Department of Education
Carmen Fariña, Chancellor

2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

UPDATED 2014-2015

School Name:	**P.S. 1**
DBN (*i.e. 01M001*):	**31R001**
Principal:	**GRACE SILBERSTEIN**
Principal Email:	**GSILBER@SCHOOLS.NYC.GOV**
Superintendent:	**ANTHONY LODICO**
Network Leader:	**NANCY RAMOS**

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
Grace Silberstein	*Principal or Designee	
Patti Vitucci	*UFT Chapter Leader or Designee	
Antoinette Ciacciarelli	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Christine Osorio	Member/ Teacher	
Nicole D'Agnese	Member/ Teacher	
Marybeth Mastrandrea	Member/ Teacher	
Danielle Tornabene	Member/ Teacher	
Sonia Flotteron	Member/ Parent	
Angela Gahn	Member/ Parent Chairperson	
Linda Suarato	Member/ Parent	
Leah Caropolo	Member/ Parent	

Vanessa Baillargeon	Member/ Parent	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.

- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.

- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

- Identify a minimum of three and a maximum of five annual goals.

- Align their goals with the current citywide instructional expectations**.**

- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.

- Conduct a needs assessment of your school

- Use quantitative and/or qualitative data in providing the rationale for each goal.

- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.

- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

- Enumerate the strategies and activities that will be implemented to achieve each goal.

- Identify all fund sources that will be used for the completion of each activity.

- List the projected timeline for completion of each activity, including the start and end date of each activity.

- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

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

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
x	**School Leadership Team Signature Page**
x	**Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)**
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
x	**Academic Intervention Services (AIS)**
	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.
Our goal is to have at least 65% of students meet/exceed standards as measured by DRA which is used as local MOSL data.

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.
Upon review of last year's DRA data, it was evident that we needed to focus on increasing the number of students that are meeting/exceeding grade level standards in reading. According to our state test ELA data, there has been a decrease in our level 3-4 ELA scores for students.

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. DRA data will be collected at the start of the year to determine students' reading levels. Word analysis task data will also be collected to determine student strengths and weaknesses.
2. Teachers will address academic vocabulary across curriculum areas to support reading comprehension.
3. Teachers will meet with their grade level colleagues to explore and plan lessons using the curriculum to meet the needs of the various learners in each class.
4. Teachers will meet the administration and the coach to plan for additional materials and resources needed to successfully implement the program.
5. Pre and post assessments will be created by teachers in collaboration with the administration and the coach.
6. Item analysis checklists will be created to monitor student growth.
7. CCLS will be analyzed to ensure that all the standards are being addressed throughout the school year.
8. Assessments from Schoolnet will serve as benchmark assessments to monitor student performance.
9. Benchmark reading assessment will be incorporated in each reading unit to monitor student progress.
10. Teachers will participate in vertical and grade level team meetings to review and analyze student work. Student strengths and weaknesses will be determined and next steps will be identified to develop action plans for future instruction.
11. Teachers will host and attend intervisitations on strategies such as differentiated instruction, close reading, productive struggle, gallery walks, Wilson Training, Orton Gillingham training, and Socratic Seminar

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

1. Teacher center coach, administration, and the network will support teachers in the implementation of this goal

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

1. Weekly vertical and grade level inquiry teams, administration and the coach will meet during Monday and Tuesday professional learning times to discuss the strategies they learned at the session and create action plans for implementation including timelines.
2. Unit checklists will be collected after each unit to identify student strengths and weaknesses. This will help to plan future professional development.
3. Student work will be analyzed at various points during the unit to monitor growth. Pre and Post data scores will be examined to determine growth.
4. Reading Benchmark tasks will be analyzed to monitor growth throughout the units of study.

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

Beginning in September 2014 and continuing throughout the school year.

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

1. Weekly professional development has been built into the schedule to allow teachers to meet and plan lessons.
2. Extra professional development will be scheduled regularly based upon staff needs as well as professional learning opportunities provided by the network. Intervisitations will occur on a needed basis as new strategies are implemented. Professional learning opportunities such as Wilson training will be provided by the network. Staff members will be sent out for training on the multi-sensory approach of Orton Gillingham facilitated by the Office of Students with Disabilities.

