

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

School Name: THE ELTINGVILLE SCHOOL
DBN (i.e. 01M001): 31R042
Principal: BRIAN P. SHARKEY
Principal Email: BSHARKE@SCHOOLS.NYC.GOV
Superintendent: ANTHONY LODICO
Network Leader: MICHAEL DANTONA

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP 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 documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Brian P. Sharkey	*Principal or Designee	
Eleanor Sharpe	*UFT Chapter Leader or Designee	
Dagny Anderson	*PA/PTA President or Designated Co-President	
na	DC 37 Representative, if applicable	
na	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
na	CBO Representative, if applicable	
Pamela Cupo	Member/ Parent	
Denise Vaccaro	Member/ Teacher	
Kristine Cusick	Member/ Parent	
Kathy Brazal	Member/ Parent	
Joann Kuga	Member/ Teacher	
Kathleen Mulcahy	Member/ Teacher	
Lisa Murphy	Member/ Parent	
Aaron Bogad	Member/ Parent	
Laura Pellichio	Member/ UFT	
	Member/	

**Signature of constituent only indicates participation in the development of the SCEP, 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.

Guidance for Developing and 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.
- 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).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

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

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
x	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
x	<ul style="list-style-type: none"> ▪ 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.

By June 2015, all students in grades K-5 will demonstrate 10% progress in their overall scores (as a result of experiencing common core aligned instructional strategies), as measured by the CCLS aligned GO Math Beginning of the Year Inventory and the Go Math End of Year Inventory.

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 evaluating State Test data from the 2013-2014 school years, 67% of all tested students performed at levels 3 or 4 as compared to 45% the year before. 46% of all tested students performed at levels 1 or 2 as compared to 55% the year before. The State Test data reflects an increase of 22% in levels 3 and 4 and a decrease of 9% of students performing at level 1 and 2.

However, the data collected from in-class assessments evidenced that students struggled with providing mathematical models, and proof and/or explanations of strategies on constructed response questions. A focus has been directed on increasing students' ability to use the mathematical practices of the Common Core Learning 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. Teachers will engage students daily in Number Talks to increase their ability to flexibly work with number sense and operations.
2. Teachers will engage students in rich and rigorous, embedded Performance Tasks after each unit of study.
3. During Professional Learning time teachers will engage in a planning protocol in order to anticipate student responses to Performance Tasks in order to adjust instructional strategies that will meet students' needs.
4. Teachers will engage the students in opportunities to communicate with other students about their performance in a continuous, comprehensive manner, as opposed to simply indicating if an answer is correct.
5. Academic Intervention Service targeted instruction for fourth and fifth grade students who performed at a Level 1 on the NY State Math assessment from last year.

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

1. Classroom teachers, Number Talks.
2. Classroom teachers, GO MATH curriculum, GO MATH Performance Tasks
3. Classroom teachers, Assistant Principals, GO MATH curriculum, GO MATH Performance Tasks, EngageNY
4. Classroom teachers, GO MATH curriculum, Number Talks
5. Classroom teachers, GO MATH curriculum, GO MATH Performance Tasks, EngageNY

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

1. Teacher plans will indicate Number Talks taking place daily and supervisor observations will also indicate number talk taking place daily. Student's math skills will show growth on the unit checkpoints and the daily exit tickets.
2. All students will show growth between Show What You Know pre-assessment to end of the unit assessment problems assessing computational skills and strategies
3. Teacher Plans will indicate student misconceptions.
4. All students will show growth between Show What You Know pre-assessment to end of the unit assessment, baseline mid-year and end of year assessment, and an increase in the number of students scoring a level 3 or 4 on the Performance Tasks.
5. All students will show growth between Show What You Know pre-assessment to end of the unit assessment for Tier III students, baseline mid-year and end of year

assessment for Tier III students, and an increase in the number of students scoring a level 3 or 4 on the Performance Tasks for students who scored a level 1 on last

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

1. September to June throughout each GoMath Chapter
2. September to June after each GO MATH Common Core aligned assessment
3. September to June after each unit, 3x a year after throughout each GO MATH Common Core Chapter
4. September to June throughout each GoMath Chapter
5. September to June during small group instruction throughout the school day.

