



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : MYRA S. BARNES INTERMEDIATE SCHOOL 24

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 31R024

PRINCIPAL: LENNY SANTAMARIA **EMAIL:** LSANTAM@SCHOOLS.NYC.GOV

SUPERINTENDENT: ERMINIA CLAUDIO

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
Lenny Santamaria	*Principal or Designee	
Michael Scarcella	*UFT Chapter Leader or Designee	
Jennifer Appel	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Melissa Held	Member/ Teacher	
Eileen Barra	Member/ Teacher	
Deric Borrero	Member/Administration	
Judy Devine	Member/ Parent	
Kim Zangrillo	Member/ Parent	
Renee Bolusi	Member/ Parent	
Margaret Jeromey	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

To increase student attendance by 2.1% for the 2011-2012 school year by June 2012.

Comprehensive needs assessment

In the 2010-2011 our student attendance rate was 92.9%. Falling short of the DOE goal of 95% we missed this goal by 2.1%.

Instructional strategies/activities

We will;

- Hold Bi-Monthly Attendance Inquiry Meetings consisting of Deans, Assistant Principals, Pupil Accounting Secretary, Parent Coordinator and Guidance Counselors.
- Add an AM Homeroom period to have attendance taken earlier in the day.
- Create incentives and provide rewards and recognition for students with perfect or improved school attendance.
- Hold School Spirit Days so that more students can take part in activities and will want to be in school to share in the experience.
- Write to parents to inform and share how absences have an effect on lost instructional time.

Strategies to increase parental involvement

- Utilize a Phone Messenger Service as well as Post Cards to inform families of absences and raise awareness.
- Provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children.
- We will foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress.

Strategies for attracting Highly Qualified Teachers (HQT)

All teachers are working in their license area. To attract HQT we will utilize the expertise of our HR Coordinator as well as utilize the Open Market Hire System as well as attend Hiring Fairs in late spring and early summer.

Service and program coordination

We will utilize the resources provided to us by Wagner College in offering incentives to students for Perfect Attendance to attend sporting events at the College.

Budget and resources alignment

-Use funding for salaries of staff, materials and incentives totaling \$775,395.
TL Fair Student Funding \$733,147
TL Parent Coordinator \$42,248

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

To make Adequate Yearly Progress (AYP) on NYS Report Card in English Language Arts with Students with Disabilities (SWD) by June 2012. Five percent of SWD will make gains on the ELA exam.

Comprehensive needs assessment

As witnessed in the NYS School Report Card we did not make Adequate Yearly Progress (AYP) in this area.

Instructional strategies/activities

We will;

- Utilize Network staff developers to assess and plan with us using the best strategies for student success.
- Create Academic Intervention Services for students during the school day with pull-out and push-in services in English Language Arts. Programs such as Wilson Language Learning, Orton-Gillingham and Read 180 will be utilized.
- Provide students with After-School Academic Intervention, skills training and test preparation strategies.

Strategies to increase parental involvement

- 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.

Strategies for attracting Highly Qualified Teachers (HQT)

All teachers are working in their license area. To attract HQT we will utilize the expertise of our HR Coordinator as well as utilize the Open Market Hire System as well as attend Hiring Fairs in late spring and early summer.

Service and program coordination

Funding provided under Title I Targeted Assistance will allow us to administer an After-School program targeting student's specific needs and skills they are lacking versus traditional test prep models.

Budget and resources alignment

-Use funding for staff, programs, faculty training and per-session totaling \$549,000.

TL Fair Student Funding \$480,000

TL Children First Network \$55,000

Title I for STH Non Title I \$14,000

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

To increase our score in each of the four areas measured on the School Environment Survey (SES) by 0.5 in June 2012.

Comprehensive needs assessment

Our last School Environment Survey scores were as follows;

Academic Expectations 7.8

Communication 6.8

Engagement 7.2

Safety & Respect 7.4

Instructional strategies/activities

We will;

- Study the results of the last survey conducted in the Winter of 2011 and focus on questions where higher responses were located in “disagree” or “strongly disagree” columns.
- Actively enact plans and strategies where those questions which yielded the lowest scores will display higher ones by requesting the assistance and support of the School Leadership Team, PTA, UFT and student body for ideas on how to improve.
- Continue to use our School website to communicate to parents, teachers and students.
- Conduct meetings for Parents both in the evening and morning to accommodate working parent schedules.
- Utilize our Deans and Guidance Counselors to create opportunities for students to learn from their mistakes and utilize the Chancellor’s Discipline Guide to conduct progressive discipline for infractions.

Strategies to increase parental involvement

- Providing materials and training to help parents work with their children to improve their achievement level.
- 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.

Strategies for attracting Highly Qualified Teachers (HQT)

All teachers are working in their license area. To attract HQT we will utilize the expertise of our HR Coordinator as well as utilize the Open Market Hire System as well as attend Hiring Fairs in late spring and early summer.

Service and program coordination

Utilize lessons from Respect For All Campaign in which Guidance staff received training in to conduct grade wide assembly and class visits with.
Utilize assistance of District Attorney's office to conduct grade assembly and parent assembly on the dangers and consequences revolving around cyber bullying and internet safety.