3. Teacher center coach will be utilizing resources from the organization to purchase materials to conduct study groups as well as have a specialist provide additional professional development throughout the year.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
1. Parent workshops will be conducted to keep parents informed of the instructional shifts to support student learning as well as specific strategies being

implemented in the curriculum. Parents will continue to receive information regarding the CCLS through mini-workshops offered by teachers as well as attend publishing parties and portfolio day to share student work. The Engage NY website has been shared with parents to increase awareness of what students are expected to be able to do. Parent workshops will occur during Parent Engagement on Tuesday as well as throughout the school year during the day. Individual teachers, grade level teams or small groups of teachers will present information as needed.

2. Parent letters will be provided to families on the school website to inform parents of the instructional units as well as the goals.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
x	**Tax Levy**		**Title IA**		**Title IIA**		**Title III**		**Set Aside**		**Grants**
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #2

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

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
The goal is to have at least 60% of students meeting or exceeding standards in writing as evidenced by our pre/post task data by June 2015.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
After reviewing last year's pre-post data, it was determined that students were not performing at grade level standards in writing.

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. At the start of each unit of study in ELA, students will be assigned a pre-task which will inform next steps for instruction. Throughout the course of the unit, grade level teams as well as the vertical teams will meet to discuss and analyze student work to identify strengths and determine next steps.
2. Teachers will engage in lesson study cycles to plan lessons that address specific grade trends. Teachers will plan lessons as a team and then have one teacher on the grade teach the lesson while the rest of the team observes the lesson and determine the effectiveness of the strategies. The team will debrief the lesson and make revisions to the lesson if necessary to address any additional concerns.
3. At the end of each unit, students will be assessed with a post task which will identify student progress. Teams will meet again to determine next steps and if any revisions need to be made to curriculum maps as well as to determine which standards need to be reinforced in later units.
4. Differentiated lessons will be provided for students to ensure that curriculum is accessible for all learners.
5. Rigorous tasks will be designed throughout the units that demonstrate various DOK levels.
6. Common Rubrics across grades will be utilized to ensure that there is a standardized criterion to measure student performance.
7. Data will be collected routinely at designated intervals and used to design, improve and revise instruction.
8. Professional learning and teacher team meetings will revolve around the analysis of data and the implementation of curriculum.
9. Extensive curriculum maps and grade binders that include goals, assessments, and common core assessments.
10. Professional development plan developed based on identified teacher goals.
11. School instructional focus is to engage in close reading to determine what text explicitly states and make logical inferences from it. Students will engage in Socratic seminar and accountable talk to build upon student discussion. This will be used to support students in their writing.

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

Teacher center coach, administration, and the network will support teachers in the implementation of this goal.

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

1. Weekly vertical and grade level inquiry teams, administration and the coach will meet during Monday and Tuesday professional learning times to discuss the strategies they learned at the session and create action plans for implementation including timelines.
2. Pre/Post data will be collected after each unit to identify student strengths and weaknesses. This will help to plan future professional development. Student work will be analyzed at various points during the unit to monitor growth.
3. Teachers will implement glow and grow with students to determine strengths and monitor next steps.
4. Writing exemplars will assist students with developing their writing.

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

Beginning in September and continuing throughout the school year.

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

1. Weekly professional development has been built into the schedule to allow teachers to meet and plan lessons.
2. Extra professional development will be scheduled regularly based upon staff needs as well as professional learning opportunities provided by the network. Intervisitations will occur on a needed basis as new strategies are implemented. Professional learning opportunities such as close reading will be provided by the staff.
3. Teacher center coach will be utilizing resources from the organization to purchase materials to conduct study groups as well as have a specialist provide additional professional development throughout the year.
4. Close reading and Socratic seminar intervisitations will be provided to support teachers' professional learning.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
1. Parent workshops will be conducted to keep parents informed of the instructional shifts to support student learning as well as specific strategies being implemented in the curriculum. Parents will continue to receive information regarding the CCLS through mini-workshops offered by teachers as well as attend publishing parties and portfolio day to share student work. The Engage NY website has been shared with parents to increase awareness of what students are expected to be able to do. Parent workshops will occur during Parent Engagement on Tuesday as well as throughout the school year during the day. Individual teachers, grade level teams or small groups of teachers will present information as needed. 2. Parent letters will be provided to families on the school website to inform parents of the instructional units as well as the goals.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
x	**Tax Levy**		**Title IA**		**Title IIA**		**Title III**		**Set Aside**		**Grants**
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #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.
Teachers of grades K-5 will implement two nonfiction units of study focused in the content area of Social Studies as evidenced by the curriculum maps by June 2015.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
After reflecting on our curriculum maps last year, it was noted that students need additional experience in the areas of science and social studies. As a result we have utilized our Ready Gen curriculum to include units of study across grades that are content area based. This will address instruction of academic vocabulary as well as build schema. The intended outcome is to see an increase in our state ELA scores.

