



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME :** THE HOWARD BEACH SCHOOL

**DBN :** 27Q146

**PRINCIPAL:** JAMES MCKEON EMAIL: JMCKEON4@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** MICHELE LLOYD-BEY

**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
James McKeon	*Principal or Designee	
Veronica Klein	*UFT Chapter Leader or Designee	
Theresa Fonal	*PA/PTA President or Designated Co-President	
Ann Curley	DC 37 Representative	
N/A	Student Representative	
Mitchel Katcher	Member/Faculty	
Linda Bruno	Member/Faculty	
Anabel Englund	Member/Parent	
Sally Ann Sinisgalli	Member/Parent	
Tracy Velke	Member/Parent	
Pamela Garcia	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

### Annual Goal #1

- **By June 2012, Limited English Proficient and Students with Disabilities Sub-Group will demonstrate progress in English Language Arts as measured by an average ten point scale score increase on the NYS ELA Assessment.**

### Comprehensive needs assessment

- Our identified need is that we did not achieve Annual Yearly Progress (AYP) for last year (2010-2011) in the area of Students With Disabilities (SWD) in ELA. Our AMO was 113 and our PI was 103 for a shortfall of 10 points (overall, we achieved AYP in 10 out of 11 categories). Our Progress Report data indicates that our Mean ELA Proficiency Level (PL) is 2.96 which was a year over year decrease of 0.07. Our Mean Math PL is 3.36. This data shows that our mean ELA PL is 0.40 **lower** than our mean Math PL. For SWD, our mean ELA Scale Score is 646 or a PL of 2.15.

### Instructional strategies/activities

#### Activity # 1

- Instructional Strategy: We will implement a Response to Intervention (RTI) model for all students with a particular emphasis on ELA and Students With Disabilities. The RTI Model focuses on a Universal Design For Learning for all students and differentiated instruction in all classrooms at Tier I. Tiers II and III is targeted instruction for students who need additional supports.
- Target Populations: LEP and SWD students in Integrated Co-Teaching (ICT) Classes and Self-Contained classes.
- Responsible Staff Members: Principal, Assistant Principals, Literacy Coach, ESL Teacher and ICT and Self-Contained Classroom Teachers and Teacher Team members will be involved in the decision-making regarding this goal through the execution of the above strategy.
- Implementation Timeline: September 2011 through June 2012.

#### Activity# 2

- Data Analysis: We will improve our data analysis to identify particular student needs in the domains of Information and Understanding, Literary Response and Expression, and Critical Analysis and Evaluation and specific literacy skills such as reading comprehension, phonics, content vocabulary, sequencing, inferring and predicting, facts and details and context clues. This analysis will be executed through the use of ARIS regarding NYSTP results and Periodic Assessment Data using Instructional Targeted Assessments (ITAs) and Predictive Assessments.
- Targeted Populations: LEP and SWD students.
- Responsible Staff Members: Principal, Assistant Principals, Literacy Coach, Data Specialist, ESL Teacher and ICT and Self-Contained Classroom Teachers and Teacher Team members will be directly involved in decision-making regarding the effectiveness of the above strategy of data analysis.
- Implementation Timeline: September 2011 through June 2012.

#### Activity #3

- Instructional Strategy: We will improve our student conferencing methods to ensure that we identify particular student needs and emplace the necessary learning strategies for each individual student.
- Targeted Populations: LEP and SWD students.
- Responsible Staff Members: Principal, Assistant Principals, Literacy Coach, ESL Teacher and ICT and Self-Contained Classroom Teachers and Teacher Team members. All Common Branch and ELA Content Teachers will be involved in the decision-making regarding this activity.
- Implementation Timeline: September 2011 through June 2012.

#### Activity # 4

- Instructional Strategy: Improve student writing skills through writer's workshop and explicit strategies such as using "Quick Writes" in class and cross-content writing in ELA and Social Studies and the introduction of Common Core Learning Standards.
- Targeted Populations: LEP and SWD students.
- Responsible Staff Members: Principal, Assistant Principals, Literacy Coach, ESL Teacher and ICT and Self-Contained Classroom Teachers and Teacher Team members. All of these staff members will be involved in this activity and strategies and will play an active role in the decision-making processes.
- Implementation Timeline: September 2011 through June 2012.

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

The strategies and activities we will implement to achieve this goal are:

- Providing materials and training to help parents work with their children to improve their achievement in literacy
- 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
- Outreach and reports to LEP and SWD parents regarding individual student progress during the school year (for example, Progress Reports, Report Cards, ITA and Predictive Results, classroom assessment results).
- Parent information sessions on topics such as Reading Levels, test preparation and using ARIS Parent Link as an instructional resource.

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

We provide a supportive and professional environment that addresses teacher needs and provides supports as needed. Our PD Plan is responsive and built on those needs that teachers themselves identify to improve their instructional practice, content knowledge and overall educational knowledge to either maintain their HQT status or to achieve HQT status. We provide a collaborative approach to decision making and have an active mentoring program. Teachers with less than 5 years of classroom experience receive additional supports from their respective Supervisor throughout the school year. The Principal and payroll secretary work closely with our CFN to ensure that any non-HQT staff meet all required documentation and certification deadlines. Mentors are provided to all first year teachers. Our PD Plan concentrates on instructional practices that positively impact ELA progress and achievement such as rigorous learning objectives, teacher questioning, accountable talk, and conferencing and assessment analysis.

#### **Service and program coordination**

- We have a coherent Consolidated Plan which includes student government and an Advisory Program
- We coordinate programs such as Respect For All, healthy eating /nutrition, housing programs, college and career readiness and Universal Pre-K (UPK) along with all grades to coordinate with the instructional strategies/activities to achieve this goal
- Our Service Program supports Penny Harvest, the National 911 Memorial, Wounded Warriors Support Program, American Cancer Society, Juvenile Diabetes Research and local community based programs

#### **Budget and resources alignment**

Our primary funding source will be FSF utilized for:

- Per-Session funding for teacher Professional Development
- Per-Session funding for Inquiry Teams
- Per-Session funding for Data Specialist and data analysis
- Per-Session funding and purchase of supplies for a Saturday ELA and MATH Skills Program in the winter/spring of 2012
- Additional purchases of CCLS classroom libraries
- Purchasing materials for parent involvement
- Translation and interpretation funding as required

## ANNUAL GOAL #2 AND ACTION PLAN

### **Annual Goal #2**

**By June 2012, 80% of all students in grades K-8 will read at least twenty-five books independently based on choice or with guided supports as necessary.**

### **Comprehensive needs assessment**

We believe that there is a direct correlation between independent reading and literacy skills and achievement. We have observed that early grade students are eager readers, but that student interest in reading often begins to drop off markedly in the 5<sup>th</sup> to 6<sup>th</sup> grades and particularly among male students. We believe that achievement of this goal will build life-long readers and learners and result in improved student achievement in ***all grades and all subjects***.

