some levels even contain a DVD component that introduces each unit with a short video clip that informs the students of what they will be learning in the upcoming weeks. Through a special education grant we were given nine Ipads. ESL students with special needs are able to use the devices to practice literacy and math skills. We also use Santillana Intensive English with our newcomers. The program is rich with pictures and vocabulary that shows topics that are relevant to the children. The Santillana program also offers a great resource for student interaction. The program comes with a poster set that shows children in familiar settings in America. They can share their experiences with each other and converse on a wide variety of topics. The materials are also a great way to prep students for NYSESLAT.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Since the termination of our DL program we do not provide native language support. Students are still provided with native language dictionaries/glossaries and we try to use a buddy system. If a new child is admitted from another country, we try to pair them with another child on the grade that speaks the same language. This method has worked very well over the years. It allows the new child an extra means of support while adjusting to their new environment.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Our staff is very good at collaborating with each other. Service providers share information with ESL teachers so that the children are getting the help they need. We have begun a new math and ELA curriculum this year. We started using GoMath as our new math program and ReadyGen for our ELA curriculum. ESL teachers are familiarized with the new program and are able to supplement any lessons that the student may miss when they are pulled out. ReadyGen is aligned with common core curriculum and spans grade level curriculum. Students are able to practice literacy skills while reading about content area subjects.

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.

ELLs, no matter how long they have been in the country are welcome to join our previously stated intervention programs. New students and recurring students are welcome and are placed appropriately by grade and ability level. The programs are open to the ESL students no matter their proficiency level.

18. What language electives are offered to ELLs?

Due to budget cuts we no longer offer our foreign language clubs. ELLs are able to participate in our current arts programs (art, and drama) as well as attend science cluster classes and character education. We also have a partnership with Scholastic Publishing for "Writers of Tomorrow." Students visit the Scholastic facility in Manhattan and follow the steps that authors take to publish books. The students then write their own stories and publish them into a collection of short stories. ELLs have participated in the project and have flourished when they see their name in print.

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?

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

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.

ESL professional development is handled by network. Our PD sessions are always on the second Monday of each month. We convene in a common location and are informed of any important topics, or submission dates that may be approaching. Professional development for teachers of ESL students consists of explaining the results of the NYSESLAT to classroom teachers. This way, teachers will have a better understanding of the targeted area of instruction needed for each student. Classroom teachers are able to put ESL students in differentiated groups after viewing the modality that caused them the biggest problems. ESL teachers also discuss trends from previous exams. This way we can discover any growth, or issues that have been a constant problem from year to year. We are also able to meet with classroom teachers during the school day to discuss any issues we may see the students dealing with. Teachers are given more than their designated 7.5 hours of training as per Jose P. We also meet with our assistant principal multiple times each month to discuss the current state of affairs. Teachers are also provided with strategies to use with ELLs in their classrooms. Native language materials are also made available for the students. This PD is available for all staff including therapists, and special education providers.

ESL teachers also attend PD trainings monthly, and are able to turnkey activities and strategies for staff members. These PD opportunities allow ESL teachers to stay afloat with the new common core standards. Our new curriculum is also standards based, and ESL teachers are able to create lessons that are aligned with CCS. Houghton Mifflin also provides PD on the new curriculum. ESL teachers are able to attend these workshops.

Common core and advance provide classroom teachers many ways to reach their students. Classroom teachers are now differentiating work like ESL teachers have been doing for years. The classroom routines are now more aligned for ELLs and they are able to learn in differentiated groups that are just right for them.

We help to transition fifth grade students to their upcoming change by having departmentalized classes. This way, ELLs will have the experiences they will need for the faster pace of middle school. It has been a great success since we began this process, and past students have come back to let us know how helpful it was to practice before entering middle school.

D. Parental Involvement

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

Parents are one of our greatest allies when it comes to educating the students. Parents are constantly involved in helping the students learn their second language. Parents know that they are always welcomed to meet with us, and express any concerns they may have. Besides parent meetings, we welcome parents to come to school to join in on cultural celebrations. If the parent does not speak or understand English, a translator can be supplied from either our building staff or NYC DOE translation unit.

Our CBO involvement allow for students to get even more support with their work. Our after school YMCA program provides homework help for students with working parents. It also provides more interactions in English.

