



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2011-2012  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL NAME : THE COMPUTER SCHOOL**

**DBN: 03M245**

**PRINCIPAL: HENRY ZYMECK**

**EMAIL: HZYMECK@SCHOOLS.NYC.GOV**

**SUPERINTENDENT: ESTHER FRIEDMAN**

**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:**

- ◆ 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\*.
- ◆ 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.
- ◆ Add rows as needed to ensure that all SLT members are listed.
- ◆ 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
Henry Zymeck	*Principal	
Joshua Weissberg	*UFT Chapter Leader	
Vivian Gelber	*PA/PTA President or Designated Co-President	
Barbara Mellor	*PA/PTA President or Designated Co-President	
Lisa Mifflin	Member/Staff	
Erin Hill	Member/Staff	
Sylvia Jackson-Vasquez	Member/Staff	
Lesley Friedland	Member/Parent	
Mindy Mervis	Member/Parent	
Sloane Harris	Member/Parent	

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

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

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

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

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

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

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

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

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

## ANNUAL GOAL #1 AND ACTION PLAN

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

### **Annual Goal #1**

- ◆ Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.  
By June 2012, all students will demonstrate progress towards achieving State standards for ELA as measured by a 0.10 increase in Average Student Proficiency and a 5% increase in Median Adjusted Growth Percentile

### **Comprehensive needs assessment**

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

In analyzing the results from the previous year's ELA State tests, although 70% of our students met State standards for ELA, there was room for improvement in targeted skill areas that affected most subgroups' performance. An analysis of student performance and progress data in ELA indicates that we need to target areas where our students were not meeting expectations. Thus far, we have identified the ability to support ideas with specific details and textual evidence and essay writing as skill areas that would have significant leverage in raising overall ELA achievement. The school has a very small subgroup of ELLs, and as these students did not perform as well as other subgroups, they will be closely monitored as a distinct group.

### **Instructional strategies/activities**

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

Activities and Strategies: Developing ELA learning targets and a standards-based assessment system based on the CCCS

1. We will implement a standards based grading system which articulates specific learning targets that are tied to the Common Core and to identified weaknesses in ELA (such as using context clues to determine meaning and developing ideas with supporting details and evidence).
2. Student progress towards particular reading and writing learning targets will be tracked and monitored throughout the year with the help of our online grading system, portfolios and DY0 periodic assessments.
3. We will design and implement uniform reading and writing rubrics to enable teachers, students, and parents to identify target areas for improvement and tailor instruction and academic support to each child's needs.
4. Students who are very low-performing in ELA will receive support services in an ELA Skills Help elective. Some other low performing students have been identified as "at risk" and receive support services from SETSS providers.
5. We will continue to put more emphasis on independent reading with dedicated time during the week for students to independently read with teacher support.

6. As part of the DYO periodic assessment framework, students are periodically assessed on their independent reading when they are asked to write an in-class independent reading essay. These interim writing assessments track the following learning targets:

W1-Produces clear, well-organized writing

W2-Develops ideas with supporting details and/or textual evidence

W5-Uses conventions of standard English.

In addition to these writing assessments, we will administer 2 interim reading assessments using commercially produced standardized multiple choice comprehension tests to assess the following learning targets:

R1- Comprehends and analyzes a variety of genres

R2- Determines the theme and central idea of a text

R3- Uses context clues to determine meaning

Additionally, we will implement standards based grading that is consistent with the CCCS objective of supporting literacy skill development across the curriculum. The development of uniform reading and writing rubrics in ELA will help inform other departments about how they might teach and assess literacy in their own subjects. In addition, as mentioned above, the ELA department will be administering periodic reading and writing assessments in order to track student performance and progress in specific target areas. ELA teachers, with the help of other staff, will generate, input and share this data with all departments.

Inquiry time (50 minutes each week from Extended Day exception) will be utilized to promote the process throughout the time frame and to maximize inclusion of teachers in the decision-making process.

Target Population: All students

Timeline for implementation:

Writing Assessment 1: November 2011

Writing Assessment 2: February 2012

Writing Assessment 3: May 2012

Reading Assessment 1: November/December 2011

Reading Assessment 2: May 2012

**Strategies to increase parental involvement**

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

Historically, parent involvement (as measured by attendance logs at school-wide events and log-ins to online grade book) and parent satisfaction (as measured by parent surveys) are both consistently high. The school will continue to reach out to parents to maximize involvement by:

1. Utilizing our online grade book program (Jupiter Grades) to continually communicate progress.
2. Having a PT conference framework that enables all parents to have access to each of their child's teachers.
3. Utilizing workshops and presentations to familiarize parents with testing, assessment and grading practices and policies.
4. Posting rubrics online and sending home student work regularly.
5. Inviting parents to cultural events and showcases at school, e.g. academic fair.
6. Parent Coordinator weekly newsletter disseminates information that encourages parent involvement and provides resources.
7. Parents are trained on how to use ARIS Parent Link.
8. Title I and Title III allocations are used to support students in financial need and to encourage parent involvement for ELLs and families in temporary housing.