Budget and resources alignment

-Use funding for Deans, Administration, SLT & PTA funds totaling \$556,248.
TL Fair Student Funding \$ 514,000
TL Parent Coordinator \$ 42,248

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4
Comprehensive needs assessment
Instructional strategies/activities
Strategies to increase parental involvement
Strategies for attracting Highly Qualified Teachers (HQT)
Service and program coordination
Budget and resources alignment

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5
Comprehensive needs assessment
Instructional strategies/activities
Strategies to increase parental involvement
Strategies for attracting Highly Qualified Teachers (HQT)
Service and program coordination
Budget and resources alignment

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	72	48	12	0	21	12	3	0
7	100	66	20	0	27	12	10	0
8	50	40	25	20	30	10	10	1
9								
10								
11								
12								

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	Read 180 Program by Scholastic Inc. is a computer program for Level 1 students as well as Low Level 2 who are in General and Special Education classes. Test Prep- Saturday Academy (March 2012-April 2012). Saturday Skills Academy (December 2011-February 2012). At-risk Resource Room during the school day. 37.5 minutes of small group tutoring three days a week after school.
Mathematics	Test Prep- Saturday Academy (March 2012- May 2012) At-risk Resource Room during the school day. Use of Push-in Math Teacher in grade 6,7,8 classes that are designated as non-sp and have Students in the lowest 1/3 as per their math exam scores. At-Risk Resource Room during 37.5 minutes of tutoring.
Science	Test Prep- Saturday Academy (May 2012- June 2012) Extended Time- Small Group Instruction (3 days per week)
Social Studies	Extended Time- Small Group Instruction (3 days per week)
At-risk Services provided by the Guidance Counselor	Counseling –one-on-one or small group (Daily during the school day and during 37.5 minute tutoring time when necessary).
At-risk Services provided by the School Psychologist	Counseling –one-on-one (Daily during the school day)
At-risk Services provided by the Social Worker	Counseling –one-on-one (Daily during the school day and 37.5 minute tutoring time when necessary)

At-risk Health-related Services

Visits to classrooms during Health and Science classes by our SAPIS worker.
Small group counseling and one-on-one counseling.

Part A: Language Allocation Policy (LAP)

1. Myra S. Barnes Intermediate School 24 - The initial identification process of those students who may be possibly be ELLs are done at registration time at the beginning of school and throughout the year. The trained school secretary, Maria Pagano, or trained pedagogue assists parents when filling out the Home Language Identification Survey, HLIS, (in native language when available). Trained personnel at our school are the ESL teacher, Ms. Gavi Disenhouse, and the pupil accounting secretary, Mrs. Maria Pagano. The trained secretary and/or pedagogue reviews the HLIS form. The ELL teacher or trained pedagogue will conduct an interview with the family and determine if the child is LAB-R eligible. Interviews are conducted with the help of in house translators (when available) and with the help of family members, when possible. Parents will be notified during the interview that their child will be taking the LAB-R test within the first 10 days of school. Students who are Spanish speaking will take both the LAB-R and the Spanish LAB-R. The Spanish LAB-R is admistered through a bilingual speaking teacher at our school. Time permitting, the ELL teacher will show The Parent Orientation Video and hand out the Parent Choice form the same day. If parents are not available for same day Parent Orinetation, the ELL teacher will set up an appointment with the parents for the Parent Orientation within the first ten days of student's admission. Parents will also be sent home letters for Parent Orientation (in native language when available) or called to set up a Parent Orientation within ten days of their child's enrollment to the school. Parents are notified that their child has been identified as an ELL student through mailed correspondense.
2. During Parent Orientation, a trained pedagogue will show the Department of Education video to new ELL parents. Parent Orientation occurs throughout the year. At these and all meetings, a bilingual pedagogue will be present (when available) and the parent coordinator, Mrs. Barbara Nuzzollo (when available). During Parent Orientation, a trained pedagogue will review the agenda for the orientation, including viewing the DOE video, filling out the Parent Survey, Program Selection form (parent choice form), question and answer period and any other relevant topics to the child's adjustment to the new school community. Parents are informed that their choice of Transitional Bilingual, Dual Language or Freestanding English as a Second Language is taken very seriously at I.S. 24. Parents have the ability to choose whatever program they want for their child. A trained pedagogue thoroughly explains the differences of the three programs offered to ELL students; Transitional Bilingual Education, Dual Language Education and Freestanding English as a Second Language. Parents will be notified that if they have chosen Transitional Bilingual or Dual Language that these programs are unavailable at this time, due to insufficient numbers of ELL students and due to parent choice. However, should the numbers of our students increase for a specific program while meeting the criteria for such a program, I.S. 24 will initiate these programs and have another parent orientation for all parents involved. I.S. 24 is aware that in order to open up a bilingual class that 15 students speaking the same language in the same grade or two contiguous grades, along with the parent choice surveys indicating bilingual/dual, will allow I.S. 24 to open up a bilingual class. Parent Orientation provides time for a question and answer period to make sure that students and families are assured to have equal

access to all programs offered at I.S. 24. I.S. 24 gives out information for the aforementioned and makes sure parents and students feel that they are part of the school community without any bias.

