



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : FORT GREENE PREPARATORY ACADEMY

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 13K691

PRINCIPAL: PAULA LETTIERE **EMAIL:** PLETTIE2@SCHOOLS.NYC.GOV

SUPERINTENDENT: BARBARA FREEMAN

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
Paula Lettiere	*Principal or Designee	
Melissa Peters	*UFT Chapter Leader or Designee	
Keisha Booker	*PA/PTA President or Designated Co-President	
Alima Rowley	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Patrice Fenton	Member/UFT	
Ryan Minezzi	Member/UFT	
Kristin Cangemi	Member/UFT	
Angie Peterkin	Member/Parent	
Urasia Clayburn	Member/Parent	
Rosebel Morales	Member/Parent	
	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

75% of students will demonstrate proficiency in modeling mathematics and constructing arguments based on mathematical reasoning as measured by a teacher-made rubric to assess performance on a task aligned to the Common Core State Standards.

Comprehensive needs assessment

- **55% of the total students (incoming 6th and promoted 7th grade students) performed at a level 2 or below in Math as indicated by the 2010-2011 state examinations. 55% of the total students showed some regression in their level as compared to the state examination results from the 2009-2010 school year. 57% of the total Special Education populations showed some regression in their level as compared to the state examination results from the 2009-2010 school year. 41% of the total ELL population *showed some regression in their level as compared to the state examination results from the 2009-2010 school year.***

Instructional strategies/activities

- Math Vertical teams will align one unit of study to the Common Core State States with a specific focus on modeling mathematics and constructing arguments based on mathematical reasoning. Using a teacher made rubric, teachers will conduct a pre and post assessment to determine growth in this area with a goal of 75% proficiency among all learners.
 - a. Small group instruction will be conducted as part of the 37 ½ AIS instruction period for students at or below a level 2 and students in the SpEd and ELL subgroups. Additional instruction will be provided to students before school focusing on remediation of level 2 or below students, SpEd and ELL subgroups, as well as an accelerated learning program to push achievement in the level 3 and 4 subgroups. An additional Saturday academy will be implemented focusing on remediation of level 2 or below students, SpEd and ELL subgroups, as well as an accelerated learning program to push achievement in the level 3 and 4 subgroups. Computer technology will be utilized to support ELL populations and to allow for translated materials.
 - b. Collaborative team teaching and academic support teaching assistants allow for small group targeted instruction to the Special Education and ELL subgroups in class.
 - c. Weekly data meetings allow the grade teams to meet and review the data and progress of students. Specific intervention and acceleration learning plans are then designed based this data to ensure the steps taken are effective. Grade team meetings are utilized to analyze the effectiveness of lesson and unit plans and to provide feedback to staff to improve planning.
 - d. This unit will be implemented during the Spring term and run for a period of 2 months leading up to the State Mathematics examination.

Strategies to increase parental involvement

- The school utilizes the Jupitergrades online grading system so that parents have ready access to their child's progress continuously. This system allows for staff to email parents regarding progress and parents to email teachers with questions or concerns. For parents that do not have access to the Internet, teachers communicate progress via telephone or through face to face conferencing. Progress reports are sent home mid-marking period via back pack to ensure parents are aware of the standing of their child. The school website and the school autodiater system is utilized to provide parents with school updates. Translated versions of all documentation are available to parents as needed.

Strategies for attracting Highly Qualified Teachers (HQT)

An on-site Math coach provides professional development to the Math Vertical team to best align curriculum to the Common Core State Standards. Grade team leaders and Special Education teacher leaders are receiving ongoing professional development in meeting the needs of all learners and looking at student work. This training is then turn-keyed to the general staff to apply in their planning. Grade team meetings are utilized to analyze the effectiveness of lesson and unit plans and to provide feedback to staff to improve planning. On site network coaching around unit and lesson development is provided by the network to all pedagogical staff. On site network coaching around meeting the needs of all learners is provided by the network to all pedagogical staff.

Service and program coordination

- The guidance team works in partnership with the housing authorities to support the academic progress of students in temporary housing. A partnership with the local community center allows for additional enrichment of our students after the school day ends, including homework help and tutoring.

Budget and resources alignment

- SWP funding is being utilized to fund the staff of the morning and Saturday intervention and accelerated learning programs. SWP funding is being utilized to fund the purchase of curriculum materials for the morning and Saturday intervention and accelerated learning programs. SWP funding is being utilized to fund the on-site Math coach. SWP funding is being used to partially fund the grade team leader positions to allow for teacher-led professional development during the regular school day. SWP funding is being utilized for Jupitergrades online grading software, the school website and the autodialer system to increase parental communication.

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

75% of students will demonstrate growth in mathematical performance on the 2011-2012 State Exam as compared to performance in 2010-2011 school year as demonstrated by the ARIS growth comparison.

Comprehensive needs assessment

- **55% of** the total **students** (incoming 6th and promoted 7th grade students) performed at a level 2 or below **in Math** as indicated by the 2010-2011 state examinations. 55% of the total students showed some regression in their level as compared to the state examination results from the 2009-2010 school year. 57% of the total Special Education populations showed some regression in their level as compared to the state examination results from the 2009-2010 school year. 41% of the total ELL population showed some regression in their level as compared to the state examination results from the 2009-2010 school year.