**Strategies for attracting Highly Qualified Teachers (HQT)**

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

At present, all teachers of English Language Arts are Highly Qualified Teachers, as defined by NCLB. When vacancies arise, we recruit teachers via OMTS and hiring fairs, or via our partnership with Teachers College. We retain HQTs by ensuring a supportive and collegial environment, having a Shared Decision-Making framework, celebrating successes, and supporting each teacher's needs in a personalized way. We continually offer high-quality PD to all teachers.

**Service and program coordination**

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

In addition to the maintaining of a warm, highly-structured, safe and welcoming environment, the school actively participates in NYC's Respect For All initiative, and has brought in Wellness In The Schools to improve the quality of school meals. We require all students to complete a Community Service project and we participate in several "green" initiatives. Title I and Title III allocations are used to support students in financial need and to encourage parent involvement for ELLs and families in temporary housing. These supports are used to create an environment where instructional strategies have the maximum effect on student learning.

**Budget and resources alignment**

- ◆ Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
  1. Professional development for all teachers is funded via per session FSF funds and ARRA citywide instructional expectations funding, with funding support from our CFN.
  2. After-school programs providing targeted assistance will be paid for by the Parents Association.
  3. Curricular resources are funded by OTPS allocations for Textbooks and Supplies.
  4. Technology resources are funded in OTPS by FSF and NYSTL allocations, and a Reso A technology grant of \$100K for new laptop computers has been received for FY2012. Additional needs are supplemented by PA as necessary.
  5. PA has awarded grant funding for human resources in Guidance, ESL, and Arts education to ensure that maintaining these critical support personnel does not impact instruction or class size in other curricular areas.
  6. Title I and Title III allocations are used to support students in financial need and to encourage parent involvement for ELLs and families in temporary housing.

**ANNUAL GOAL #2 AND ACTION PLAN**

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

**Annual Goal #2**

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

By June 2012, all subgroups of students will demonstrate progress towards achieving State standards for Math as measured by a 0.10 increase in Average Student Proficiency and a 5% increase in Median Adjusted Growth Percentile

**Comprehensive needs assessment**

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

The School's Median Adjusted Growth Percentile on the 2011 State math exam was in 46<sup>th</sup> percentile of its Peer horizon and in the 57<sup>th</sup> percentile of the Citywide horizon. While these results are adequate, we feel that there is ample room for improvement in terms of overall student progress. As such, we need to identify areas that require more curricular focus and where teaching methodology and assessment practices could be enhanced. The school has historically offered two, and even three years of acceleration to its students. Last year, changes to the State's Regents exam eligibility requirements made it so that students were no longer eligible to receive credit for Math Regents courses and examinations taken before the eighth grade. In addition, the State has significantly raised the level of rigor for "grade level" math as well as the Regents Algebra 1 course of study. This has presented challenges in balancing the demands of the accelerated Regents math courses with the normal requirements at grade level. We need to address the challenge of enriching the Algebra 1 curriculum so that both needs can be addressed.

### **Instructional strategies/activities**

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

### **Activities and Strategies: Transition to a Standards-based Math assessment framework based on CCCS**

1. The school will implement a standards based grading system which articulates specific learning targets tied to the CCCS in Math. All math teachers will collaborate in this work and will work closely with the principal and academic coordinators as well as CFN leadership.
2. Teachers will use Math learning targets as the basis of assessment practices and will use the targets to identify areas of concern in Math (such as solving word problems involving percents).
3. Teachers and administration will collaborate to track student progress towards particular Math targets and progress will be monitored throughout the year in our online grading system and in student portfolios.
4. Math teachers will develop and utilize uniform assessment rubrics that complement and support progress towards meeting the learning targets, refining the language of the rubrics throughout the year.
5. The implementation of uniform assessment rubrics will help teachers, students, and parents to identify target areas for improvement and tailor instruction and academic support to each child's needs.
6. Students who are very low-performing in Math receive support services in Math Skills workshops during elective time. Some other low performing students have been identified as "at risk" and receive support services specific to Math from SETSS providers.
7. Inquiry time (50 minutes each week from Extended Day exception) will be utilized to promote the process throughout the time frame.