### **Instructional strategies/activities**

The research-based instructional strategies and activities that will be used to achieve this goal are:

#### Activity # 1.

- Instructional Strategy: Provide time each day for Independent Reading in all ELA classes in all Grades (approximately 20 per day) and require students to read independently every night for 20 minutes.
- Targeted Population(s): All students in all grades K-8 and LEP and SWD students.
- Responsible Staff Members: ESL Teacher, ICT Teachers, Special Education Teachers and all Common Branch and ELA Teachers.
- Implementation Timeline: September 2011 through June 2012.

#### Activity # 2.

- Instructional Strategy: All ELA and Special Education classrooms will have an Independent Reading Chart prominently displayed which will be updated weekly. In addition, we will collect data on student progress bi-monthly and have student awards and celebrations.
- Targeted Population(s): All students in all grades K-8 and LEP and SWD students.
- Responsible Staff Members: ESL Teacher, ICT Teachers, Special Education Teachers and all Common Branch and ELA Teachers.
- Implementation Timeline: September 2011 through June 2012.

#### Activity #3.

- Instructional Strategy: Purchase of CCLS classroom libraries to supplement existing classroom libraries and to purchase “high interest books” with emphasis on grades 6-8.
- Targeted Population(s): Reluctant readers in grades 6-8.
- Responsible Staff Members: ESL Teacher, ICT Teachers, Special Education, and ELA Teachers in Grades 6-8
- Implementation Timeline: September 2011 through June 2012.

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

The strategies and activities used to implement this goal are:

- 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

- providing books to students and families
- providing parent information sessions that explain the program, it's importance and student reading levels (A to Z)
- provide input to parents on individual student progress in meeting this goal
- providing activities such as assemblies and celebrations at times convenient to parents
- school web site supports and Monthly Principal's Newsletter
- provide oral and written translation as needed

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

Our school staff works closely with our CFN on all teaching and HR related matters. We have a Hiring Committee that is made up of Administrators and staff who collaborate on staffing decisions and programs. We also hold UFT Consultation meeting approximately 4X per year. This overall collaborative approach builds organizational and instructional coherence and is a factor in our high retention rate of staff members.

**Service and program coordination**

We coordinate programs such as Respect For All, healthy eating /nutrition, housing programs, college and career readiness and Universal Pre-K (UPK) along with all grades to coordinate with the instructional strategies/activities to achieve this goal. We also participate in "Read To Succeed" and "Book It" Programs which provide incentives for independent programs.

**Budget and resources alignment**

Our primary funding source will be FSF utilized for:

- Per-Session funding for teacher Professional Development
- Per-Session funding for Inquiry Teams
- Additional purchases of class room libraries
- Purchasing materials for parent involvement
- Translation and interpretation funding

## ANNUAL GOAL #3 AND ACTION PLAN

### **Annual Goal #3**

**By June 2012, the whole school attendance rate will improve by at least 1.5% to 95.6% as measured in the school annual attendance report.**

### **Comprehensive needs assessment**

Our whole school attendance rate for 2010-2011 was 94.1%. As detailed in our current Progress Report, this attendance rate is 26.1% compared to our Peer Group and 60.2 % compared to the citywide average. As a result, we earned only 1.73 points out of 5 points for this measure on our Progress Report. We believe an increased attendance rate will enhance overall student achievement.

### **Instructional strategies/activities**

#### Activity # 1:

- Strategy: Daily monitoring of student attendance and lateness via ATS Reports and ARIS data and bi-weekly Attendance Committee Meetings.
- Targeted Populations: All students.
- Responsible Staff Members: Principal, Assistant Principals, Classroom Teachers, Family Assistant, CFN Attendance Liaison, CFN Attendance Teacher, Guidance Counselors (these staff members will make up the School Attendance Committee).
- Implementation Timeline: September 2011 through June 2012.

#### Activity # 2

- Strategy: Use incentives and assemblies to reward student attendance.
- Targeted Populations: All students; celebrations and rewards for attendance greater than 96% and recognition of improvement in attendance.
- Responsible Staff Members: Principal, Assistant Principals, Classroom Teachers, Family Assistant, CFN Attendance Liaison, CFN Attendance Teacher, Guidance Counselors.
- Implementation Timeline: September 2011 through June 2012.

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

The strategies and activities used to implement this goal are:

- Our Family Assistant makes daily telephone calls to parents when students are absent
- We use a daily, automated School Messenger telephone and text messaging system to inform parents of student absences
- Ensure parents are aware of the impact of absences and lateness on learning opportunities and instructional time and high school admissions
- Ensure parents are aware of and fully understand their responsibilities as detailed in the PIP and School Compact
- We give our monthly awards for attendance and hold assemblies 3X per year to recognize outstanding student attendance
- Provide oral and written translation as needed

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

Our staff works closely with our CFN HR contact regarding matters concerning teacher retention, recruitment and highly qualified matters.

**Service and program coordination**

- Our Advisory and Character Development Programs stress personal responsibility which supports high attendance rates
- We coordinate programs such as Respect For All, healthy eating /nutrition, housing programs, college and career readiness and Universal Pre-K (UPK) along with all grades to coordinate with the instructional strategies/activities to achieve this goal

**Budget and resources alignment**

Our primary funding source will be FSF for regular staff salaries. We do not plan for any other funding needs.

**ANNUAL GOAL #4 AND ACTION PLAN**

**Annual Goal #4**

**By June 2012, all teachers will participate in a school-wide Professional Development (PD) Plan to improve classroom instruction and student achievement with a minimum of 80% of teachers completing an Individual Learning Plan in ARIS Learn**

**Comprehensive needs assessment**

Based on informal and formal observations and short cycles of observation, Administration has noted a need to strengthen instructional practices in the areas of questioning, differentiation, technology and data analysis and assessment procedures. Based on our current Learning Environment Survey (LES) of spring 2010, our teachers indicated that they require additional PD in their content areas and overall instructional strategies.

**Instructional strategies/activities**

Activity #1

- Strategy: Maximize participation in CFN 210 Monthly PD opportunities
- Targeted Populations: all Staff.
- Responsible Staff Members: Principal, Assistant Principals, PD Committee Members, all Teacher Team Members.
- Implementation Timeline: September 2011 through June 2012.

