



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : FREEDOM ACADEMY HIGH SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 13K509

PRINCIPAL: ALYSON FORDE

EMAIL: AFORDE1@SCHOOLS.NYC.GOV

SUPERINTENDENT: KAREN WATTS

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
ALYSON FORDE	*Principal or Designee	
GASTON ALLEN	*UFT Chapter Leader or Designee	
RONALD TOMLINSON	*PA/PTA President or Designated Co-President	
CHARLES CUNNINGHAM	DC 37 Representative, if applicable	
RAISUL BHUIYAN FRANCESCA JABOIN	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
FLOSSIE BROCK	Member/	
RAMONDE CHARLES	Member/	
SAMUEL GORDON	Member/	
SONIA MCLEAN	Member/	
ROBERT ROSE	Member/	
KATHERYN RUSSELL	Member/	
	Member/	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

By June 2012, Improve a positive school-wide culture to promote respect and safety as evidence by an increase in the NYC Learning Environment Survey metric area of Safety and Respect from 6.5 to 7.5.

Comprehensive needs assessment

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

Upon reviewing the NYC Learning Environment Survey, the school score is 6.5 out of a total of 10 points and below the citywide average for all high schools of 7.2.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Activity #1

- **Etiquette Month**": In student advisories on all grade levels, discussions will include job interview etiquette, professional/school etiquette, daily etiquette, and language etiquette.
- **Target Population**: The entire school community (9-12)
- **Responsible Staff Members**: Advisory Teachers: Teacher's guide and worksheets will be provided. There will also be guest presentations by partnering CBOs and visiting community groups.
- Teachers will receive training and support during their SBO meeting time to develop activities and assessment to use with students such as the Mood Meter, RAP advisory curriculum to specifically support safety and respect in the school community.
- **Implementation Timeline**: January 2012 will be called "Etiquette Month" and monthly activities will follow through June 2012 to reinforce positive behaviors that support safety and respect.

Activity #2

- **Hall Passing System:** To promote safety in the halls. Students will be given a pass to leave the room during class time. Students who do not have a pass after the hall sweeps will be written up and names submitted to the dean and administrators.
- **Target Population:** The entire school community (9-12).
- **Responsible Members:** Teachers, Dean and Administration will enforce this policy.
- **Implementation Timeline:** Fall 2011 & Spring 2012 semesters on a daily basis.

Activity #3

- **School-wide Awards Ceremony:** To recognize and promote student achievement and the achievement of others.
- **Target Population:** Students who receives 80% higher in their classes and demonstrates respect for school culture.
- **Responsible Members:** Student and teacher Awards Committee, School Aide, and Dean
- **Implementation Timeline:** The ceremony will take place at the end of each semester in a formal setting.

Activity #4

- **Honor Society:** To recognize high achievement within the school community and respect and support peer achievement.
- **Target Population:** Students with 80 averages and above, excellent conduct.
- **Responsible Members:** Academic Awards Committee will identify students who are eligible to be inducted into the honor society.
- **Implementation Timeline:** The beginning of marking period 3, Fall 2011 and will continue through each marking period for the spring semester

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- **The parent coordinator, teachers and other staff will attend regularly scheduled parent meetings to share information and respond to parent questions and inquiries.**
- **Parents will be trained on how to use ARIS Parent Link, Engrade and EChalk.**
- **Students will present outstanding class projects at monthly parent meetings from each academic department on a rotating basis.**
- **The school will host a monthly focus night such as curriculum night and create a parent resource packets to promote safety**

and respect with user-friendly instructional materials and guides such as FAHS Four Year Course of Study, Promotion and graduation requirement, FAHS Code of Behavior and Thirteen Non-negotiables and NYC Code of Discipline and. School Wide Expectations for behavior. All materials will support safety and respect.