Instructional strategies/activities

- Math Vertical teams will align one unit of study to the Common Core State States with a specific focus on modeling mathematics and constructing arguments based on mathematical reasoning. Using a teacher made rubric, teachers will conduct a pre and post assessment to determine growth in this area with a goal of 75% of students showing growth..
 - e. Small group instruction will be conducted as part of the 37 ½ AIS instruction period for students at or below a level 2 and students in the SpEd and ELL subgroups. Additional instruction will be provided to students before school focusing on remediation of level 2 or below students, SpEd and ELL subgroups, as well as an accelerated learning program to push achievement in the level 3 and 4 subgroups. An additional Saturday academy will be implemented focusing on remediation of level 2 or below students, SpEd and ELL subgroups, as well as an accelerated learning program to push achievement in the level

- 3 and 4 subgroups. Computer technology will be utilized to support ELL populations and to allow for translated materials.
- f. Collaborative team teaching and academic support teaching assistants allow for small group targeted instruction to the Special Education and ELL subgroups in class.
 - g. Weekly data meetings allow the grade teams to meet and review the data and progress of students. Specific intervention and acceleration learning plans are then designed based this data to ensure the steps taken are effective. Grade team meetings are utilized to analyze the effectiveness of lesson and unit plans and to provide feedback to staff to improve planning.
 - h. Interim Assessments will be conducted 4 times through the course of the year. The analysis of this data will guide teacher planning and instruction to ensure effectiveness of instruction.
 - i. Growth will be measured based on progress made from September 2011 through June 2012.

Strategies to increase parental involvement

- The school utilizes the Jupitergrades online grading system so that parents have ready access to their child’s progress continuously. This system allows for staff to email parents regarding progress and parents to email teachers with questions or concerns. For parents that do not have access to the Internet, teachers communicate progress via telephone or through face to face conferencing. Progress reports are sent home mid-marking period via back pack to ensure parents are aware of the standing of their child. The school website and the school autodiater system is utilized to provide parents with school updates. Translated versions of all documentation are available to parents as needed.

Strategies for attracting Highly Qualified Teachers (HQT)

An on-site Math coach provides professional development to the Math Vertical team to best align curriculum to the Common Core State Standards. Grade team leaders and Special Education teacher leaders are receiving ongoing professional development in meeting the needs of all learners and looking at student work. This training is then turn-keyed to the general staff to apply in their planning. Grade team meetings are utilized to analyze the effectiveness of lesson and unit plans and to provide feedback to staff to improve planning. On site network coaching around unit and lesson development is provided by the network to all pedagogical staff. On site network coaching around meeting the needs of all learners is provided by the network to all pedagogical staff. A math specific network-led consultancy on the development of Math curriculum will be conduct to increase teacher effectiveness.

Service and program coordination

- The guidance team works in partnership with the housing authorities to support the academic progress of students in temporary housing. A partnership with the local community center allows for additional enrichment of our students after the school day ends, including homework help and tutoring. Outside counseling recommendations with partner organizations will be provided for students in need of emotional support to ensure academic proficiency.

Budget and resources alignment

- SWP funding is being utilized to fund the staff of the morning and Saturday intervention and accelerated learning programs. SWP funding is being utilized to fund the purchase of curriculum materials for the morning and Saturday intervention and accelerated learning programs. SWP funding is being utilized to fund the on-site Math coach. SWP funding is being used to partially fund the grade team leader positions to allow for teacher-led professional development during the regular school day. SWP funding was utilized to purchase the FastMath and Do the Math programs for the Special Education subgroup. SWP funding is being utilized for Jupitergrades online grading software, the school website and the autodialer system to increase parental communication.

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

Average daily attendance for students with IEPs will improve by 2% from the previous school year. Student Achievement: In order to increase academic achievement by students with IEPs, we will increase average daily attendance of students with IEPs.

Comprehensive needs assessment

80% of the total Special Education population performed at a level 2 or below on the 2010-2011 State ELA Exam. 75% of the total Special Education population performed at a level 2 or below on the 2010-2011 State Math Exam. Special Education attendance for the 2010-2011 school year was 88%. 57% of the total Special Education population showed some regression in their Math level as compared to the state examination results from the 2009-2010 school year. 50% of the total Special Education populations showed some regression in their level as compared to the state examination results from the 2009-2010 school year.

Instructional strategies/activities

- Attendance goals will be written in to student IEPs
- Advisory teachers will teach lessons on the importance of attendance as part of the Advisory class
- Attendance goals and progress toward them will be articulated as part of morning assembly daily
- Calls will be conducted daily to students who are absent or late
- The families of students who have been absent more than 3 days will be contacted by the guidance department for a meeting regarding improving the student's attendance
- Incentives for perfect attendance will be put in place (I.E.: Perfect attendance and attendance improvement awards at quarterly awards assemblies, in class teacher-based awards for the most impacted students, guidance acknowledgement lunches for students meeting their attendance goals)
- Progress will be measured from September 2011 through June 2012 and be compared to the attendance average of students with IEPs from the 2010-2011 school year.

Strategies to increase parental involvement

- Calls will be conducted daily to students who are absent or late
- The families of students who have been absent more than 3 days will be contacted by the guidance department for a meeting regarding improving the student's attendance
- Incentives for perfect attendance will be put in place (I.E.: Perfect attendance and attendance improvement awards at quarterly awards assemblies, in class teacher-based awards for the most impacted students, guidance acknowledgement lunches for students meeting their attendance goals)
- Jupitergardes, the school website and the school autodiater system is utilized to provide parents with school updates. All provide translations as needed.

Strategies for attracting Highly Qualified Teachers (HQT)

- Staff participates in ongoing school culture analysis and planning to continually improve the experience of students. Special Education team leader participates in one full day of professional development around meeting the needs of all learners each month, which is then turn-keyed to the Special Education team to ensure this subgroup's needs are being met. Special Education team meetings focus on student data and instruction is modified to ensure the effectiveness of instruction for this subgroup. The Pupil Personnel and Guidance teams meet weekly to analyzed effectiveness of parent partnerships around the Special Education subgroup's attendance and to create action plans and outreach based on need.