Activity #2

- Strategy: Develop an Annual Professional Development Plan that is based on teacher input.
- Targeted Populations: all Staff.
- Responsible Staff Members: Principal, Assistant Principals, PD Committee Members, all Teacher Team Members.
- Implementation Timeline: September 2011 through June 2012.

Activity #3

- Strategy: Each teacher completes their own respective Individual Teacher Learning Plan in ARIS Learn.
- Targeted Populations: all Staff.
- Responsible Staff Members: Principal, Assistant Principals.
- Implementation Timeline: September 2011 through June 2012.

**Strategies to increase parental involvement**

This section does not apply to this Goal.

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

We know that teachers value schools that have responsive, adaptable and collaborative PD Plans. Our articulation and support of this goal will attract and retain highly qualified teachers and directly support new teachers.

**Service and program coordination**

We coordinate programs such as Respect For All, healthy eating /nutrition, housing programs, college and career readiness and Universal Pre-K (UPK) along with all grades to coordinate with the instructional strategies/activities to achieve this goal

**Budget and resources alignment**

Our primary funding source will be FSF utilized for:

- Per-Session funding for teacher Professional Development
- Per-Session funding for Inquiry Teams
- Professional development materials (books, periodicals, etc.)

**ANNUAL GOAL #5 AND ACTION PLAN****Annual Goal #5**

**By June 2012, the school will complete and implement a school-wide Assessment Plan to improve assessment practices and raise student achievement in all grades with 100% of Teacher Teams completing a grade specific Assessment Plan**

**Comprehensive needs assessment**

Currently, we do not have a rigorous and coherent Assessment Plan that we can use to analyze student data, make instructional decisions and improve student achievement. We also want to align to Competency 3d of Danielson's Framework for Teaching (Using Assessment in Instruction).

**Instructional strategies/activities**

## Activity #1

- Strategy: To have each Teacher Team in Grades K-8 develop a coherent Assessment Plan to raise student achievement based on Competency 3d of Danielson's Framework for Teaching (Using Assessment in Instruction).
- Targeted Populations: all Teacher Teams.
- Responsible Staff Members: Principal, Assistant Principals, all Teacher Teams.
- Implementation Timeline: September 2011 through June 2012.

## Activity #2

- Strategy: To integrate Beginning of Year Inventory Assessments, Diagnostic Reading Assessments (3-4 times per year), Periodic Assessments (Instructionally Targeted Assessment (ITAs), Periodic Assessment, ELL Assessments (Pearson) and Teacher Team created assessments in a grade wide Assessment Plan for all grades to ensure that rigorous methods are used to assess student learning.
- Targeted Populations: All students
- Responsible Staff Members: All Staff Members via Teacher Teams
- Implementation Timeline: January 2012 through June 2012

Activity #3

- Strategy: To have all students complete at least one ELA and one MATH task aligned to the CCLS as part of an overall Assessment Plan.
- Targeted Populations: All Students.
- Responsible Staff Members: All Staff Members via Teacher Teams.
- Implementation Timeline: September 2011 through June 2012

**Strategies to increase parental involvement**

The strategies and activities used to implement this goal are:

- Parent awareness of the importance of student assessments
- Posting the Assessment Plan on the school web site
- Posting the Assessment Calendar on the school web site

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

Our staff works closely with our CFN HR contact on all staff personnel matters and issues related to highly qualified teachers and retention and recruitment matters.

**Service and program coordination**

We coordinate programs such as Respect For All, healthy eating /nutrition, housing programs, college and career readiness and Universal Pre-K (UPK) along with all grades to coordinate with the instructional strategies/activities to achieve this goal

**Budget and resources alignment**

Our primary funding source will be FSF utilized for:

- Per-Session funding for teacher Professional Development
- Per-Session funding for Inquiry Teams

**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>	0	0	N/A	N/A	2	0	0	0
<b>1</b>	24	0	N/A	N/A	0	0	0	0
<b>2</b>	23	6	N/A	N/A	3	0	0	2
<b>3</b>	19	6	N/A	N/A	1	0	0	0
<b>4</b>	29	5	0	0	0	0	1	1
<b>5</b>	18	8	0	0	2	1	0	0
<b>6</b>	9	3	0	0	2	0	1	1
<b>7</b>	5	1	0	0	2	0	2	0
<b>8</b>	12	5	0	0	0	0	0	1
<b>9</b>	NA	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>10</b>	NA	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>11</b>	NA	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>12</b>	NA	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

- i. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
- ii. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
- iii. 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>	Workshop Model for instruction, Rigby Diagnostic Reading Assessments, Wilson Reading, Foundations, Voyager, QTEL for ESL Students, RTI Tiers II and III during Extended Day 50-minute blocks, Extended Day Instruction with maximum student/teacher ratio of 3:1, ESL Push-In during school day, SETSS and Speech during school day (Push In and Pull-out); on-line instructional support (ACUITY or Studylsland.com), NY Ready Test Prep Materials, Saturday Prep Academy, 1 to 1 instruction by Literacy Coach.
<b>Mathematics</b>	Workshop Model for instruction, RTI Tiers II and III during Extended Day 50-minute blocks, Extended Day Instruction with maximum student/teacher ratio of 3:1, SETSS during school day (Push In and Pull-out); on-line instructional support (ACUITY or Studylsland.com), NY Ready Test Prep Materials, Saturday Prep Academy.
<b>Science</b>	Not provided as part of AIS
<b>Social Studies</b>	Not provided as part of AIS
<b>At-risk Services provided by the Guidance Counselor</b>	At Risk or as per student IEP Small Group and one-to-one as per IEP During school day
<b>At-risk Services provided by the School Psychologist</b>	At Risk or as per student IEP Small Group and one-to-one as per IEP During school day
<b>At-risk Services provided by the Social Worker</b>	At Risk or as per student IEP Small Group and one-to-one as per IEP During school day

**At-risk Health-related Services**

As per student's medical needs, 504 and/or doctor's order



**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 <b>C. Amundsen/ Joanne Brucella</b>	District <b>27</b>	Borough <b>Queens</b>	School Number <b>146</b>
School Name <b>The Howard Beach School</b>			

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

Principal <b>James McKeon</b>	Assistant Principal <b>Mitchell Katcher</b>
Coach	Coach
ESL Teacher <b>Jessica Guando</b>	Guidance Counselor
Teacher/Subject Area <b>Wilma Rodriquez/Spanish</b>	Parent <b>Rafal Glinski</b>
Teacher/Subject Area	Parent Coordinator <b>Christine Armao</b>
Related Service Provider	Other
Network Leader	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	<b>1</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>
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>734</b>	Total Number of ELLs	<b>17</b>	ELLs as share of total student population (%)	<b>2.32%</b>
------------------------------------	------------	----------------------	-----------	---	--------------

## Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

Paste response to questions 1-6 here

1. Initial Identification of Students. The parent or guardian of all new admitted students to the NYCDOE and PS 146 must fill out the Home Language Identification Survey form in their respective native language. The LAB-R is administered by the Principal (Mr. James McKeon), or either of two Assistant Principals (Mrs. Jacqueline Sugrue, Supervisor of English Language Arts and the Principal's Designee or Mr. Mitchell Katcher, ESL Supervisor). In addition, our new ESL Teacher (Ms. Jessica Guando) assists. If translation services are required, they are provided by bilingual staff members. If the home language is listed as other than English, an informal interview is conducted with the student by Ms. Guando, the E.S.L. teacher. Upon completion of the Survey by a Supervisor or a licensed pedagogue, the informal oral interview is conducted in English. A determination is then made if the student is required to take the Lab-R. If the student is eligible for LAB-R testing, a LAB-R it is administered within 10 school days of the student registering. Our ESL teacher (Ms. Guando) or the school Testing Coordinator (Ms. Patricia Chase) administers the LAB-R (where applicable). If a Spanish-speaking student does not pass the LAB-R, the student is administered the Spanish LAB during the same testing period. LAB-R exams are hand-scored and delivered to the designated LAB-R collection site. Each year, Mr. Katcher and the E.S.L. teacher review the results of the most current NYSESLAT using the RLAT to determine the needs of our ELLs and to group appropriately, plan academically, and to ensure that the correct number of mandated minutes of service are being scheduled and administered for each student. We utilize the RNMR (ATS Source) to determine student achievement in the four components of reading, writing, listening and speaking and we use this data to target supports and differentiate instruction for individual students.

2. Program Choices. At the start of the school year (and as required based on enrollment after our initial evaluation), ELL students are identified and families are notified of a parent orientation that they are invited to attend. Letters in English as well as in each family's native language are sent home to the families regarding the time and place of the orientation. During the orientation, which is conducted within 10 school days of the student's registration, parents/guardians view the program choice video via the DOE web site which explains the ELL programs of TBE, DL and Freestanding ESL and the process whereby a parent selects the program best suited for their child. This video is shown in the home language of the parent/guardian when available. If there is a home language that is unavailable on the DOE video site, a translator is provided to ensure understanding of the program choices. Assistant Principal Mitchell Katcher, Ms. Guando, our ESL Teacher, and our Parent Coordinator, Ms. Christine Armao jointly conduct the parent orientation meetings. Parents/guardians are encouraged to ask questions concerning all three programs at this time. Information regarding best practices in supporting the ELL student is presented at the workshop/orientation as well. Selection Forms explaining the three DOE ELL Programs are given to parents/guardians in their home language(s). Completed forms are attached to the student's HLIS and placed in the student's cumulative file. (All Forms such as the HLIS, Program Choices, Brochures, etc. are maintained in various languages in the Main Office and are utilized as needed).

3. Entitlement Letters; Parent Surveys and Program Selection. Our E.S.L. teacher is responsible for ensuring that Entitlement Letters are distributed, returned and reviewed for compliance and that entitlement letters are distributed as soon as the child is identified as an

ELL based upon the results of the administered LAB-R. Parent surveys are returned and program selections are completed at the orientation by the parent. If a parent decides to return either form at another time, our ESL Teacher is designated as the person who follows up to ensure that the forms are returned in a timely fashion. We hold meetings at times that are convenient for parents and all correspondence is translated as needed. Our school website also provides translation into 52 languages and we have several bi-lingual staff members who assist as needed. All records are maintained in both the student's individual cumulative file and in the Main Office by the Pupil Accounting Secretary.

4. Student Placement. After the parent has viewed the video describing the three offered programs offered in NYC and had all questions answered to their satisfaction and has completed their Program Selection Form, it is explained to them that we do not currently have enough parents selecting a Bilingual or Dual Language program in order to open a class here, and that we will locate schools that do have those programs. If the parent designates a Freestanding ESL program as their first choice, we explain that we currently do have that program and will immediately program their child based on their grade level and LAB-R Proficiency Level. As usual, if the parent needs this information translated into their home language, we will provide translation services. After a placement has been determined, a Placement Letter is given (distributed) to each parent. As with all ELL Records, a copy of Placement Letters are maintained in the individual student's cumulative file and in the Main Office. Continued Entitlement Letters are distributed by the the ESL teacher after the results of the NYSESLAT Assessment are made public. These letters are maintained as per the above.

5. Program Choice Trends. Currently, we only offer a freestanding ESL Program based upon recent Parent Program Selections. All of our current 17 ELLs' parents have selected ESL Program as their first choice.

6. Alignment between Parent Choice and Program Offering. We offer a Freestanding ESL/pull-out program that is aligned with parent requests. If a parent indicates a selection of DL or TBE, we will maintain a running count of how many parents make those requests and will open those programs once the mandated numbers are met. Until then, we refer that parent to our CFN ELL Liasion for additional program information and choices being offered in nearby schools.

## 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●	No*	If yes, indicate language(s):
Dual language program	Yes●	No*	If yes, indicate language(s):

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

ELL Program Breakdown														To t#
	K	1	2	3	4	5	6	7	8	9	10	11	12	
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Dual Language</b> (50%:50%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Freestanding ESL														
Self-Contained	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Push-In	0	0	0	0	0	0	1	0	1	0	0	0	0	2
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>

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

Number of ELLs by Subgroups					
All ELLs	17	Newcomers (ELLs receiving service 0-3 years)	8	Special Education	6
SIFE	0	ELLs receiving service 4-6 years	9	Long-Term (completed 6 years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	8	0	2	9	0	4	0	0	0	17
<b>Total</b>	<b>8</b>	<b>0</b>	<b>2</b>	<b>9</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>17</b>

Number of ELLs in a TBE program who are in alternate placement: 0

**C. Home Language Breakdown and ELL Programs**

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
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
<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 L	EP																		
Spanish	0	0	0	0	0	0	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	0	0	0	0	0	0
Russian	0	0	0	0	0	0	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	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	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	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	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	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0
Other <u>0</u>	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): 0

Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 0

Asian: 0

Hispanic/Latino: 0

Native American: 0

White (Non-Hispanic/Latino): 0

Other: 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
	Spanish	0	2	0	1	2	3	3	2	2	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	<b>0</b>
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	<b>0</b>
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	<b>0</b>
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	<b>0</b>
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	<b>0</b>
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	<b>0</b>
French	0	0	0	0	0	0	0	0	0	0	0	0	0	<b>0</b>

## 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
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	1	0	1	0	0	0	0	0	0	0	0	0	0	2
Albanian	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
<b>TOTAL</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>17</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. **Instructional Delivery.** The ESL Model utilized is a pull-out for most of our students. When possible, as is the case with our current 6<sup>th</sup> and 8<sup>th</sup> grade students in our self-contained special education class, we utilize a push-in model to support content instruction. Going forward we plan to program our ELLs in one class on each grade to support a school-wide push-in model. Currently, our ESL classes are grouped in no more than a 3-grade range and heterogeneously with no more than two proficiency levels apart.