Target population: All students

Responsible Staff Members: Math teaching staff, Academic coordinators, Staff developers (internal and external) and Data Specialists

Timeline: September 2011-June 2012

**Strategies to increase parental involvement**

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

Historically, parent involvement (as measured by attendance logs at school-wide events and log-ins to online grade book) and parent satisfaction (as measured by parent surveys) are both consistently high. The school will continue to reach out to parents to maximize involvement by:

1. Utilizing our online grade book program (Jupiter Grades) to continually communicate progress.
2. Having a PT conference framework that enables all parents to have access to each of their child's teachers.
3. Utilizing workshops and presentations to familiarize parents with testing, assessment and grading practices and policies.
4. Posting rubrics online and sending home student work regularly.
5. Inviting parents to cultural events and showcases at school, e.g. academic fair.
6. Parent Coordinator weekly newsletter disseminates information that encourages parent involvement and provides resources.
7. Parents are trained on how to use ARIS Parent Link.
8. Title I and Title III allocations are used to support students in financial need and to encourage parent involvement for ELLs and families in temporary housing.

**Strategies for attracting Highly Qualified Teachers (HQT)**

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

At present, all teachers of Math are Highly Qualified Teachers, as defined by NCLB. When vacancies arise, we recruit teachers via OMTS or via our partnership with Teachers College. We retain HQTs by ensuring a supportive and collegial environment, providing ample PD opportunities, having a Shared Decision-Making framework, celebrating successes, and supporting each teacher's needs in a personalized way.

**Service and program coordination**

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

In addition to the maintaining of a warm, highly-structured, safe and welcoming environment, the school actively participates in NYC's Respect For All initiative, and has brought in Wellness In The Schools to improve the quality of school meals. We require all students to complete a Community Service project and we participate in several "green" initiatives. Title I and Title III allocations are used to support

students in financial need and to encourage parent involvement for ELLs and families in temporary housing. These supports are used to create an environment where instructional strategies have the maximum effect on student learning. As a result of these strategies, the school has maintained an “A” on its School Environment section of its Progress Report in each year since these reports have been compiled.

**Budget and resources alignment**

- ◆ Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY’12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
  1. Professional development for all teachers is funded via per session FSF funds, with funding support from our CFN
  2. After-school programs providing targeted assistance will be paid for by the Parents Association
  3. Curricular resources are funded by OTPS allocations for Textbooks and Supplies
  4. Technology resources are funded in OTPS by FSF and NYSTL allocations, and a Reso A technology grant of \$100K for new laptop computers has been received for FY2012. Additional needs are supplemented by PA as necessary.
  5. PA has awarded grant funding for human resources in Guidance, ESL, and Arts education to ensure that maintaining these critical support personnel does not impact instruction or class size in other curricular areas.
  6. Title I and Title III allocations are used to support students in financial need and to encourage parent involvement for ELLs and families in temporary housing

### ANNUAL GOAL #3 AND ACTION PLAN

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

#### **Annual Goal #3**

- ◆ Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.  
By June 2012, teacher performance will improve as measured by 80% of teachers making a 0.2 improvement in one designated target area of teacher effectiveness set forth in the Marshall Teacher Evaluation Rubrics

#### **Comprehensive needs assessment**

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

Last year, we began the process of moving to a teacher evaluation framework based on the Kim Marshal rubrics, peer observations and short, frequent informal observations. This process allowed us to define the professional knowledge, skills and practices that comprise effective teaching. Each teacher was asked to perform a self-assessment using the rubrics and to define areas for self-development. In addition, teachers chose and administered a survey to their own students to get useful feedback towards this end. This set the stage for this year's goal, which is to build upon the work of last year and to implement a framework to enhance teacher practice consistent with the DOE's new teacher evaluation initiatives.

#### **Instructional strategies/activities**

- ◆ Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  1. strategies/activities that encompass the needs of identified student subgroups,
  2. staff and other resources used to implement these strategies/activities,
  3. steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  4. timeline for implementation.
- ◆ Teachers develop an understanding of the Marshall Teacher Effectiveness rubrics via targeted PD.
- ◆ Frequent mini-observations of all teachers will be conducted from the onset of the school year by the principal with help from academic coordinators.
- ◆ Data will be collected from all students about teacher effectiveness. Data will be collected by January 20<sup>th</sup>, 2012.
- ◆ School-wide target areas for development will be identified via data compiled from rubrics, mini-observations, meetings with individual teachers, cabinet meetings, departmental and staff-wide meetings, student surveys and SLT meetings.
- ◆ Each teacher will choose a target area for development based on self-analysis and data collected during mini-observations and follow-up discussion, student surveys, test data, JupiterGrades, parent feedback, etc.
- ◆ Teachers will conduct peer observations. Together, the observer and the teacher being observed will agree an observation tool,

which supports the target area for professional development.