Service and program coordination

- The guidance team works in partnership with the housing authorities to support the academic progress of students in temporary housing. A partnership with the local community center allows for additional enrichment of our students after the school day ends, including homework help and tutoring. Outside counseling recommendations with partner organizations will be provided for students in need of emotional support to ensure academic proficiency. The CHAMPS athletic program is being utilized to create high-interest activities for this subgroup to further encourage attendance and participation in school. The Guidance team has partnered with the I Will Graduate organization to provide special events and incentives to motivate the Special Education subgroup to be focused on their academic progress and High School graduation.

Budget and resources alignment

- SWP funding has been allocated to fund high interest field trips for the subgroups. SWP funding has been allocated to purchase technology for in class use increase student attendance and participation. A Community Coordinator has been hired to increase parent partnership around the increase of attendance in this subgroup and a full-time guidance counselor has been hired to support the emotional development necessary for increased attendance. SWP funding is being utilized for Jupitergrades online grading software, the school website and the autodialer system to increase parental communication.

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

75% of students will demonstrate growth in English/Language Arts performance on the 2011-2012 State Exam as compared to performance in 2010-2011 school year as demonstrated by the ARIS growth comparison.

Comprehensive needs assessment

61% of the total students (incoming 6th and promoted 7th grade students) performed at a level 2 or below in **ELA** as indicated by the 2010-2011 state examinations. 51% of the total students showed some regression in their level as compared to the state examination results from the 2009-2010 school year. 50% of the total Special Education populations showed some regression in their level as compared to the state examination results from the 2009-2010 school year. 16% of the total ELL population showed some regression in their level as compared to the state examination results from the 2009-2010 school year.

Instructional strategies/activities

- ELA Vertical teams will align one unit of study to the Common Core State States with a specific focus comprehension of non-fiction text and expressing comprehension through writing on demand. Using a teacher made rubric, teachers with conduct a pre and post assessment to determine growth in this area with a goal of 75% of students showing growth.
 - j. Small group instruction will be conducted as part of the 37 ½ AIS instruction period for students at or below a level 2 and students in the SpEd and ELL subgroups. Additional instruction will be provided to students before school focusing on remediation of level 2 or below students, SpEd and ELL subgroups, as well as an accelerated learning program to push achievement in the level 3 and 4 subgroups. An additional Saturday academy will be implemented focusing on remediation of level 2 or below students, SpEd and ELL subgroups, as well as an accelerated learning program to push achievement in the level 3 and 4 subgroups. Computer technology will be utilized to support ELL populations and to allow for translated materials.
 - k. Collaborative team teaching and academic support teaching assistants allow for small group targeted instruction to the Special Education and ELL subgroups in class.
 - l. Weekly data meetings allow the grade teams to meet and review the data and progress of students. Specific intervention and acceleration learning plans are then designed based this data to ensure the steps taken are effective. Grade team meetings are utilized to analyze the effectiveness of lesson and unit plans and to provide feedback to staff to improve planning.
 - m. Interim Assessments will be conducted 4 times through the course of the year. The analysis of this data will guide teacher planning and instruction to ensure effectiveness of instruction.
 - n. Growth will be measured based on progress made from September 2011 through June 2012.

Strategies to increase parental involvement

- The school utilizes the Jupitergrades online grading system so that parents have ready access to their child's progress continuously. This system allows for staff to email parents regarding progress and parents to email teachers with questions or concerns. For parents that do not have access to the Internet, teachers communicate progress via telephone or through face to face conferencing. Progress reports are sent home mid-marking period via back pack to ensure parents are aware of the standing of their child. The school website and the school autodiater system is utilized to provide parents with school updates. Translated versions of all documentation are available to parents as needed.

Strategies for attracting Highly Qualified Teachers (HQT)

Grade team leaders and Special Education teacher leaders are receiving ongoing professional development in meeting the needs of all learners and looking at student work. This training is then turn-keyed to the general staff to apply in their planning. Grade team meetings are utilized to analyze the effectiveness of lesson and unit plans and to provide feedback to staff to improve planning. On site network coaching around unit and lesson development is provided by the network to all pedagogical staff. On site network coaching around meeting the needs of all learners is provided by the network to all pedagogical staff. Literacy coaching and co-planning is conducted by the Humanities team leader in the weekly Humanities meeting as well as through one-on-one planning sessions throughout the week.

Service and program coordination

- The guidance team works in partnership with the housing authorities to support the academic progress of students in temporary housing. A partnership with the local community center allows for additional enrichment of our students after the school day ends, including homework help and tutoring. Outside counseling recommendations with partner organizations will be provided for students in need of emotional support to ensure academic proficiency.

Budget and resources alignment

- SWP funding is being utilized to fund the staff of the morning and Saturday intervention and accelerated learning programs. SWP funding is being utilized to fund the purchase of curriculum materials for the morning and Saturday intervention and accelerated learning programs. SWP funding is being utilized to fund the on-site Math coach. SWP funding is being used to partially fund the grade team leader positions to allow for teacher-led professional development during the regular school day. SWP funding was utilized to purchase the FastMath and Do the Math programs for the Special Education subgroup. SWP funding is being utilized for Jupitergrades online grading software, the school website and the autodialer system to increase parental communication.