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 integrate one unit of the Ready Gen literacy curriculum in the curriculum. The unit will focus in the content areas of Science and Social Studies 2. Teachers will review the program during their professional learning time as well during their other professional work times to review program resources. Teachers will meet with their grade level colleagues to explore and plan lessons using the curriculum to meet the needs of the various learners in each class. 3. Teachers will meet the administration and the coach to plan for additional materials and resources needed to successfully implement the program. 4. Pre and post assessments will be created by teachers in collaboration with the administration and the coach. 5. Item analysis checklists will be created to monitor student growth. 6. CCLS will be analyzed to ensure that all the standards are being addressed throughout the school year. 7. Assessments from Schoolnet will serve as benchmark assessments to monitor student performance. 8. Assessments will be administered to all students beginning in Kindergarten to determine students' readiness skills towards the Common Core Learning Standards.
B. Key personnel and other resources used to implement each strategy/activity
Teacher center coach, administration, and the network will support teachers in the implementation of this goal.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Weekly vertical and grade level inquiry teams, administration and the coach will meet during Monday and Tuesday professional learning times to discuss the strategies they learned at the session and create action plans for implementation including timelines. 2. Pre/Post data will be collected after each unit to identify student strengths and weaknesses. This will help to plan future professional development. Student work will be analyzed at various points during the unit to monitor growth. 3. End of unit assessments will be analyzed to determine trends.
D. Timeline for implementation and completion including start and end dates
1. Beginning in September and continuing through June.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Weekly professional development has been built into the schedule to allow teachers to meet and plan lessons. 2. Extra professional development will be scheduled regularly based upon staff needs as well as professional learning opportunities provided by the network. Intervisitations will occur on a needed basis as new strategies are implemented. Professional learning opportunities such as close reading, productive struggle, 3. Socratic Seminar will be provided by the staff. 4. Teacher center coach will be utilizing resources from the organization to purchase materials to conduct study groups as well as have a specialist provide additional professional development throughout the year.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
1. Parent workshops will be conducted to keep parents informed of the instructional shifts to support student learning as well as specific strategies being implemented in the curriculum. Parents will continue to receive information regarding the CCLS through mini-workshops offered by teachers as well as attend publishing parties and portfolio day to share student work. The Engage NY website has been shared with parents to increase awareness of what students are expected to be able to do. Parent workshops will occur during Parent Engagement on Tuesday as well as throughout the school year during the day. Individual teachers, grade level teams or small groups

of teachers will present information as needed.

2. Parent letters will be provided to families on the school website to inform parents of the instructional units as well as the goals.

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.											
x	**Tax Levy**		**Title IA**		**Title IIA**		**Title III**		**Set Aside**		**Grants**
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
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**
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**
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	Linda Mood Bell Fundations After school test prep Raz Kids Learning A-Z Wilson	Small group Small group/one-to-one Small group/large group Small group Small group Small group	After school and during the school day
Mathematics	After school Test Prep CCLS online tutorial videos Think Central	Small/large group Small/one-to one	After school During the school day
Science	Test prep books used for at-risk students Trade books at varying reading levels Close reading	Small group Small group Small/large group	During the day
Social Studies	Close reading Trade books at varied levels	Small/large group	During the day
At-risk services *(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)*	Guidance counselor, school psychologist, social worker	Small/individual	During the day

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)		**Targeted Assistance (TA) Schools**	**x**	**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.

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).

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.).

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.

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

- 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;

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

- 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);
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support 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 web publication (E-Chalk) 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.

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 ⓘ.