- ◆ Evidence of progress towards individual and collective goals will be gathered from sources such as checklists and notes from formal and informal teacher observations and follow-up conversations, student surveys, departmental meetings, review of online grade book data and review of student work and will be specific to the target area for development.
- ◆ Teachers will receive targeted feedback as the year progresses to monitor goal attainment.

Timeline for Implementation:

- ◆ September-June 2012: informal teacher observations (ongoing)
- ◆ September 2011: teachers engaged in PD around Marshall Teacher Effectiveness Rubrics
- ◆ October 2011: teachers self evaluated using Marshall Teacher Effectiveness Rubrics
- ◆ January 2012: survey data is collected from students
- ◆ January 2012: school-wide target areas for development and teacher areas for development are identified
- ◆ February-April 2012: teacher peer observations
- ◆ January-June 2012: evidence of progress is collected
- ◆ January-June 2012: teachers receive targeted feedback towards goal attainment (ongoing)

#### **Strategies to increase parental involvement**

- ◆ Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
  1. Parent Survey data is utilized in monitoring satisfaction with instruction program and all aspects of school philosophy, culture, and activities.
  2. Utilizing our online grade book program (Jupiter Grades) to allow for more effective parent communication on all matters.
  3. Having a PT conference framework that enables all parents to have access to each of their child's teachers.
  4. Utilizing workshops and presentations to familiarize parents with testing, assessment and grading practices and policies.
  5. Posting rubrics online and sending home student work regularly.
  6. Inviting parents to cultural events and showcases at school, e.g. academic fair
  7. Parent Coordinator weekly newsletter disseminates information that encourages parent involvement and provides resources
  8. Parents are trained on how to use ARIS Parent Link.
  9. Title I and Title III allocations are used to support students in financial need and to encourage parent involvement for ELLs and families in temporary housing.

**Strategies for attracting Highly Qualified Teachers (HQT)**

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

When vacancies arise, we recruit teachers via OMTS and NYC hiring fairs, or via our partnership with credentialed teacher certification programs at universities and fellowship organizations such as Teach for America.

We retain HQTs by ensuring a supportive and collegial environment, having a Shared Decision-Making framework, celebrating successes, and supporting each teacher's needs in a personalized way. We continually offer high-quality PD to all teachers via our collaboration with LCI and our CFN, and teachers are offered to be reimbursed for self-selected workshops and conferences.

**Service and program coordination**

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

In addition to the maintaining of a warm, highly-structured, safe and welcoming environment, the school actively participates in NYC's Respect For All initiative, and has brought in Wellness In The Schools to improve the quality of school meals. We require all students to complete a Community Service project and we participate in several "green" initiatives. Title I and Title III allocations are used to support students in financial need and to encourage parent involvement for ELLs and families in temporary housing. These supports are used to create an environment where instructional strategies have the maximum effect on student learning. .

**Budget and resources alignment**

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

1. Professional development for all teachers is funded via per session FSF funds and ARRA citywide instructional expectations funding, with funding support from our CFN.
2. After-school programs providing targeted assistance will be paid for by the Parents Association.
3. Curricular resources are funded by OTPS allocations for Textbooks and Supplies.
4. Technology resources are funded in OTPS by FSF and NYSTL allocations, and a Reso A technology grant of \$100K for new laptop computers has been received for FY2012. Additional needs are supplemented by PA as necessary.
5. PA has awarded grant funding for human resources in Guidance, ESL, and Arts education to ensure that maintaining these critical support personnel does not impact instruction or class size in other curricular areas.

**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.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>			<b>N/A</b>	<b>N/A</b>				
<b>1</b>			<b>N/A</b>	<b>N/A</b>				
<b>2</b>			<b>N/A</b>	<b>N/A</b>				
<b>3</b>			<b>N/A</b>	<b>N/A</b>				
<b>4</b>								
<b>5</b>								
<b>6</b>	39	19	0	0	1	0	0	0
<b>7</b>	28	19	0	0	5	0	0	0
<b>8</b>	42	23	0	0	4	0	0	0
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								