- **Parental outreach through referral forms, positive reinforcement notes, student of the month certificates and awards, senior awards ceremonies, inviting parent chaperones on school trips.**

Strategies for attracting Highly Qualified Teachers (HQT)

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

- **Hosting a UFT Teacher Centers and staff developer who assist in facilitating professional development and mentoring to promote safety and respect within the school community.**
- **Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers ELA teachers and other academic teachers.**
- **The pupil personnel secretary will work closely the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.**
- **Mentors are assigned to support struggling and un-qualified teachers.**

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- **Children's First Network 112 will provide various supports such as expert groups, study groups, school visits and professional development specialists.**
- **Title I funds will be used assist funding professional development for school-wide advisory program to promote safety and respect.**
- **Community Based Organizations will provide opportunities for guest speakers to present to students, parents and faculty how to maintain a safe and respectful environment.**
- **Prep for Success after school program to promote academic achievement beginning in the 9th grade support these students develop appropriate respectful behavior for high students.**
- **At each faculty meeting, time allotted to inform staff of activities, strategies and progress by the committee. Committee will meet twice a month.**

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- **Title I funds will be used to reduce class size to less than 25 students in a class to promote positive interactions and individualize attention so that teacher can address and promote healthy behavior toward learning.**
- **Inquiry team funds will be used to implement, monitor and review this goal.**
- **Tax Levy funds will be used purchase consumable supplies and instructional materials.**

- Tax Levy funds will be used to fund the UFT Teacher Center to provide professional development.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

Increase the four-year cohort graduation rate from 56% to 65% by the end of the school year June 2012.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
- **Upon reviewing the June 2011 4 year cohort graduation rate, there was a significant drop of 14% from the prior year.**

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Activity #1

- **Identify students in four year cohort scheduled to graduate June 2012. Determine individual student credit accumulation and Regents Exam performance.**

- Inquiry team members, data specialist, 12th grade advisors, guidance counselor and administrators.
- Teachers will participate in an inquiry teams to develop and implement strategies, and monitor students' progress with credit accumulation and Regents Exams.
- They will report findings on a monthly basis to the SLT and cabinet throughout the 2011-12 school year.

Activity #2

- Incorporate educational technology such as Engrade, E-chalk school website, ARIS, ATS, STARS, SEISIS and phone messenger to gather and communicate information to students, parents and faculty.
- Selected teacher leaders, students, administration and parents will participate in DOE, school lead and vendor sponsored trainings on these various systems. This information will be turn-keyed to members of the school community.
- SLT members, cabinet and Inquiry teams will monitor the effectiveness of these technologies.
- Trainings will occur in the fall semester for implementation and coordination. Student progress (performance audit) will be conducted each marking period (6 times a year) during departmental common planning time, advisory, cabinet and faculty meetings.

Activity #3

- Each student's performance and skill levels will be reviewed individually and progress report card conferences will be conducted each marking period.
- During individual student conferences each marking period, faculty/advisors will assist students with metacognitive awareness, self-assessment and goal setting plans.
- In consultation with teachers, guidance, advisors and cabinet, findings will be discussed with cabinet, a plan of action and strategies such as intensive Regents preparation will be conducted to ensure student success. For students at risk of failure, individual credit recovery opportunities and tutorials will be offered by content area teachers.
- During common planning time and advisory sessions, guest speakers, college recruiters and career counselors will present to both students and faculty. In addition, annual fall college fair and spring career fair will be hosted.
- Implementation will begin September 2011 through June 2012.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- The Parent Coordinator, teachers and other staff will attend regularly scheduled parent meetings to share information and respond to parent questions and inquiries.
- Parents will be trained on how to use ARIS Parent Link to monitor, and support their child's progress to achieve graduation in four years.

- **The school will host a monthly focus night such as curriculum night and create a parent resource packets library with user-friendly instructional materials and guides (e.g., FAHS Four Year Course of Study, Promotion and graduation requirement, helping student succeed, how to read a transcript, FAHS Code of Behavior and Thirteen Non-negotiables and NYC Code of Discipline. Great Expectations, New York Kids Learn).**
- **Parental outreach through referral forms, positive reinforcement notes, student of the month certificates and awards, senior awards ceremonies, inviting parent chaperones on school trips motivate and celebrate student achievement toward graduation in 4 years.**

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- **Hosting a UFT Teacher Centers and staff developer who assist in facilitating professional development and mentoring to guide teachers on how to counsel students on transcript assessment.**
- **Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers ELA teachers and other academic teachers.**
- **The pupil personnel secretary will work closely the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.**
- **Mentors are assigned to support struggling and un-qualified teachers.**