3. At I.S. 24 Parent Orientation is very important. Parent orientation occurs within the first ten days of a child's enrollment to our school. Parents who are not able to attend orientation once letters have been sent and phone calls logged, will have a Parent Orientation conducted when parents show up at school at a later date. A binder is maintained of parents who have attended Parent Orientation. This binder includes signed attendance sheet with parents, translators (if are present), parent coordinator (when available) and the ELL Teacher. There are three sets of records kept of Parent Orientation. The original copies of Parent Choice are kept in the cumulative folder, and then two copies are kept by the ELL teacher. Parents not having returned the Parent Choice Survey or students coming into our school without previous parent choice forms filled will have the parent choice automatically revert to Transitional Bilingual. Parent orientation letters are distributed along with entitlement letter, parent surveys and any other correspondence in conjunction with ELL students. I.S. 24 also has several pedagogues who are available to translate written or verbal correspondence when necessary for topics that are officially school related on very short notice, as well. These and any other forms of official school correspondence are done in the home language, when available, via the translation unit provided by the Department of Education, outside vendors and/or in house translators. I.S. 24 utilizes the DOE translation website to make sure that students and their parents are kept informed of school occurrences. All parents receive their child's NYSESLAT scores and other DOE mandated correspondence via mail and/or phone calls to the home (via translators).
4. The criteria used for placing ELL students in bilingual or ESL instructional programs are based on Parent Choice. IS 24 honors all parent choice. During Parent Orientation, parents are informed of the three choices of learning English. The parents are informed through the DOE Video and again via the trained pedagogue conducting the orientation. Parents are thoroughly informed of the differences between all three programs. Parents are informed that at the present time the program(s) they have chosen are unavailable; however, the program(s) will be initiated once the criteria of having sufficient numbers of students and parent choices have been met. I.S. 24 is aware that in order to open up a bilingual class that 15 students speaking the same language in the same grade or two contiguous grades, along with the parent choice surveys indicating bilingual/dual, will allow I.S. 24 to open up a bilingual class. IS 24 has a small population of ELLs. There are 21 students speaking 8 different languages, therefore we are unable to open a TBE or Dual language program at the present time. Parents are informed that there are schools that do offer Bilingual/Dual language classes and we do our best to help parents find those schools and direct them to the staff there to assist them.
5. After reviewing the Parent Survey and Program Selection forms for the past few years the trend in program choice that parents have requested is TBE. IS 24 is aware that all parent choice surveys missing from their cumulative folders revert to TBE. IS 24 has 22 current ELL students. The trend for the past 3-4 years has been the following: 17 parents of ELL

students have chosen ESL as their choice, while 22 have chosen TBE/Dual language as their choice for learning English. Most of the parent surveys for TBE/Dual language surveys are unaccountable. Meaning that the cumulative folders coming to IS 24 from elementary schools are incomplete and do not have the parent choice survey in them. IS 24 is aware that any incomplete folder or missing parent choice surveys counts as TBE when completing these statistics. ESL was chosen 43.59% of the time at IS 24.

6. The program model offered at our school does not align with parent requests. Transitional Bilingual Language program has been the predominant choice when choosing from Transitional Bilingual, Dual Language and ESL. IS 24 does not have bilingual classes because the number of students are not enough to support a bilingual class in either one grade or two contiguous grades. The ELL population has 8 different languages for only 21 students; thus making a bilingual class not possible at this time. The choice of Transitional Bilingual Language program as the primary choice due to the fact that IS 24 does not receive the parent choice surveys in cumulative folders. During parent orientations held at IS 24, more parents have chosen Freestanding English as a Second Language as their primary choice for learning English. IS 24 is aware that all parent choice surveys missing from their cumulative folders revert to TBE. IS 24 honors all parent choices. Parents are fully informed of the three choices they have during Parent Orientation. Parents interviewed during Parent Orientation at IS 24 have stated that they believe that their children will benefit the most when placed in an English only environment/ English immersion program. Parents who have chosen Transitional Bilingual or Dual Language programs are informed that their choice is important. The staff is also aware that the LAP is a living document and is shared with our faculty during meetings throughout the year. The LAP is shared and every staff member is aware of its importance. The LAP is updated and revised during the year to reflect the changes that occur in the methods, strategies and materials used with students.

PART A:

1. IS 24 delivers Freestanding ESL as mandated by CR Part 154. CR Part 154 states that beginner and intermediate students are instructed for two units, or 360 minutes a week and advanced students are instructed for one unit or 180 minutes per week. These units of time are not included in the extended day of 37.5 minutes, Monday through Thursday. Freestanding ESL is delivered in a push-in/pull-out model. Students are pulled from classes and are provided with all facets of learning English, using ESL strategies and approaches. Students are seen in ungraded, heterogeneous and homogeneous classes. Depending on students test scores, strengths and weaknesses, students will be placed into different groups. Beginners will form a group of their own, but not all the time. Exposing beginner students to all level ELL students allows them to interact in their own language, learn from their peers, create friendships and promote social interactions in an informal and safe atmosphere. Low intermediate students may be placed with high level beginners, while high intermediate and advanced students may be placed together. These groups also can vary depending on the dynamics of students, grade levels and scheduling

difficulties. All instructional minutes are reviewed by the grade AP to ensure that students are receiving mandated minutes of ELL instruction. The grade AP and Principal collaborate with the ELL teacher for the proper placement of students. IS 24 has a small number of ESL students. Therefore students are given ESL support through a combination of Push In and Pull Out programs. The ELL teacher can therefore can push into a class and provide support for the student/s in class,giving the general ed teacher ESL methodologies and strategies, while being in the class to further observe what is going on and support those students again when they are pulled out of class.

2. Students benefit from a variety of ESL strategies, methodologies and differentiated instruction. Students develop new learning skills and strategies that focus on their learning styles, strengths and weaknesses. Students are allowed to use glossaries, picture dictionaries, Google language tools, buddy system and more in order to gain as much from the class as possible. Pull-out classes are ungraded and split homogeneously and/or heterogeneously. In order to support ELL students with academic rigors of school demands, ELL teachers deliver content area instruction, using ELL strategies and approaches. Students comprehend content area ideas and enrich language development through a variety of different approaches. The ELL classroom uses grade level content area textbooks, wordwalls, printed material, the use of computers, visuals aids(posters, pictures books, flashcards, educational games), and graphic organizers to help promote ELL students to achieve higher academic grades.

Supporting ESL students also involves supporting general education teachers with workshops and meetings that include ELL strategies and approaches. IS 24 is aware that general education teachers receive a minimum of 7.5 hours of ELL workshops and Special Education teachers receive 10 hours of ELL workshop. Sharing best practices, working with IEP goals, creating ESL student goals, and out reach to parents. These workshops are held at meetings throughout the year to ensure that staff and students are receiving quality education.