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

1. Classroom teacher salaries, Number Talks
2. Classroom teacher salaries, Administrator salaries, Network Support, GO MATH Curriculum,
3. Classroom teacher salaries, Administrator salaries, Network Support, GO MATH Curriculum, Copying for Performance Tasks, EngageNY
4. Classroom teacher salaries, Administrator salaries, Network Support, GO MATH Curriculum, EngageNY
5. Classroom teacher salaries, Administrator salaries, GO MATH Curriculum, Copying for Performance Tasks

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. Parents will be invited to workshops focused on Number Talks.
2. Parents will receive a letter outlining Unit Learning Goals before the launch of each unit.
3. Parents will be invited to Curriculum Workshops to learn about Common Core Learning Standards and the GO MATH curriculum.
4. Parents will be invited to Curriculum Workshops to learn about Common Core Learning Standards and the GO MATH curriculum.
5. Parents of students receiving AIS will be invited to workshops on how instruction is differentiated to meet the needs of students performing at Tier II and Tier III. Parents receive communication from teachers for strategies to promote the home to school connection and GO MATH online resources for student support

Budget and Resource Alignment

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

x	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants

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

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2015, there will be a 5% increase in the number of students in grades 3-5 performing at levels 3 or 4 as measured by the ELA State assessment.

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 evaluating State test data from the 2013-2014 school year, 42% of all tested students performed at levels 3 or 4 as compared to 39% the year before. While we had an overall growth of 3% in performance, the data also reflected a lower performance in Reading Standards for Informational Text as opposed to Reading Standards for Literature. Therefore, we will support our Instructional Focus by planning rigorous tasks and activities using Informational Texts.

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 engage students daily in Close Reading to increase their ability to analyze text and provide evidence to support their opinions.
2. Teachers will engage students in rich and rigorous, discussion based on complex texts.
3. During Inquiry teachers will engage in a planning protocol in order to anticipate student responses to Performance Tasks.
4. Teachers will engage the students in opportunities to communicate with students about their performance in a continuous, comprehensive manner, as opposed to

simply indicating if an answer is correct.

5. ELL interventions for students of all proficiency levels

6. Academic Intervention Service targeted instruction for fourth and fifth grade students who performed at a Level 1 on the NY State ELA assessment from last year.

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

1. Classroom teachers, ReadyGEN

2. Classroom teachers, ReadyGEN, SchoolNET

3. Classroom teachers, Assistant Principals, Network Staff, ReadyGEN, SchoolNET

4. Classroom teachers, ReadyGEN, SchoolNET

5. Classroom teachers, ELL Teacher, ReadyGEN, SchoolNET

6. Classroom teachers, Assistant Principals, ReadyGen resources

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

1. All tested students will show growth in comprehension from the Fall Baseline to End of Year Assessment. Using Informational Passages, Reading Comprehension will be measured four times per year using SchoolNET assessments (Grade 3-5). All tested students will show growth in comprehension from the Fall MOSL to the Spring MOSL (Grades K-2).

2. All students will participate in Socratic Seminars/ Classroom Discussions, formative assessment results, teachers observations

3. All tested students will show growth in comprehension from the Fall Baseline to End of Year Assessment. Using Informational Passages, Reading Comprehension will be measured four times per year using SchoolNET assessments (Grades 3-5). All students will show growth comprehension from the Fall MOSL to the Spring MOSL (Grades K-2).

4. All tested students will show growth in comprehension from the Fall Baseline to End of Year Assessment. Using Informational Passages, Reading Comprehension will be measured four times per year using SchoolNET assessments (Grades 3-5). All students will show growth comprehension from the Fall MOSL to the Spring MOSL (Grades K-2).

5. All ELL tested students will show growth in comprehension from the Fall Baseline to End of Year Assessment. Using Informational Passages, Reading Comprehension will be measured four times per year using SchoolNET assessments (Grades 3-5). All students will show growth comprehension from the Fall MOSL to the Spring MOSL (Grades K-2).

6. All AIS students will show growth in comprehension from the Fall Baseline to End of Year Assessment.

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

1. September to June 4x a year in grades 3-5; 2x a year in grades K-2

2. September to June 4x a year in grades 3-5. 2x a year in grades K-2

3. September to June 4x a year in grades 3-5. 2x a year in grades K-2

4. September to June, 4x a year in grades 3-5. 2x a year in grades K-2

5. September to June

6. September to June

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

1. Classroom teacher salaries, Printing Assessments and Scan sheets from SchoolNET,

2. Classroom teacher salaries, Administrator salaries, Network Support

3. Classroom teacher salaries, Administrator salaries, Network Support, Printing Assessments and Scan sheets from SchoolNET,

4. Classroom teacher salaries, Administrator salaries, Network Support, Printing Assessments and Scan sheets from SchoolNET,

5. ELL Teacher, Administrator salaries, Printing Assessments and Scan sheets from SchoolNET,
6. Classroom teacher salaries, Administrator salaries, Network Support, Printing Assessments and Scan sheets from SchoolNET,

