



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : _____

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

PRINCIPAL: _____ **EMAIL:** _____

SUPERINTENDENT: _____

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
Lynn Passarella	*Principal or Designee	
Eric Krakauer	*UFT Chapter Leader or Designee	
Marisol Fraticelli	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Carlos Rosado Christina Valle	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Michael Berkowitz	Member/Teacher	
William Soltis	Member/Teacher	
Adam Pagan	Member/Teacher	
Yvonne Arriaga	Member/Parent	
Milagros Giribaldi	Member/Parent	
Julio Suriel	Member/Parent	
Keniesha Williamson	Member/Parent	
Patricia Gadsen – Gil	Member/Parent	

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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

- Based on the May 2011 State ELA progress report data, ELA scores will increase 2% on the New York State Assessment Exam in grades 6-8 by May 2012.

Comprehensive needs assessment

- 2010-2011 Acuity Data
- May 2011 ELA State Exam

Instructional strategies/activities

- Targeted students in grades 6-8 will complete no less than 40 assignment generated by the Achieve3000 computer program
- All students will participate in predictive acuity exams quarterly to collect data that monitors student growth
- Middle school English teachers will meet in teams to assess acuity and other collected data results to focus on creating instruction that targets student skill needs.
- Middle school English teams collected data on students who where on achievement boarders (high 2's, high 3's, low 3's, low2's) and monitored their growth on in class assignments and standardized exam results
- The Academic Recovery Center (ARC) will be created and overseen by teachers to offer students who are late to school or class to recover lost academic seat time
- Targeted Professional development to teachers that develop teacher planning to include rigorous academic tasks and develop greater student questioning
- Afterschool program will be established to allow our students performing in the lowest 1/3 citywide to use the Achieve3000 program
- The Saturday Academy will target our highest achieving 6-8th grade students where they where given higher level reading materials and engaged in rigorous tasks.
- Afterschool program will allow teachers to work with 10-15 students in leveled groups to offer additional support for 37.5 minutes, 3 times a week.

Strategies to increase parental involvement

- Parent Association will meet monthly
- Parent Association will be active during parent/teacher conferences and after school events to assist parents
- Engrade Seminar in English and Spanish
- Parent Association will develop phone banks and reach out to parents in English and Spanish to find out what the needs of the

parents are to better assist student learning

Strategies for attracting Highly Qualified Teachers (HQT)

- Principal and Assistant Principal- ELA will attend hiring fairs at DOE and Fordham PSO
- Principal and hiring committee will hire from DOE hiring fair

Service and program coordination

- School has established a successful Transition to Adulthood Program in partnership with Mosholu Montefiore Community Center for supporting the development of a college readiness culture
- School partners with Community of Unity to develop teacher teams that address student support issues
- School uses teacher administrative periods for developing inquiry teams using academic data

Budget and resources alignment

- Assistant Principal English Supervision moved from lead teacher to assistant principal funding line using \$11,000.00 in split funding from Title 1SWP and TL Fair Student funding
- Community of Unity supplies TAPCo with a three times per week college advisor for \$50,000.00 using TL Fair Student funding
- Educational Consultant from Community of Unity supports Student Support Team and School Culture using \$46,002.00 from Title 1SWP
- Teacher Per Session, OTPS, ARRA, RTTT \$8,215.00

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

- Based on the June 2011 Regents data and the May 2011 8th Grade State Math Assessment, the 9th Grade Special Education Population who scored a level 1 or 2 of their 8th Grade Math State Exam will increase their average score by 2% on the 9th Grade Algebra Regents compared to last year's Special Education Population

Comprehensive needs assessment

- ATS Attendance Results

Instructional strategies/activities

- All teachers will record attendance results in their Engrade computer software
- The Academic Recovery Center (ARC) will collect all students who are more than 20 minutes late to school in hopes of increasing first period attendance

- School will create student support team to address school attendance
- Student Support Team will create Professional Developments to train staff on ways to best engage students with poor attendance
- Student Support Team will create protocol and procedures for staff in order to identify those students that are chronically absent
- School will create a phone list in which parents of late children will receive a recorded phone message indicating their child's lateness or absence from school
- ARC data will be collected and next steps will be established based on data collected

Strategies to increase parental involvement

- Parent Association will begin collecting information regarding the needs of area parents through the use of phone surveys
- School will provide daycare for parents of children in an effort to increase parent attendance to parent/teacher conferences
- Parent Association will invite Spanish speaking parents to come for an evening to learn the Engrade system
- Parent Association will invite guest lectures to the school to lead parent workshops
- Parent Association will be active during parent/teacher conferences and after school events to assist parents
- Parent Association will develop phone banks and reach out to parents in English and Spanish to find out what the needs of the parents are to better assist student learning

Strategies for attracting Highly Qualified Teachers (HQT)