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
<b>ELA</b>	Students participate in small group intervention classes during extended day. Students participate in afterschool workshops offering remediation. Students participate in Writing Center peer tutoring workshops. Students receive SETSS as a mandated or an at-risk service. ELLs receive targeted instruction from licensed ESL teacher; former ELLs are supported at-risk
<b>Mathematics</b>	Students participate in small group intervention classes during extended day. Students participate in afterschool workshops offering remediation.
<b>Science</b>	Students identified as at-risk will receive extra support via SETSS teacher, counselors, and small group support in afterschool workshops.
<b>Social Studies</b>	Students identified as at-risk will receive extra support via SETSS teacher, counselors, and small group support in afterschool workshops.
<b>At-risk Services provided by the Guidance Counselor</b>	Students participate in at-risk counseling in both individual and group settings, focusing on issues that impede academic performance and emotional adjustment.
<b>At-risk Services provided by the School Psychologist</b>	Students experiencing emotional difficulties beyond the scope of the school counselors and other in-school support services will be referred to the school psychologist for possible evaluation or recommendations.
<b>At-risk Services provided by the Social Worker</b>	n/a
<b>At-risk Health-related Services</b>	The school nurse and counseling staff, in conjunction with the parent coordinator and principal, will address issues as they arise, and recommend appropriate actions/resources to the parent as indicated.

**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.

We will use the template as provided.

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**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 1<sup>st</sup> 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.

#### **◆ 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 1<sup>st</sup> 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 with 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;

◆ **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;

◆ **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 [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

Cluster Leader/Network Leader <b>Marina Cofield</b>	District <b>03</b>	Borough <b>Manhattan</b>	School Number <b>245</b>
School Name <b>The Computer School</b>			

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

Principal <b>Henry Zymeck</b>	Assistant Principal <b>N/A</b>
Coach <b>Jessica Shalom</b>	Coach
ESL Teacher <b>Marsha Noble</b>	Guidance Counselor <b>Erin Hill</b>
Teacher/Subject Area <b>Pamela Seuling/ELA</b>	Parent <b>Vivian Gelber</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Sara Sloves</b>
Related Service Provider <b>Patricia Loehrke/ Speech</b>	Other
Network Leader <b>Marina Cofield</b>	Other

### C. Teacher Qualifications [i](#)

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

### D. School Demographics

Total number of students in school	<b>405</b>	Total Number of ELLs	<b>8</b>	ELLs as share of total student population (%)	<b>1.98%</b>
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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. Parents of students who are first time admits to the New York City School system are given the Home Language Identification Survey (HLIS) to fill out. A licensed pedagogue makes sure the form is filled out correctly. The survey asks eight questions. The answers to these questions determine if the student needs to be tested to find out if he/she is a second language learner. The parent or guardian must check that the student speaks another language other than English at least once as an answer to the first four questions and at least twice to questions five through eight. On the basis of the responses, the English as a Second Language (ESL) teacher determines whether the student has a home language other than English. If he/she does, then the ESL teacher administers the Language Assessment Battery – revised (LAB-R). If the student does not pass the LAB-R, he is designated as an English language learner (ELL). If the preferred language is Spanish, then the student is tested in Spanish using the Spanish version of the Language Assessment Battery (LAB) to determine the student’s proficiency. He then receives ESL services unless his parents decide to transfer him to another program.

Every spring, all the ELLs are re-evaluated to see who is proficient and who needs continued ESL services. The students are given a four-part assessment called the New York State English as a Second Language Achievement Test (NYSESLAT).

2. In the beginning of the year, we have a Parent Orientation Meeting for parents of the newly admitted English language learners. At this meeting, the parents are given the survey and selection forms in their preferred language. A translator is available for those families who need one. The three program choices are explained to the parents by showing them the Language Learners Orientation DVD, which we have in many different languages. If the child speaks one of the languages where there is a Dual Language or Transitional Bilingual program, the ESL teacher makes sure the parents understand their right to transfer their child to another school. Parent Survey forms and Program Selection forms are collected at the end of the meeting. This enables us to understand the parents’ choices. So far, we have not had any parents request a transfer to another school. If newcomers enroll during the year, additional orientation meetings are held.

3. In September, continuation letters are sent to parents of ELLs who have not passed the New York State English as a Second Language Achievement Test (NYSESLAT). The letter states that it is beneficial for the student to stay in the same program they were in last year. In our school, of course, that would be ESL. No parent has ever requested a change of program which would mean transferring their child to another school. The parents of ELLs who have been in the New York City school system prior to coming to our school in sixth grade know that when they apply to MS 245, ESL is the only option available for their child. They do not choose our school and then ask to be transferred because we do not have a Dual Language or a Transitional Bilingual Program. However, if we had fifteen parents over the course of two grades whose children spoke the same preferred language and who wanted a Dual Language or Transitional Bilingual program, we would create one.

Parents of students who have passed the NYSESLAT are given a letter informing them that their child is now considered to be proficient in English and therefore is no longer an ESL student. The letter also states that the student is still entitled to time-and-a-half on all standardized tests for the next two years. These students are carefully monitored by the English language arts (ELA) and ESL

teachers to make sure they do not need additional ESL support. All the letters sent home have a tear-off form that has to be signed by the parents stating that they have received the letter. If the form is not returned, another one is sent home.

