Department of Education
Carmen Fariña, Chancellor

2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)
TITLE I APPENDIX FOR SIG COHORT 4/5 AND SIF SCHOOLS

DBN: (*i.e. 01M001*): **12X314**

School Name: **FAIRMONT NEIGHBORHOOD SCHOOL**

Principal: **SCOTT WOLFSON**

Outline of SCEP Title I Appendix for SIG Cohort 4/5 and SIF Schools

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan (SCEP)

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Section 7: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

Section 1: School Information Page

School Information

School Name: Fairmont Neighborhood School School Number (DBN): 12X314

School Level: Elementary Grades Served: PreK-3

School Address: 1550 Vyse Avenue Bronx, New York 10460

Phone Number: 718-860-5210 Fax:

School Contact Person: Scott Wolfson Email Address: Swolfso2@schools.nyc.gov

Principal: Scott Wolfson

UFT Chapter Leader: Dana Kirton

Parents' Association President: Shaneeda Franklin

SLT Chairperson: Matthew Kirchmann

Student Representative(s): N/A

District Information

District: 12X Superintendent: Rafaela Espinal Pacheco

Superintendent's Office Address: 1434 Longfellow Avenue Bronx, New York 10459

Superintendent's Email Address: REspina@schools.nyc.gov

Phone Number: (718)0328-2310 x 4090 Fax:

Cluster and Network Information

Cluster Number: 2 Cluster Leader: Despina Zaharakis

Network Number: 203 Network Leader: Gabriel Feldman

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 Chancellor's Regulation A-655, available on the New York City Department of Education (NYCDOE) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed 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.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Scott Wolfson	*Principal or Designee	
Dana Kirton	*UFT Chapter Leader or Designee	
Shaneeda Franklin	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
N/A	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
Gregoria Feliciano	CBO Representative, if applicable	
Ilka Rios	Member/Parent	
Devri Goins-Baker	Member/Parent	
Charlotte Franklin	Member/Parent	
Tracy White	Member/ Parent	
Dornett Redwood	Member/Parent	
Victoria Dallas-Stephenson	Member/Staff	
Matthew Kirchmann	Member/ Staff	
Samantha Kantor	Member/Staff	
Kelly Reyes	Member/Staff	
	Member/	
	Member/	

**Signature of constituent only indicates consultation in the development of the SCEP, not approval.

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan
Title I Appendix for SIG Cohort 4/5 and SIF Schools

The SIG Cohort 4/5 and SIF plans are meant as tools to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding SCEP Title I Appendix development informed by the Capacity Framework. Additional information is available in the Comprehensive Educational Planning Comprehensive Educational Planning Memorandum.

The Capacity Framework and SCEP Title I Appendix for SIG Cohort 4/5 and SIF Schools

The Capacity Framework encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The SIG Cohort 4/5 and SIF plans will serve as the whole school reform models and will reflect this focus. The plans should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.

Aligned with the Chancellor's Four Pillars, the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of Chancellor's Regulations A-655, all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement.

The Six Elements of the Capacity Framework
• **Rigorous Instruction**: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
• **Supportive Environment**: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
• **Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
• **Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
• **Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
• **Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators, and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
II. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
III. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for the Development of the SCEP Title I Appendix for SIG Cohort 4/5 and SIF Schools

SLTs will utilize their SIG Cohort 4/5 and SIF plans as their whole school reform model and will complete an SCEP Appendix to address the federal requirements for Title I and NCLB. SLTs have the option to either reference information from their approved SIG or SIF plan within the Appendix or craft their own statements to respond to each required element. You can find the approved plans posted on the following websites:

SIG Cohort 4: http://www.p12.nysed.gov/turnaround/SIG4.2Applications.html
SIG Cohort 5: http://www.p12.nysed.gov/turnaround/SIG5Applications.html
SIF Round 3: http://www.p12.nysed.gov/turnaround/SIF3.html

School Leadership Teams should engage in the following steps related to their SIG/SIF plans and SCEP Appendix:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, incorporate these findings as you begin to develop your annual SIG/SIF renewal plan. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 3:** Revisit your school's initial SIG/SIF goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC) and ELT program description.
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	**Criteria for determining AIS services**	**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.)
English Language Arts (ELA)	Students who are identified as the lowest 20% among their classmates in reading, as indicated by Fountas and Pinnell Benchmark baseline assessment.	RTI – Leveled Literacy Intervention, Recipe for Reading, Reading Recovery. Direct, explicit instruction in guided reading, shared reading, phonics	Tier 1 best practices for core instruction. Tier 2 small group instruction, push-in and pull out. Tier 3 small group, pairs, or 1:1	During the school day
Mathematics	As per RTI protocol students who are identified as the lowest 20% among their classmates in mathematics as determined by our baseline Numbers and Operations assessment.	Direct, explicit instruction in mathematics, including skill practice, constructing and deconstructing math problems	Tier 1 best practices for core instruction. Tier 2 small group instruction, push-in and pull out. Tier 3 small group, pairs, or 1:1	During the school day
Science	Students who are identified as the lowest 20% among their classmates in reading, as indicated by Fountas and Pinnell Benchmark baseline assessment.	Literacy Instruction using content material	Tier 1 best practices for core instruction. Tier 2 small group instruction, push-in and pull out. Tier 3 small group, pairs, or 1:1	During the school day
Social Studies	Students who are identified as the lowest 20% among their classmates in reading, as indicated by Fountas and Pinnell Benchmark baseline assessment.	Literacy Instruction using content material	Tier 1 best practices for core instruction. Tier 2 small group instruction, push-in and pull out. Tier 3 small group, pairs, or 1:1	During the school day
At-risk services *(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)*	Students who have been identified by the Child Study Team (PPT) as socially and emotionally at risk or in crisis. Students in need of	Mandated or at-risk counseling. Teacher support and training Family support/ referral to social worker or	Provided by Guidance Counselor and/or Turn Around for Children social worker Turn Around for Children Guidance Counselor, Turn Around for Children, CBO,	During the school day

	family support	outside agencies Medical, dental, emergency services	Children's Aid Society CBO, Children's Aid Society	

Section 5: Expanded Learning Time (ELT) Program Description

(Required for All Priority Schools)

Directions: Expanded Learning Time (ELT) activities are enriching educational experiences that happen outside of the traditional classroom and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth in students. Summer learning, afterschool programming, and extended-day ELT models, when well-implemented, play a critical role in supporting students in all grades and ensuring that they graduate from high school, college and career ready. SED requires that Priority Schools offer a minimum of 200 additional student contact hours as Expanded Learning Time in addition to the current mandated length of 900 hours of instruction per year (25 hours per week) in grades K-6 and 990 hours of instruction per year (27.5 hours per week) in grades 7-12. Complete the sections on this page to demonstrate how the school will meet these requirements.

When completing this section, you may reference your approved SIG/SIF plan, which may address ELT in the following sections:

- Section A. School Overview
- Section F. Partnerships
- Section H. Educational Plan, under Section III. Use of Time
- Section K. Project Plan and timeline in the section which discusses "leading indicators"
- Approved Budget Narrative

Part 1 – ELT Program Goal(s)

Describe the identified goal(s) of the ELT program for the 2014-15 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.
ELA – By June 2015 the number of ELT students reading at grade level will be increased by 15% as measured by the Fountas and Pinnell benchmark scale. Math – By June 2015 50% of third grade students currently performing at the 40th through the 70th percentile, as measured by our Baseline Numbers and Operations assessment, will increase 20 to 30 percentage points.