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. Parents will be invited to Curriculum Workshops throughout the year to learn about Common Core Learning Standards. Parents will receive a letter outlining Unit Learning Goals before the launch of each unit. Parents receive communication from teachers for strategies to promote the home to school connection.
2. Parents will be invited to Curriculum Workshops throughout the year to learn about Common Core Learning Standards. Parents will receive a letter outlining Unit Learning Goals before the launch of each unit. Parents receive communication from teachers for strategies to promote the home to school connection.
3. Parents will be invited to Curriculum Workshops throughout the year to learn about Common Core Learning Standards. Parents will receive a letter outlining Unit Learning Goals before the launch of each unit. Parents receive communication from teachers for strategies to promote the home to school connection.
4. Parents will be invited to Curriculum Workshops throughout the year to learn about Common Core Learning Standards. Parents will receive a letter outlining Unit Learning Goals before the launch of each unit. Parents receive communication from teachers for strategies to promote the home to school connection.
5. Parents will receive communication from the ELL teacher for strategies to promote the home to school connection.
6. Parents will receive communication from classroom teachers for strategies to promote the home to school connection, specific to parents of students receiving AIS.

Budget and Resource Alignment

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

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

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2015, all teachers will develop a shared understanding of instructional excellence in formative assessment strategies as measured by a 5% increase in teachers scoring effective or higher in component 3d, Using Assessment in Instruction, from the Danielson Framework for Teaching.

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.

As referenced in our 2013-2014 Quality Review feedback (4.1) we need to further develop the connection between the observation and feedback process so that professional growth and accountability is leveraged for pedagogical improvement. As of September 2014, the overall Advance ratings are as follows; 86% of teachers are rated Effective and 14% are rated Highly Effective.

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

During our Monday Professional Learning, the Instructional Team as well as Administration will hold Professional Development focused around Formative Assessment. Teachers will make adjustments to their instruction based on evidence collected using their formative assessment trackers and provide students with descriptive feedback that helps advance their learning.

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

1. Professional Development Team, Vertical Instructional Team, Classroom Teachers

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

1. Classroom teachers, Assistant Principals, Network Staff

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

- September – June ongoing
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- Classroom teacher salaries, Administrator salaries, Network Support, professional resources

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).

- Parents will be invited to Parent Workshops on Tuesday afternoons, as well as evening hours focused around Assessments.

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

-

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

-

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

-

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

-

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

-

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	Close Reading Strategies Guided Reading / Skill Building Activities Open Court Foundations Orton Gillingham/Wilson ReadyGEN Scaffolding Support	1:1, small group	Throughout the school day
Mathematics	Problem Solving Strategies Rich Math Tasks Go Math/ My Math Tier I and Tier II Number Talks	1:1, small group	Throughout the school day
Science	Reteach Science Concepts	Small group work	Throughout the school day
Social Studies	Reteach Social Studies	Small group work	During Social Studies instruction
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Social, Emotional and behavioral supports based on individual need.	Support offered on a one-to-one basis or small group	Throughout the school 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 *TA 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)

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 at PS 42. Therefore, PS 42, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the

proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;

- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

P.S. 42, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information [i](#)

District 31	Borough Staten Island	School Number 042
School Name P.S. 42 "The Eltingville School"		

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

Principal Mr. Brian P. Sharkey	Assistant Principal Ms. D. Appello, Mrs. R. Garcia
Coach Mrs. Aileen Dulski	Coach
ESL Teacher Mrs. Lisa Six	Guidance Counselor Ms. J. Yuzuk
Teacher/Subject Area Mrs. M. Ogno, Gr. 1 Gen.Ed.	Parent Mrs. L. Geller
Teacher/Subject Area Mrs. J. Kuga, Gr. 4 Sp.Ed.	Parent Coordinator Mrs. D. Sarno
Related Service Provider Mrs. A. Bacall	Other type here
Network Leader(Only if working with the LAP team)	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	871	Total number of ELLs	22	ELLs as share of total student population (%)	2.53%
--	------------	----------------------	-----------	---	--------------

Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	22	Newcomers (ELLs receiving service 0-3 years)	17	ELL Students with Disabilities	6
SIFE	0	ELLs receiving service 4-6 years	5	Long-Term (completed 6+ years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	18		3	4		3				22