As stated above we only offer ESL. If we had newcomers, which we do not as yet have this year, the newcomers would be tested, well before the ten day window, and placed immediately in ESL. A parent orientation meeting would also be held within the ten day limit. Letters would be sent home in English and the preferred language inviting the parents to an orientation meeting. The DVD explaining the parent options would be played in their preferred language. Translators would also be at the meeting.

The past few years we have had no newcomers.

As stated above, no parent has ever requested that their child be transferred to another school.

4. To determine who our continuing ELLs are, the students are evaluated by the results of the NYSESLAT taken in the prior spring.
5. After reviewing the Parent Survey and program selection forms for the past few years, all of our parents have requested the ESL program.
6. Because all parents have chosen ESL, the program offered is in alignment with their requests.

## 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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>							1	1	1					3
<b>Total</b>	0	0	0	0	0	0	1	1	1	0	0	0	0	3

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	8	Newcomers (ELLs receiving service 0-3 years)	1	Special Education	2
SIFE	0	ELLs receiving service 4-6 years	5	Long-Term (completed 6 years)	2

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	1	0	0	5	0	1	2	0	1	8
Total	1	0	0	5	0	1	2	0	1	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
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

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	EL	EP																
Spanish																			0	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 L	EP																		
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

**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
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							2	2	3					7
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0

## 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
Punjabi														0
Polish														0
Albanian														0
Other							1							1
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>8</b>

## Part IV: ELL Programming

### 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?

1. The students in sixth and seventh grades are placed in homerooms together. The sixth and seventh grade students who are in the same homeroom attend the same English, social studies, art, science and computer classes. The students are grouped according to grade and ability for math and Spanish. Each grade goes to physical education separately. The eighth grade students attend departmentalized classes only with eighth grade students.

2. Both the push-in and pull-out models of ESL instruction are used to provide the mandated minutes of services. The ESL teacher pushes into social studies and English language arts. If a child is being serviced with the pull-out model, removing the child from a core curriculum subject is avoided.

3. All content area instruction is provided in English. The ELLs receive rigorous academic instruction in all their subjects according to New York City and New York State Standards. Teachers assess the students' needs and differentiate instruction accordingly. The teachers talk more slowly, use gestures, employ semantic maps, simplify the vocabulary and draw on the students' prior knowledge to make the material comprehensible. Newcomers are encouraged to speak but are not pressured to do so. A single word answer or phrase is accepted for students who have just arrived from another country. The teacher models a longer response.

## A. Programming and Scheduling Information

4. In the ELA class and the ESL classes the students are actively engaged in developing the four strands of English fluency: listening, speaking, reading and writing. They listen to read-alouds. Shared reading and independent reading are also components of the curriculum. Different genres are read. They draw inferences from texts and predict outcomes. They learn to analyze characters' motives and feelings. They discuss the themes and the author's purpose. Projects include role playing a character from a novel. For intermediate and advanced ELLs the uses of metaphors, similes and idioms are taught. Writing is also an important part of the curriculum. The students write for different purposes and audiences.

In the social studies class the teacher uses maps, graphs, charts and pictures to make the content understandable for the ELLs. The ELLs work in groups, with students that are fluent English speakers, to produce projects. This creates an environment for meaningful and purposeful language.

The science curriculum is based on hands-on learning. The teacher models how to do the experiment. The students then work in groups. This allows the students to be involved in relevant and focused communication. Then they discuss their results and write up their observations.

In the art class the teacher models the project while students listen and view the project at hand. Through their artistic output the students demonstrate an understanding of the artistic concepts that are being taught. The teacher elicits responses from the students about their work.

As previously mentioned, the students are grouped by grade according to ability in math. The math teacher is therefore able to move each student from his current level of competency towards the achievement of the New York State Math Standards.

5a. There are no SIFE students. If we had any, we would give them extra help in reading, math and any subjects they were struggling with. The teachers would differentiate their lessons so that the student would understand the concepts. They would draw on the students' prior knowledge to help them understand the content. In each subject, the teacher would evaluate the student's strengths and weaknesses. The teacher would then know what the student was capable and ready to learn. If there was another student who spoke the same home language, the students would work together whenever possible. The students would receive extended day tutoring. If counseling was indicated it would be provided.

5b. ELLs who are newcomers (enrolled in United States schools for less than three years) receive extra supports. In addition to ESL instruction, they attend extended day classes. Their subject area teachers are cognizant of their limited English ability and therefore differentiate instruction for them. Spanish and math classes are based on ability. If another student speaks their preferred language, whenever possible he/she would have the support of that student.