Part 2 – ELT Program Description

Part 2a. Identify the target population(s) to be served by the ELT program.
The target population to be served by the ELT program will be third grade students who are currently approaching (I – L) third grade level reading benchmarks (N, O, and P) as determined by the Fountas and Pinnell benchmark scale for reading. The ELT will maximize achievement toward grade-level standards. We plan to offer SIG funded ELT programming to those students currently performing at these levels to maximize achievement toward grade-level standards. ELLs currently performing just below these benchmarks will be served through the Title III after-school learning program offered at Fairmont Neighborhood School.
Part 2b. Describe how the school will meet the following SED requirements for an ELT program in a Priority School: • Integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging. • Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation. • Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting. • Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art. • Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.
We plan to offer engaging quality instruction, taught by highly qualified teachers, to grade three children who measure level two in reading and math. We will identify and address the unique learning needs of our students through both formative and summative ongoing assessment. Our teacher- data specialist will help to identify learning needs by analyzing data. A special education teacher will help to further differentiate instruction and activities to allow all students access to the rich curriculum.

Our ELT students will be dismissed to Children's Aid Society's after-school program where they will engage in sports and other recreational programming.				
Part 2c. Is the ELT program voluntary or compulsory?	X	Voluntary		Compulsory
If the ELT program is voluntary, indicate how you will offer the program to all students and actively encourage their participation, with the goal of serving at least 50% of students.				
Fairmont Neighborhood School will offer ELT Wednesday, and Thursday, and Friday from 2:30 to 3:30. Students will receive thirty minutes of math instruction and thirty minutes of ELA support, in classes of no more than fifteen students. The instructional approach for our ELT programming in ELA and math will be small group instruction, using CCLS-aligned curricula. After our instructional period, students will have the opportunity to engage in recreational programming through our CBO (Children's Aid Society) partnership.				

Part 3 – ELT Program Implementation and Oversight

Part 3a. Who will implement the ELT program? Who will oversee the program? • Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including school-based staff and any high-quality community partners that will be involved. • If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.
A Fairmont Neighborhood School administrator will oversee the program, ensuring that the program is implemented with fidelity. We will use SIG funds to staff our ELT program with highly qualified teachers, who fit the requirements for the position as stated in the posting, will be responsible for implementation of the ELT. Children's Aid Society will provide snack before Fairmont Neighborhood School's ELT, and will provide enrichment activities that support the work being done during ELT. Children's Aid Society will dismiss students at the end of the after-school session. CAS and ELT implementers will share academic data which can serve to drive instruction.
Part 3b. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.
We will need to hire three highly qualified teachers for a period of one hour per day, two days per week. We will need to purchase some basic instructional and art materials, such as paint, clay, and mural paper.
Part 3c. Timeline for implementation and completion, including start and end dates.
Fairmont's ELT program will begin January 5 and will end June 12. January 5 – students report to classes. June 12 – ELT classes end

Part 4 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support to support the ELT Program.											
	21st Century	X	**Tax Levy**		**Title I SWP**	X	**Title I TA**		**P/F Set-aside**		**C4E**
	Title I 1003(a)		**Title III**		**PTA Funded**		**Grants**		**School Success Grant**		**In Kind**
List below any additional fund sources that will be utilized to support achievement of the goal.											
X1003g											

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: • Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. • Specify a timeframe for mid-point progress monitoring activities.
Our teachers administer the Fountas and Pinnell Benchmark Assessment at the beginning and end of the year. They also perform running records each month. Our mid-point reading benchmark, in February, will be the Fountas and Pinnell

Reading Assessment.				
Part 5b. Complete in **February 2015.**				
• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				
On-going formative and summative assessments will indicate whether or not students are approaching set goals. Teachers will meet with a special education teacher to review the data and further differentiate instruction, modify materials if needed, and convene smaller subgroups to support students.				

Section 6: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- When completing this section, you may reference your approved SIG/SIF plan, which may address Title I program information in the following sections:
    - Section E. Instructional Staff under Sections II. & IV.
    - Section G. Organizational Plan under Section I. Training Support and Professional Development
    - Section H. Educational Plan under Section I. Curriculum, II., Instruction and VII., Parent and Community Engagement

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. 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.
We will recruit new teachers through job fairs, quality teacher preparation programs, as well as NYC's New Teacher Finder. We will convene a hiring committee to implement a rigorous interview process and watch and rate a demo lesson. Candidates will be expected to demonstrate their knowledge and understanding of the ways in which students learn best. We would prefer a candidate with prior classroom experience, and ideally, Teachers College Writing and Reading Project background. We have built a teaching-learning community at our school in which each person plays a vital role and is a valued member. The collaborative nature in which we work is reflected in the development of our teams/committees and collegial sharing of practice. Formal and informal teacher-to-teacher support includes inter-visitation and turn-keying of outside PDs, social activities, as well as planned team-building activities. Identifying skills, talents, interests, and preferences has helped our staff to begin to fulfill their leadership potential. Many of our members have taken on leadership roles in classroom, school-wide teams, grades-teams, and committees, acting as liaisons between teachers and administration and are making decisions that enhance school-wide initiatives. As such, our teachers are assigned roles which allow them to explore their potential and best meet the needs of the students. Our teachers participate in horizontal and vertical grade meetings, where decisions are made regarding the use and selection of appropriate assessment measures and student outcomes, and engage in in-depth inquiry to further develop best practices. The professional development provided by Metamorphosis math and Teachers College Writing and Reading Project supports teachers' knowledge of appropriate assessment and next steps. Our relationship with our present professional development partners is ongoing. We plan to continue these relationships in service of our teachers, for several years. In this manner, teachers will become highly developed educators, committed to providing access to the curriculum for all students.

2b. 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).
Our SIG funding has enabled us to provide the following high quality professional development strategies and activities: Summer: • Metamorphosis Math Summer Institute for teachers • Metamorphosis Math Summer Institute for coaches and administrators

- Teachers College Writing and Reading Project Summer Institute
- Teachers College Writing and Reading Project Summer Institute for coaches and administrators
- Heidi Hayes Jacobs – Century 21 Curriculum Mapping

School Year:

- Metamorphosis Math Professional Development – on site coaching (K-3)
- Teachers College Writing and Reading Project – on site coaching (K-3)
- Turn Around for Children – provides teachers with strategies that support children's social and emotional growth, which in turn, allows students to be more actively engaged in the learning process.
- Curriculum Coach – provides content and pedagogical support to teachers in ELA and math, coordinates on-site consultation work and serves as the Attendance Coordinator.
- Guidance Counselor – provides mandated and at-risk counseling to students, chairs Child Study Team, and is a member of the Safety Committee and Attendance Committee.
- Fan4Kids – provides fitness and nutrition activities and education for students.

To ensure consistency and thorough understanding of best practices, the Curriculum Coach and an administrator participate in on-site professional development opportunities alongside teachers. Paraprofessionals attend weekly Turn Around for Children professional development sessions.

Part 3: TA Schools Only

3a. Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.
A full time intervention teacher was hired to support teachers and work with individual and small groups of students

3b. 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).
We utilize creative programming so that our ESL teacher and learning specialist can work with individual and small groups ofstudents in regular classrooms.