2. **Mandated Instructional Time.** Our school provides services as mandated by CR Part 154, according to students proficiency levels achieved on the LAB-R and NYSESLAT. All ELL students who are at the beginning and intermediate levels are receiving 360 minutes of instruction per week. Advanced students are served for 45 minute blocks 4 times a week (180 minutes per week). In addition, all ELL students receive ELA instruction and content area instruction from their classroom teachers.

3. **Content Areas.** The instructional approach used to meet the needs of our ESL students is the Workshop Model. This approach encompasses various strategies and techniques for ELLs. Scaffolding and differentiated instructional techniques are used extensively. We utilize explicit modeling techniques and students are guided through a task and emulate by example. Within the content areas, vocabulary

## A. Programming and Scheduling Information

is emphasized through the use of word wall words and TRP strategies. Students are encouraged to make personal connections to new subject matter using their knowledge and experiences. Conceptualization is incorporated through the use of stories, poems and graphic organizers. Cultural awareness and socialization are an important component of our daily focus. The ELL students are exposed to a multi-sensory approach that promotes literacy through integrated instructional techniques. Emphasis has been placed on incorporating balanced literacy into the curriculum stressing reading, writing and word work and moving from teacher support to student independence ("To, With and By"). All instructional techniques are used in conjunction with NYSED academic standards. In addition, we have begun to implace strategies based on the new Common Core Learning Standards.

4. Native Language Evaluations. For the most part we do not provide native Language Evaluations unless the student has no english language skills. In those cases, we do provide Native Language Evaluations as required.

5. Differentiated Instruction. We provide differentiated instruction for all students in our school to include our ELLs. This is delivered through Tier 1 instruction, center work, individual and group tasks and choices in independent reading and various assignments in all subjects. Where applicable, Tier 2 and Tier 3 differentiated instruction is provided in the classroom, during Extended Day and also offered during our Saturday Academy Program.

Newcomers also receive differentiated instruction using various techniques across all proficiency levels. Most ELLs in this group require a multi-sensory approach for instruction. The four modalities are incorporated and align with standards-based instruction. Newcomers can participate in all programs available including Extended Day, Foundations, Study Island and ACUITY (Periodic Assesments). Additionally, students who will be mandated to take state examinations receive testing preparations in content area in class as well as ESL instruction. ELLs who are receiving service for four to six years and long-term ELLs continue in the variuos programs that are offered until they attain proficiency. More content area instruction is necessary to facilitate academic growth and language development. Strong emphasis is always on reading and writing skills, based upon the trends in results of the most current NYSESLAT. Analysis of the NYSESLAT determines individual needs for each student to attain proficiency.

6. ELL-SWD Instructional Strategies. Differentiated instruction with below, on, and above grade-level fiction and nonfiction texts are utilized within the ESL classroom to provide access to academic cintent areas. In order to accelerate English language development, tasks are scaffolded to reinforce learned english skills as well as to introduce and practice higher order skills. The ESL teacher has access to texts and other materials being used in her students' subject area classrooms and supports that learning with cross-curriculum reading assignments and interdisciplinary tasks. For grades K-5, we use "Avenues" and for grades 6-8, we use "High Point" (Hampton-Brown Publishers). In addition to the above, we provide native language supports to ELL-SWDs whose IEP mandates bilingual instruction.

7. ELL-SWD and LRE Environments. ELLS who have been identified as having special needs are in mainstreamed ELL classes with general education students. Our ESL teacher receives IEPs as needed and utilizes cooperative learning opportunities. In addition related services may include speech, OT/PT, and couseling in accordance with the respective student's IEP. ESL classes are scheduled at specific times to ensure that related service schedules are uninterrupted. When necessary, the native language is used to support the student in all areas of the curriculum.

### Courses Taught in Languages Other than English

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

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

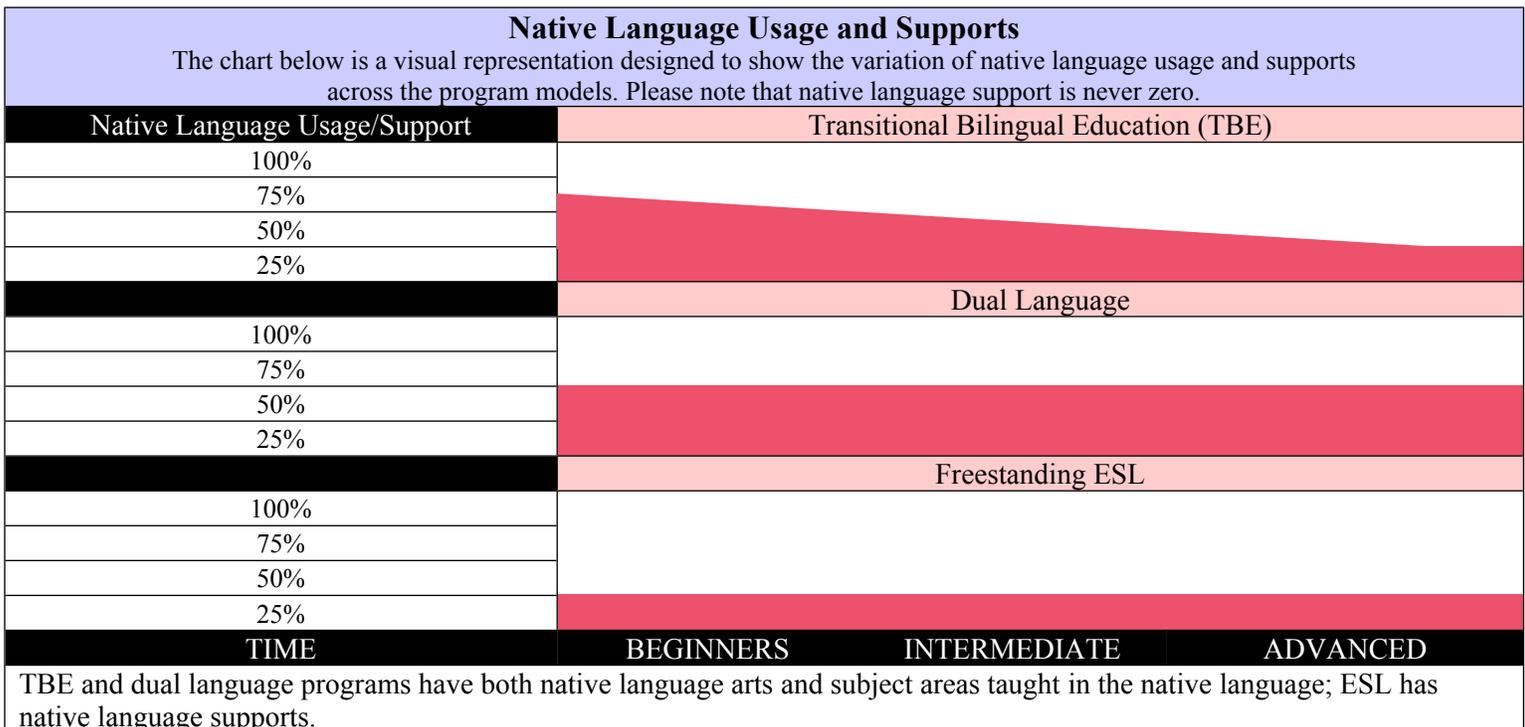
Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts	NA	NA	NA
Social Studies:	NA	NA	NA
Math:	NA	NA	NA