Part I: School ELL Profile

A. School Information ⓘ

District 31	Borough Staten Island	School Number 001
School Name P S 001		

B. Language Allocation Policy Team Composition ⓘ

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 Grace Silberstein	Assistant Principal Nicole Sini
Coach Marianne Shenton	Coach
ESL Teacher Amanda Gino	Guidance Counselor Tamara Valles
Teacher/Subject Area	Parent
Teacher/Subject Area	Parent Coordinator Cathy Garbie
Related Service Provider Patti Vitucci	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.	1	Number of certified bilingual teachers not currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	1
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 not currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	489	Total number of ELLs	21	ELLs as share of total student population (%)	4.29%

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☐	No☒	If yes, indicate language(s):
Dual language program	Yes☐	No☒	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 (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In	0	4	4	0	3	0								11
Pull-out	4	3	3	0	4	4								18
Total	4	7	7	0	7	4	0	0	0	0	0	0	0	29

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	21	**Newcomers (ELLs receiving service 0-3 years)**	17	**ELL Students with Disabilities**	8
SIFE	0	**ELLs receiving service 4-6 years**	3	**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. ⓘ

	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
TBE										0
Dual Language										0
ESL	17		4	3		3	1		1	21

	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	17	0	4	3	0	3	1	0	1	21
Number of ELLs who have an alternate placement paraprofessional: ____										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): ___	Number of third language speakers: ___
Ethnic breakdown of EPs (Number): African-American: ___ Asian: ___ Hispanic/Latino: ___ Native American: ___ White (Non-Hispanic/Latino): ___ Other: ___	

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	4	4		1	2								13
Chinese														0
Russian					1									1
Bengali														0
Urdu														0
Arabic	1	2	1			1								5
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian		1												1
Other						1								1
TOTAL	3	7	5	0	2	4	0	0	0	0	0	0	0	21

Part III: Assessment Analysis

Assessment Breakdown

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

Overall NYSESLAT* Proficiency Results (*LAB-R for new admits)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)		1												1
Intermediate(I)			2		2	1								5
Advanced (A)	3	5	4			3								15
Total	3	6	6	0	2	4	0	0	0	0	0	0	0	21

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

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

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

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

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

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

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

1. 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.
   Our school uses DRA to assess our students on reading level and comprehension as well as phonics skills. This assessment is given three times a year to allow for an analysis of student growth.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

Our data proves that new comers show progress from when they take the Lab-r to when they take the NYSESLAT. The data also shows that students overall show growth in all areas of the NYSESLAT but require additional instruction in the reading and writing areas.

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

   The ESL teacher shares the data from the NYSESLAT with the classroom teachers to ensure that the ESL students are receiving additional instruction in the specific areas of need. The focus of need for our students is generally reading and writing.

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

   a. Students do not take tests in their native language.
   b. We do not administer the ELL periodic assessment.
   c. We do not administer the ELL periodic assessment.

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*.)

   In order to make accurate decisions about instruction for our ELLs' we look at different areas that can effect a students learning progress. Some areas we consider are the type of learner a student is, his or her classroom experiences, and his or her home and community context. The DRA is used to plan tiered instruction in the classroom. We also use this to guide how we group our students in class and in the ESL pullout program.

   Tier 1 instruction is provided to ELL's who are meeting grade level standards according to the DRA. Tier 2 instructionis provided by the classsroom teachers in small groups. Tier 3 instruction is provided by the ESL teacher as a pull-out and push-in program. In addition to receiving AIS support from special education teachers. The AIS periods are built into the schedule 2 times a week.

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

   Classroom teachers are made aware of the language acquisition levels that all ESL's students are on at the beginning of each year. We also look at the cultural backgrounds from which the students come from and how this can possibly affect the development of second language.

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

   N/A

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

   Our students are evaluated by pre-assessments at the beginning of each unit as well as a post assessment at the end of each unit. We provide ongoing monitoring through tasks and teacher observations.

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.)

   When parents first come to the school they are greeted by the secretary, she then calls the ESL teacher to meet with new parents and informally interview them. Parents are given the HLIS to be filled out. During this time the ESL teacher determines whether or

not a student will be tested based on the HLIS and the interview with the parent. If the parent is in need of an interpreter, we set up an appointment to have a formal interview and explain the process which will take place. If a student is eligible for testing an entitlement letter is sent home to the parent letting them know that their child according to the LAB-r will now be receiving services. If the child is not eligible a non-entitlement letter will be sent home letting the parents know that according to the LAB-r their child will not be receiving services. If the HLIS indicates that the home language is Spanisha and the child is given the Lab-r the child will also be administered the Spanish LAB. A translator is hired to administer the exam to the students.