3. Content areas are delivered in a variety of ways. Differentiation of instruction ensures that as many students as possible are comprehending information and language. The ESL teacher provides students with a variety of strategies used on a continuous basis throughout the school year. Vocabulary is essential for ESL students. For example the ESL teacher can provide ways that vocabulary words can be used in a variety of ways for the different classes that the students have. Students can identify words as being fluid and being able to reach a variety of subjects with the help of the instructor. Homophones, homographs are a challenge for ESL students, along with the variety of ways vocabulary can go from science to math to English. It is essential that the ESL teacher collaborates with the other instructors to assist in the students learning and ‘owning’ these words for future use in all of their academic endeavors. ESL students have access to computers to aid during class instruction. ELL teachers use as many types of approaches and strategies to better enable students to learn in a meaningful manner; visual, auditory, kinesthetic, linguistic, etc. ESL students are partnered with other ESL students and shared language, skill level and so forth. Students are aware that they may use the computers, translators, students, other teachers and so forth for all help with academics.

4. ELL students are appropriately evaluated in their native languages based on the Spanish LAB-R (only for Spanish speaking students). If teachers feel that a student might be in need of other services in the school, such as SETTS, speech, OT/PT and so forth, IS 24 will bring in a certified bilingual evaluator through the DOE to help with recommendations.

5.

a. Instructional plans for SIFE students are to bring these students up to grade level. General Education teachers and guidance counselors will be notified that these students are SIFE. Teachers will create a buddy system with peers or classmates who can show students around and help them adjust to the daily schedule. Teachers will initiate small group activities, collaborative teaching, individualized goals, and greater focus on SIFE students so they can achieve greater academic success. SIFE students will begin their academic education where they left off. Through proven strategies, teachers will link their knowledge with what the new information is. SIFE students will make gains by learning the fundamentals of math, English, social studies and science. It is important to understand that SIFE students will learn better when academic subjects flow easily from one to another. Therefore a student learning about the scientific reasons of erosion of beaches in earth science and then goes to language arts, that ELA teacher can take the same vocabulary within the same context and then expand on the ideas of the words throughout lessons to come. The math teacher can take vocabulary words found in science or English and state them in math word problems. Students are thus exposed to the vocabulary in different settings and often through out the day or week. Teachers reinforce language as a living entity and make sure that it can easily connect into all subjects and students will be exposed to the language more often; allowed to see words and themes in different subjects areas, students see the many ways language and all subjects interface with each other. Thus SIFE students can gain a greater knowledge base and greater academic success.

b. Students who have been enrolled in NYC Public Schools for less than three years have goals set to familiarize them with learning the basics of the English language. This allows students to function socially in and out of school, and succeed academically. Students will begin to understand and use their *BICS and *CALPS dependent on the situations they find themselves in. Students become familiar with the statewide tests given out in Math, English, Science and Social Studies. Teachers help students by providing students with samples of the NYS exams (Math, ELA, NYSESLAT, Social Studies, Science). Students will receive DOE approved glossaries to use in class and during statewide tests. The students become familiar with these exams in terms of phrases and terminology, strategies, etc. The ELL instructor reviews techniques for taking high stakes tests such as reading directions and questions first, skimming the passages for answers, using context clues, practicing from past exams, reviewing frequently used vocabulary from prior exams, reviewing rubrics, etc. Students will also have support structures in place, such as, buddy system, guidance counselors, outreach programs for their parents, including PTA meetings, school letters translated, classes to learn English for parents and more.

*[BICS- Basic interpersonal Communicative Skill/CALP-Cognitive Academic Language Proficiency.]

c. Students enrolled in ESL between 4-6 years will have their test data (New York State ELA and Math scores, NYSESLAT scores, ELL Periodic Assessment tests, ARIS, Acuity, E-LAP, RAI and other diagnostic exams) analyzed by their teachers to determine their deficiencies. The assessment of tests enables teachers to identify specific weaknesses, and allow teachers to develop higher quality lesson plans attuned to their students needs. Strategies used to aid students in class and reaching proficiency on the NYSESLAT include vocabulary enrichment, reviewing rubrics from tests, increasing reading comprehension, enriched language, grammar, word walls, graphic organizers, etc. Teachers will incorporate educational games, online reading and listening activities to increase language acquisition and academic achievement. The information enables teachers to develop plans based on student data and needs.

d. Long Term ELL students, having completed six or more years of ESL, will have their test data disaggregated and abilities assessed. Reading comprehension, vocabulary enrichment through a variety of methods (read alouds, guided reading, think aloud, etc) and other proven methods, such as words walls, on-line activities, visual aids, graphic organizers will all be used to help long term ELL students reach proficiency and improve in all of their academic areas. Students will focus on their weaknesses while still maintaining their strengths. Students will obtain new techniques, strategies and skills to achieve their best. Periodic evaluation through teacher observations, assessments (RAI, ELL Peridoc Assessments, Acuity, Aris teacher made exams), will aid in identifying student deficiencies. Students may also be evaluated for educational weaknesses unrelated to language acquisition. Teachers, with parent's permission, will contact appropriate bilingual evaluators, to help identify a student's weakness, if necessary.

6.ELL students having been identified as special needs are often addressed using different methodologies to help students make annual yearly progress. The ELL instructor collaborates with Special Education teachers, Speech, Hearing, Visual and OT/PT therapists. The input of all these teachers enables the ELL instructor to develop instruction that helps meet the child's needs. Students in classes with paraprofessionals benefit from further differentiation of instruction. Paraprofessionals are an integral part in helping students with special needs achieve success. Instructional strategies and grade level materials are used by teachers of ELL-SWD; both provide access to academic content areas and accelerate Egnlish language development. All ELL and special education students are provided equal access to all materials and help.