- Principal and Assistant Principal Organization will attend hiring fairs at DOE and PSO
- Partner Organization- Community of Unity will support professional development of social/emotional learning

Service and program coordination

- Professional Development on Academic Policy/Attendance led by Assistant Principal Organization
- Development of Academic Recovery Center
- Community of Unity Professional Development on Adolescent Behavior and Creation of Student Support Team

Budget and resources alignment

- OTPS Educational Consultants line Community of Unity \$46,000.00 (Title 1 SWP)
- APO (TL Fair Student Funding + Title 1 SWP)

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

- *By June 2012, students in grades 6-8 will demonstrate progress toward achieving state standards in Mathematics as measured by a minimum of 2% increase in scoring at Level 3 & 4. In addition, the average student proficiency will increase by a minimum of 5 hundredths of a point.*

Comprehensive needs assessment

- *Upon analysis of student performance on the May 2011 NYS assessment, it was evident that student results fell short in comparison to both peer schools and to city schools.*

Instructional strategies/activities

Activity #1

- *Professional Development: PD will be given on the following topics: Interim assessments to monitor student progress. Acuity grades 6-8 ITA both diagnostic and predictive; use of student data to plan and set goals; development of Aris Inquiry spaces as teams of teachers to use data to inform differentiation and the creation of subgroups. Use of item skills analysis tool along with trend maps for teacher to target student academic deficiencies.*
- *Target Population(s): All Mathematics teachers serving grades 6-8.*
- *Responsible Staff Member(s): Assistant Principal for Mathematics*
- *Implementation Timeline: September 2011 through May 2012*

Activity #2

- *Creation of the Academic Recovery Center: The Academic Recovery Center will be created and overseen by teachers to offer students who are late to school or class to recover lost academic seat time, in addition to content.*
- *Target Population(s): All Mathematics teachers serving grades 6-8, other teachers that oversee the Recovery Center, and support staff that run the center.*
- *Responsible Staff Member(s): Assistant Principal for Guidance, and Student Support Team*
- *Implementation Timeline: September 2011 through May 2012*

Strategies to increase parental involvement

- *Parent Association will meet monthly.*
- *School Leadership team will meet monthly.*
- *Parent Coordinator will create an updated contact info log from information gathered at Open School Night.*
- *Distribution of ARIS Parent Link Letters.*
- *Technology coordinator will set up Engrade Booth at Parent Teacher Conferences to train parents on how to use and better understand website.*

Service and program coordination

- *After-school Math Program for AIS Services*

Budget and resources alignment

- *NYSTL Textbook allocation will be used to purchase supplementary curriculum; Math Connects Workbook 6-8*
- *NYSTL Software allocation will be used to purchase supplementary software for classroom libraries*
- *FSF allocation will be used to purchase any additional supplies/manipulatives for classroom*
- Per session TL Fair Student Funding

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 <ul style="list-style-type: none">• Improve Teacher Effectiveness Through Review of Student Work from Common Core Assessment-CCSS Bundles will be measured by the Learning Environment Survey and will result in a teachers answering the question “School Leaders give me regular and helpful feedback about my teaching” by responding agree or highly agree with 2% increase
Comprehensive needs assessment <p>Using the Learning Environment Survey 60% of teachers agree or highly agree-“school leaders give me regular and helpful feedback about my teaching.” Through the practice of looking at student work Regent’s data demonstrates an increase in ELA regents score when students retake the exam in an effort to score above a 75%. Student data demonstrates a need for targeted instruction on citing evidence from a text for success on the critical lens essay</p>
Instructional strategies/activities <ul style="list-style-type: none">a) School Schedule supports content meetings for teams of teachers to grade common assessments using CCS and Regents Rubric for Critical Lens Essayb) Principal and APs will do frequent classroom walkthroughs using a feedback tool from Teachscape(using Danielson language)c) Inquiry Teams will meet twice weekly to look at interim assessments and student work productsd) Student assessment data will be uploaded into ARIS and Engrade for transparent grading and staff articulation
Strategies to increase parental involvement <ul style="list-style-type: none">• NYSTYL Soft ware allocation will be used to purchase on line grading system for family outreach proposes• Parent Coordinator train parents during Parent/Teacher Conferences to use passwords for parental access to grades and student progress
Strategies for attracting Highly Qualified Teachers (HQT) <p>Principal/APs will continue to run Professional Development Workshops on Danielson’s Framework for Teacher Effectiveness Administration and Inquiry Teams will develop an effective teacher checklist Teachscape training videos and on line learning will be used in common planning</p>
Service and program coordination <p>N/A</p>
Budget and resources alignment <ul style="list-style-type: none">• Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY’12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.• NYSTYL Hard and Soft ware allocation will be used for Engrade purchase• Fordham PSO has purchased Teachscape Software and Training Sessions for Principal and APs• School Support Allocation using TL Fair Student Funding

ANNUAL GOAL #5 AND ACTION PLAN

Annual Goal #5

- **Based on the 2011 Progress Report the Special Education Population will increase its population of students scoring 3 or 4 on their Math State Assessment by 2%**

Comprehensive needs assessment

- *Upon analysis of student performance on the May 2011 NYS assessment, it was evident that student results fell short in comparison to both peer schools and to city schools.*
- 2010-2011 Acuity Data
- May 2011 ELA State Exam

Instructional strategies/activities

- Targeted Professional development to teachers that develop teacher planning to include rigorous academic tasks and develop greater student questioning
- After school support during clubs/extended day to those students targeted
- Targeted co-teaching in integrated algebra.
- Weekly math department meetings.
- Schedule co-teaching classes early in the school day.