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- **Children’s First Network 112 will provide various supports such as expert groups, study groups, school visits and professional development specialists in order to monitor student progress toward the four year graduation rate.**
- **Title I funds will be used assist funding professional development for school-wide advisory program to track and encourage students to remain focus on educational goals.**
- **Community Based Organizations will provide opportunities for guest speakers to present to students and faculty to inspire student achievement.**
- **Students are enrolled in College Now classes as early as 10th grade to introduced to college level courses and motivate on time graduation.**
-

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY’12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- **Title I funds use to reduce class size to less than 25 students to promote differentiation and individualized attention to meet students graduation needs.**
- **Inquiry team funds will be used to implement, monitor and review strategies to increase four year graduation rate..**
- **Tax Levy funds will be used purchase consumable supplies and instructional materials.**
- **Tax Levy funds will be used to fund the UFT Teacher Center.**

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
- **Increase the school-wide attendance from 74% to 83% by the end of the June 2011 school year.**

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
- **Upon reviewing school-wide attendance for the 2010-11 in the schools progress report, school-wide attendance was 75.2% which was below the citywide average of 86% for high schools.**

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Activity# 1

- **Celebrate students with perfect attendance on a monthly basis by providing them with positive incentives such as pizza parties, community events, and/or award certificates.**
- **Attendance teacher, advisors, and content area teachers will audit attendance on a daily, weekly, monthly and yearly basis in all subject classes, advisories and school-wide in order to identify patterns and trends.**
- **Inquiry team members, data specialist, attendance teacher and cabinet in consultation with the SLT will create a plan of action to promote better attendance.**
- **Time line for implementation September 2011 through June 2012.**

Activity #2

- **Encourage more regular attendance through registering students for WakeUp NYC, peer to peer support, advisor to student support and parent support through phone calls, emails, conferences and student buddy travel.**
- **Attendance teacher, inquiry team, advisory teachers, special education teacher, dean, parents, parent coordinator and students will provide students and parents with strategies to maintain and increase daily student attendance.**
- **Inquiry team will track attendance patterns and share findings with SLT and Cabinet in order to select appropriate plans of action to meet the various students' attendance needs.**
- **Faculty members will be provided with daily attendance list to monitor accurate attendance. During advisories, teachers will instruct students on**

the benefits and strategies that encourage regular timely attendance.

- **Timeline implementation September 2011 – June 2012**

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- **The attendance teacher, parent coordinator, teachers and other staff will attend regularly scheduled parent meetings and conferences to share information and respond to parent questions and inquiries.**
- **Parents will be trained on how to use ARIS Parent Link, Echalk and Engrade, and to monitor and support their child's attendance.**
- **The school will host a monthly focus night such as curriculum night and create a parent resource packets library with user-friendly instructional materials and guides such as FAHS School-wide Attendance Policy, FAHS Four Year Course of Study, Promotion and graduation requirement, helping student succeed, how to read a transcript, FAHS Code of Behavior and Thirteen Non-negotiables and NYC Code of Discipline and New York Kids Learn.**
- **Tools for parental outreach for attendance shall referral forms, positive reinforcement notes, student of the month certificates and awards, senior awards ceremonies as well as home visits.**
- **Phone messenger will be utilized to notified parents of their child attendance status on a daily basis.**

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- **Hosting a UFT Teacher Centers and staff developer who facilitates professional development to create a welcoming learning environment.**
- **Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers ELA teachers and other academic teachers.**
- **The pupil personnel secretary will work closely the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.**
- **Mentors are assigned to support struggling and un-qualified teachers. However, they are no unqualified teachers or teacher teaching out of license.**

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- **Implementation of an anti-bullying and deleting cyber-bullying campaigns in advisory program.**
- **Provide students in temporary housing with uniforms and other supports to maintain attendance.**

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- **Tax Levy funds and title 1 allocations will be use to fund an attendance teacher position.**
- **Inquiry team funds will be used to implement, monitor and review this goal.**
- **Tax Levy funds will be used purchase consumable supplies and incentives.**