Science:	NA
NA	NA

NA	NA

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
<b>FOR TBE /DL PROGRAMS:</b> 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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



## 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. Targeted Intervention in ELA, Math, and Social Studies and Science. ELLs participate in targeted intervention programs which include R.T.I., Wilson (ELA), Foundations (ELA), AIS (ELA and Math), ACUITY (ELA, Math, Social Studies and Science), Study Island (all subjects), and Extended Day (all subjects). This is mostly facilitated through learning centers, Extended Day instruction and web-based programs utilized in school or at home.

9. Transitional Support. Continuing transitional support is provided for ELLs reaching proficiency on the NYSESLAT via classroom instruction and teacher supports. All ELL testing accommodations are provided during periodic assessments and NYS examinations. Students can continue participation with AIS services. The classroom teachers of transitional ELLs link with the ESL teacher to update them on progress and of any academic concerns identified.

10. New Programs and Improvements. A new program or improvement to be considered for the upcoming school year is to add an enrichment program for former ELLs and current ELLs. All ELLs are afforded equal access to all school programs. Letters and forms are sent out and translated into necessary languages when needed. All students are welcomed to attend afterschool and supplemental services such as Extended Day, CHAMPS, the Spanish Club, and other extracurricular activities. Pending funding, we are also planning a "Saturday ELL Academy" for the first time in the Spring of 2012 to supplement instruction in preparation for the NYSESLAT administration. The ESL program utilizes a variety of instructional materials and technology to meet the needs of our ELL population. Technology, including Rosetta Stone, Study Island, ACUITY, Leap Frog and other on-line language acquisition programs are incorporated into instruction to provide a balanced literacy program. Avenue/Hampton Brown and High Point/Hampton Brown are used in teaching ELA and content areas through ESL methodologies and techniques which aid in the development of all four modalities. The use of high interest level libraries, Big Books and listening centers support ESL instruction. Read-Alouds, shared reading and guided reading are instructional strategies that are consistently used to encourage and support listening skills and reading and writing responses. For content area instructional resources, we utilize high interest texts differentiated based on student reading levels and interest. Native language support is delivered via dual-language texts. Regarding required services support we evaluate the student's age and grade levels and adjust instruction accordingly to align to interests, goals and learning standards in ELA, MATH, Social Studies, Science, Technology, the ARTS. Much of our analysis and support in ELA and content areas is based on the individual student's reading level.

11. Programs Discontinued. We do not plan to discontinue any Programs for this academic year.

12. Equal Access. All ELLs are afforded equal access to academic programs, after-school programs, social development programs such as student advisory, CHAMPS, Extended Day, Saturday Academy, Foreign language class and club, Technology, ARTS, Regents and any other existing programs or programs that we may initiate for our students. Funding is via Fair Student Funding for after school programs and Saturday Academy.

13. Instructional Materials/Technology. Regarding classroom technology assets, all classrooms are equipped with Smart Boards and internet access to utilize a vast array of on-line instructional support. Native language support is via dual-language texts and dual-language web based applications.

14. Native Language Support. Native Language support is provided through the use of bi-lingual dictionaries/testing materials and glossaries. When needed, native language speaking para-professionals support our overall instructional efforts.

15. Age and Grade Levels. We provide required supports regardless of student ages or grade levels.

## 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. Targeted Intervention in ELA, Math, and Social Studies and Science. ELLs participate in targeted intervention programs which include R.T.I., Wilson (ELA), Foundations (ELA), AIS (ELA and Math), ACUITY (ELA, Math, Social Studies and Science), Study Island (all subjects), and Extended Day (all subjects). This is mostly facilitated through learning centers, Extended Day instruction and web-based programs utilized in school or at home.

9. Transitional Support. Continuing transitional support is provided for ELLs reaching proficiency on the NYSESLAT via classroom instruction and teacher supports. All ELL testing accommodations are provided during periodic assessments and NYS examinations. Students can continue participation with AIS services. The classroom teachers of transitional ELLs link with the ESL teacher to update them on progress and of any academic concerns identified.

10. New Programs and Improvements. A new program or improvement to be considered for the upcoming school year is to add an enrichment program for former ELLs and current ELLs. All ELLs are afforded equal access to all school programs. Letters and forms are sent out and translated into necessary languages when needed. All students are welcomed to attend afterschool and supplemental services such as Extended Day, CHAMPS, the Spanish Club, and other extracurricular activities. Pending funding, we are also planning a "Saturday ELL Academy" for the first time in the Spring of 2012 to supplement instruction in preparation for the NYSESLAT administration. The ESL program utilizes a variety of instructional materials and technology to meet the needs of our ELL population. Technology, including Rosetta Stone, Study Island, ACUITY, Leap Frog and other on-line language acquisition programs are incorporated into instruction to provide a balanced literacy program. Avenue/Hampton Brown and High Point/Hampton Brown are used in teaching ELA and content areas through ESL methodologies and techniques which aid in the development of all four modalities. The use of high interest level libraries, Big Books and listening centers support ESL instruction. Read-Alouds, shared reading and guided reading are instructional strategies that are consistently used to encourage and support listening skills and reading and writing responses. For content area instructional resources, we utilize high interest texts differentiated based on student reading levels and interest. Native language support is delivered via dual-language texts. Regarding required services support we evaluate the student's age and grade levels and adjust instruction accordingly to align to interests, goals and learning standards in ELA, MATH, Social Studies, Science, Technology, the ARTS. Much of our analysis and support in ELA and content areas is based on the individual student's reading level.