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	18	0	3	4	0	3	0	0	0	22
Number of ELLs who have an alternate placement paraprofessional: <u>3</u>										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): ____	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				1	2	1								4
Chinese														0
Russian	2	2		1		0								5
Bengali														0
Urdu														0
Arabic		2	2		1									5
Haitian														0
French														0
Korean	1													1
Punjabi														0
Polish	1		1											2
Albanian														0
Other	1	1	1			2								5
TOTAL	5	5	4	2	3	3	0	22						

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	2					2								4
Intermediate(I)		1		1	1	1								4
Advanced (A)	3	4	4	1	2									14
Total	5	5	4	2	3	3	0	22						

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
The assessment tool that is currently being used by the school to assess the early literacy skills of our ELLs is TCWRP. The data from this assessment demonstrates that all of the ELLs are not reading at grade level. In the upper grades, they are actually reading two or three grades behind. The entire fourth and fifth grade ELL population is reading at a level L or M. While the lower grades are not

reading at grade level, there is a smaller gap between their actual level and the grade-appropriate level. As a result of these findings, these students are receiving Tier 2 and Tier 3 intervention. Additionally, these students are receiving skill specific support in the extended day program for an additional 100 minutes of instruction per week. Last, the school has implemented a schoolwide initiative on close reading as a way to increase and deepen student comprehension.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
With the exception of newcomers, kindergardeners through second graders are all at advanced proficiency levels. Once we look at the data for grades 3-5, we notice that the proficiency levels differ more, with some students at intermediate or beginning proficiency levels.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))
The 2013 NYSESLAT RMNR modality analysis report is not available. When reviewing the various NYSESLAT modalities, obtained from the parent score reports, and the patterns, we notice that the earlier grades tend to be more proficient in reading, writing and speaking, and require more work with their listening skills. In the upper grades, however, their listening and speaking skills are sharper and they require more instruction regarding their reading and writing skills. The school utilizes information from the Annual Measurable Achievement Objectives to drive instruction and to focus on moving students from one proficiency level to the next one, and eventually total English proficiency. Additionally, the data allows us to provide any additional intervention services that the students may require. The data reveals that an appropriate number of students passed the NYSESLAT, however not enough growth was shown within the proficiency levels, especially among the ELL-SWD population. The school will take a closer look at the educational practices being used with these students and create a new plan to enhance their English language instruction.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
 - a. The school currently offers a freestanding ESL program. The students being served by this program generally take tests in English. On both the NYS math and ELA exams, all current fourth and fifth grade students received level ones on these exams. One student took the math exam in his native language and received a level one also.
 - b. The school leadership and teachers are using the results of the ELL Periodic Assessments to drive instruction. The data is used to design lessons that incorporate all four learning modalities and focus on the areas that students are not performing well in.
 - c. Based on the ELL Periodic Assessments, the school is learning that many students have difficulty with the listening portion of the exam. As a result, more activities have been incorporated utilizing read alouds in conjunction with pictures and critical thinking questions
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](#).)
As noted in the RtI guide, a tremendous emphasis is placed on strengthening the Tier I instruction of our ELLs. If the students continue to show a struggle, an investigation of native language literacy ability is conducted. If the child has an ability to read in his or her native language, they are encouraged to further develop these skills in conjunction with their English reading skills. If no native literacy exists, Tier 2 instruction is provided. These students are recommended for extended day and/or AIS. The extended day and AIS classes are small group and organized by category. Students are placed into their appropriate classes based on TCWRP, performance tasks and various other forms of hard and soft data.
6. How do you make sure that a child's second language development is considered in instructional decisions?
When developing unit plans, lessons and assessments, a child's second language development is taken into consideration. Teachers allow students to utilize bilingual glossaries, when applicable, provide pictures and diagrams, translated copies and oral readings to supplement and enhance ELLs. Additionally, cultural considerations are applied as often as possible.
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?

The school does not currently have a dual language program.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The success of our programs is based on student performance on formal and informal assessments as well as classroom success. Additionally, the school utilizes the AMAQ tool to determine its yearly progress with ELLs. If progress is not being made, change is needed. For example, based on last year's data, the extended day program was restructured to group students by skill rather than grade. Thus far, this has shown to yield positive results within the classrooms. Each year, approximately 15-20 % of our population

has scored proficiently on the NYSESLAT. However, the number of students who have been stagnant at a level for three or four years is a problem. The implementation of more rigorous, standards based writing is being used by the ESL teacher in addition to the classroom teachers to help improve the number of students who score proficiently on the NYSESLAT.