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
- **Increase credit accumulation in each grade by a minimum of 7%, (students earning 10 or more credits by the end of the school year) by the end of the June 2011 school year.**

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
- **Upon reviewing the school's 2010-11 Progress Report, the score was 10.4 out of 60 in the student progress. Students performed below the city-wide average in the area of credit accumulation and weighted Regents pass rate.**

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Activity #1

- **Coordination of Classroom Environments: Teachers choose a partner(s) to support them in bringing consistency to the BBC, events/lessons calendar, differentiation and other elements of the classroom in order to support credit accumulation across all subject areas.**
- **Administration provide teachers with professional development to facilitate the implementation of strategies to support credit accumulation. Teacher and student use of technology will be incorporated in order to support credit accumulation and credit recovery.**
- **Teachers should have poster-sized monthly planners and a clear representation of the BBC in their classrooms, on the walls by mid-December, but the process for all upgrades will be ongoing through the end of the school year. Each teacher should be scheduled for weekly computer lab classes by the start of the second semester.**
- **Target Population: All students in each grade level.**
- **Responsible Staff Members: The lead teachers in each department will identify issues related to instruction and develop strategies to resolve these matters. Teachers, in consultation with administrators will assess the instructional needs, successes and failures in order to increase credit accumulation by enhancing proven approaches.**
- **Implementation Timeline: Teachers will receive technology training September through November and ongoing professional development in Common Core Learning Standards, rigorous questioning techniques and proven strategies through June 2012.**

Activity #2

- **Creation of a Academic Support Room (ASR):** Using data gathered from varying sources (ARIS, SESIS, observation, anecdotes, student work) teachers will refer students for extra help to the ASR. The group responsible for this document will also reach out to a variety of human resources including parents, students, libraries, nearby schools in order to align student need with available resources. Activities carried out in the ASR include tutoring, remediation, tracking of student data,
- **Target Population:** FAHS students, especially those in the lowest third percentile of the school and students with special needs.
- **Responsible Staff Members:** Administrator, teachers. Teachers will share in supporting students in the ASR. After referrals are gathered, students will be grouped based on need and ability. At that time teachers/qualified volunteers will be asked to support the program in varying ways; direct support (teaching), indirect support (grading papers, tracking work, preparing work)
- **Implementation Timeline:** Fall 2011 and spring 2012 semesters.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- **The teachers, attendance teacher, parent coordinator and other staff will attend regularly scheduled parent meetings to share information and respond to parent questions and inquiries to promote credit accumulation.**
- **Parents will be trained on how to use ARIS Parent Link, Echalk and Edgrade to monitor and support their child's academic progress to earn 10 or more credits yearly.**
- **The school will host a monthly focus night such as curriculum night and create a parent resource packets library with user-friendly instructional materials and guides such as FAHS Four Year Course of Study, Promotion and Graduation requirement, helping student succeed, how to read a transcript, and New York Kids Learn.**
- **Workshops for parents will include tips or techniques on how to support your child's academics progress.**
- **Parental outreach through referral forms, positive reinforcement notes, student of the month certificates and awards, senior awards ceremonies, inviting parent chaperones on school trips.**
- **Guidance conference will be mandated for student who fail one or more classes each marking period to identify and address student's needs.**
- **Phone messenger will be utilized to notified parents of their child's academic progress to promote credit accumulation.**
- **"Reach out" program to request tutors or other academic based assistance for at risk students.**
- **Provide parents training to use of technology so they can track student performance in near real-time(Engrade for grades, ARIS, e-Chalk for attendance).**
- **Provide incentive program for parents/students to motivated students academic classwork as well as credit accumulation.**

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- **Hosting a UFT Teacher Centers and staff developer who assist in facilitating professional development for credit recovery strategies and differentiation.**
- **Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers ELA teachers and other academic teachers.**
- **The pupil personnel secretary will work closely the network HR point to ensure that non-HQT meet all required documentation and assessment**

deadlines.