Approaches used with ELL students include the following: (include, but not limited)

Reading Approach

Total Physical Responses (TPR)

Natural Approach

Whole Language Approach

Retelling a Story

Activating Prior Knowledge

- Computer/technology
- Short educational videos

- Listening/reading computer centers
- In class computers
- Music
- Thematic posters
- Educational games

Interactive strategies that are used in general education:

- Think/Pair Share
- Whole Language
- Retelling
- Activating prior knowledge
- K-W-L(knows, wants to know/has learned)

Approaches include a variety of educational games for students in developing vocabulary and language fluency, Vocabulary Directions, MyWord, Let's Talk, Quiddler, Bananagrams, etc. Educational games and differentiating instruction allows for students with different styles of learning the ability to learn and retain information.

Content area subjects are delivered to ELL students using a variety of methods and approaches. ELL teachers and content area teachers work collaboratively to ensure that students are receiving quality education. Teachers actively modify the nature of assignments through various approaches:

- Repeat/rephrase text
- Use vocabulary with specific contextual clues
- Ensure that reading has a specific purpose
- Categorize vocabulary
- Word banks
- Word walls
- Teach note taking
- Activating prior knowledge
- Filling in the gaps for those who lack past experience

Instructional strategies for ELL-SWDs:

- Task scaffolds – reducing information students must generate independently
- Comprehensible input – language appropriate to the student's English language
- Time – allotting as much time whenever possible. Students with learning disabilities may require extra time to complete in-class and homework assignments as well as tests.
- Administering tests in alternative formats such as orally or on computer – some modifications include font size, separate location, glossaries, spacing between questions
- Present material using graphic and/or sensory media.
- Combine both auditory and visual stimuli – both written or pictorial, with auditory
- Use a word processor to whatever extent is possible. Rewriting and revising on computer is less laborious for students with fine-motor, sequencing, spelling and other language manipulation problems

- Repetition- use of same language so that it doesn't change the construct or meaning of the lessons
- Not issuing too many instructions at the same time.
- Break tasks down into their component parts and issue the instructions for each part one at a time.
- Allow time in advance for students to think about items to be covered in class.
- Provide plenty of pre-discussion, pre-writing, pre-reading lead time and other pre-teaching activities.
- Explicitly state the topic at hand and proceed in a structured, concrete manner; progress from the obvious to the concrete to the abstract; don't jump without warning from one topic to another.
- Frame material by relating it to past classroom or personal experience and highlighting new material.
- Whenever possible, cluster material so that it is organized by category.
- Conduct frequent notebook checks of students' work.
- Take an inventory of how students think they learn best.
- Re-word the text of the reading assignment in simple phrases.
- Write hints or reminders in the text.
- Use real life experiences when discussing the reading material.
- Have the work or tests read orally.
- Use a tape recorder to play books on tape.
- Provide native language support to the student in the classroom.
- Explicitly teach study skills/habits, as well as effective ways of using educational resources and materials.
- Use the student's name in instructional examples.
- Encourage re-reading of tasks/instructions.
- Have the student use a 3 x 5 index card to cover the lines above or below while reading materials or taking tests.

Materials used during instruction: (but not limited to these)

- NY English Language Arts Learning Standards – Perfection Learning Grade 6
- Focus on Reading Strategies – Perfection Learning (various reading levels)
- Discovery Links Social Studies
- The Idiom Advantage, Fluency in Speaking and Listening
- Introduction to Academic Discovery
- Even More True Stories
- Put it in Writing
- Achieving on the NYSESLAT
- Stories With a Twist
- Daybook

- What a World
 - Action English Pictures
 - Fundamentals of English Grammar
 - Be a Better Reader
 - Moving on in Spelling
 - SmartBoard
 - Classroom computers
 - Posters
 - WordWalls
 - Graphic Organizers
 - Photo Card Libraries (Science & Food)
 - Photo Dictionaries
7. Students with special needs are welcome at I.S. 24. Special Education services include 12:1 and 12:1:1 programs, CTT classes, SETTS, Speech, Hearing, Occupation and Physical Therapy, Guidance, etc. Trained instructors identify students with special needs, assess and place students in correct classes, so that students benefit academically. ELL students are placed in appropriate classes, from SP classes to CTT classes, etc. The ELL teacher collaborates with special education teachers in order to develop an appropriate action plan and provide a high level of instruction. Special education and general education attend ESL training throughout the year. Teachers are taught and are updated on different strategies to reach all students, Special Education and General Education. General education teachers have access to the files of ELL students and are aware of who the ESL students are in their class. Teachers have access to information including years in country, home language, IEP, special services and so forth.

Part B: Programming and Scheduling Information- Continued

8. Targeted intervention programs available ELL students include AIS, after-school programs, tutoring help, 37.5 minutes, testing accommodation for up to 2 years after testing out on the NYSESLAT, services for former ELL students, Homework Helper Room, 8th grade come as you need services. This year IS 24 will offer Friday Skills program. This program focuses on the literacy skills in which the students are weak in. Test prep classes will be offered in the near future in math and English. These classes focus on how to take high stakes tests and the strategies they need to succeed. 8th grade teachers also help students for High School entrance exams for English and Math.
9. Our plan for continuing transitional support include support for up to 2 years after reaching proficiency on the NYSESLAT, 37.5 minutes and providing test accommodations for up to 2 years after reaching proficiency on the NYSESLAT. Students are given the opportunity to take advantage of the support that is provided to them for up to two consecutive years following scoring a proficiency score on the NYSESLAT exam. With parents' permission, students can come to the ESL teacher for further support in their academic classes. Students can ask for

further clarification, finding of information, comprehension etc. Students can continue to stay for 37.5 minutes to go over class work, projects and any other academic assignments.

Testing accommodations include time extension; separate location; third reading of listening selection (English language arts (ELA) exams only); bilingual glossaries (all exams except foreign language); simultaneous use of English and alternative language editions (not allowed for ELA and Foreign Language examinations); oral translation for lower incidence languages (not allowed for ELA and Foreign Language examinations); and writing responses in the native language (not allowed for ELA examinations).