Part 4: SWP Schools Only

4a. 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.).
N/A

4b. 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.
N/A

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes[1]. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated[2]. **On the chart below**, indicate which Federal, State, and/or local Tax

Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.				
Program Name	**Fund Source** (i.e. Federal, State or Local)	**Funding Amount:** Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	**Column B** Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

[1]**Explanation/Background:**

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

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

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

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

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

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

Important Note: The following funds <u>may not</u> be consolidated:

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

Section 7: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. Fairmont Neighborhood School, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The 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 the school community. Fairmont Neighborhood 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 staff and parents to improve outreach, communication skills and cultural competency and build stronger ties between parents and other members of the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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;
- Parent Coordinator (or a dedicated staff person) serves as a liaison between the school and families. The Parent Coordinator provides parent workshops based on the assessed needs of the parents. The Parent Coordinator works to ensure that the 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;

The 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;
- 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 (SPC)

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

Department of Education
Carmen Fariña, Chancellor

Department of English Language Learners and Student Support
Milady Baez, Senior Executive Director
52 Chambers Street, Room 209
New York, New York 10007
Phone: 212-374-6072 HYPERLINK "http://schools.nyc.gov/Academics/ELL/default.htm" http://schools.nyc.gov/Academics/ELL/default.htm

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

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

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

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

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

Part A: School Information		
Name of School: Fairmont Neighborhood School		DBN: 12x314
This school is (check one):	▢conceptually consolidated (skip part E below) ▢NOT conceptually consolidated (must	

complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ▢Before school ▢After school ▢Saturday academy
Total # of ELLs to be served: 20 Grades to be served by this program (check all that apply): ▢K ▢1 ▢2 ▢3 ▢4 ▢5 ▢6 ▢7 ▢8 ▢9 ▢10 ▢11 ▢12
Total # of teachers in this program: 2 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 0
Describe the direct instruction supplemental program here and include the ● rationale ● subgroups and grade levels of students to be served ● schedule and duration ● language of instruction ● # and types of certified teachers ● types of materials
Begin description here: RATIONALE: Based on the AMAO Title III Estimator Tool Data, our students have consistently scored low on both the reading and writing modality of the NYSESLAT. As per said data, we are focusing our Title III program on both reading and writing with a specific lens on Tier II and Tier III vocabulary development in relation to syntax. In order for our program to supplement our day program, which is the Teacher's Reading and Writing Project, we will align the genres studied in the day program (informative, narrative, opinion, etc.) with the genres studied in the Title III program. SUBGROUPS AND GRADE LEVELS OF STUDENTS TO BE SERVED: The two teachers serving the program are Alison Schmitt, an ESL certified teacher, and Kateri Huerta, also an ESL certified teacher. Therefore, all students will be directly serviced by an ESL certified teacher. We have a relatively small school with less than 15% of that population being ELLs. There are 43 ELLs total in our school, so we chose to focus on 20 ELLs who are struggling with vocabulary and syntax, beginning with 3rd grade and moving down the grades to 2nd. There will two be two groups running simultaneously. One group will be led by Ms. Schmitt, which will consist of 10 intermediate level students. The other group will be led by Ms. Huerta, which will consist of 10 beginner level students. There is a notable subgroup in our ELL population as well, and that is those ELLs with IEPs. We have 6 ELLs in third grade with IEPs and an additional 4 that receive Tier II RTI services. SCHEDULE AND DURATION/LANGUAGE OF INSTRUCTION/CERTIFIED TEACHERS: Our Title III Direct Instruction program will run from January 7th, 2015 to June 5th, 2015 for a total of 14 weeks. Sessions will be held Wednesdays, Thursdays, and Fridays from 2:30-4:00pm. This totals 63 hours of direct instruction. All instruction will be in English with native language support when appropriate.

The two teachers who are teaching this program are ESL certified.

MATERIALS NEEDED:
In terms of materials needed for the program, we will use a technology-based program called Reading A-Z and Writing A-Z, which is research-based and provides numerous ELL accommodations. Juciy texts and close-reading texts from our National Geographic book library will be used in conjunction with this writing program. We will also use BRAIN POP ESL to support with content in video form.
In order to support this technology-based program, we will need two latops for the teachers to access and use the interactive portions of the program with the children. We will also need 2 iPads per instructional group for students to use in small group work for the interactive portion of the program as well. Having speakers will help them hear the program. This supports ELLs' visual and auditory learning needs.
We will use games on vocabulary and syntax to further support the skills taught in our program.

A typical day in our program will go as follows:

Students will convene in the classroom and engage in a close-reading activity with the teacher.
A group discussion will ensue, followed by independent/partner work.
Next, a strategy lesson in writing will occur and students will engage in independent/partner writing activities. All of the work will be embedded in a context that is meaningful to our student population, which will be world cultures. World cultures also directly relates to the social curriculum from the day program so students will be able to make connections between what was learned in class and what we are leaning in the Title III program.
We will prepare and produce culminating projects such as festivals and mini-museums exhibits to provide a hands-on component to our program.
We will also invite guest speakers from various cultural communities and bring in realia to enhance the learning experience for our ELLs.

Trips will include a guided tour and studio session at the Bronx Museum for the Arts and a self-guided tour of both the Metropolitan Museum of the Arts and Hispanic Society of America Museum. Each trip will enhance our learning of world cultures, traditions, and celebrations.
We also plan on seeing a show by the Shadow Box Theatre called "The African Drum" that promotes multiculturalism.

Part C: Professional Development

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

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

Begin description here:

Based on the needs of our ELLs which include developing Tier II and III vocabulary in relation to syntax,

as well acknowledging the large subgroup of ELLs who have IEPs, we have decided to provide the folllowing professional development opportunities for our ESL teachers:

Nov. 24, 2014: Supporting Developing Writers K-5, facilitated by TCICP

Jan. 14, 2015: L2 or LD: Language Difference or Learning Disability, facilitated by DSWDELL

Feb. 3, 2015: Maximizing Learning Opportunities for English Language Learners, Bilingual, and Multilingual Students, facilitated by TCICP

Feb. 10, 2015: Instructional Strategies for ELLs with Special Needs , facilitated by DSWDELL

Mar. 10, 2015: Building Academic Literacy for Bilingual Students with Disabilities, facilitated by DSWDELL

The ESL teachers have decided to provide the following professional development to any teachers that teach ELLs in our school. Professional development training will start prior to the launch of the direct instruction program to allow teachers to begin integrating learned strategies and techniques in the day program as soon as possible.

Dec. 8, 2014: Session 1: Gauging the Level of Your ELLs: Unpacking the WIDA Standards from Bilingual Common Core Initiative, Looking at New Language Progressions from EngageNY, and the Blueprint for ELLs

Jan. 27, 2015: Session 2: Selecting Juicy Texts and Appropriate Vocabulary Activities for Your ELLs

Mar. 3, 2015: Session 3: Writing and the NYSESLAT: What to Notice, What to Teach

We will also use the Google Drive as a way to collaborate and share lesson plans, strategies, student work samples, and template from our PD sessions.

Part D: Parental Engagement Activities

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

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

Begin description here:

There are numerous supplemental parent engagement workshops that will take place at Fairmont Neighborhood School.