We pride ourselves on our interactions with parents. When we meet parents at orientations, or at teacher conferences we speak to parents and make sure their needs are met. If a parent has a question we call them before the school day is over. We can also communicate through letters home. Our parent coordinator also acts as a liaison for teachers and parents. She greets parents when they register their children to our school. She also is present for HLIS completion. The parent coordinator has copies of any forms that parents may need. Our parent coordinator also organizes an English for parents class that takes place during the evenings. Parents also have a strong involvement in our school activities. Parents are also involved in shows that students perform. Parents make costumes, and teach students different dances from all over the world.

We also have parent assistance through Learning Leaders. Learning Leaders are parent volunteers that enter the classroom and provide support for struggling students. Teachers can use learning leaders in many ways that they would use a paraprofessional. Learning leaders help in the classroom and have a broader idea of what their child is doing in their own classroom. This way they can help their children at home and share information with other parents during the day. Learning leaders open an entirely new network for us to reach parents that may not have been reachable before. Bilingual learning leaders are also helpful because they can provide translation to students and parents alike.

E. Additional Information

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

Part VI: LAP Assurances

School Name: The Bellaire School

School DBN: 29Q135

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
George Hadjoglou	Principal		10/3/13
Richard Braun	Assistant Principal		10/3/13
	Parent Coordinator		
Jacqueline Stanford	ESL Teacher		10/3/13
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
Naima Lilly	Coach		10/3/13
	Coach		
	Guidance Counselor		
	Network Leader		
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 29Q135 School Name: The Bellaire School

Cluster: 531 Network: 531

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

Part A: Needs Assessment Findings

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

We try to personalize our interactions with parents at PS 135Q. When we assess parental translation needs we directly ask parents at orientation meetings, and send letters home asking preferred languages for each household. The ESL teachers are aware of the language needs for each child's family. Any memo that we send home will be personalized to fit the desired language requested by parents. Home language surveys are also a good indicator of a parent's preferred language. By checking the HLIS we can see not only the home language, but the length and frequency of the child's education in English. If a child has not been immersed in English for over a year we will send native language letters home. If there is any doubt regarding a translation issue, we will send memos home in English, with a translated version on the other side of the page. We have a diverse staff that speak a multitude of languages. We are usually able to provide in-house translation for all our parent needs. If we are unable to provide translation from our staff, we would be in contact with the central translation office for assistance.

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.

Our ethnic populations have shifted over the years. We have had an influx of children from Bangladesh and Pakistan. We have staff members that are able to translate memos for us in these majority languages. Our in-house translation opportunities have enabled us to provide all necessary letters to parents in their desired languages. If a call home is necessary, we are able to have translators speak directly to parents in their native language. Our needs have been met constantly regarding translations. We have yet to seek outside assistance from the DOE.

Part B: Strategies and Activities

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

The Office of ELL is a great resource for our translation needs. Any forms, or memos that we need to send home can be attained from the website. We prepare our orientation letters according to language needs. We have been able to provide these translated forms from our in-house staff. We have a very diverse staff and we have yet to seek outside help in order to translate documents in native languages. If a home language form indicates a native language is needed we make sure to print out any necessary forms in the desired language. If any individualized documents need to be sent home, we can provide translations for all of our schools population. Standardized testing also falls under this category. If a student needs a state math exam in their native language, we can sometimes provide this for them. We have seen limitations on the native language tests that we can provide. The test is not offered in all the languages that we need so we administer native language assessments whenever we can.

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.

These translation services are not just for the written form. Our translators can help us call homes and divulge information to parents that do not speak the language. We have yet to seek outside assistance for translations.

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>.

When we assess parental translation needs we directly ask parents at orientation meetings, and send letters home asking preferred languages for each household. The ESL teachers are aware of the language needs for each child's family. Any memo that we send home will be personalized to fit the desired language requested by parents. Home language surveys are also a good indicator of a parent's preferred language. By checking the HLIS we can see not only the home language, but the length and frequency of the child's education in English. If a child has not been immersed in English for over a year we will send native language letters home. If there is any doubt regarding a translation issue, we will send memos home in English, with a translated version on the other side of the page. We have a diverse staff that speak a multitude of languages. We are usually able to provide in-house translation for all our parent needs. If we are unable to provide translation from our staff, we would be in contact with the central translation office for assistance.