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	53	40	13	13	16	0	1	0
7	60	62	10	15	19	0	1	0
8								
9								
10								
11								
12								

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	One-on-one and small group tutoring during lunch Small group novel studies and reading groups before school Test skill booster in small group using <i>Get Ready NY</i> and <i>BuckleDown NY</i> preparation materials after school and during Saturday Academy Leveled reading in class and station work
Mathematics	One-on-one and small group tutoring during lunch Small group math study groups before school Test skill booster in small group using <i>Get Ready NY</i> and <i>BuckleDown NY</i> preparation materials after school and during Saturday Academy Small group and station work during class
Science	One-on-one and small group tutoring during lunch. Hands-on experimentation in class.
Social Studies	One-on-one and small group tutoring during lunch. Project-based learning in class.
At-risk Services provided by the Guidance Counselor	One-on-one and small group counseling targeting academic performance and the adoption of behaviors that support academic success. Small group tutoring for at risk students. Targeted behavior interventions plans to support students toward higher academic performance. Parent/guardian supports for partnering in at-risk students' interventions/support to achieve academic success.
At-risk Services provided by the School Psychologist	One-on-one and small group counseling targeting academic performance and the adoption of behaviors that support academic success. Targeted behavior interventions plans to support students toward higher academic performance. Parent/guardian supports for partnering in at-risk students' interventions/support to achieve academic success.

<p>At-risk Services provided by the Social Worker</p>	<p>One-on-one and small group counseling targeting academic performance and the adoption of behaviors that support academic success. Targeted behavior interventions plans to support students toward higher academic performance. Parent/guardian supports for partnering in at-risk students' interventions/support to achieve academic success.</p>
<p>At-risk Health-related Services</p>	<p>One-on-one and small group counseling targeting academic performance and the adoption of behaviors that support healthy living. Targeted behavior interventions plans to support students toward healthy living. Parent/guardian supports for partnering in at-risk students' interventions/support to achieve healthy lifestyle. Support of school nurse to monitor and administer to medical specific needs.</p>

**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 Marina Cofield	District 13	Borough Brooklyn	School Number 691
School Name Fort Greene Preparatory Academy			

B. Language Allocation Policy Team Composition [?](#)

Principal Paula Lettiere	Assistant Principal n/a
Coach	Coach Courtney Dowd
ESL Teacher Tina Giambastiani	Guidance Counselor Shellae Washington
Teacher/Subject Area Emily Matassa	Parent Urasia Clayburne
Teacher/Subject Area Allison Mahon	Parent Coordinator Ayanna Roberts
Related Service Provider Patrice Fenton	Other
Network Leader Marina Cofield	Other

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
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	16
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	184	Total Number of ELLs	8	ELLs as share of total student population (%)	4.35%
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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. 

1. Upon enrollment, potential ELLs are identified by conducting an informal oral interview, in English and/or native language, to complete the HLIS survey--surveying the language that is spoken in the home. The HLIS survey and interview will be conducted by the ESL pedagogue or principal within 10 days of enrollment. The interview is conducted by ESL pedagogue in English and Spanish, and NYDOE translation services are called if translation services are needed for other native languages. Initial student class placement is based on this interview, and confirmed after LAB-R testing by ESL pedagog within 10 days of enrollment. Upon confirmation of ELL status, parental notification explaining placement and procedures are sent in the native language. All ELLs complete the annual NYSESLAT assessment to measure progress towards English language proficiency. Testing is scheduled and coordinated by the school testing coordinator with assistance from the ESL coordinator. ESL staff includes:

2. Parent orientation is conducted by ESL staff at the time of first enrolment, in the native language by staff or NYDOE translation. At this time, parent choices are explained, information is provided in the native language, parents watch the informational DVD, and ask questions regarding the program and instruction. The parent survey and program choice form is completed at the time of enrollment, with parents notified that students will complete the LAB-R within 10 days to verify ELL status.

3. Entitlement letters are given to parents and students when they enroll. To ensure that parents complete and return the Parent Survey and Program Selection forms, parent orientations are conducted at time of enrollment by ESL staff. If a parent chooses not to complete the forms during the orientation, the ESL coordinator will contact parents by phone to ensure the forms are returned within 10 days of enrollment. Entitlement letters are mailed upon completion of LAB-R assessment, within 10 days of student enrollment.

4. At time of enrollment and based on the findings from the parent interview and the HLIS form, new ELLs are placed in the requested program based on availability. If a program is not available because there are not enough students enrolled to create a program, parents will be informed that we will open the program as soon as we have 15 students enrolled in that program among 2 consecutive grades. Once 15 students are enrolled, parents will be contacted via phone and letter in the appropriately translated language. Initial placement is provisional; contingent on results of the LAB-R assessment, conducted within 10 days of enrollment. Parents are consulted if students' initial placement is not supported by their LAB-R results (i.e. tested proficient).

5. SEMS, ARIS and ATS data are analyzed yearly to determine trends of requests. Since the school's beginning 2 years ago, 8 ELL students have been enrolled. Only one newcomer has enrolled. The 7 returning ELLs were enrolled by other schools in ESL. The newcomer requested transitional-bilingual but was placed in ESL because there were not enough students to support the program. Should 15 students in of the same language in one or 2 consecutive grades request TBE, the class will opened and parents informed.

6. The programs offered at FGPA (ESL) are based on NYS research-proven successful program models and staff resources. Continuing ELL students enrolled after participating in various programs at several other schools. Parents were informed of student program placement for 2010-2011 in parent notifications which also note scores on most recent LAB-R or NYSESLAT.

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							1	1						2
Push-In														0
Total	0	0	0	0	0	0	1	1	0	0	0	0	0	2

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	7	Newcomers (ELLs receiving service 0-3 years)	2	Special Education	5
SIFE	0	ELLs receiving service 4-6 years	4	Long-Term (completed 6 years)	1

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	6	0	5	2	0	0	0	0	0	8

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		
Total	6	0	5	2	0	0	0	0	0	8

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

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

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

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?