- **Mentors are assigned to support struggling and un-qualified teachers.**

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- **Children's First Network 112 will provide various supports such as expert groups, study groups, school visits and professional development specialists to identify and support students in the lowest third percentile.**
- **Title I funds will be used assist funding professional development for school-wide advisory program to conduct student conferences to empower student to be take responsibility for their learning.**
- **Community Based Organizations will provide opportunities for guest speakers to present to students and faculty to stress the importance of credit accumulation.**
- **All services, and coordination of the services, would start with a group of teachers from FAHS doing the necessary outreach to the library, nearby colleges, neighbor schools, students, and family members by the end of November 2011. Lead teachers (minimum 2) would then coordinate the human resources based on their skill, availability, and student need. Scheduling and student recruitment would also be the responsibility of the lead teachers. Materials will be requested first through Donors Choose grants, if they are not already available.**
- **Inquiry teams will monitor student performance and implement strategies to promote credit accumulation in all subject areas.**
-

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- **Title I funds use to reduce class size to less than 25 students in a class in order to provide more personalize/differentiated instruction in classrooms.**
- **Inquiry team funds will be used to implement strategies in after school small group instruction, monitor students and review and refine strategies in order to achieve this goal.**
- **Tax Levy funds will be used purchase consumable supplies and instructional materials to support teacher and students.**
- **Tax Levy funds will be used to fund the UFT Teacher Center to support and train teacher in performance and learning standards as well as learn strategies to reach at risk students.**
- **Tax Levy funds will be used for per session to provide after school tutoring and credit recovery in the core disciplines.**

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

Comprehensive needs assessment

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

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9								
10		20	30					
11	22	20	19	25	21	21	21	
12	15	16	11	52				

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	
Mathematics	
Science	
Social Studies	
At-risk Services provided by the Guidance Counselor	
At-risk Services provided by the School Psychologist	
At-risk Services provided by the Social Worker	
At-risk Health-related Services	

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. 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

Cluster Leader/Network Leader Kathy Pelles	District 13	Borough Brooklyn	School Number 509
School Name Freedom Academy High School			

B. Language Allocation Policy Team Composition

Principal Alyson Forde	Assistant Principal Theodicia Collins
Coach Patricia Suherland-Cohen	Coach type here
ESL Teacher Mark Robinson	Guidance Counselor Nuria Rowe-Barton
Teacher/Subject Area Nadine Cooke/Social Studies	Parent Ronald Tomlinson
Teacher/Subject Area Gloria Brown/ELA	Parent Coordinator MAXINE NORTON
Related Service Provider Mark Robinson	Other MICHELE JACKSON-KIERSTEDT
Network Leader KATHY PELLE	Other Mohamed Farouk/Science

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	0	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	10
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	224	Total Number of ELLs	4	ELLs as share of total student population (%)	1.79%
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Part II: 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 those students who may possibly be 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. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
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.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
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.
5. 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.)
6. 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. 

Paste response to questions 1-6 here

1. New students new to NYC are given the home language survey and based on the family's responses, the student may be required to sit for the Lab-r test if another language is spoken at home. Based on the results, if identified as a qualified ELL, parents are offered the choice of a free-standing ESL program, a transitional bilingual education program or a dual language program. The guidance counselor is responsible for orientating students and their families as well as programming students for the classes based on parent choice. Students are required to sit the NYSESLAT each spring if they require ELLs services based on the Lab-r test. When a student is admitted to the NYC school system, parents are actively involved in the decision-making process. This multi step process ensures the identification, the appropriate placement and educational services for every child in the New York City educational system.

Parents are given a Home Language Survey (HLIS) to identify the child's language proficiency. If the child is identified as an eligible candidate for Bilingual instructional services, an informal interview is given to the candidate by a pedagogue and the Language Battery Assessment (LAB-R) is given to identify the child as an English Language Learner or English Proficient. An entitlement letter is provided to parents to inform them about the child's identification and the child is enrolled in the appropriate program within ten days. In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. Parents participate in an orientation that describes various programs for ELL and visit classrooms with the various programs. Parents also view a parent information session where program placement options are presented with clarity and objectivity. This parent orientation is translated as needed available in nine languages. Parent brochures are disseminated in their native language to enrich the understanding of each available program. FAHS offers English Skill Class to support ELL students in our population.