The first week of school the ESL teacher looks at the NYSESLAT scores from the spring before. According to the scores the ESL teacher sends home letters to the parents informing them that their child will either be continuing with services or not due to the NYSESLAT (continued entitlement letter or non-entitlement/transition letter). In the spring the ESL teacher runs the ATS report RLAT, to determine which students are eligible for NYSESLAT testing. During the testing period a checklist is used to ensure that all eligible students are given all four parts of the test.

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.

Within the first ten days of school we have a parent orientation meeting and invite all parents whom have students that are eligible for services. Having already interviewed with the parents we are aware of anyone in need of an interpreter, if there is a need we hire one for the meeting. During the meeting we introduce the ESL teacher and the parent coordinator; we want parents to feel comfortable about coming to us if they have any concerns or questions in the future. We also play the orientation video in as many languages as needed. During the video we allow parents (while they are waiting) to ask any questions. When everyone has viewed the video we then go over the parent survey and program selection forms. Parents are informed that the choice is up to them. Our school, as of now, only has ESL. Iif they want another program we will do our best to find them a school that can accommodate them. We also inform them that we keep these forms on file and if at any time there are 15 students in two consecutive grades requesting the same program we will contact them and a program may be started. Our parent orientation is an ongoing process. When a new student enters the school the parent fills out a HLIS and an interview is conducted. If the child is entitled, the ESL teacher will test them and set up a parent orientation. If at any time during the school year an opportunity to open a TBE/DL class arises the parents will be notified via phone and/or a letter home to inform them.

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

All parents receive an entitlement letter either in English or their native language the same week in which we assess the students. The parent survey and the program selection forms are filled out at the end of the orientation meeting. If a parent is not able to attend we set up a one on one meeting to explain the process and the three programs available. If the parents work during the day and they can not come to school we have a phone meeting and send the forms home to be filled at. We also have a follow up phone meeting to make sure they understand the forms and to ensure that the forms are returned. As per CR part 154 if we can not get a form returned for the student and we have reached out to the parents every way possible the default for the student is TBE.

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.

We use the parent survey and the program selection forms to decide which program the child will be placed in. Our school only offers ESL, as of now, and our parents usually choose this as their first choice. We do however make them aware that in the future if the opportunity presents itself for us to open either a bilingual or dual language program they will be notified. The LAP is a living document. It is shared with all staff during staff meetings. All staff articulate what is on the LAP and are held accountable for the ELL's in our building.

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.

Before the exam is given the ESl teacher creates a form with the all eligible students and the four sections of the test. As each student takes a section of the test is it chekced off. The ESL teacher is also given the school attendance sheet during the testing period to keep track of any eligible students who may be absent.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Our parent's choose the ESL program, many of our students have siblings and/or family members whom have had ESL in our school and they like this program. Also in speaking with the parents I have found that many of them feel their children speak their native language at home and their focus at school should be English. We currently have 4 new ELL's this year. Out of the 12 parents, 9 chose ESL as their first choice on the parent selection form. Two of them chose dual language and one chose transitional bilingual

education. Yes, we watch and keep track of the parent program choices for future program offerings. The ESL teacher has a copy of the forms and reviews them at the beginning of the year to see if other programs can be started.

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])?

    a.We have a pull out/push-in program. The groups are taken for 50 minute blocks. Our push-in groups are in second, fourth and fifth grade. Our pull-out groups are in Kindergarten and first. We also have students on the intermediate level being pulled out to meet compliance.

    b. The students are grouped together by grade. Our pull-out groups consist of two to three grades in a group. Students work in groups that are homogeneous and heterogenous depending on the activity. We use ongoing assessments to help us regroup students to enhance their instructional outcomes.

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)?

    Students are given mandated time according to the CR Part 154. To ensure this we have a full time ESL teacher. The ESL teacher has a push-in/pull-out schedule which allows her to work with students in the classroom setting as well as in the ESL room. The students are seen during reading, writing and mathematics to enusre an overall balance of language acquisition.