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](#).)
The ELL identification process begins at registration. One member of our team of pedagogues, Mrs. L. Six (ESL teacher), Mrs. Aileen Dulski (Literacy Coach) and Mrs. Anna Arias (kindergarten teacher), meets with the parent/guardian at registration. We utilize bilingual paraprofessionals, if necessary, to assist the pedagogue at registration. The Home Language Survey (HLIS) is administered in the parent's home language. An informal interview is conducted by the pedagogue. If necessary, a translator is present. After screening the HLIS, eligibility is determined and the LAB-R is administered within ten days of admission. The LAB-R is hand-scored to expedite the implementation of ELL services. If the student indicates a homelanguage of Spanish, and they are eligible to receive services based on the LAB-R, they are also administered the Spanish LAB-R.
In May, students take the NYSESLAT exam to determine proficiency level and placement for the following school year.
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.
Once eligibility is determined and within ten days, the ESL teacher calls each parent separately to set up a personal parent information session. At the session, the parent views the parent orientation video in his or her language, whenever possible. Additionally, the ESL teacher discusses the three program choices and answers any questions that the parent may have. Whenever possible, the parent will bring a translator, or the school will provide one to make the meeting as effective as possible. Once the parent has had all of their concerns answered, the parent completes a parent survey and selection form in the native language. In the event that 10 students over 2 grade levels with the same language request an alternate program such as TBE or DL, the school will notify the parents that the school will be implementing the program of choice. We will do so by calling home as well as sending letters home in the home language.
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 [\[see tool kit\]](#).)
Entitlement letters are sent home in the appropriate languages by the ESL teacher and a copy is also given at the parent meeting by the ESL teacher. Additionally, a copy is kept in the ELL Data Binder as well as a copy in the cumulative folder. Since the parents complete the Parent Survey and Selection forms at orientation with the ESL teacher, they are returned immediately to the ESL teacher. A copy is kept in the ELL data binder and the original is placed in the cumulative folder. In the event that a form is not returned, the school is aware that TBE is the default program.
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.
Students are placed according to the parent survey. Within 20 days of admission, the parent's program choice (ESL, TBE or DL) is entered into the ELPC screen on ATS by the ESL teacher. Parents receive a placement form or a continued entitlement form informing them of their child's placement in a Freestanding ESL program sent home with the child or given to the parent at orientation. A copy of the placement or continued entitlement letter is in the ELL Data Binder as well as the cumulative folder. Currently, P.S. 42 has a freestanding ESL program. To accommodate the parents who request an alternate program, the students are provided with an alternate placement paraprofessional who is fluent in the student's native language in addition to placement in the school's Freestanding ESL program. In the event that 10 students over 2 grade levels with the same language request an alternate program such as TBE or DL, the school will notify the parents that the school will be implementing the program of choice. We will do so by calling home as well as sending letters home in the home language. All correspondence regarding placement is sent home in the native language of the student.

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.

In order to administer all sections of the NYSESLAT exam, the ESL teacher, in conjunction with the literacy coach, schedules blocks of time for each modality and grade band. If a student is absent, every attempt is made to administer a make-up exam. The ESL teacher runs the ATS RLER report to ensure that all eligible students are tested.

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. [i](#)
- After reviewing Parent Survey and Program Selection forms, the trend is that the majority of parents request placement in ESL. Out of the current 22 ELLs, 3 parents have requested placement in an alternate program. These students have been provided with a bilingual paraprofessional and a list has been made so that in the future, if enough parents request a different program, the school can inquire about opening one.

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](#))

- What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
- 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])?

The school currently provides a freestanding, pull-out ESL model. While we are aware of the benefits of push-in models, the scheduling and numbers do not lend themselves to such a model. The students are grouped heterogeneously by grade level. Sometimes grades are seen individually and other times grade bands are pulled for classes. Within the groups, instruction is differentiated to accommodate the various proficiency levels.

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)?
- How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

The ESL teacher does the programming to meet the mandated number of instructional minutes as per CR Part 154. At P.S. 42, we

use a pull-out model that provides advanced students with the mandated 180 minutes of ESL instruction while intermediate and beginner students receive 360 minutes of ESL instruction. In order to meet the mandates, the groups are often heterogeneous and instruction is differentiated within the group.

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

The content areas are delivered by the student's classroom teacher. There is a constant collaboration between the classroom teachers and the ESL teacher in order to develop lessons and assessments that are aligned to the Common Core Standards, but that are also appropriate and beneficial in fostering language development. A library of native language books is available to all students. Bilingual glossaries are provided and students are encouraged to use them daily in math, science and social studies. Pictures and technology are also utilized as often as possible to enrich language development.

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

Whenever possible, ELLs are given assessments in their home language. However, the majority of our students are not literate in their home language, and therefore cannot read or write in them.