All ESL students that have reached proficiency in the past few years, are always welcome to come to the ESL teacher for any academic help they need. No is turned away, regardless of how many years they have been out of ESL.

10. New programs or improvements that will be considered for the upcoming school year are now in progress. Students will be using National Geographic Series to help promote vocabulary enrichment, exposure to the world, and be able to cross/connect language skills across the subjects. Students will also be using the Scholastics Scope Language Arts magazine. This magazine allows students to learn about current events using age appropriate language and stories, high interest pieces, visual aids and also internet support for the teacher. Improvements will also be implemented in ELL considerations for the Common Core. Using effective vocabulary instruction, scaffolding, and increasing the amount of non-fiction writing are improvements that IS 24 is working on at the present. IS 24 is improving its ESL teaching by aligning ESL classes to the new Common Core standards. Other improvements will be using READ 180 and Wilson for students to achieve better vocabulary, fluency and general knowledge of English.

11. N/A

12. ELLs are afforded equal access to all school programs. ELLs are able to receive all school information in their home language (when available). Programs include all academic, as well as social activities and fundraisers that occur at our school throughout the year.

Programs offered at our school:

37.5 minutes	Costume Design
Friday Skills Day	Flag Football
Test Prep Classes – Math and English	Chocolate Factory
Homework Helper	Piano
Cake Boss	Party Rock Dance Crew
Handball	Basketball
Science Dissection	Kitchen Chemistry

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

Materials used during instruction: (but not limited to these)

Teachers use a variety of resources in content area teaching:

- Eastern Hemisphere Part A
- Eastern Hemisphere Part B
- United States History: New York History Beginning to 1877
- Quick Review Math Handbook
- Mathematics PLUS
- New York Science
- The American Nation
- Mathematics Unlimited
- Elements of Literature
- Daybook of Critical Reading and Writing, Adventure for Readers

Books that are specific to ESL instruction include but are not limited to the following:

- Discovery Links Social Studies
- Scholastic Scope – The Language Arts Magazine
- The Idiom Advantage, Fluency in Speaking and Listening
- Introduction to Academic Discovery
- Even More True Stories
- Put it in Writing
- Achieving on the NYSESLAT
- Stories with a Twist
- Daybook
- What a World
- Action English Pictures
- Fundamentals of English Grammar
- Be a Better Reader
- Moving on in Spelling

ELL students are exposed to a variety of text books provided by the DOE, as well as an array of newspapers, magazines, websites, etc.

- NY English Language Arts Learning Standards – Perfection Learning Grade 6
- Focus on Reading Strategies – Perfection Learning (various reading levels)
- Discovery Links Social Studies
- The Idiom Advantage, Fluency in Speaking and Listening
- Introduction to Academic Discovery
- Even More True Stories
- Put it in Writing
- Achieving on the NYSESLAT
- Stories With a Twist
- Daybook
- What a World
- Action English Pictures
- Fundamentals of English Grammar

- Be a Better Reader
- Moving on in Spelling
- Instant Immersion English – Topics Entertainment
- SmartBoard
- Classroom computers
- Posters
- WordWalls
- Graphic Organizers
- Photo Card Libraries (Science & Food)
- Photo Dictionaries

Online Website

- www.nytimes.com
- BBC radio
- [Voice of America/voanews.com](http://www.voanews.com)
- [The Library of America.org](http://www.the-library-of-america.org)
- <http://americanfolklore.net>
- Smithsonian magazine, New York Times magazine, Scholastic Scope Magazine
- www.npr.org

The ESL teacher will also take transitional students, with parents' permission and notification, to class during minor subjects to support students in their core classes. Teachers will help with projects, homework, explanation, clarification and so forth.

14. Native language support is important for the development of ELL students. Classroom libraries and the school library provide students with support in their language. Students are encouraged to read in their native language because it has been proven that students who have strong native language skills are better at transference to a second language. Therefore it is important for students to keep up their reading, writing and speaking in their native language. Our classrooms provide students with computer access for word-to-word translation. ELL students are introduced to students in ESL and non-ESL students who share the same language. Meeting students in ESL and out of ESL that share a language, creates a feeling of acceptance, understanding and friendship. Students are encouraged to continue with their home language. IS 24 has several paraprofessionals, OT/PT personnel that speak a shared second languages with students. They help students by having someone support native language in school. This provides students with communication, social support and someone that is available for them to speak to.

15. Required services support and resources correspond to ELLs' ages and grade levels. ELL students have access to OT/PT, speech, guidance/counselors and all services that the school provides. Parents are informed of resources available so that their children can succeed in school.

16. Incoming ELL students from NYC Public Schools are invited to attend our annual open house in the spring. The open house provides parents and students the opportunity to meet the teachers and tour the school. This allows students to meet and greet teachers, ask questions, and

become familiar with the school environment. Parents are invited to ask questions, look at the classroom and have an insight to the school their child will soon be a part of. Students are also informed of the programs offered in and after school, activities they can join, etc. IS 24 reaches out to parents and students alike so that the education experience is both positive and productive. IS 24 is aware that the transition from grade school to middle school can be trying. We offer our guidance counselors with an open door policy so that students can acclimate to the new environment in a safe and quick manner. Likewise, students that are graduating eighth grade and entering high school are also offered guidance counselors, a list of open houses at the high schools and many opportunities to ask questions about the new year to come. The Directory of High School Books come in several languages so that parents can be a part of the process of choosing which high school is best suited for their child. Students and parents can look online at the high schools and view the programs being offered, a look at the school life and curriculum. ESL students are also offered summer programs to accelerate their progress into high school. One such program is the Summer Intensive English Language Program at the City University of New York. The program is free and is designed for students who are at the intermediate or advanced level of English language proficiency and who are strongly motivated to learn. Students who have attended are very satisfied with the level of learning and the preparedness it gave them for high school.