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

    The content areas of science and social studies are delivered by cluster teachers that have received professional development in ESL. Visual aids and materials in native languages are made available whenever possible. Cluster teachers have use of laptops and smartboards. The ESL teacher receives curriculum guides and maps for content areas. As of this year an additional unit in

science and social studies was added to each grade.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
   N/A
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
   We have been using the Lindamood Bell program in the ESL room as a well as some classrooms to encourage verbal interaction and listening skills. We also use this as an informal assessment for speaking and listening. In all classrooms teachers use accountable talk to build listening and speaking skills. Reading skills are evaulated formally 3 times s ayear by suing the DRA assessment. Teachers informally assess students reading in guided reading small groups. Writing is evaluated formally at the end of each unit with the use a rubric.
6. How do you differentiate instruction for ELL subgroups?
   a. Describe your instructional plan for SIFE.
   b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
   c. Describe your plan for ELLs receiving service 4 to 6 years.
   d. Describe your plan for long-term ELLs (completed 6+ years).
   e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. SIFE-We currently do not have any SIFE children and have not in the past. However, if a child is admitted to the school and is SIFE we will place this student, if possible, in a classroom that has another child whom speaks the same language. We will also place this students with an ESL group that will allow them to use the English they have but will also increase their proficiency. Classrooms are equipped with technology programs that incorporate real photographs and language building tools to assist students. Small group instruction will be used in the classroom as well as the ESL room.

b. Plan for newcomers- Our testing grade students are given the opportunity to take after school programs in ELA and math. We have leveled reading technology programs that are used in all classrooms; these programs do have a Spanish component for those students that are native Spanish speaking. We have many software programs that are used in the classroom and can be used at home. Newcomers, when possible are placed in classes with students who speak the same native language.

c. Plan for ELL's receiving service 4 to 6 years- Our ELL's require additional help in writing and reading in small group instruction. Our ESL teacher has met with classroom teachers to collaborate goals for these students. We use individualized data to create assessments and practice exams for these students. We also provide after school test prep programs. In the ESL class students also use NYSESLAT prep materials.

d. We currently have 1 student who has completed 6 years of service. This students has an IEP and is in an ICT classroom. He is receiving small group in struction in his classroom, ESL services and is also receiving AIS twice a week.

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?
   We use different programs to target specific needs of our ELL-SWD's. "Visualizing and Verbalizing" and "Talkies" are two programs that the ESL teacher and some classroom teachers use to develop language comprehension. The students learn how to connect to and interpret meaning for both oral and written language. These programs enhance the ability to recall facts, understand main idea, infer, conclude, predict and evaluate. We have also given all classrooms IPADs with apps that accommodate different levels of ELL's. Classroom teachers are using a new program for vocabulary called Elements of Reading which will build the academic vocabulary of our ELL's. Teachers are also using Readers Theatre which allows for small group work where the ELL's can practice speaking and reading in English.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
   The needs are met within the least restrictive enviornment through the use of ICT classes and/or SETTSS programs. These programs allow the maximum amount of time in the general education setting. Students receive standard level instruction, as well as remedial and ESL instruction in small groups throughout the day. Fourth and fifth grade students are receiving 2 periods a week of AIS in ELA and math.

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

Courses Taught in Languages Other than English ⓘ			
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include: • classes that are taught in English using books in the native language • heritage classes • foreign language (LOTE) classes			
Class/Content Area	**Language(s) of Instruction**	**Class/Content Area**	**Language(s) of Instruction**
Native Language Arts:			
Social Studies:			
Math:			
Science:			

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	**Intermediate**	**Advanced**
ESL instruction for *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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 *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	

25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

   8. •Ell's in testing grades are part of our targeted group for the inquiry team
   •They receive individualized instruction created using data collected from DRA, word analysis and practice exams. Assessments and exams are created based on the academic levels of each student.
   •They are given small group instruction for guided reading, writing and math. Teachers are using Benchmark big books as well as small books to conduct small group guided reading. We are also using Readers Thaetre to provide additional speaking and reading opportunities insmall groups. Lindamood Bell is used in ESL as well as some classrooms. The students learn how to connect to and interpret meaning for both oral and written language. These programs enhance the ability to recall facts, understand main idea, infer, conclude, predict and evaluate.
   •After school programs for literacy and math are offered to all students in testing grades.
   •Fundation program for grades K and 1 are used for whole group and small group instruction.
   •Raz-kids computer program allows students to work in English and/or Spanish with a leveled library based on their academic abilities.
   •Wilson and fundations is used during ESL class for instruction in phonics and phonemic awareness.
   •NYSESLAT prep materials are used to prepare the students before the NYSESLAT in the spring.
   •School Enrichment Model program for grades 3-5. The program allows students to study one topic in depth for 10 weeks. There are 2 sessions, 1 in the fall and 1 in the spring.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