As part of our Title III Parent Engagement Activities, we will be inviting parents to each of our project exhibitions as well as a parent-child workshop day. During these days, parents will be invited to an actual instruction session to see what the children are learning and collaborate with them in creating their projects. A calendar will be sent home in all languages to support attendance of parents.

Other workshops that will take place will be geared toward parent request. At the beginning of our program, we will send home a survey asking parents what type of workshops they would like to receive and when is the best time for these workshops to occur. Workshops could include:

How to Help Your Child Outside of School

Understanding the Common Core Standards and Your Child

We also have a strong partnership with Children's Aid Society. Some workshops topics they will be offering are as follows:

Nov. 5, 12, 19, 26, 2014: English Language Learning for Parents - ESL through “WE ARE NY” Workshop Series

Nov. 6 & 18: Learning Leaders Workshop

Nov. 21: Attendance Awareness

The schedule for our parent engagement piece will be adjusted based on parent availability (as per the survey).

Parents will be notified of all aforementioned activities by translated flyers posted in the school, translated letters sent home with the child, and direct phone calls reminding them of the workshops 1-2 days prior to the event. We will enlist the support of our parent coordinator to help spread the workd to parents as well.

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III		

budget matches your Title III Plan.		
Allocation Amount: $0		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) ● Per session ● Per diem	$6,490.26	2 Teachers x 14 Wednesdays x 1.5 hrs x $51.51 = $2,163.42 2 Teachers x 14 Thursdays x 1.5 hrs x $51.51 = $2,163.42 2 Teachers x 14 Fridays x 1.5 hrs x $51.51 = $2,163.42
Purchased services ● High quality staff and curriculum development contracts.		
Supplies and materials ● Must be supplemental. ● Additional curricula, instructional materials. ● Must be clearly listed.	$3143.21	Reading A-Z Online Program x $94.95 = $94.95 Writing A-Z Online Program x $33.20 = $33.20 2 Lenovo 1440 14" Laptops x $832 = $1,664 4 iPad Minis x $299 = $1,196 Go to Press Grammar Game x $15.59 = $15.59 Learning Resources Herd of Words Vocabulary Game x $12.99 = $12.99 Big Box of Sentence Building Game x $15.72 = $15.72 2 Logitech s150 Digital uSB Speakers for PC x $10.00 = $20.00 4 HAMILTON TRIPM-GRN / KIDS GREEN IPAD MINI PROTECTIVE CASES x 22.69 = 90.76
Educational Software		

(Object Code 199)		
Travel	$571	Bronx Museum of the Arts Flat Rate Tour & Studio Fee x $150 = $150 Metropolitan Museum of the Arts Self-Guided Tour Fee of 20 students x $9 + 1 free teacher + 1 charged teacher x $9 + 2 parents X $20 = $229 Shadow Box Theatre Show x $8 x 20 students and 2 teachers and 2 parents = $192
Other	250	Refreshments for Parents for Orientation and Closing Ceremony x $250 = $250
TOTAL	$10,454.47	

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

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

Part I: School ELL Profile

A. School Information ⓘ

District 12	Borough Bronx	School Number 314
School Name Fairmont Neighborhood School		

B. Language Allocation Policy Team Composition ⓘ

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Scott Wolfson	Assistant Principal N/A
Coach Victoria Dallas-Stevenson	Coach N/A
ESL Teacher Alison Schmitt	Guidance Counselor type here
Teacher/Subject Area Kateri Huerta	Parent type here
Teacher/Subject Area type here	Parent Coordinator type here
Related Service Provider Gabrielle Levine-Venegas	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	186	Total number of ELLs	37	ELLs as share of total student population (%)	19.89%

Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K☒ 1☒ 2☒ 3☐ 4☐ 5☐ 6☐ 7☐ 8☐ 9☐ 10☐ 11☐ 12☐

This school offers (check all that apply):

Transitional bilingual education program	Yes☐	No☒	If yes, indicate language(s):
Dual language program	Yes☐	No☒	If yes, indicate language(s):

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	37	**Newcomers (ELLs receiving service 0-3 years)**	37	**ELL Students with Disabilities**	8
SIFE	0	**ELLs receiving service 4-6 years**	0	**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.

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	37	0	8	0	0	0	0	0	0	37

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
Total	37	0	8	0	0	0	0	0	0	37
Number of ELLs who have an alternate placement paraprofessional: 0										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

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

Freestanding English as a Second Language Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	7	8	16											31
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French		1												1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1	3	1											5
TOTAL	8	12	17	0	0	0	0	0	0	0	0	0	0	37

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	4	2											8
Intermediate(I)		3	11											14
Advanced (A)	6	5	4											15
Total	8	12	17	0	0	0	0	0	0	0	0	0	0	37

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

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	I		3	16										
	A													
	P													
READING/ WRITING	B		10	16										
	I		0	1										
	A													
	P													

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

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
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
8									0

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

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

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

   P.S.314X uses the Fountas and Pinnell Assessment System to assess the early literacy skills of our ELLs as well as each child in our school. Each child is administered a running record in order to determine his/her instructional level and benchmark level. The running record provides information regarding what cueing systems are or are not being used for decoding, what concepts of prints and

reading strategies students have, and the level of comprehension on a scale of 0-7 for books leveled A - K and a scale of 0- 10 for books leveled L - N.
There is also a Letter Recognition component to the assessment kit which includes identifying upper-case and lower-case letters. The third and final component that we administer is the Sight Word Recognition test. All students are asked to attempt the 25 Sight Word list. For students who identify all sight words correctly, we move on to the 50 Sight Word list and thereafter the 100 Sight Word list. This assessment provides useful data for our ELLs, as it does for all of our students, because it gives teachers a starting point for creating individualized goals for their students as well as class learning goals. It also helps our support staff and coaches with creating groups of students with similar learning needs and designing instruction that aligns with the groupings and student levels.

For ELL students and Special Education students, NYSESLAT, LAB-R, and IEP data is used concurrently with the F & P data. We look at the goals of our students that are listed on the IEP and compare them with the data obtained from the baseline assessments.

For Kindergarten, all students with the exception of one scored on or below grade level for reading. This informed us that all students, not just those identified as ELLs, need strong core content reading support and then possibly Tier II and III interventions. Knowing our demographic ahead of time, we hired a Reading Recovery teacher to roll out her program with the lowest performing students.

We also planned ahead to incorporate RTI in the middle of our school day with the Leveled Literacy Intervention program. The MoSL team has looked through all of the baseline assessments - reading, writing, and math - in order to inform their groupings for RTI. ELLs are placed into RTI groups according to their strengths and weaknesses on those assessments, not just based on their classification as an ELL.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data patterns across proficiency levels (on the LAB-R and NYSESLAT) are not directly related to the grade or age of the child. For example, there are six kindergartners who scored advanced on the LAB-R and two that scored beginner. There are four first graders who are scored as beginners (two from the LAB-R, two from the 2013 NYSESLAT), three scored as intermediate on the NYSESLAT and five scored as advanced on the NYSESLAT. There are two second graders who are scored as beginners, eleven scored as intermediate, and four scored as advanced on the NYSESLAT. The only pattern visible is the increase in intermediate students as age increases. It will be interesting to note that if next year when we have a third grade, if any of those intermediates will score as advanced or if any of the advanced will score as proficient.