17. Elective languages offered to ELLs at IS 24 are Spanish and Italian at present.

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).

The ELL, general education and special education staff is introduced and reintroduced to ESL proven methodologies, strategies and new information regarding ELL students throughout the year. This year, the ELL teacher has already attended three workshops regarding ESL(?), Extension of Services and LAP meeting). The ELL staff is sent to a variety of forums from identifying ELL students, to proven methodologies for achieving academic success for long term ELLs. Introducing teachers to the wide variety of professional development available around the city, allows teachers to learn as much current and new information as possible so that they in turn can share their information with other teachers and students in order to increase academic achievement.

2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Support that is provided to staff to assist ELLs as they transition from elementary to middle and/or middle to high school is first by identifying the ELL students in each class, the language spoken, years in the country, years of service, level according to LAB-R or NYSESLAT and IEPs. With this knowledge, teachers are better prepared to help their students and understand some of the difficulties that their students may face during the year.

The ELL instructor provides several professional developments for regular classroom content area teachers in order to better assist ELL students in the classroom. The minimum 7.5

hours of ELL training for all staff is provided during the school year. The ELL instructor provides workshops to general education staff regarding strategies and methodologies that will assist ELL students in their classroom. The ELL teacher and other trained pedagogues will also provide staff with professional development for enrolling new ELL students to the school. The ELL teacher also trains other teachers to administer the LAB-R, ELL Periodic Assessment Test, and NYSESLAT, so that there is more than one person in the school available to do this. School secretaries have attended professional development meetings related to ELL enrollment in school in the past (Chief Achievement Office, SWDs and ELLs Pupil Accounting Secretary Professional Development Fall 2009).

The ELL instructor is aware that special education teachers require a minimum of 10 hours a year of ELL workshops. Special education teachers will learn how ELL students with disabilities learn and achieve academic success to their fullest potential. Special and general education teachers learn ESL strategies and methodologies that will create a classroom that is inviting for the ELL student(s).

E. Parental Involvement

Parental involvement is a large part of IS 24. Every year there are many functions that reach out to parents in our school community. Our parent coordinator is up to date on many of the workshops available at our school and throughout the boroughs to assist all students and parents in our school, general, special and ELL students. Parents are kept abreast of information through leaflets, flyers, email blast and an automated phone system. ELL students also have flyers translated, when possible, and are able to know about the many events and programs offered in our school and community. Parents are welcome at our school and encouraged to attend workshops and forums held at our school and throughout the city.

I.S. 24 is continuously dedicated to improve communication with ELL parents. Parents are continuously encouraged to partake in school activities, school functions and be an important source when it comes to their child's education. Parents are kept informed of school activities by using the DOE translation unit, in-house and outside vendor translators when available. Parents are encouraged to attend workshops, programs and meeting in and out of school. Parents are informed of upcoming events at our school through email blast and flyers. Parents are sent information (in home language when available) of workshops provided by outside vendors as well. Parents are invited to call or meet with health companies (HealthFirst); many of the parents are unaware of the free clinics and private health care companies that exist. At IS 24 the school secretary of pupil accounting, guidance counselors and ELL teacher try and provide many different availabilities for health and family care to students and their families. Other opportunities that parents are made aware of are free ESL classes for adults offered through the NYPL (New York Public Libraries) and the YMCA, as well as private/for-profit ESL classes. Parents are also given information packets for community centers that may help specific groups of new arrivals. Parents are encouraged to make contact and ask for any kinds of help they may require throughout the school year.

Our ELL parents are invited to all functions that are held in our school. These are just some of the activities that are available to all parents in our school.

- ___ Better Understanding Promotion Criteria
- ___ Bullying and Harassment (Guidance Department)
- ___ Fire Safety (NYFD)
- ___ Helping your Child with Standardized Testing
- ___ High School Orientation (Guidance Department)
- ___ Communicating with your Child (Lilly Catania, Counselor)
- ___ Support Services and Resources for Special Education
- ___ Internet Safety – Keeping your Child Safe On-line
- ___ Reference Sources and Other Resources (School Librarian)
- ___ Nutrition (School Nurse)
- ___ Preparing for Parent-Teacher Conference (Parent Coordinator)

We also have Over-the-Phone Interpretation for Parent-Teacher Conferences, so that parents can always communicate with teachers.

Part V: Assessment Analysis

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 instruction plan? Please provide any quantitative data available to support your response.

We are in the process of moving towards the Common Core State Standards. This year The TCRWP will be implemented. TCRWP correlates to Fountas and Pinnel for leveling of books. The TCRWP allows to teachers to assess the reading level of students. The assessment provides teachers with the levels of comprehension, fluency and miscues. The insight that is provided about the ELLs will allow teachers to drive instruction, group students better, alter assignments and improve the overall teaching of the teacher. A better and more detailed way of assessing teachers will create an environment that directly and positively affects the students.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

After reviewing the data, there are several ways to interpret the data and the pattern that is revealed.

6th grade NYSESLAT breakdown:

Out of eight, sixth graders, 4 are 4-6 years of services (YOS), while the rest are all 0-3 years of service. The 4-6 YOS fall into proficiency for listening and speaking, and Advanced or intermediate for reading and writing (this includes 2 special education students in self-contained classes). The other six graders are with 0-3 YOS fall into 0 YOS and therefore are beginners, while that other two students are 3 YOS, needing help in reading writing, while achieving proficiency in listening and speaking.

7th grade NYSESLAT breakdown:

There are four ESL students in the seventh grade. Two are long term ELLs who scored proficient on the reading and writing and Advanced in listening and speaking. The other two ELLs have less than two YOS.