    The programs we use are Lindamood Bell, Fundations and Elements of Reading. These programs have shown to be meeting the academic needs of our students which is evident by the percentage of students testing out of the program and the NYSESLAT scores.

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

    This year the ESL teacher will be using Wilson for the younger grades. The classroom teachers are using Ready Gen, Elements of Reading and have added a non-fiction unit which addresses content areas and language.

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

    We will not be discontinuing any programs this year.

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

    All students are given the opportunity to attend after school programs. A letter is sent home to notify parents of the after school programs, what they include and the dates in which they will be given. The after school programs include UAU, test prep and band. If a parent is unable to pay for a program the school will work with the familiy to give the student the opportunity to attend. During the school day fourth and fifth grade students attend a 10 week ballroom dancing program which is funded by the PTA, all students in these grades participate. Grades 3-5 have an SEM program once a week for the entire school year. Students are given the opportunity to choice which group they would like to be in, the groups spend 10 weeks researching a topic and presenting it to their peers and families.

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

    Smart boards, laptops and desktops are in all classrooms to increase the use of visual aids and language support. We have added IPAD's to the classrooms and the ESL room. The classes are setup with programs and apps that allow all of the ELL subgroups to improve language skills. One of the programs we use is called Raz Kids. The students are given usernames and passwords that allow the program to individualize activties, assessments and readings for each student. This program also has a Spanish component. The content areas are taught using hands-on activties in addition to a variety of visuals. The differentiated instruction allows for an enhanced academic experience for all students.

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

    The ESL classroom has a Spanish section in the classroom library and students are encouraged to take books home. Buddies are used to support beginning English students in the classroom and throughout the day. Computer programs in classrooms are used to support native language.

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

    Students are given support by grade, age and English ability. The groups of the students change during the year according to the needs of the students.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include

activities for new ELLs who enroll throughout the school year.

Newly enrolled students are identified at sign in. Parents are invited to workshops with an interpreter. Students are identified for assessment and enrolled in the above programs as soon as possible. We have a kindergarten orientation for parents to welcome them to the school and all grades have a meeting at the beginning of the year to go over the curriculum. We also have a school website where parents can see upcoming activities, the curriculum for the year by grade and all school notices. The parent coordinator is always available for parents whom may have questions or concerns about the upcoming year.

18. What language electives are offered to ELLs?

    N/A

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)?

    N/A

C. Professional Development and Support for School Staff

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

1. 1.The ELL teacher as well as the classroom teachers are given training in ELL strategies by a turnkey process. Each year the ELL teacher attends 3-5 trainings regarding new and upcoming strategies to aid all staff in the academic enhancement of ELL's.

2. The ESL teacher will attend professional development through the network.

3. We give the students a description of school choices and the programs they provide, the handbook is also available in Spanish. Our neighboring school I.S. 34 has a workshop for our teachers to help them guide the students. Our guidance counselor is always available to see students who have any fears or concerns about the transition. The guidance counselor encourages students (and parents) to visit a new school ahead of time to learn the location of his/her new classroom, lunchroom, bathroom etc to give him/her confidence and alleviate some anxiety. Some schools may have transition programs which pair new students with current students through a variety of interactive activities. When a child transitions to a new grade or classroom, teachers should be sure to go over responsibilities/class rules/needed supplies early on so a child knows what is expected and can be properly prepared. Parents can also be encouraged to volunteer in new schools/classrooms. Also teachers and staff should try to keep it positive before/during times of transition through encouragement and reassurance. Talk about what things the new school/grade has to offer. If a child expresses fears, acknowledge these feelings and make sure he/she has someone to talk to.