11. Programs Discontinued. We do not plan to discontinue any Programs for this academic year.

12. Equal Access. All ELLs are afforded equal access to academic programs, after-school programs, social development programs such as student advisory, CHAMPS, Extended Day, Saturday Academy, Foreign language class and club, Technology, ARTS, Regents and any other existing programs or programs that we may initiate for our students. Funding is via Fair Student Funding for after school programs and Saturday Academy.

13. Instructional Materials/Technology. Regarding classroom technology assets, all classrooms are equipped with Smart Boards and internet access to utilize a vast array of on-line instructional support. Native language support is via dual-language texts and dual-language web based applications.

14. Native Language Support. Native Language support is provided through the use of bi-lingual dictionaries/testing materials and glossaries. When needed, native language speaking para-professionals support our overall instructional efforts.

15. Age and Grade Levels. We provide required supports regardless of student ages or grade levels.

## 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?

### E. Parent Involvement.

1. All parents and guardians are actively involved in our school via our School Leadership Team (SLT), Parent-Teacher Association (PTA), "Meet the Teacher Night", Parent-Conferences, liaison with our Parent Coordinator, Open School Week, school trips and family activities and monthly parent information sessions. Our DOE Web Site and independent school-run eCHALK Web Site supports our high level of parent involvement. As stated earlier, our website translates into 53 languages. Annual Learning Environment Survey data confirms that our parents are actively involved in all aspects of our school community. Parents and guardians of ELLs are involved in the above and an annual ELL Parent Outreach and Information session which is held in the fall of each year. Due to the importance of parent involvement, the Principal and Assistant Principals take an active role in planning and conducting activities. Our school Parent Coordinator is the direct liaison to parents.
2. While we do have several partnerships with agencies and Community Based Organizations to support our overall school community and student achievement efforts, we do not currently have any such partnerships specifically devoted to providing workshops or services to ELL parents.
3. We build strong partnerships and open lines of communication and mutual respect and trust with our parents and actively seek their input on school matters through the SLT and the PTA to evaluate all parent needs. We conduct informal surveys during the year and we also analyze the results of our Annual Learning Environment Survey to determine the needs of the parents. After analyzing various parent inputs, we modify our methods and plans as needed. Parent Coordinator administers all informal surveys and outreach and assists with the Annual Learning Environment Survey.
4. Each of our parental involvement activities is an outgrowth of what we determine are the wants and needs of our parent community. Therefore, the activities are designed with the assistance of the PTA and School Leadership Team to meet those wants and needs. Our informational sessions always include a question and answer session and we elicit feedback via e-mail or telephone throughout the school year. Examples are Parent Orientation, "Meet The Teacher Night", Parent-Teacher Conferences, Open School Week, Spelling Bee and MATH Bee Assemblies, Book Club, PTA Meetings and monthly parent involvement meetings and seminars based on parent input and requests.

## 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)?

This Section is NOT APPLICABLE-We do not have a Dual Language Program.

## 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.

### D. Professional Development and Support for School Staff.

1. Our ELL Teacher, Ms. Guando, is mentored by our Literacy Coach and our two Assistant Principals and she attends monthly

## 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.

### D. Professional Development and Support for School Staff.

1. Our ELL Teacher, Ms. Guando, is mentored by our Literacy Coach and our two Assistant Principals and she attends monthly professional development sessions provided by our CFN ESL Liaison and other CFN professionals. In addition, Ms. Guando actively participates on a Teacher Team which meets at least twice per week during which various professional activities are planned and executed. She also will complete a Learning Plan via ARIS Learn and complete Courses in ARIS Learn regarding ESL and teacher competencies. Personnel participating in Professional Development as the Principal, Assistant Principal, Common Branch Teachers, Para-Professionals, Guidance Counselors, Psychologist, Social Worker, Occupational/Physical Therapists, Speech Providers/Therapists, Secretaries and Parent Coordinators. Workshops in all content areas are based on QTEL Strategies.

2. To support our staff in assisting our ELLs in transitioning from elementary to middle school and from middle school to high school, we offer professional development on assessing students for R.T.I. on all grade levels, on the academic, social, and emotional growth differences between elementary and middle school students, as well as on ways to develop independency and responsibility in preparation for high school. Our advisory program benefits our students as well as our staff in learning and sharing about the challenges facing students in and outside of school at the middle school age level. Our ESL teacher confers with the classroom teachers of her students regarding best practices to assist these students through these transitions. Professional Development on the new Common Core Learning Standards also prepares our staff to best prepare our students for the transition to the next grade level. Guidance Counselors receive professional development via our CFN and our ESL Teacher regarding ELL transitions.

3. We provide the minimum 7.5 hours of ELL training for all staff through our PD Plan throughout the year. Our Supervisors and ELL Teacher provide this support which is research-based and incorporates strategies from our CFN PD, ARIS Learn, NYCDOE Resources and QTEL methodologies. Specific and differentiated learning strategies in ELA, Math, Social Studies and Science are presented via PD, Study Groups and Teacher Team collaborative meetings. A specific emphasis is focused on student writing in all subjects. All records are maintained with the PD Supervisor/Assistant Principal (Mrs. J. Sugrue) and also by the ESL Teacher.

## 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?

### E. Parent Involvement.

1. All parents and guardians are actively involved in our school via our School Leadership Team (SLT), Parent-Teacher Association (PTA), "Meet the Teacher Night", Parent-Conferences, liaison with our Parent Coordinator, Open School Week, school trips and family activities and monthly parent information sessions. Our DOE Web Site and independent school-run eCHALK Web Site supports our high level of parent involvement. As stated earlier, our website translates into 53 languages. Annual Learning Environment Survey data confirms that our parents are actively involved in all aspects of our school community. Parents and guardians of ELLs are involved in the above and an annual ELL Parent Outreach and Information session which is held in the fall of each year. Due to the importance of parent involvement, the Principal and Assistant Principals take an active role in planning and conducting activities. Our school Parent Coordinator is the direct liaison to parents.