1a) The organizational models used in the ESL program are push-in and pull-out. ESL pull-out instruction is provided to one group of students, who are transitioned to a push-in model as their proficiency increases: 1) intermediate and advanced ELLs.

1b) ESL program model is push-in and pull-out, and uses heterogeneous grouping. ELLs in 6th and 7th grade who receive ESL instruction remain with their home class for content instruction with pull-out and push in support ESL support.

2. Staff organization for mandated ESL instructional minutes is arranged to ensure standard, varied, grade-level instruction for students in heterogeneous class settings push-in ESL, and pull-out ESL class.

Students in ESL programs receive ESL instruction from a certified ESL instructor. Content courses are taught by certified content teachers (math, science, history) with push-in ESL support.

2 a) and b)

All of our students receive the mandated ESL/ELA allotted instruction time based on student proficiency levels, 540 minutes for Beginners, 360 minutes for Intermediate, and 180 minutes for Advanced. In compliance with the New York City Department of Education's Division of Assessment and Accountability, all modifications for ELLs are implemented for city and state examinations. Explicit instruction is delivered by a certified ESL teacher to students. Students testing advanced on the NYSESLAT are programmed for at least 180 minutes of English Language Arts.

3. Content areas of math, science, and humanities/history include standard, varied, grade-level instruction for students in the ESL programs. All content courses are provided by instructors certified in their area, using native language where possible to make content comprehensible, and ESL scaffolding strategies to enhance language development. ESL teacher plans collaboratively with grade teams twice a week for 45 minutes and supports all content areas with differentiation.

4. Newcomer ELLs are provided copies of the State Math exam that are translated into their native language when appropriate.

5. Instruction is differentiated for all ELL subgroups. Starting in November, FGPA will provide an additional 2 hours of instruction in reading and math as part of the after school program. In addition, to these added instructional supports, the following instructional differentiation is provided for specific ELL subgroups:

5a) SIFE Students: We are not currently servicing SIFE students. Should we receive SIFE students, teachers will provide additional

A. Programming and Scheduling Information

instruction support and analyze data to target areas of weakness. Lessons will be scaffolded to activate prior knowledge of the students and allow access to the content. In groups of 5 or less SIFE students would be provided with targeted reading development, and basic math skill building for 100 minutes a week, in addition to language services.

5b) Newcomers in US schools less than 3 years: We have two Spanish-speaking newcomers receive native language instruction through the ESL program, use and have access to native language materials in all classes, and receive native language support from Spanish-speaking teachers and staff. We have one recently arrived Bengali-speaking student (less than one year in US schools) who receives additional pull-out intensive, and structured ESL instruction through computer technology 4 periods a day.

5c) ELLs in US schools 4-6 years: We have 5. Administrators and teachers analyze available and current test data (NYSESLAT, ELA, Math, period content assessments) to determine instructional areas of greatest need and target instruction accordingly to promote language acquisition in all four domains. In-class instructional grouping allows targeted intervention to promote progress and challenge.

5d) Long-term ELLs (more than 6 years): We are currently not servicing any Long-term ELLs. Should we receive a long-term ELL, administrators and teachers will analyze available and current test data (NYSESLAT, ELA, Math, periodic content assessments) to determine instructional areas of greatest need and target instruction accordingly to promote language acquisition in all four domains, with an emphasis on academic language building and application.

5 e) ELLs with special needs: Multiple needs students receive ESL instruction as specified in their IEPs, in addition to mandated services in self-contained or collaborative team teaching settings. ESL instructors work with certified special educators and therapists to build language in accordance with the students' other instructional and learning needs, and with mandated accommodations for individual students.

6. Scaffolding and visual graphic organizers are used in every class to support language acquisition. Students are organized into flexible groups so that they may work with their peers to support learning. Bilingual dictionaries and online programs are used to assist learning in the regular classroom. In Language Arts and Mathematics, students have two teachers to support smaller teacher to student ratios and small targeted group learning.

7. ELLs receive the majority of their support services during the Advisory period which allow them to attend all major courses in the least restrictive environment and learn amongst their peers. Technology is used to support language development in class through the use of online bilingual dictionaries and language building programs such as BrainPop.