4. All of our senior staff members have had 7.5 hours of ELL training. Teachers new to the school this year have been asked if they have received training in the past. For those teachers that did not meet the requirement we will provide staff development appropriate to their grade and students needs. The coach has the information on file.

D. Parental Involvement

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

1.Parents are invited to many academic and social activities that take place at our school

*Publishing parties: Teachers invite the parents to visit the classroom to read their child's published writing piece at the end of a unit.

*Portfolio day: Parents come in at the end of theyear to look at students work from the entire school year.

*SEM (School Enrichment Model) fair: Parents are invited to come to the fll and spring SEM fair to view their child's work.

*Holiday fair

*Special assemblies

*Award ceremonies

*PTA meetings

*Open School week

*Curriculum conferences: Parents are invited at the beginning of the year to speak to the classroom teachers to go over the curriculum and what will be expected of their child during each unit.

*Community Service squad parent volunteers: The Community Service Squad works within the school and in the community. Parents are asked to help with different events and functions.

2. Americhoice comes to the school and speaks to parents about getting health insurance for themselves and their children.

3. Parents are asked to attend orientation meetings and classroom curriculum conferences at the beginning of the school year where a translator is available to discuss their specific needs and concerns. HLIS are looked at whenever a child is admitted to school, if another language is indicated the school contacts the parent to see if any translation, written or oral, is needed. The parent coordinator is aware of all translation needs in the school and provides translation for PTC, school meetings and notices that are sent home.

4. We try to give parents many opportunities to be involved in their child's academic life. We provide translators when needed, send home notices in native languages when requested and encourage parents to contribute to our school in any way possible. Our goal is to build a school community and extend that to the Tottenville community through the help of our parents.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: PS 001		School DBN: 31R001	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Grace Silberstein	Principal		12/11/13
Nicole Sini	Assistant Principal		12/11/13
Cathy Garbie	Parent Coordinator		12/11/13
Amanda Gino	ESL Teacher		12/11/13
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Marianne Shenton	Coach		12/11/13
	Coach		1/1/01
Tamara Valles	Guidance Counselor		12/11/13
	Network Leader		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 31R001 **School Name:** P.S. 1

Cluster: 5 **Network:** CEI-PEA

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.

Our data is collected at the beginning of the school year and also during the year when have new admits. When a child is admitted to the school the parents fill out a HLIS. If the home language is a language other than English a pedagogue meets with the parent to determine if written and/or oral translations are necessary throughout the school year. Within the first 10 days of an ESL child being admitted to the school we also have a meeting with the parents which also gives the ESL teacher an opportunity to speak to the parents and find out if translations are going to be needed written and/or orally. To assess the school's written translation we have most parent notices and letters translated through the Board of Education's over the phone translation @ translations@nycboe.net.To assist the non English speaking parents oral needs we bring in a translator through Legal Interpreting Services (LIS). A translator is hired for parent teacher conference, parent workshops and any one on one conferencing.

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

The major findings in our school is that the majority of our translations are needed in Spanish with a small need for Arabic and Russian. Our findings are reported to the community via the school website, letters home, Parent Teacher Association meetings and the School Leadership Team meetings. By speaking to the ESL teacher we learned that many of the ELL students parents do not understand, read or write English. A translated notice went home to all non English speaking parents, in their native language, advising them of the translation services we would offer.

Part B: Strategies and Activities

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

Written translation services will be provided by the Department of Education Translation and Interpretation unit translations@schools.nyc.gov. When ample notice is given documents will be translated online in the parents native language and distributed. This process can take about a week. If we do not have enough time we will call over the phone translations. As a last resort we will ask a staff member to please help if applicable.

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.

Most oral translations are provided by Legal Interpreting Services (LIS). We provide translators, in the native language needed, for PTA meetings, (when the parent notifies us that they will be in attendance), Parent Teacher Conferences, Parent Orientation meetings and any other meetings that the parent needs. In an emergency situation we will ask a staff member to help if applicable.

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.

Regarding Section VII of Chancellor's Regulations A-663, there will be a meeting with the ELL parent to determine the primary language spoken in the home and if the parent needs translating assistance. Also, the meeting will determine what type of ELL services the parent would like the child to be enrolled in. The school will keep proper records on file of the child's home language. Depending on the parent needs the school will send notices in the home language. All school documents shall be translated in the home language if needed. Copies of all translated documents shall be kept on file.