5c. For ELLs who have been receiving services for four to six years, we analyze the results of the NYSESLAT, Periodic Assessments and class work to identify the student's strengths and weaknesses. The ESL and the ELA teachers concentrate their instruction on improving the weak areas. Some of these students are also receiving the support of the Special Education Teacher Support Services (SETSS) teacher and the speech teacher. In addition they attend extended day classes.

5d. ELLs who are in NYC schools for six years or more are receiving extra services in addition to ESL. They both receive speech. One is in a self-contained special education class, and the other receives SETSS in a general education class. Extended day tutoring is also provided for these students.

6. Teachers of ELLs and Students with Disabilities (SWDs) use the Cognitive Academic Language Learning Approach (CALLA), a content based approach to language that makes content and learning strategies the major focus of instruction while language skills are acquired in context as needed. New vocabulary is learned based on what the students are learning. The students access prior knowledge to make connections to new learning. The teachers use visuals and realia as much as possible. The students are involved in group projects in their ELA, social studies and science classes. The ELLs-SWDs are more likely to feel comfortable speaking in a small group setting. The ELLs use fiction and non-fiction texts, grammar books and subject area books. They use bilingual dictionaries, computers, calculators, art supplies, science equipment, maps, globes and physical education equipment. Students also work with the Smart Board. They listen to compact discs (CDs) and view digital video discs (DVDs).

## A. Programming and Scheduling Information

### Native Language Usage and Supports

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

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

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

### Courses Taught in Languages Other than English

## 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. ELLs who are having trouble in ELA, math and other content areas are often paired with a student who speaks their preferred language. They also receive extended-day tutoring.
9. For two years after a student passes the NYSESLAT, he/she is closely monitored by his/her subject area teachers and the ESL teacher to make sure he/she is succeeding. If not, the ESL teacher will give the student extra help.
10. For this year, we are considering purchasing Achieve 3000 software to individualize literacy instruction for our ELLs.
11. At this point, we are not considering discontinuing any programs.
12. ELLs participate in all school programs. They go on school trips which include the eighth grade three-day trip to Montauk. They participate in school-wide trips such as ice skating and field day. They join clubs and teams. They perform in the talent show.
13. ELLs use all curriculum materials that are available to the other students. They read fiction and non-fiction books, textbooks and original sources. They use hands-on science equipment, math manipulatives and art supplies. They use computer software to support their learning in all areas. For reading and writing purposes, they are given bilingual dictionaries and content area glossaries.

## 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.
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14. Native language support is provided by making the students feel proud that they are fluent in a language other than English. When appropriate they are paired with another student that speaks their home language. Spanish speakers can improve their Spanish skills because all students take Spanish. They are tested in Spanish to determine the appropriate placement. All non-Spanish ELLs are also required to take Spanish as a foreign language.

15. All resources and support services are appropriate for the grades and ages of English Language Learners.

16. We do not have any programs for newcomers before the beginning of the school year.

17. The only foreign language that is taught in our school is Spanish. Spanish is a required course for all students.

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

### 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

<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day
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### 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.

All the teachers receive professional development in second language acquisition and ESL methodology. Understanding language acquisition is presented for ninety minutes. For sixty minutes, they learn about what the student is capable of doing at each stage. The teachers learn the difference between basic interpersonal communicative skills (BICS) and cognitive academic proficiency (CALP). That training takes two hours. Finally, the remaining time is spent on using CALLA strategies in their subject areas. The staff spends three hours on this last topic.