To encourage continuing community involvement, ELL parents are very involved in the life of our school. During the school year, FAHS provides meetings for parents focused on instructional issues, such as assessments, standards, promotional policies, and strategies for them to support children's academic progress. Other parents are involved in our PM After School and related programs. As part of our effort to strengthen the parental involvement, several members of our school community are bilingual and ensure communication between the school and the home.

2. Parents are invited to attend and new student orientation and information regarding the student's needs are address. In addition, letters are sent to parents outlining services and programs that are offered. Orientations are held at the end of the prior school year for incoming fall students, at the beginning of the school year and during the school year on a rolling basis. Monthly letters are also sent out to parents informing them of services available in the school.

3. During new student orientation all respective information is shared with parents and students. The guidance department is the primary department for issuing and collecting information. Phone messages and outreach by the parents coordinator is also utilized to insure that all forms are returned.

4. Since the school is very small, and there are only 4 ESL students, they are placed in an English Skills/Resource Room class to provide support based on their level on the NYSESLAT test.

5. Parents have asked for a supportive ESL class to provide focused instruction.
6. Students are provided with English Skills/Resource Room classes to provide support in response to parent response requesting a freestanding ESL program.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In										2		2		4
Total	0	0	0	0	0	0	0	0	0	2	0	2	0	4

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	4	Newcomers (ELLs receiving service 0-3 years)	2	Special Education	4
SIFE		ELLs receiving service 4-6 years		Long-Term (completed 6 years)	

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 special education. [?](#)

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL			2			2				0
Total	0	0	2	0	0	2	0	0	0	0

Number of ELLs in a TBE program who are in alternate placement:

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
Spanish										1		1		2
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian										1				1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other												1		1
TOTAL	0	2	0	2	0	4								

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	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									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: ____	Other: ____
Native American: ____	White (Non-Hispanic/Latino): ____

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														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

1. How is instruction delivered?
 - 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])?
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)?
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 enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. 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?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

FAHS implements a Push in and Resource room/ Freestanding English Skills Class as a Second Language (ESL) Program. The primary goal of both programs is to assist students in achieving English Language proficiency within three years. Students are integrated with other classes that travel through an annualized blocked schedule.

Departments in each subject area meet to achieve the following goals so that ELL student needs are met;to amplify the literacy and academic skills of ELLs who participate in the program;to incorporate recognized and researched based ESL instructional strategies across content subject areas, and to give students the skills to perform at city and state grade level in all subject areas.

In the Freestanding ESL component we have 2 students, from 2 grades. They range from upper Intermediate to Advanced Proficiency levels. They all attend 360 minutes of ELA a week. Depending on their proficiency level, they receive from 180 minutes to 360 minutes a week of ESL Push In assistance in their classroom during the school day. All teachers in the ESL program are fully certified.

The goal of our ESL program is to foster full English proficiency in a supportive classroom environment. Both the ELA and ESL teachers that work with our ELLs in the ESL program are fully certified. In order to help students to progress, we utilize the following practices: Collaborative planning between ESL and ELA teachers for each unit; scaffolding is an essential part of the instructional delivery, such as Modeling, Bridging, Schema Building, Contextualization, Text Representation and Metacognition; assisting students during work periods, Conferencing with students in and out of class, informal assessments, and running records, and additional small group AIS sessions for each grade prior to all state assessments, to focus on literacy and academic language.

Beyond explicit ESL, collaboration between teachers means that there is a consideration for the language needs of ELLs. Some aspects of this policy include: content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning; cater assignments to meet learning styles; Math teachers devote extra class time to untangling difficult word problems, and require students to make verbal explanations of the problems they work on, and Social Studies teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension..The plan for for SIFE students.

The SIFE population has decreased and thus the former urgency to provide academic intervention services as an extension of the regular school program on both push in and pull out services has been suspended. However, the following strategies were implemented: making an individualized student needs assessment;creation of an AIS plan for the student focus on the literacy and math component; grade appropriate instructional support materials;differentiation of instruction in all areas;staff will receive professional development.