Courses Taught in Languages Other than English ⓘ

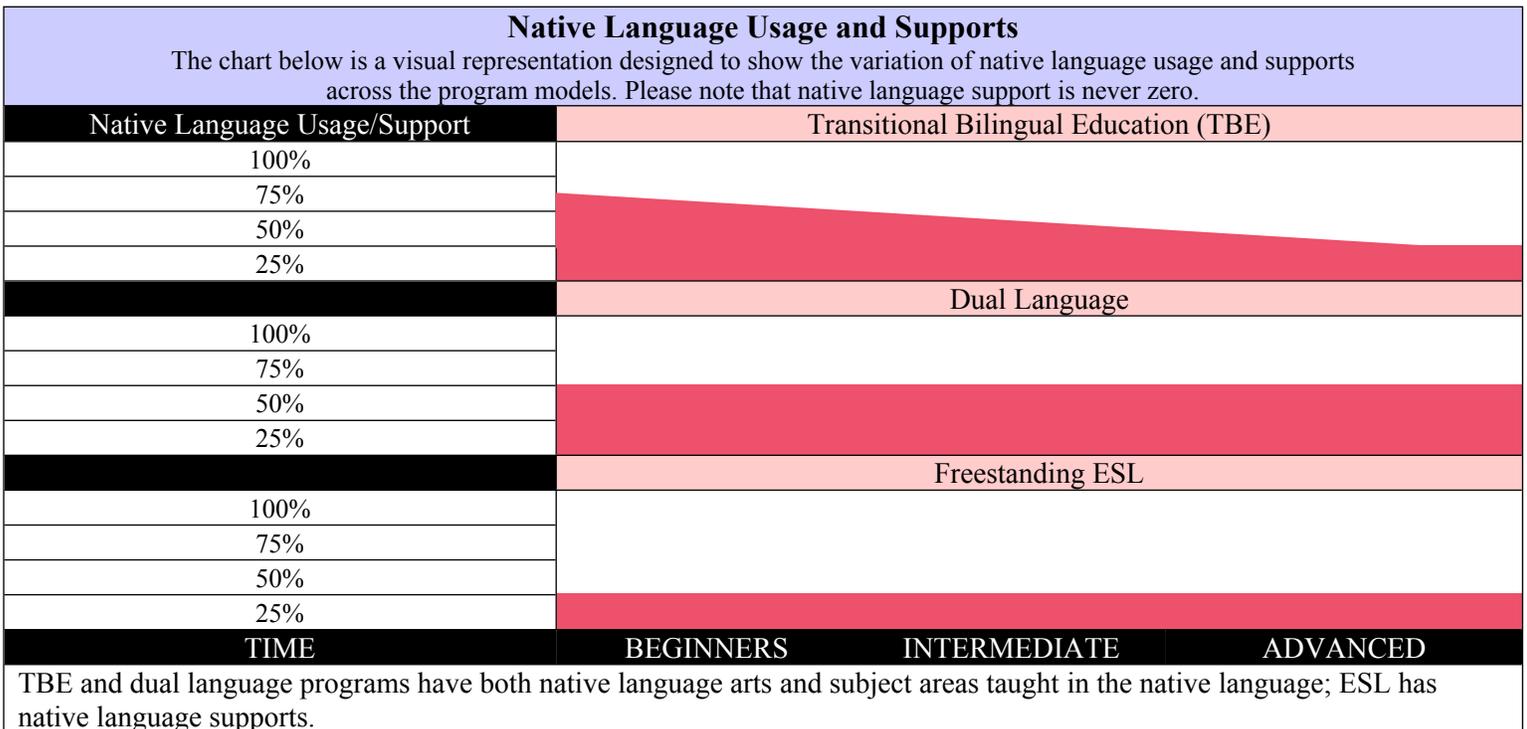
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- 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



B. Programming and Scheduling Information--Continued

- 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

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?

8. ELA: FGPA uses differentiated lesson planning and targeted literacy instruction based on McLeod reading level and Acuity assessment data to build literacy levels. In addition, ELLs will attend the extended day program (commencing in November) for an additional hour of instruction twice weekly in ELA, including reading comprehension and writing skills. Computer technology and online literacy programs enhance learning throughout all subject levels.

Math: FGPA uses differentiated lesson planning and targeted instruction based on the Acuity assessment data. ELLs will attend the extended day program (commencing in November) for an additional hour of instruction twice weekly in math, including computation and grade-level concept skills.

9. ELLs achieving proficiency on NYSESLAT will have continuing transitional support within classes from content teachers who meet regularly with ESL instructor to learn and apply ESL teaching methodologies to support continued language support and development. All teachers at FGPA participate in weekly group team meetings, at which individual student needs and instructional strategies are discussed. Teachers will also receive regularly scheduled professional development on differentiation instructional strategies for ELLs and Students with Disabilities during the year by outside coaches.
10. We will continue to assess student progress in different settings under various instructional program models, and make adaptations as student needs and progress dictate. In addition, we are monitoring parent program choice requests as we receive new ELLs to the school, and may develop additional ESL programs based on parent selection. We are specifically focusing on the use of technology and online literacy programs to boost student learning this year.
11. At this point we have no plans to discontinue any ELL programs, but will make changes as data indicates which instructional models are most effective in meeting the language development needs of all ELL subgroups.
12. All ELLs at FGPA have equal access to all school programs, including service learning roles, after school clubs, extended day instructional programs, and off-campus learning trips.
13. Instructional materials for ELLs include a range of bilingual Spanish texts and leveled readers in the content areas. Computer literacy programs such as BrainPop ESL are used to boost student learning.
14. Spanish-speaking ELLs in the ESL program receive support from the ESL instructor who speaks Spanish, and Special Education teachers who also speak Spanish. Currently there are two languages represented in our ELL population, although Spanish is the only language shared by instructors. We have one IEP student who speaks Arabic. He receives additional literacy support in his small group setting through the Special Education teacher and paraprofessional.
15. FGPA currently serves the 6th and 7th grades. All instruction is linked to and guided by NYS 6th and 7th grade standards for content, ESL and ELA.
16. FGPA conducts a summer orientation session for all students in September, two weeks before the first day of school. In this orientation, all students (including new ELLs) and their parents meet teachers, learn about class expectations and requirements, tour the school, and engage in team building activities to build friendships and school culture.

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?

8. ELA: FGPA uses differentiated lesson planning and targeted literacy instruction based on McLeod reading level and Acuity assessment data to build literacy levels. In addition, ELLs will attend the extended day program (commencing in November) for an additional hour of instruction twice weekly in ELA, including reading comprehension and writing skills. Computer technology and online literacy programs enhance learning throughout all subject levels.

Math: FGPA uses differentiated lesson planning and targeted instruction based on the Acuity assessment data. ELLs will attend the extended day program (commencing in November) for an additional hour of instruction twice weekly in math, including computation and grade-level concept skills.