When looking at the breakdown of the test scores in terms of speaking/listening and reading/writing, listening and speaking yielded much better results in relation to reading and writing across all grade levels. To further break down the data results, speaking skills were stronger than listening and reading was stronger than writing.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see SED memo and AMAO tool)
Patterns across NYSESLAT modalities have affected our plan for instructional decisions in that, while we will still incorporate speaking and listening into all of our lessons, a heavy focus will be placed on reading and writing. When comparing the reading and writing scores from the 2013 NYSESLAT, the reading scores were almost double the writing scores, indicating that the weakest component for our students is writing. "Writing about Reading" is a daily part of instruction for our ELLs. FUNdations is a vital piece of the writing puzzle for these students, who often exhibit anxiety or frustration over not knowing how to spell a word. All teachers are working diligently at implementing FUNdations in their daily curriculum, and we predict this will improve both their decoding and encoding skills necessary for reading and writing.

Also, the patterns across the NYSESLAT modalities will inform instructional decisions for our RTI program throughout the year. The program chosen, LLI (Leveled Literacy Intervention) will provide:

- combined skills in reading, writing, and phonics/word study
- comprehension strategies
- Explicit instruction in various genres and attention to the features of nonfiction and fiction texts
- lessons around sounds, letters, and words in activities designed to help students notice the details of written language and learn how words "work"
- Close reading to deepen and expand comprehension
- direct teaching of effective and efficient strategies for vocabulary expansion

- direct teaching for fluency and phrasing
- Use of writing about reading for the purpose of communicating and learning how to express ideas
- Communication tools for keeping parents informed about what children are learning and how parents can support them at home.

Fairmont Neighborhood School will use information about Annual Measurable Achievement Objectives to target subgroups of our ELL population based on the aforementioned data, as well as other forms data which include, but are not limited to, the home language of the students, number of years of ESL service, NYSESLAT progress, attendance, and future NYS ELA exams. From the AMAO, we will be able to notice trends and patterns pertaining to sub-groups of our ELLs over time.

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). For our Freestanding ESL Program, our ELLs are faring relatively the same in comparison to native English speakers. The reason for this lies in the demographics of the neighborhood. For example, there is a first grade class of twenty-three students without any ELLs. Based on the Fountas & Pinnell Assessment Kit, fourteen students are reading below grade expectancies. That translates to approximately 60% of the class underperforming in reading. In a second grade class with only one ELL, seventeen out of twenty-one students are underperforming in reading, which translates to approximately 81% of the class. In one kindergarten class that has only two ELLs, 100% are non-readers.

b.) School leadership and teachers are using the ELL Periodic Assessments to inform their daily instructional decisions. Groups are made based on this data within and outside of the classroom. School leadership has given the ESL team flexibility in how they create the groupings and based on the changing needs of the students, the groups rotate and/or change. The ESL team is administering the F&P Assessment Kit, along with the extra component called the Phonemic Awareness Assessment, bi-monthly.

c.) Fairmont Neighborhood School is learning about the rate at which each ELL progresses based on these bi-monthly Periodic Assessments. Some students have shown minimal growth, while other students have shown substantial growth. We are looking into the factors that could affect each child's progress. Some factors we are considering are:

- native language proficiency and use
- classroom teaching style versus learning style
- special needs (i.e. speech, SETSS)
- affective filter level
- home environment
- attendance

Native language is used on an "as needed" basis based on the child's native language proficiency and use. Our groupings reflect this native language need.

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*.)

Fairmont Neighborhood School uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework by using all data gathered from the MoSL. This data includes the F&P Assessment Set (running record, letter recognition, and sight word recognition), the Discovery Math Assessment, and the Content-Based Writing Baseline Assessment from EngageNY. The MoSL team will look for trends within that data in order to create groupings within classrooms. Students needing Tier II and Tier III interventions will be designated to their proper group and the Leveled Literacy Program (LLI) will be used accordingly based on the needs of said students.

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

We ensure that a child's second language development is considered in instructional decisions by analyzing the results of the LAB-R, the Spanish LAB-R, the HLIS, and interviews with the student. For example, we have two students who scored 0 on the English LAB-R so all directions are translated into their native language by the Spanish-speaking ESL teacher. Tasks are then scaffolded for these students, as well as all ELLs. The ESL team sends out monthly newsletters with tips for scaffolding and instruction and invites classroom teachers to their cohort meetings.

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

N/A

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

Our school evaluates the success of our programs for ELLs five times a year. Our Measures of Student Learning (MoSL) includes the F&P Assessment Kit, the Discovery Math Assessment, and the rubric-based writing task from EngageNY. All data is entered into STARS and used to track student progress and growth.

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.)

Fairmont Neighborhood School implements the following steps for the initial identification of potential ELLs. First, our secretary, Ms. Rosie Soto, gives parents all forms to be filled out during registration, including the Home Language Identification Survey (HLIS) in the language they can understand. Ms. Soto contacts our ELL Coordinator, Ms. Alison Schmitt (teacher), who supports the parent as they fill out the HLIS, conducts an informal interview in English and the Native Language with the parent and fills out the school box sections. If the parents speaks a language other than English or Spanish, she contacts the translation unit, led by Ms. Kateri Huerta, by phone to assist in the process, conducts an initial oral background interview with registrant parent(s) and prospective student in the parent's native language. The informal interview with the parent seeks information such as student's previous schooling, special needs and parents preferred language for communication. Next, Ms. Schmitt or Ms. Kateri Huerta (Spanish-speaking ESL teacher) conducts an informal interview in English and in the native language with the child to determine dominant language. Then, Ms. Schmitt completes the school's portion of the HLIS, including OTELE Code and eligibility for LAB-R testing. After determining the Home Language code and the parents preferred language for communication, the information is entered on ATS. For students who are LAB-R eligible, a letter is sent to parents letting them know that the child will be tested. Then, the ESL team administers the LAB-R within 10 days of enrollment. If the child is an ELL based on LAB-R results and his/her Home Language is Spanish, then Ms. Huerta also administers the Spanish LAB within 10 days of enrollment. The child is placed in the proper program within 10 days of enrollment. Every year in the spring, as mandated by New York State, our school administers the New York State English as a Second Language Achievement Test (NYSESLAT) to evaluate students' progress in terms of English language acquisition and to determine if they are still entitled to receive services. The school forms an ELL team which includes ESL and Bilingual Teachers, ELL Coordinator, Testing Coordinator, and school administrators to assist in the planning, preparation, administration and scoring of the NYSESLAT. The ELL Coordinator makes sure that all data corresponding to ELLs is updated on ATS, as needed, until all ELL information appears correctly. She also makes sure that ALL eligible ELLs are tested with the NYSESLAT. This process is done using a series of ATS reports such as RLER (NYSESLAT Eligibility Roster), REXH (LAB-R/LAT English Total) and (RSPE) CAP Special Education Test Modifications. NYSESLAT scores from the previous school year are used to evaluate the language development level of ELL students and to form homogeneous language ability groups in their class or within their grade span accordingly.

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.