The plan for Long Term ELLs

Long terms ELLs are the largest number of ELLs across the grades. An analysis of their scores on the NYSESLAT, ELA and Math Regents/RCT assessments suggests that their problem is one of reading and writing. Our action plan for this group involves; an after school program, targeting reading and writing two to three days during the week;monitoring the progress of students in all content areas to differentiate instruction for literacy needs during the school day, and additional support for special education students in the after school

A. Programming and Scheduling Information

program for RCT and Regents exams.

The plan for Special Needs Students

Our policy for special needs students includes: Ensure that teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP mandates; collaboration between the ESL teacher and IEP contact person; monitoring newcomer and SIFE student for possible special needs status; the delivery of AIS services after school, lunch time and as part of our after school tutorial program.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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)

B. Programming and Scheduling Information--Continued

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

Paste response to questions 8-17 here

Students grades are monitored each marking period. Academic intervention letters are sent to parents and case and guidance conferences are held for students. During the case conferences and departmental meetings, student's work is assessed and individual goals and strategies are determined based on the student's needs such as after school or lunch time tutoring, pull out, increase time on task, and counseling sessions.

In the Freestanding ESL component we have 2 students, from 2 grades. They range from upper Intermediate to Advanced Proficiency levels. They all attend 360 minutes of ELA a week. Depending on their proficiency level, they receive from 180 minutes to 360 minutes a week of ESL Push In assistance in their classroom. All teachers in the ESL program are fully certified.

The goal of our ESL program is to foster full English proficiency in a supportive classroom environment. Both the ELA and ESL teachers that work with our ELL in the ESL program are fully certified. . In order to help students to progress, we utilize the following practices: Collaborative planning between ESL and ELA teachers for each unit; scaffolding is an essential part of the instructional delivery, such as Modeling, Bridging, Schema Building, Contextualization, Text Representation and Metacognition; assisting students during work periods, Conferencing with students in and out of class, informal assessments, and running records, and additional small group AIS sessions for each grade prior to all state assessments, to focus on literacy and academic language.

Beyond explicit ESL, collaboration between teachers means that there is a consideration for the language needs of ELLs. Some aspects of this policy include: content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning; cater assignments to meet learning styles; Math teachers devote extra class time to untangling difficult word problems, and require students to make verbal explanations of the problems they work on, and Social Studies teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension.

Instructional Materials: the Resource Room/ Freestanding ESL program does not use a particular text, using literacy instruction as an element within the framework of the America's Choice Workshop Model. This includes the use of high interest / low level texts.

The exception to this pattern is where materials are used to familiarize students with the state assessments, including:

Getting Ready for the New NYSESLAT; New York State Coach: ELA; New York State Coach: Mathematics

Supplementary Programs Common Core Learning Standards.

In order to support learning and foster community involvement, we use a portion of our funding to create supplementary programs for ELLs and their families. These include:

Unfortunately, we are not able to offer native language support in Creole, but Spanish speakers are able to sit in Spanish classes for support. For incoming students, a guidance conference and orientation session is held to determine the needs of the student in order to identify what would be the best program for the students such as push in, Resource Room/Free Standing ESL class.

The foreign language that is offered in the school community is Spanish..

B. Programming and Scheduling Information--Continued

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The foreign language that is offered in the school community is Spanish..

C. Schools with Dual Language Programs

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

D. 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 support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions 1-3 here

Professional development is provided by school staff and the Network support organization.
 School Staff: Within the schools Professional Development program, the focus is on: the literacy needs of our ELL population in order to meet the graduation requirements; Sessions are also given in Math and Science in scaffolding instruction through the use of manipulative and experiments; Technology sessions instruct content area teachers how to use online resources to make instruction more comprehensible; Support Personnel: Workshops taken by teachers on our ESL staff profession development have included: scaffolding in the content areas; some native Language Literacy Development; Differentiation in the ESL classroom; ESL in the Mathematics classroom
 In addition, our ELL teacher(s) attend a variety of off-site workshops to promote collaboration between content area and language teachers; bi Monthly faculty meeting and workshop series, which our ELA, ESL, and Social Studies teachers have attended together over the last three years; Social Studies and Technology workshop, and Wilson Reading Program for Special Education teachers.