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

#### E. Parental Involvement

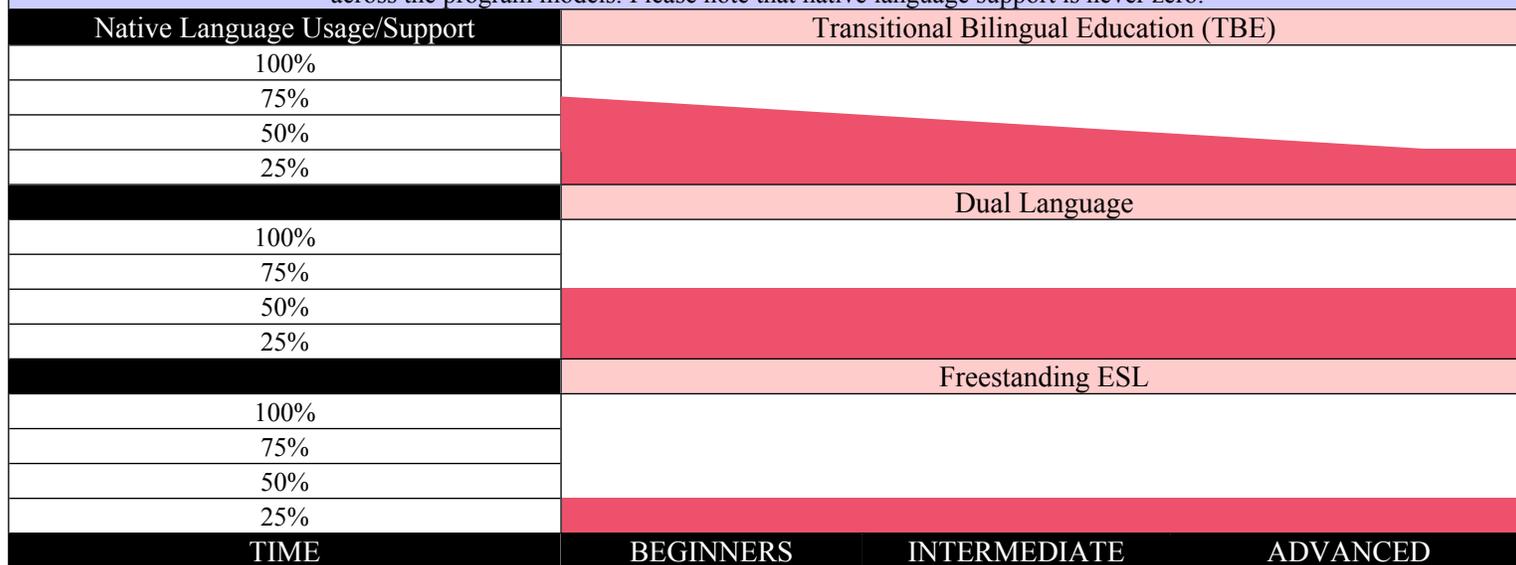
1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address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

Parents of ELLs are encouraged to participate in a range of activities. They come to Curriculum Night and Open School Conferences. They are aware that they are eligible to join the School Leadership Team. They join the Parents' Association.

The parent coordinator evaluates the needs of the parents through informal discussions and by asking questions on a survey. The informal discussions and the responses to the survey generate which workshops will be held. The parents are interested in understanding the academic and social needs of the students.

### Native Language Usage and Supports

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



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

#### B. Programming and Scheduling Information--Continued

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?

## 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.
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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.
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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

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4. How do your parental involvement activities address the needs of the parents?

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. 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?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

1. We use results of LAB-R and NYSESLAT, and ongoing teacher assessments to determine the early literacy skills of our ELLs.

2. Upon reviewing the NYSESLAT data, we found out that five of our eight students were proficient in listening and speaking. The remaining three were at the advanced level. Five students were at the advanced level in reading and writing, and three were at the

### 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.

### NYSESLAT Modality Analysis

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

### NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	1	1			2
7	1	1			2
8	1	2			3
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	1		1		1				3
7	1		1						2
8	1		2						3
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.
- 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:

## Additional Information

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

## Part VI: LAP Assurances

<b>School Name: <u>The Computer School</u></b>		<b>School DBN: <u>03M245</u></b>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Henry Zymeck	Principal		1/1/01
N/A	Assistant Principal		1/1/01
Sara Sloves	Parent Coordinator		1/1/01
Marsha Noble	ESL Teacher		1/1/01
Vivian Gelber	Parent		1/1/01
Jessica Shalom	Teacher/Subject Area		1/1/01
Pamela Seuling	Teacher/Subject Area		1/1/01
N/A	Coach		1/1/01
N/A	Coach		1/1/01
Erin Hill	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:** 03M245      **School Name:** The Computer School

**Cluster:** \_\_\_\_\_      **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**

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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.

We utilize data available in ATS and in the permanent record folders of incoming students to determine the primary language spoken by parents. Data is collected from sources such as Home Language Identification Survey and Blue Emergency Contact Cards.

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

We have utilized DOE resources to support these parents; the needs are addressed on a per-case basis by our parent coordinator.

## Part B: Strategies and Activities

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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.

Staff works collaboratively to determine whether parents require written translation and oral interpretation services. For parents whose home language is Spanish, several staff members and parent coordinator are fluent and provide translation and interpretation services as necessary. We are utilizing an online gradebook product that translates routing communication and report cards into Spanish.

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.

These services will be provided mainly by in-house staff. In the event that services are required for parents speaking languages other than Spanish or Mandarin, Outside contractors would be required.

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>.

Through our SLT's initiative to increase parent involvement at all levels, the school is working on strategies to facilitate the flow of information to parents beyond measures currently in place, such as ensuring that each parent has full access to all information and services provided through the DOE main website.