8th grade NYSESLAT breakdown:

There are nine eighth grade students. Two are long term ELLs, scoring Proficiency and/or Advanced in listening and speaking. Both students have IEPs (one in a self-contained class and one in general education with SETTS) One student is Advanced in reading and writing, while the other is a beginner. Another two students fall in the 4-6 YOS category. Both students have IEPs (one in a self-contained class and one are in a CTT class). One is Proficient in reading and writing, while the other is a beginner, and both are advanced for listening and speaking. The rest of the eighth graders have 2 or less YOS.

3. How will patterns across NYSESLAT modalities – reading/writing and listening/speaking – affect instructional decisions?

Depending on the level achieved by students for each section, it will drive instruction. Therefore, instruction will be guided by the strengths and weaknesses of the scores displayed on their NYSESLAT and/or LAB-R. Students who don't succeed on the reading/writing section will have more focus placed on learning new skills for reading/writing. They will review test taking methods and kind of teaching methodology in class, all the while maintaining their strengths in speaking/listening section.

4. For each program, answer the following:

- a. Examine student result. What are the patterns across proficiencies and grades?
- 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 ELL Periodic Assessment?

3. N/A

4. Describe how you evaluate the success of your programs of ELLs.

The success of our ELL program is evaluated by students achieving proficiency or progressing towards a goal of success of r/w or s/l.

5. N/A

6. Describe how you evaluate the success of your programs for ELLs.

We evaluate the success of our ELL programs formally and informally. Formally, IS 24 evaluates the ELL program through the ELL Periodic Assessment Tests, NYSESLAT, and ELA? Informally, our ELL program is evaluated through individual goals of TCRWD, and through work done in class for reading, writing, listening and speaking.

The ELL teacher, along with help from the guidance counselors and parent coordinator, provides contact numbers and websites for health insurance, access to community resources, support systems and other necessities.

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 31R024 **School Name:** Myra S. Barnes Intermediate School

Cluster: 5 **Network:** 533

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.

The needs for written translation and oral interpretation changes from year to year. Therefore it is reviewed annually with the principal, supervisor, staff, students, and parents during our PTA meetings or any chance meeting that we have with parents. Staff is informed of students' whose home language is other than English, years of service, level on the LAB-R/NYSESLAT and if they have an IEP at the beginning of the school year and/or upon admission. In this manner, staff is able to communicate effectively to the parents regarding students. Our findings have revealed that in order to support the non-English speaking parents of our school, that the translation department provided by the DOE and our multilingual state certified teachers are able to translate both written documents and verbal information in timely fashions. Both ELL students, and parents of students who speak a second language at home, are able to rely on our school for translations (verbal/written) and be a part of the school community. Parents and students are able to attend functions, receive quarterly progress reports, upcoming events, parent/teacher conferences, IEP meeting, and all other school related events with the aid of an interpreter. Parents have equal access to school related functions. Parents are invited to attend workshops, become members of the PTA, volunteer at events, etc. Parents also have the opportunity to access ARIS to keep informed of their child's progress on state tests. The data comes from initial meetings with parents, HLIS, and School wide surveys.

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.

The major findings of IS 24's written translation and oral interpretation needs are that they reach the parents and students in timely fashions. Our school currently has 19 students who are registered ESL students. Parents of students who have tested out, and students whose home language is other than English, are able to receive translated school information to be translated. The Parent Coordinator of our school also aids in assisting non-English speaking parents in their home language, by providing workshops, events and other written information in a variety of languages. Parents who enter our school have the ability to receive lunch forms, school information and regulations, and other

material in the home language. The findings are reported to the school community in staff meetings, professional developments and written notification. The ESL teacher collaborates with teachers, parents and students to articulate any information that is school relevant. The ESL instructor is able to remain in constant communication with ELL parents. School staff is thus kept informed of the students in their classroom and how to communicate effectively with parents.

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.

The written translation services the school will provide are directly related to information that needs to be disseminated to the students from school and related functions that occur in school throughout the year. IS 24 meets the identified needs indicated in Part A by handing out a survey at the beginning of the school year to all students to identify home language. Those students who are ESL identified and non-ESL student who have returned forms of home language will start receiving school related information in their home language. In this manner, parents are able to be a part of the school community and kept informed of all current happenings in the school.

Written translation is provided by DOE translators, in-house and outside vendors. Our in-house translations will be provided by current state certified teachers able to speak and write in the following languages: Italian, Spanish, Arabic, Russian, Uzbek, Urdu, Albanian, Greek, Polish, Hebrew and Hindi. When we require translation for those languages not provided by our staff in school, we will use outside vendors provided by the DOE. For immediate written translation, Google word translation tools is used in the classroom.

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

The oral interpretation services the school provides for parents and students are provided by in house and outside vendors. IS 24 currently has the following oral language translation capabilities: : Italian, Spanish, Arabic, Russian, Uzbek, Urdu, Albanian, Greek, Polish, Hebrew and Hindi. Parents are able to come to our school for parent/teacher conferences, IEP meetings, guidance counselor meetings, parent orientations, workshops, school functions, trips, etc and become an active part of the school. Parents can also be called with the aid of an interpreter for information that is time sensitive. Parents are kept informed of their child's progress, and/or any difficulties, in a language that they are comfortable with and fully understand.

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>.

IS 24 ensures that parental notification requirements for translation and interpretation services are being fulfilled. IS 24 provides letters, and on-line correspondence to provide support for non-English speaking parents. IS 24 understands that minor students may not provide translation services and relies on its multilingual staff to provide important and pertinent school related information to parents orally. IS 24 uses its in-house staff, the DOE translation unit and outside school approved vendors to provide necessary and timely translations for the parents. Our school provides professional development for in house staff to update changes that occur in regulations, and how to communicate effectively with parents whose home language is other than English.