9. ELLs achieving proficiency on NYSESLAT will have continuing transitional support within classes from content teachers who meet regularly with ESL instructor to learn and apply ESL teaching methodologies to support continued language support and development. All teachers at FGPA participate in weekly group team meetings, at which individual student needs and instructional strategies are discussed. Teachers will also receive regularly scheduled professional development on differentiation instructional strategies for ELLs and Students with Disabilities during the year by outside coaches.
10. We will continue to assess student progress in different settings under various instructional program models, and make adaptations as student needs and progress dictate. In addition, we are monitoring parent program choice requests as we receive new ELLs to the school, and may develop additional ESL programs based on parent selection. We are specifically focusing on the use of technology and online literacy programs to boost student learning this year.
11. At this point we have no plans to discontinue any ELL programs, but will make changes as data indicates which instructional models are most effective in meeting the language development needs of all ELL subgroups.
12. All ELLs at FGPA have equal access to all school programs, including service learning roles, after school clubs, extended day instructional programs, and off-campus learning trips.
13. Instructional materials for ELLs include a range of bilingual Spanish texts and leveled readers in the content areas. Computer literacy programs such as BrainPop ESL are used to boost student learning.
14. Spanish-speaking ELLs in the ESL program receive support from the ESL instructor who speaks Spanish, and Special Education teachers who also speak Spanish. Currently there are two languages represented in our ELL population, although Spanish is the only language shared by instructors. We have one IEP student who speaks Arabic. He receives additional literacy support in his small group setting through the Special Education teacher and paraprofessional.
15. FGPA currently serves the 6th and 7th grades. All instruction is linked to and guided by NYS 6th and 7th grade standards for content, ESL and ELA.
16. FGPA conducts a summer orientation session for all students in September, two weeks before the first day of school. In this orientation, all students (including new ELLs) and their parents meet teachers, learn about class expectations and requirements, tour the school, and engage in team building activities to build friendships and school culture.

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?

1. Parents are continuously welcomed to partner with our school through culture and community building activities and workshops based on parents' requests including:

PARENTAL INVOLVEMENT ACTIVITIES

>>>FALL<<<

Parent Orientation

Jupitergrades online grading parent workshop

Parent brunch

PTA meetings

SLT meetings

Thanksgiving Feast

>>>WINTER<<<

High School preparedness workshop

Holiday Party

PTA meetings

SLT meetings

Valentine's Party

>>>SPRING<<<

PTA meetings

SLT meetings

Parent workshop preparing for Exam time

>>>SUMMER<<<

PTA meetings

SLT meetings

These activities build community among the parents and help parents become more involved in their student's success.

2. SCHOOL PARTNERSHIPS

The school partners with Team First, University Settlement and Irondale Theater Ensemble to provide workshops and services to parents of ELLs.

3 and 4. PARENTS' NEEDS

Parents are provided with various opportunities to inform the school of their needs and concerns. For example, we provide parent surveys and we dialogue with the parents during meetings. The Parent Coordinator evaluates the needs of the parents by reading feedback written by parents in surveys, conversing with parents during meetings, SLT gatherings, and PTA gatherings on what they would like to see. In order to address their needs, the school organizes parental workshops based on the requests of the parents.

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

N/A

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.

1. All instructors including ESL instructions are participating in a rigorous unit planning PD cycle that focuses on the creation of tasks that are authentic, engaging, comprehensive and worthwhile. ESL and content teachers will attend additional workshops to support their growth in providing differentiated instruction in the content areas throughout the year. In addition, all teachers, including ESL teachers and content teachers, participate in weekly group team meetings to discuss student needs and instructional strategies, analyze lesson plans and intervisit classrooms across all content areas. Office staff including guidance counselors, parent coordinator, school secretary and other support staff are trained in welcoming all families and how to use the DOE translation services when necessary.

2. Professional development is currently underway for all staff on promoting the critical thinking routines/writing routines that are necessary for high school. Staff will be infusing tiered lessons, which reflect the caliber of writing, critical thinking routines and inquiry necessary for high school work (9/6, 9/13, 9/20, 9/27, 10/4, 10/11, 10/18, 10/25, 11/1, 11/8, 11/15, 11/22, 12/6, 12/13, 12/20, 1/3, 1/10, 1/17, 1/24). This year FGPA serves 6th and 7th grade. In the next year we will be grow to include grades 6-8. A plan is therefore being developed to support instruction for ELLs who will transition from 8th grade to high school in 2013. Guidance team receives training and support from the network to ensure that ELLs transition well from one grade to the next. Guidance counselors set specific academic goals and conference regularly with students recording progress. Parents are involved and counceled with strategies on how to support student at home. Advisory teachers support this work through the building of organizational and study skills to further support learning.

3. Staff will participate in our PD initiative on differentiation, which will include looking at the expert knowledge on what is differentiation and how to apply it in the classroom, book analyses on differentiating instruction for all learners, dissecting case studies of differentiation across content areas, and finally, analyzing our own lesson plans to observe evidence of differentiation. All staff will be trained in the minimum 7.5 hours or more by meeting with grade teams weekly on Wednesdays (beginning 9/14/11 and continuing through 6/20/12) to discuss school and student specific issues, and share best practice instruction for all subgroups, including ELLs. All staff participates in a weekly data meeting that is used to improve instructional planning based on the needs of individual students, including ELLs. All instructors including ESL instructions are participating in a rigorous unit planning PD cycle that focuses on the creation of tasks that are authentic, engaging, comprehensive and worthwhile (10/14, 10/21, 11/4, 11/14, 11/21). Specific activities include creating student-friendly rubrics to guide work, creating teacher models of the work product that students may use as a visual guide to learning, and working in groups to look at student work to help anticipate and clarify confusions. All instructors have been trained in the use of technology and smartboards to foster visual learning and increase literacy across all students, including ELLs. All instructors will participate in PD and planning around the Common Core Standards in literacy and math for all students, including ELLs. Sign in sheets are collected for all meetings to determine staff participation.