The ELL Coordinator, Ms. Schmitt works together with the rest of the ESL team and the head of our partner agency, Children's Aid Society, to plan for the ELL Parents Orientation meeting, prepare the agenda, and mail ELL parents the entitlement letter which includes the dates, times, and location for the meeting. Attached to this letter are the Parent Survey and the Program Selection Form. The first orientation meeting takes place within the first ten days of school in September and the remaining orientations are scheduled, as needed, throughout the school year within 10 days of enrollment.Parents are required to sign an attendance sheet. At these orientation meetings, the ELL Coordinator, explains to parents of ELLs the different ELL programs available (Transitional Bilingual Education, Dual Language and Freestanding ESL). ELL parents watch the ELL Orientation video in the language they can understand. The video is followed-up by a Questions and Answer session. In addition, brochures are distributed in the language parents can understand and explain the different programs. After this, parents fill out the Parent Survey and the Program Selection Form. Parents are informed that if they do not make a selection, the student's ELL program defaults to Free-Standing ESL. Parents not attending the orientation are reached via phone and personally invited to view the video and complete parent selection forms. A log is kept of all outreach made to parents and the results of the program selection form are entered into the ELPC screen in ATS.

Attendance records are maintained and date of viewing noted. At this time our community is asking mainly for Freestanding ESL Program. However, we do keep a record of those parents who are choosing TBE or dual language programs as their first choice. If we reach at least 15 students in two contiguous grades who speak the same language and whose parents chose TBE as their first choice, we will reach the parents via telephone to ask them if they are still interested in having their children in a bilingual class and we will proceed to place students accordingly. If our school does not have the sufficient number of students of the same home language and on the same grade or two contiguous grades, and the parent demands either a bilingual or a dual language program,we will send the family's information to ELLProgramTransfers@schools.nyc.gov

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 with Parent Survey and Program Selection Form attached are mailed to the student's home. A copy of this letter is also sent home with the student. Parents are invited to attend the ELL Parent Orientation. After the ELL Parent Orientation parents are asked to fill out the survey and the Program Selection Form. For non-attendees, the Parent Coordinator makes follow-up phone calls to invite parents to a one to one orientation and encourages them to come to school to view the video and to receive information and brochures. The Parent Coordinator provides assistance in completing the forms, if needed. Parent Coordinator and teachers make outreach phone calls to parents and assist in securing Program Selection Forms that are outstanding. We keep copies of all entitlement letters. After Parent Surveys and Program Selection Forms are collected we make copies of both. The originals are placed in a binder maintained by the ELL Coordinator.

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.

   After attending the Parents Orientation and filling out Program Selection Forms we look at the parent choice and we place the student accordingly. If parents do not select a program, the default program is Free Standing ESL. If parents choose a program that it is not offered at the time by the school, outreach will be made to DOE central offices to assist in finding a placement in another school where the program is being offered. A Placement Letter is mailed to parents confirming child's placement in ELL program according to their selection. We make two copies of these letters. One copy is sent home with the student. The second copy is for our school's records, kept in a binder maintained by the ELL Coordinator. For students who do not meet the proficient level on the NYSESLAT and are entitled to continue receiving ELL services, we mail home a Continued Entitlement Letter. We make two copies of these letters: one copy is sent home with the student and the second copy is kept in a binder maintained by the ELL Coordinator.

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.

   : Since our school is in its first year, we have not yet had to administer the NYSESLAT. We will be following the new procedures for administering the NYSESLAT, which were set into place in Spring 2013. The speaking subset will not be scored by the child's ESL teacher. A teacher other than that child's teacher will administer and grade the speaking portion of the test. The writing portion will be scored by a committee of teachers. The student's ESL teacher will not be on the committee and any teacher within the committee will not score more than half of that student's writing booklet. Every teacher on the scoring committee will be trained on how to score the writing and the speaking by looking at sample answers and scores. The reading and listening subsets are multiple choice questions and therefore do not need these strict grading procedures.

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.

   At present, our community is choosing the Free-Standing ESL Program and this is the program offered at our school. As a first year school, we do not yet have the adequate number of students needed to create a Dual Language Program or a Transitional Bilingual Education program. After reviewing the Parent Survey and Program Selection Forms for our first year as a school, we noticed there was a spread in parent preference. We will keep reaching out to parents throughout this school year to educate them about the Transitional Bilingual Program in hopes that with another grade added to our school, we can offer this program as a choice. A third school is expected to be housed in our building next year that has voiced preparations for creating a dual language program. Therefore, we plan on offering a Transitional Bilingual Education program and will begin educating parents about the program this academic year.

Part V: ELL Programming

A. Programming and Scheduling Information

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

    a). The organizational models of our school are push-in (co-teaching) and pull-out. There are two classes that are comprised of approximately 50% ELLs, which are the two classes that have the push-in model. Even within those classes, however, some of the students who are at the intermediate/beginner level are pulled out in order to meet the mandated minutes and receive more direct instruction.

    b). The program model for the push-in classes are heterogeneous, based on the skill being taught during that lesson. The program model for the pull-out classes is homogeneous, meaning that the proficiency levels are the same in each group. This model was chosen in order to meet the time requirements for each child.

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

    :We have two full-time ESL teachers to service 37 ELLs. This allows us enough time during the week to meet the mandated time requirements for each individual student. Pushing-in to classrooms also allows us to see a larger number of students at once, so students are receiving targeted instruction in and out of the classroom.

    a.) When we push-in to the classroom, we have ensured that ELA is being taught. Ms. Schmitt is in Ms. Reyes' 2nd grade classroom, which has 13 ELLs out of 20 students, for a total of two periods a day. During these periods, FUNdations and Writer's Workshop are being conducted. For 90 minutes, a targeted group of ELLs are pulled out during Reader's Workshop and Read Aloud to receive small group instruction. This totals 360 minutes a week for the 13 ELLs and an additional 180 minutes for the small group of four. Ms. Schmitt then has one advanced Kindergarten group that meets for one 45-minute period four times a week.

    Ms. Huerta is in Ms. Trenkle's 1st grade classroom, which has 11 ELLs out of 22 students, for a total of two periods a day. During these periods, Reader's Workshop and Writer's workshop are being conducted. For 90 minutes, an intermediate group of students are pulled out from across grade levels four times a week. For another 90 minutes, a beginner group of dominant Spanish speaking students are pulled four times a week. This totals 360 minutes a week for the 11 ELLs and an additional 360 minutes for the two other groups of students.

    Each of us also has a one-on-one group based behavior modifications and IEP goals. One student is advanced and receives 45 minutes of ESL four times a week. The other student is a beginner and receives 90 minutes of ESL four times a week. This totals 540 minutes per week.

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 in each program model because we use a content-based approach to teaching. There is always a content objective and a language objective in every lesson. Language objectives are taught through the lens of subject we are studying, i.e. animals, plants, culture, character study. We use the K-8 Scope and Sequence for Science and Social to inform our content in combination with students' interests. Language objectives are taught both explicitly and implicitly. Common Core State Standards are aligned to every lesson and unit, with careful attention paid to Speaking and Listening and Language domains. Methods used to teach content and language objectives at Fairmont Neighborhood School are as follows:

- visual supports
- manipulatives and hands-on activities
- in-depth inquiry on a focused topic around an essential question
- anchor charting
- balanced literacy (shared reading, guided reading, shared writing, independent reading, independent writing) and
- Communicative Language Teaching (pair talks, interviews, Socratic Method).

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

Ms. Huerta, the Spanish-speaking ESL teacher, will translate parts of assessments as needed into the students' native language. For students whose native language is not Spanish, we have noticed they are not dominant enough in their L1 to need the translation. If we have a child who does need native language translation in a language other than Spanish, we will contact a native speaking-pedagogue for assistance.