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

The implementation of the Common Core Standards has actually benefitted ELLs in the mainstream classroom in terms of listening and speaking. In the past, these skills, which are an integral part of language acquisition, were often overlooked. Now, teachers are formally and informally assessing reading, writing, listening and speaking. Students produce on-demand writing pieces, performance assessments, participate in class discussions and answer questions based on read alouds. We also use the ELL predictives to give data on the four modalities.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. Currently P.S. 42 does not have any SIFE students. However, if a student is admitted and identified as a SIFE, a program will be developed to attend to the student's academic and social needs based on their educational and family history. Additionally, if possible, any community organizations that will be beneficial to the family will be contacted.

b. Newcomers are initially assessed with the LAB-R and then the NYSESLAT. Then, simultaneously, the four modalities are introduced. Sound production and phonetics are stressed. Content area vocabulary is introduced through literature and visuals. The balanced-literacy approach is employed at all stages of development and Common Core Learning Standards are implemented.

- c. Students who receive service for four to six years are provided with the following:

*inclusion in academic after-school program (50 minute extended day)

*push-in/pull-out AIS- skills- based according to deficiency

*Continuous collaboration among the ESL teacher and classroom teachers. Discussions are based on best practices for ELLs.

- d. Students who receive services for more than six years (Long Term ELLs) are provided with the following:

*inclusion in academic after-school program (50 minute extended day)

*push-in/pull-out AIS skills- based according to deficiency

*Continuous collaboration among the ESL teacher and classroom teachers. Discussions are based on best practices for ELLs.

*Referrals may be made to the School Assessment Team to screen children for learning disabilities which may prevent them from passing the NYSESLAT. Additionally, the ELAND team may further investigate the student's abilities and language skills.

e. Students who test proficiently on the NYSESLAT continue to receive support for two years after they pass the exam. In the testing grades they will continue to receive additional time, a separate location and use a bilingual glossary. They are also entitled to the above mentioned programs that are available to the current ELLs.

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

The ESL teacher, along with all other service providers in the school, have access to SESIS and review and abide by the mandates of the students' IEPs. Students who have ESL on their IEPs receive the appropriate ESL programming. Teachers of ELL-SWDs utilize grade-level materials that are provided by Pearson's Ready-Gen and Go Math programs. These programs are completely aligned to the CCLS and challenge all students, but especially the ELL-SWDs. In order to accelerate English language

development, teachers supplement these materials with technology, images and leveled readers on the same topics discussed in the curriculum. Academic and content specific vocabulary is pre-taught and reinforced often.

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

The ESL teacher is versed on the various and specific needs of all students, and has access to all of their IEP goals. She works in conjunction with the classroom teacher as well as the other service providers to enable students to meet their goals. In accordance with the mandated school curriculum, students receive targeted, skill-based instruction. In order to work around the often hectic service schedule of the ELL-SWD, the ESL teacher conducts heterogeneous groups and differentiates within the lesson. These students are always in ESL class with their non-disabled peers. The fact that there is only one ESL teacher prevents ELL-SWDs, or any other subgroup, to be in a homogenous setting. Depending on the evaluations and opinions of the teachers and school assessment teams, some ELL-SWDs are placed in ICT classes if that appears to be in the best interest of the student.

Courses Taught in Languages Other than English

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

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

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

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

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

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

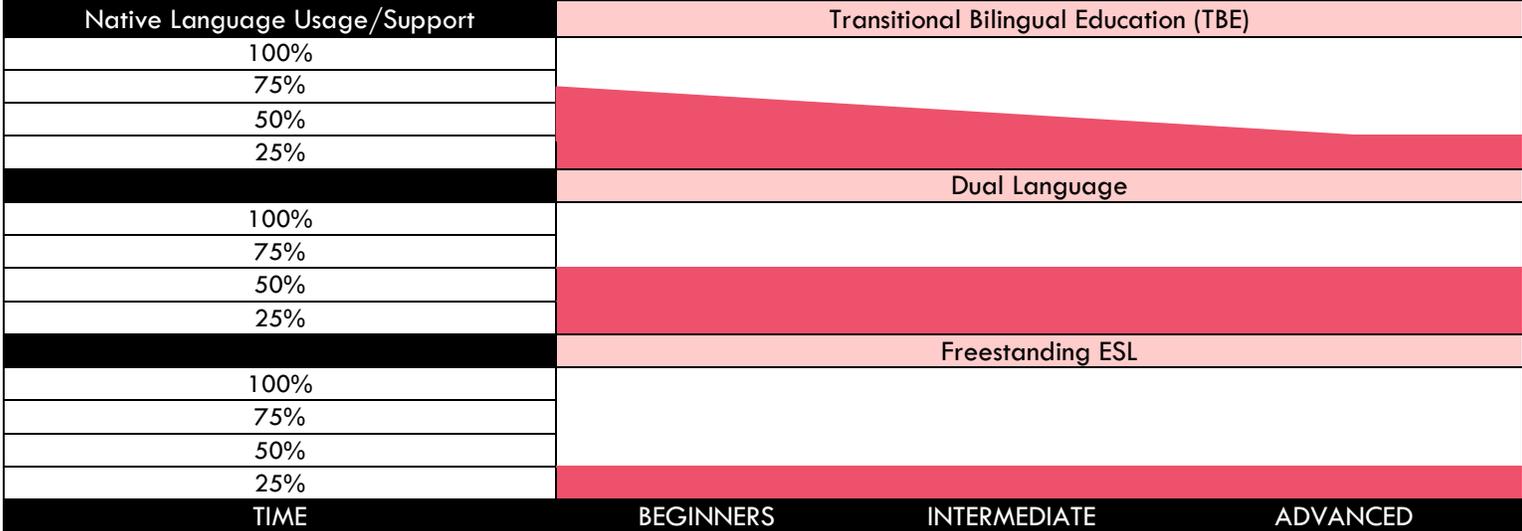
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