2. While we do have several partnerships with agencies and Community Based Organizations to support our overall school community and student achievement efforts, we do not currently have any such partnerships specifically devoted to providing workshops or services to ELL parents.

3. We build strong partnerships and open lines of communication and mutual respect and trust with our parents and actively seek their input on school matters through the SLT and the PTA to evaluate all parent needs. We conduct informal surveys during the year and we also analyze the results of our Annual Learning Environment Survey to determine the needs of the parents. After analyzing various parent

## 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?

### E. Parent Involvement.

1. All parents and guardians are actively involved in our school via our School Leadership Team (SLT), Parent-Teacher Association (PTA), "Meet the Teacher Night", Parent-Conferences, liaison with our Parent Coordinator, Open School Week, school trips and family activities and monthly parent information sessions. Our DOE Web Site and independent school-run eCHALK Web Site supports our high level of parent involvement. As stated earlier, our website translates into 53 languages. Annual Learning Environment Survey data confirms that our parents are actively involved in all aspects of our school community. Parents and guardians of ELLs are involved in the above and an annual ELL Parent Outreach and Information session which is held in the fall of each year. Due to the importance of parent involvement, the Principal and Assistant Principals take an active role in planning and conducting activities. Our school Parent Coordinator is the direct liaison to parents.
2. While we do have several partnerships with agencies and Community Based Organizations to support our overall school community and student achievement efforts, we do not currently have any such partnerships specifically devoted to providing workshops or services to ELL parents.
3. We build strong partnerships and open lines of communication and mutual respect and trust with our parents and actively seek their input on school matters through the SLT and the PTA to evaluate all parent needs. We conduct informal surveys during the year and we also analyze the results of our Annual Learning Environment Survey to determine the needs of the parents. After analyzing various parent inputs, we modify our methods and plans as needed. Parent Coordinator administers all informal surveys and outreach and assists with the Annual Learning Environment Survey.
4. Each of our parental involvement activities is an outgrowth of what we determine are the wants and needs of our parent community. Therefore, the activities are designed with the assistance of the PTA and School Leadership Team to meet those wants and needs. Our informational sessions always include a question and answer session and we elicit feedback via e-mail or telephone throughout the school year. Examples are Parent Orientation, "Meet The Teacher Night", Parent-Teacher Conferences, Open School Week, Spelling Bee and MATH Bee Assemblies, Book Club, PTA Meetings and monthly parent involvement meetings and seminars based on parent input and requests.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

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

### 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?

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

**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.

NONE.

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Math**

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0	0	0	0
Integrated Algebra	0	0	0	0
Geometry	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0
Global History and Geography	0	0	0	0
US History and Government	0	0	0	0
Foreign Language	0	0	0	0
Other	0	0	0	0
Other	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

**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.

NONE.

## Part VI: LAP Assurances

School Name: <b>The Howard Beach School</b>		School DBN: <b>27Q146</b>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
James McKeon	Principal		12/15/11
Mitchell Katcher	Assistant Principal		12/15/11
Christin Armao	Parent Coordinator		12/15/11
Jessica Guando	ESL Teacher		12/15/11
Rafal Glinski	Parent		12/15/11
Patricia Chase	Teacher/Subject Area		12/15/11
Wilma Rodriguez	Teacher/Subject Area		12/15/11
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

**DBN:** 27Q146      **School Name:** The Howard Beach School

**Cluster:** 2      **Network:** 210

**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.

Our primary data source is the Home Language Identification Survey and interviews at registration/enrollment. Our methodology is that an Administrator (Principal, "lower grade" Assistant Principal or Assistant Principal for ESL Programs) interviews the parent/guardian upon registering a new student to the New York City Department of Education. The Home Language Identification Survey (HLIS) requests how the parent/guardian wants the school to communicate to them verbally and in writing (Part 3-Questions 1 and 2). Based on these answers we provide both written translation and oral interpretation as requested to ensure that all parents are provided with appropriate and timely information in a language they can understand. If we recognize that a parent is struggling to understand the English language at any meeting such as our ESL Orientation, Parent-Teacher Conference, Annual IEP or EPC or any other informative session, we inquire if translation or interpretation services are needed. (Note: we also provide oral interpretation at the time of registration if needed).

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 (November 2011), we have five families that request written translation and oral interpretation in Spanish and two families in Polish. These findings were reported to the school community via our teaching staff, our ESL Teacher, our School Leadership Team (SLT) and to individual teachers. Members of our Language Allocation Plan (LAP) Team are also aware of our needs in this area. We also make the entire staff aware of which staff members are bilingual and how they can assist with translation and interpretation.

## 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.

We provide all NYCDOE documents in translated form as identified by parents. This includes notices from the NYCDOE that may be forwarded to parents electronically or "back-packed" home. All of the various forms related to our ESL Program are available and accessible in translated form as per NYCDOE regulations and guidelines. In addition, we provide documents such as the Parent Bill of Rights and Responsibilities and the Citiwide Student Discipline Code. Our school web site ([www.PS146Q.org](http://www.PS146Q.org)) translates into 54 languages at the "click of a mouse." For documents and notices that we generate at the school, we either use an on-line service, the DOE's Interpretation and Translation Department or a staff member provides the written translation. We also provide language assistance at Parent-Teacher Conferences and we encourage parents to attend all Parent Teacher Association (PTA) meetings and Community Education Council (CEC) meetings. We have access to all NYCDOE documents in the nine covered languages if needed.

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.

Currently, we only require oral interpretation into two languages: Spanish and Polish. We have five staff members who can provide support in Spanish and one staff member who speaks Polish. Per-session funding is provided for staff if needed. We believe this is sufficient and we do not use parent volunteers due to the potential confidential or sensitive nature of verbal conversations and overall communication.

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>.

We are in full compliance with Chancellor's Regulation A-663. We provide parental notification requirements for translation and interpretation services such as translation of key documents for ESL supports such as the HLIS, Parent Preferred Language Form, ELL Parent Brochures, Parent Survey and Program Selection Form and all ESL related Parent Notification Forms (Entitlement Letter, Continued Entitlement Letter, Non-Entitlement Letter, Placement Letter, Non-Entitlement/Transition Letter and Title III Letter). In addition, we explain and interpret NYSESLAT and all other NYSED Assessment results to ESL parents or parents requiring interpretation and translation supports. We offer an ESL orientation meeting for parents at the start of the school year and if a new student/family enrolls at our school who requires oral or translation services. We also have all parents view the NYCDOE introductory video via the main NYCDOE web page. In addition, our Parent Coordinator keeps in touch with all parents throughout the year to assess their needs in relation to Chancellor's Regulation A-663.