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

We ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year by incorporating reading, writing, speaking, and listening into all of our lessons. This way, students have ample time to practice English in each modality. We evaluate students formally and informally in all modalities by using teacher observations, baseline assessments, performance based-tasks, etc.

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.) We do not have any SIFE students in our school this year, but if we do in the future, we plan on understanding the history of the children, learning where the gaps in education are, and pinpointing the most appropriate place to start instruction. We will make sure all staff are sensitive to the needs of our SIFE students by informing all teachers that work with those students any information they would need to know.

b.) All of our ELLs are considered newcomers because they have been in US school for less than three full academic years. As a K-2 school in its first year, we differentiate based on students' levels, strengths, and weaknesses. We ensure that school culture is warm and welcoming by letting all students know they are safe, cared for, and that they are a part of a school family. While the scaffolds may be different for specific students, the content we teach them is the same.

c-e). N/A

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?

Some of the instructional strategies used by teachers of ELL-SWDs include: modeling, using listening centers and books on tape, providing students with sentence stems and models for writing, oral language development, contextualization, and elaborating and enriching what their classroom content calls for. Teachers use the same curriculum and materials that teachers in general education classroom but they modify the activities according to the level of functioning of their students. For example, activities that may be difficult for a child to work on independently are assigned as partner or group work so students can work in collaboration. Students are given extra time to complete tasks. Specific step by step directions are provided with directions read and reread, if necessary. For students reading far below grade level phonics and vocabulary building activities are built into the literacy block. Teachers use visual aids and manipulatives.

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?

ELL-SWDs spend time with general education peers during ESL instruction. Students are grouped according to level of English proficiency, so you may find a mixed group of General Education and Special Education students working together. We have ELL-SWDs in Integrated Co-Teaching classes where 60% of the students are Gen-Ed students and 40% of the students have an IEP

that calls for team teaching. Some of our IEP students are mainstreaming in Gen-Ed classes for the subject areas of ELA and Math. ELL-SWDs also spend time with Gen-Ed peers during arts and music, lunch, and when participating in our afterschool programs and activities. Our school encourages teachers to meet with their colleagues to plan educational activities that will benefit ELL- SWDs. A double block common prep has been built in the teachers program so they can meet as grade teams. A common prep has been built in the program for Special Ed Department meetings and for ELL Department meetings throughout the school year. In the future, we hope to use Title III grant money for an after school ESL program that can provide extra support beyond the classroom.

In order to help diverse ELL-SWDs achieve their IEP goals and attain English proficiency within the least restrictive environment, we try to push-in to classrooms as often as possible. The ESL teachers push-in to classrooms of ELL-SWDs and the SETSS provider pulls-out small groups based on the IEP. All teachers are flexible in their scheduling to accommodate the needs of these diverse learners. The curriculum is aligned to the CCSS, as well as the IEP goals. However, modifications are made and supports are put in place so that all students have access to the curriculum.

Courses Taught in Languages Other than English

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

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

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

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

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

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

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	**Intermediate**	**Advanced**
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	
50%	
25%	
TIME	BEGINNERS INTERMEDIATE ADVANCED

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

B. Programming and Scheduling Information--Continued

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

   Teachers of English Language Learners are scheduled to meet weekly during our prep cohort to evaluate the effectiveness of our adopted school-wide language policy for ELLs and to assess how such a policy helps to promote the implementation of differentiated instruction throughout the grades. In addition, each year during the first two weeks of the current school year, the ELL Team must analyze previous years' NYSESLAT scores to evaluate ELLs. First, the Team determines how the ELLs performed on the NYSESLAT in each grade and then classifies ELLs according to the NYSESLAT level obtained (i.e. total of Advanced ELLs in second grade....). Next, as a grade, the Team re-groups students according to the specific NYSESLAT skill(s) they came up lacking. Finally, the team matches materials and providers' strength to students' weakness and assigned tasks accordingly. Furthermore, during this first two weeks, the ELL team analyses other ELL students' data to identify ELLs at risk. These students would be targeted for Tier II intervention. Intervention services at our school include:

   - Reading Recovery
   - SETSS
   - Leveled Literacy Intervention

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

    :Our current intervention program has been very helpful in jumpstarting the year because it provides us with data that we can use to target at-risk students for intervention. Due to the overall underperformance of our school, however, none of the students serviced by Reading Recovery are ELLs. The ELLs with IEPs are either in ICT classrooms or receive SETSS in ELA and/or mathematics. Since we are a new school with many newly hired teachers, the total time to complete the MoSL was a little longer than expected so next year we hope to begin implementing our RTI program as early in the year as possible.

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

    New programs we hope to be considering for the upcoming school year, or even the latter half of this school year, would include an ESL after-school program, an ESL early-morning program, or an ESL power-lunch program. Once our Title III grant is submitted and approved, we can get these programs up and running. Also, we would also like to start implementing ESL parent breakfasts.

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

    :At this point, we do not feel that any of the programs or services we provide for our ELLs should 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 ELLs at Fairmont Neighborhood School are afforded equal access to all school programs. Children's Aid Society offers an in-house after-school program in which all students are able to join. We hope to have our own ESL after-school program once Title III funds are granted.

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

    Paste response to question here:The instructional materials used to support ELLs include:

    - manipulatives such as magnetic letters
    - dry-erase boards
    - 1-on-1 iPad use for phonics, voice recording, letter writing, story reading
    - interactive websites like BrainPopJr, StarFall
    - realia (especially for science and social studies)
    - guided reading libraries
    - independent reading leveled libraries
    - TERC Investigations for mathematics

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

    :Native language support is delivered in our ESL program by using direct translation, introducing new vocabulary, introducing new concepts, highlighting cognates, clarifying information, or for furthering understanding of a topic.

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

    Materials used for instruction, services, support, and resources are at grade level and age appropriate. Services, resources, and materials used are aligned to the standards and are correlated to age/grade. All ESL/Bilingual teachers within each program are encouraged to use the students' native language whenever possible to clarify concepts taught to those students who may need the home language support.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Newly enrolled ELLs can take advantage of our partnership with Children's Aid Society which operates over the summer. They provide various different activities and supports to help make ELLs and their families feel welcome in the community. We recommend CAS for new ELLs that arrive at any point during the school year. In September we provide an orientation for new students and their parents. We use a buddy system where we partner up newcomers with another student, preferably one who speaks the same language. We also give students a tour of our building and introduce them to the staff.

18. What language electives are offered to ELLs?

N/A

19. For schools with dual language programs:
    a. How much time (%) is the target language used for EPs and ELLs in each grade?
    b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
    c. How is language separated for instruction (time, subject, teacher, theme)?
    d. What Dual Language model is used (side-by-side, self-contained, other)?
    e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

C. Professional Development and Support for School Staff

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

1. The overall school schedule was strategically created to permit professional development for all personnel who work with ELLs. The ESL Team conducts professional development during Cohort Prep time for teachers and paraprofessionals to train them on developing lessons and applying best practice strategies to serve English Language Learners.

In addition, the school ELL Coordinator is available to offer ELL trainings to the Lead Teachers during their weekly meeting.

All teachers that works with ELLs are sent to professional developments sponsored by the Office of English Language Learners.