Native Language Usage and Supports

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



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.
- The targeted intervention programs for ELLs in ELA, math and other content areas include SETSS, A.I.S. (Academic Intervention Services- Title I) and Extended Day, a fifty minute, twice a week, after school tutorial program. The largest ELL subgroup is ELL-SWD. These children participate in intervention programs, as indicated in their IEPs.
- All services are in English. The range of services and the content areas are targeted as indicated by student needs' assessments. Students are placed in subgroups based on decoding, fluency, reading comprehension, computation and problem solving.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- While we are trying our best, the test scores indicate that the ELLs are still struggling to achieve proficiency in English as well as meet grade level standards. We continue to evaluate our practices and are constantly implement best practices for ELLs in the classroom and provide targeted, data-driven instruction. At the beginning of the year, all teachers receive data about the ELLs in their class including home language, proficiency level and years of service.
11. What new programs or improvements will be considered for the upcoming school year?
- This school year the extended day after school program has been modified. Students are no longer grouped merely by grade. Instead, they are grouped by grade, ability and area of weakness. We feel that this will better serve the ELL population.
12. What programs/services for ELLs will be discontinued and why?
- Presently, no services or programs for ELLs will be discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All services and supplemental services during and after school are offered to all children. Translators are provided and letters sent home to parents are provided in their native language to keep them informed of school business. ELLs are encouraged to participate in our after school program. The S.T.A.R. program (Students, teachers and recreation) helps to promote social skills as well as academic skills and homework help. As part of our everyday curricular activities, ELLs are encouraged to participate in all student activities such as G.O. elections, school monitors, fundraising drives, special assemblies and other community activities.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- This year, P.S. 42 has adopted Pearson's ReadyGen and Go Math curricula. Within these programs, students are upheld to the rigorous common core standards. They are assessed using performance tasks and on-demand writing pieces. Additionally, teachers utilize leveled readers and technology in the classroom. Every room has an interactive whiteboard, desktop computers and some have iPads. The school also has a BrainPop Jr. account to supplement lessons and work on listening skills of students.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- In the classrooms, students are able to use bilingual glossaries for math, social studies and science. Additionally, there are native language reading books available for independent reading.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- All ELLs are placed according to age. Once in a grade, they are instructed using grade level material. Reading materials are age appropriate and supplemental materials are used to enhance students' skills based on assessments and reading levels.
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.
- Although there is no formal program in our school prior to the beginning of the school year, we house a self-sustaining vacation day camp and enrollment is open to all.
18. What language electives are offered to ELLs?
- This question is not applicable at an elementary school level.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

This school does not currently have a dual language program.

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. Professional development will be offered to teachers and paraprofessionals during "lunch and learn" sessions on a monthly basis. Additionally, the ESL teacher will attend grade meetings once a month to discuss ELL related topics such as: identification of ELLs, using Q-TEL strategies in the classroom, cultural sensitivity, and ELLs and content area instruction.