Office staff including guidance counselors, parent coordinator, school secretary will also receive training on communicating with non-English speaking families and how to promote academic success. Sign in sheets will be collected.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
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3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

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PARENTAL INVOLVEMENT ACTIVITES

>>>FALL<<<

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Parent brunch

PTA meetings

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Thanksgiving Feast

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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)							1	1						2

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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

1. All incoming 6th and 7th grade students, including ELLs, complete benchmark literacy and math assessments during the first week of instruction. This data is supplemental to ELA, Math, and NYSESLAT assessment results from the prior spring administration, and forms a current picture of our incoming students. Analysis of these assessment tools forms the basis for classroom assignment, ESL push-in instructional schedules, and in-class instructional grouping.

2. NYSESLAT data reveal that in both 6th grade, the ELLs at FGPA are advanced (66%) and intermediate (34%). Our demographics present a challenge: 50% of ELLs overall have IEPs. 100% intermediate ELLs have IEPs. These data highlight the need for intensive, needs-based instructional strategies to facilitate proficiency attainment, while addressing additional needs of ELLs receiving special education and resource services.

3. Most 6th grade ELLs at FGPA are advanced in listening/speaking (50%), or proficient (33%). 33% is advanced in the reading/writing and another 33% is proficient. The students who are intermediate are students with IEPs.

This data strongly indicates that our students with IEPs require more needs-based instruction in reading and writing. It also highlights the need for the ESL and Special Education teachers to work together in consultation with the students IEPs to set literacy goals and targeted instruction plans that support literacy in each content area classroom.

4a)

ESL Program: Of the 6 grade 6 ELLs currently enrolled, all students received the Math assessment for grade 5 in English at the previous schools. Two students received the Math assessment in 4th grade in Spanish but remained a level 2 in both grades.

b) The first ELL Periodic Assessment will be administered in Spring 2011. Results will be compared to current NYSESLAT and LAB-R results, and used to gauge student and progress. Based on our findings, instruction strategies and group work will be restructured to address student needs and focus efforts towards language progress and proficiency. Results will be disseminated to teachers, students, and parents as follows:

- Teachers will use results in conjunction with in-class assessments and observations, to target instruction based on student needs in four language domain areas.
- Students will receive results and incorporate them into student portfolios for self-assessment and goal-setting. These portfolios will contain assessment data and contain self-selected samples of student work demonstrating progress and achievement in the four domain areas.
- Parents will receive the results and view student portfolios during Parent-Teacher conferences, to facilitate parent-teacher-student

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.

LEP students who have not met the performance standard in reading

Students will receive small group targeted instruction in class that includes, teacher modeling of skill with read aloud, differentiated reading groups, and one on one conferencing on the student's progress. Graphic organizers will be used to help students with comprehension by allowing them to read actively and record their understandings. Reciprocal teaching protocol will be used to improve understanding through the acquisition of summarizing, predicting, connecting and questioning skills. Students will use the RAFT writing technique to demonstrate comprehension.

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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.
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- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:

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.

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 Students will receive small group targeted instruction in class that includes, teacher modeling of skill with read aloud, differentiated reading groups, and one on one conferencing on the student's progress. Graphic organizers will be used to help students with comprehension by allowing them to read actively and record their understandings. Reciprocal teaching protocol will be used to improve understanding through the acquisition of summarizing, predicting, connecting and questioning skills. Students will use the RAFT writing technique to demonstrate comprehension.

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)
Paula Lettiere	Principal		10/31/11
N/A	Assistant Principal		1/1/01
Ayanna Roberts	Parent Coordinator		10/31/11
Tina Giambastiani	ESL Teacher		10/31/11
Urasia Clayburne	Parent		1/1/01
Allison Mahon	Teacher/Subject Area		1/1/01
Patrice Fenton	Teacher/Subject Area		1/1/01
	Coach		1/1/01
Courtney Dowd	Coach		1/1/01
Shellae Washington	Guidance Counselor		1/1/01
Marina Cofield	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **13K691** School Name: **Fort Greene Preparatory Academy**

Cluster: **1** Network: **101**

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.

Fort Greene Prep analyzing ATS and Aris data to determine variety and frequency of language other than English used at home with our families. Parents were surveyed at PTA events to determine the language needs of the community.

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.

Currently, there are 4 languages other than English used by the families of students: Bengali, Arabic, Hatian and Spanish. 8% of our population speaks Spanish at home. %1 of our population speaks Arabic at home. Less than 1% of our population speaks Bengali and less than 1% of our population speaks Hatian at home. At the PTA meetings, parents were informed that communication with the school community would be provided in multiple languages based on the need through interpreters and translated document.

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.

Translated copies of school documents will be printed from the DOE website. Internal school documents will be created by school staff and distributed at the same time. Autodialer messages and website information (using echalk) will be translated instantly as part of the system at the time of delivery. In the event that parents speak a language that is not part of the automatic translation and not a language spoken by the staff, the DOE interpretation unit will be contacted by the parent coordinator to translated documents and messages one week prior to the general distribution. All parents will be informed in their home language of how to request a translated copy when in need. Signs are posted in the school office in each non-English home language and on the school website, as well as sent home with students. Oral interpretation will be provided by in house personel for Spanish speakers and the DOE translation unit for all other home languages.

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.

The school currently employs multiple team members who are fluent in Spanish to communicate with our Spanish-speaking families during regular school hours. The DOE translation services are used as necessary to communicate with our Bengali, Arabic and Hatian speaking families. The school's autodialer system translates all school messages into these languages to further support communication with these families.

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>.

Notification of the availability of translation services will be posted in the main office and on the school's website. The parent's Bill of Rights and information regarding requesting of translation services in multiple languages is sent home with all students at the beginning of the school year.