Throughout the school year, arrangements are made for the Parent Coordinator and secretaries to receive professional development, either in-house from our school ELL team or from outside professionals. Any other members of the school personnel who work with ELLs and have not receive professional developments, are arranged to receive their professional development during Staff Development Day.

2. During PD days, professional development around the Common Core Learning Standards is given and supporting documents are provided. Teachers discuss the standards in jigsaw groupings and report out to the rest of the group. When PDs about the CCSS specifically related to ELLs arise, the administration does its best to send a pedagogue to the PD who would be responsible to turn-key the information back to the staff.

Some examples of PD's that we will attend are:

-monthly Danielson Framework PD's led by our principal or network leaders

-Nuts and Bolts ELL Coordinator Training: offered by the Office of ELLs

-NYISTELL Training PD's

-Reading and Writing Non-Fiction for ELL's PD's: year-long cohort featuring Tony Stead, offered by the Office of ELLs

3.N/A

4. As stated in question number one, school staff will receive a minimum of 7.5 hours of in house professional development about ELL mandates, identification and placement, and instructional strategies and interventions that can be used in the classroom to differentiate instruction for ELLs, such as scaffolding, vocabulary building, and academic language development. These PD sessions are offered during Election Day PD, faculty conferences, lunch and learn sessions, and various days throughout the school year.

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. . As a new school, we have considered several possibilities that would involve ELL parents in our school community. One idea is an adult ESL program after school. This Adult ESL program would serve those parents who wish to learn basic conversational skills as well as introduction to reading and writing in English. The program would also provide information outlining ways the parents can use the skills they have learned in English to help their children succeed in the New York States Standardized Tests (for next year), as well as ways to help with homework.

We have already implemented parent breakfasts led by the principal as a way to disseminate important school information to parents. A translator is always present to provide the information in their native language. These monthly meetings are called "Friday's with Francesca."

We also have Town Meeting, which occurs every Friday morning. We invite parents of all students to sing along with our students as they sing our school song and share exciting news. Bilingual teachers and paraprofessional are present to help translate information.

Children's Aid Society as well as Bank Street's Emotionally Responsive Classroom hold monthly support groups for all parents in need of social or emotional assistance.

At P.S 314X, ELL parents are also invited to ongoing orientation meetings, workshops and trainings. At parent orientation meetings, parents watch educational videos (in their native language to the extent possible); followed up by a Questions & Answers session. Our school Parent Coordinator attends the sessions to provide information regarding the types of programs available to ELL students and the services available to parents at our school. Members of the School ELL Team assist parents with the completion of the Program Selection Form and inform parents of their rights to place their children in a school that offers their program of choice.

Our school also has in place written translation and oral interpretation services and procedures that comply with Section VII of Chancellor's Regulations A-663. All written and oral translation/interpretation services are provided in-house by school staff. We post signs in conspicuous locations (at and near the main entrance, as well as at the main office) indicating the availability of interpretation services.

In order to ensure timely provision of translated documents, the school created a translation policy mandating that all school personnel requiring written translation services for parents must submit the document to the Translation Team a day or two before such document is needed for dissemination. Appropriate and timely oral interpretation services, at group and one-on-one meetings, are provided by an in-house Translation Team member who is assigned to fulfill this parent need, as needed.

2. Our school partners with several agencies and Community Based Organizations which provide workshops and services to our ELL parents. Our biggest partnership is Children's Aid Society which offers after school activities including homework help, sports, enrichment and math and ELA support. They also provide health services and mental health services.

We also partnership with Ramapo for Children, a socio-emotional program that aims to help young people learn to align their behaviors with their aspirations. Our partnership with Bank Street College's Emotionally Responsive Classroom is another socio-emotional program with representatives that regularly visits our school and helps manage the behavioral needs of all of our students.

Finally, we partner with Metamorphosis through TLC for mathematics. This program builds communicative fluency in math and helps to develop "Habits of Mind" that ELLs can use as a thinking tool for reasoning about mathematics.

3. The Parent Coordinator maintains communication with parents via letters, flyers, phone calls, and in person. She provides workshops for parents throughout the school year. In September, she works closely with the ELL Coordinator to provide the Parents Orientation Meetings for new ELLs. Parents' needs are assessed by using a needs assessment, surveys, and through on-going conversations. Our school also has a Parents' Association and a School Leadership Team that allows for the voices of the parents to be heard and for their needs to be addressed.

4. Based on parents' response, the school designs parent involvement programs that meet the needs of the majority of the parents. Our parents have strong ties to their culture so we plan on conducting cultural events such as feasts near Thanksgiving and December holidays. In the spring, we plan on having a music and arts festival since our students and their families have expressed a high interest in the arts. We have music, dance, and art housed in our school and the ELLs are able to express themselves artistically through an arts-infused educational program.

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.

Language Translation and Interpretation Plan:

Many of our children's parents speak a language other than English. The predominant language is Spanish with a small percentage of African language such as Mandingo and Fulani. Written translations are provided in English and Spanish 100% percent of the time. All school memos, calendars, and teacher letters are translated into Spanish. The parents who speak African languages did not request translation of written materials into their L1 on the HLIS, therefore we provide them with written communication in English. We have numerous staff members who are available for oral interpretation to ensure that all parents are provided with appropriate and timely information in a language they can understand.

After looking at the HLIS, we found out that written translation and oral interpretation needed to be in both English and Spanish. ATS reports, registration interviews, and parent meetings also helped us understand the need for English and Spanish translation. The administration clearly posts information in both languages in the main office and first floor hallway.

Services provided will be: calendars in both English and Spanish, major announcements in both languages, interpreters present at report card night and Back to School Night, memos written in both languages, etc. Documents are created simulatenously by a member of the Translation Team at our school to ensure timeliness of information being disseminated. Therefore, all of our translations and interpretations are done in-house by school staff and/or parent volunteers.

Oral interpretation services are provided in a timely fashion for parents in need of the translation. During meetings, orientations, conferences, etc., a translator is either scheduled to be present or called to come down and translate as needed. All oral interpretation services will be done in-house by school staff or a parent volunteer.

Our school has in place written translation and oral interpretation services and procedures that comply with Section VII of Chancellor's Regulations A-663. All written and oral translation/interpretation services are provided in-house by school staff. We post signs in conspicuous locations (at and near the main entrance, as well as at the main office) indicating the availability of interpretation services.
In order to ensure timely provision of translated documents, the school created a translation policy mandating that all school personnel requiring written translation services for parents must submit the document to the Translation Team a day or two before such document is needed for dissemination. Appropriate and timely oral interpretation services, at group and one-on-one meetings, are provided by an in-house Translation Team member who is assigned to fulfill this parent need, as needed

Part VI: LAP Assurances

School Name: _____		**School DBN:** _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Scott Wolfson	Principal		1/7/14
	Assistant Principal		
	Parent Coordinator		
Alison Schmitt	ESL Teacher		1/7/14
	Parent		
Kateri Huerta/ESL	Teacher/Subject Area		1/7/14
Gabrielle Levine-Venegas/SETSS	Teacher/Subject Area		1/7/14
Victoria Dallas-Stevenson	Coach		1/7/14
	Coach		
	Guidance Counselor		
	Network Leader		
	Other _____		
	Other _____		
	Other _____		
	Other _____		