E. Parental Involvement

1. Describe parent involvement in your school, including 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?

Paste response to questions 1-4 here

1. Parent involvement is low. However, monthly phone messages and mailings are sent out in English, Spanish and Bengali.
 2. Parent invitations for supportives sessions have been sent to parents, but responses have been poor.
 3. Parents' needs are evaluated through orientation sessions, requests from the PTA, parent surveys, and parent conferences.
 4 Parent support is offered through the PA and the parent coordinator to partner families with various community based organizations.
 Translation and Interpretation Services: These services are offered to increase the involvement of parents in the TBE program, additional funding is available to translate important policy documents, mainly in Spanish, Creole and Bengali. Among the documents we have made available is the school's Comprehensive Education Plan. Additionally, interpretation services are a daily help in communication between school staff and parents .

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

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)														0
Intermediate(I)														0
Advanced (A)														0

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	2			
Integrated Algebra	2		1	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology	2			
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government	2			
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?

Additional Information

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

Paste additional information here

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)
Alyson Forde	Principal		12/1/11
Theodicia Collins	Assistant Principal		12/1/11
Maxine Norton	Parent Coordinator		12/1/11
Mark Robinson	ESL Teacher		12/1/11
Ronald Tomlinson	Parent		12/1/11
Gloria Brown/ELA	Teacher/Subject Area		12/1/11
Nadine Cooke/Social Studies	Teacher/Subject Area		12/1/11
Patricia Sutherland-Cohen	Coach		12/1/11
	Coach		
Nuria Rowe-Barton	Guidance Counselor		12/1/11
Kathy Pelles	Network Leader		12/1/11
Mohamed Farouk/Science Teacher	Other		12/1/11
Julia Todoli/Foreign Language	Other		12/1/11
Mark Robinson/Special Educatio	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 13K509 **School Name:** FREEDOM ACADEMY HIGH SCHOOL

Cluster: 1 **Network:** 112

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

Part A: Needs Assessment Findings

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

Using biographical data, home language survey responses, information from applications to the Freedom Academy HS, and review of ARIS and ATS data, we identified households wherein English may not be the primary spoken language. This information is then confirmed via phone calls to the home and/or in person interviews with students, parents and guardians.

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

Analysis of our findings indicates that the Freedom Academy High School is meeting the needs of the variety of home languages via:

- the translation of our monthly calendar and communication website that can be translated into a variety of languages
- the translation of letters sent home by our bi-lingual school aide (Haitian Creole) and bi-lingual guidance counselor and Spanish Teacher (Spanish), and via the articulated availability to outsource for interpretation services
- translated Open House Flyers and application available online via our webpage in several of the major languages using DOE translation services
- translated documents distributed and sent home and posted on website
- posted links to free web-based translation services of any document posted on our website

All findings herein are reported monthly at PTA Meetings by the Principal during the Principal's Report. Such is then made available via the school's website. All monthly School Leadership Team Agendas and Minutes are also available within the building. The school's CEP is available on our website as well.

Part B: Strategies and Activities

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

At Parent Orientation Meetings we articulate our ability to have all documents translated as necessary. After collecting needed data, we contact homes to ascertain if there is a specific dialect for which we may need to access translation vendors. We then proactively send translated documents home to specified households based upon data analysis. We have a staff that is on hand and available to speak/interpret the following languages: Spanish, Bengali and French/Haitian-Creole. We have a small but active parent body that has the capacity to translate into other languages as needed. During Parent Teacher Conferences we ensure guests are able to see signs indicating translation via phone through the DOE service is available. We also do make all of our marketing and recruitment documents re: Open Houses and Applications available in translated form over the counter and on the website.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Oral translation is done in-house primarily by our school aide/translation specialist, Spanish Teachers as well as bi-lingual counselor . As needed at PTA Meetings and other events, we can pay in-house oral translators to work on hand and we make known via postings the available DOE Translation Unit's availability during Parent Teacher Conferences. We also use school messenger to make announcements and translation have be made available in other languages. This is yet another way to improve communication with all of our parents and guardians.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