The following dates have been tentatively scheduled for these meetings:

Thursday, December 12, 2013 2:35-3:25- The ELL Identification Process and LAB-R and Cultural Sensitivity

Thursday, January 9 and 16- CCLS and the implications for ELLs

Thursday, February 6 and 27- Best Practices for ELLs in the Content Area

Thursday, March 6 and 20- Unpacking the NYSESLAT

May 1 and 15- RtI for ELLs

2. The ESL teacher attended meetings over the summer provided by the Office of ELLs. These meetings focused on SIFE instruction as well as RtI for ELLs. Additionally, the ESL teacher will attend workshops provided by the network. The ESL teacher will turnkey these PD sessions. All instruction is common core aligned due to the curricula ReadyGen and Go Math.

3. The current ESL teacher was a middle school teacher for eleven years working with ELLs. She has provided staff and students with procedures, expectations and possible pitfalls that many ELLs encounter when they enter intermediate school. As a result, teachers, counselors and administrators work on study skills and work habits to increase independence, responsibility and accountability.

4. As noted above, training sessions are held during lunch and learns, grade conferences and on PLC days to provide the 7.5 hours of ELL training. At all sessions participants will sign an attendance sheet and they will be kept in the ELL Data binder.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. Parents of all students, including parents of ELLs, are very much involved and engaged through parent-teacher conferences (translators are provided when necessary via staff members), PTA meetings, parent workshops on CCLS planned and facilitated by the parent coordinator and curriculum meetings facilitated by the math/literacy coach. Whenever possible, all notification and information is sent home in the native language.
 2. The school does not have any specific partnerships with community-based organizations. However, we do provide parents with information on free workshops and language classes offered at community-based facilities.
 3. The school evaluates the needs of the parents via the Learning Environment Survey as well as parent- teacher conferences. The parent coordinator provides translated copies of the student handbook as well as other translated parent information materials provided by NYC.
 4. Based on the survey and meetings, the school provides translated notifications, translated report cards and translators whenever possible. Additionally, if necessary, ELLs are permitted entrance to after-school programs and the expenses are covered by the school.

E. Additional Information

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

Part VI: LAP Assurances

School Name: P.S. 42 The Eltingville School

School DBN: 31R042

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mr. B. Sharkey	Principal		11/15/13
Mrs. R. Garcia	Assistant Principal		11/15/13
Mrs. D. Sarno	Parent Coordinator		11/15/13
Mrs. L. Six	ESL Teacher		11/15/13
Mrs. L. Geller	Parent		11/15/13
Mrs. M. Ogno	Teacher/Subject Area		11/15/13
Mrs. J. Kuga	Teacher/Subject Area		11/15/13
Mrs. A. Dulski	Coach		11/15/13
	Coach		1/1/01
Ms. J. Yuzuk	Guidance Counselor		11/15/13
	Network Leader		1/1/01
Mrs. A. Bacall	Other <u>Service Provider</u>		11/15/13
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **31R042** School Name: **P.S. 42 The Eltingville School**

Cluster: **CL06** Network: **604**

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.

When a parent or guardian registers a student, they complete the HLIS. On the HLIS they indicate their preferred language of communication. On any forms that are not readily available in translated versions, the school utilizes the Office of Translation and Interpretation. Additionally, paraprofessionals are utilized to translate in both oral and written situations, i.e. Parent-teacher conferences, emergency school notices and report cards.

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 school's written and oral interpretation needs are for 3 Spanish and 1 Russian speaking parents. As a result, these parents were contacted in their native language and given a point of contact person that is available at all times to assist them with their translation needs. The remaining 16 parents, whose languages are Arabic, Russian, Polish, Spanish, Tagalog and Macedonian prefer to receive correspondence in English since they speak it as well as read and write it.

Part B: Strategies and Activities

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

The school will utilize school staff as well as outside vendors to translate most, if not all, correspondence sent home to parents. In order to allow processing time, the school tries to give at least two weeks' notice on all pre-planned correspondence to the translation and interpretation unit. In the event of an emergency notification, the school will utilize staff to translate notices in Spanish and Russian, the two languages requested by parents.

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.

As indicated in Part A, the oral interpretation needs of the parents are for 1 Spanish and 3 Russian students. These translators assist the parents during teacher meetings, phone calls they may have with concerns and any other school business that must be taken care of such as IEPs. The school has bilingual paraprofessionals that can translate.

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>.

As soon as visitors enter the school, there is a sign available in various languages welcoming parents to the school. The school safety officer has a card with various languages that the parents can use to indicate if their home language is something other than English. The school maintains a list of parents who request information in languages other than English. The available translated Parents Bill of Rights, HLIS and Parent Survey and Selection Forms as well as entitlement, continued entitlement, and placement forms are obtained from the NYCENET.EDU site. The school utilizes the central offices of the Department of Education to translate official school documents. In cases of school level communication that requires immediate notification, bilingual staff is utilized.