Strategies to increase parental involvement

- NYSTYL Soft ware allocation will be used to purchase on line grading system for family outreach proposes
- Parent Coordinator train parents during Parent/Teacher Conferences to use passwords for parental access to grades and student progress

Strategies for attracting Highly Qualified Teachers (HQT)

Service and program coordination

N/A

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- NYSTYL Hard and Soft ware allocation will be used for Engrade purchase
- Fordham PSO has purchased Teachscape Software and Training Sessions for Principal and APs
- School Support Allocation using TL Fair Student Funding

Annual Goal #6

- Based on the June 2011 Regents data and the May 2011 8th Grade State Math Assessment, the 9th Grade Special Education Population who scored a level 1 or 2 of their 8th Grade Math State Exam will increase their average score by 2% on the 9th Grade Algebra Regents compared to last years Special Education Population

Comprehensive needs assessment

- 8th Grade Special Education population State Math Assessment
- 9th Grade Special Education Algebra Regents results

Instructional strategies/activities

- Targeted Professional development to teachers that develop teacher planning to include rigorous academic tasks and develop greater student questioning
- After school support during clubs/extended day to those students targeted
- Targeted co-teaching in integrated algebra.
- Weekly math department meetings.
- Schedule co-teaching classes early in the school day.

Strategies to increase parental involvement

- There will engrade sign-ups at parent teacher conference to help parents track their students progress.
- Send fliers home to inform parents of the extended day tutoring.
- Offer engrade tutorial sessions in English and Spanish.

Strategies for attracting Highly Qualified Teachers (HQT)

Principal/APs will continue to run Professional Development Workshops on Danielson's Framework for Teacher Effectiveness

Administration and Inquiry Teams will develop an effective teacher checklist

Teachscape training videos and on line learning will be used in common planning

Service and program coordination

N/A

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- NYSTYL Hard and Soft ware allocation will be used for Engrade purchase
- Fordham PSO has purchased Teachscape Software and Training Sessions for Principal and APs
- School Support Allocation using TL Fair Student Funding

Annual Goal #5

- **Based on the 2011 Progress Report the Special Education Population will increase its population of students scoring 3 or 4 on their Math State Assessment by 2%**

Comprehensive needs assessment

- *Upon analysis of student performance on the May 2011 NYS assessment, it was evident that student results fell short in comparison to both peer schools and to city schools.*
- 2010-2011 Acuity Data
- May 2011 ELA State Exam

Instructional strategies/activities

- Targeted Professional development to teachers that develop teacher planning to include rigorous academic tasks and develop greater student questioning
- After school support during clubs/extended day to those students targeted
- Targeted co-teaching in integrated algebra.
- Weekly math department meetings.
- Schedule co-teaching classes early in the school day.

Strategies to increase parental involvement

- NYSTYL Soft ware allocation will be used to purchase on line grading system for family outreach proposes
- Parent Coordinator train parents during Parent/Teacher Conferences to use passwords for parental access to grades and student progress

Strategies for attracting Highly Qualified Teachers (HQT)**Service and program coordination**

N/A

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- NYSTYL Hard and Soft ware allocation will be used for Engrade purchase
- Fordham PSO has purchased Teachscape Software and Training Sessions for Principal and APs
- School Support Allocation using TL Fair Student Funding

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	46	30	0	0	4	0	4	0
7	46	21	0	0	3	0	0	0
8	64	53	0	0	2	0	4	0
9	57	58	0	0	2	0	1	0
10	0	29	4	0	5	0	7	0
11	10	14	10	70	2	0	4	0
12	0	16	1	25	1	0	2	0

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	Achieve 3000 Afterschool, ELA credit recovery, Regents Prep, Push in Class size reduction
Mathematics	Small group, push in class size reduction, Algebra 2 & Trig Regents Prep, Integrated Algebra additional class per day-5 periods a week
Science	371/2 science small group regents prep and lab support towards regents exams
Social Studies	Global and US History Regents Prep and small group 371/2 support
At-risk Services provided by the Guidance Counselor	Individual, small group, 371/2 for group and individual counseling TTA-Transition to Adulthood DYCD grant to support at risk Juniors and Seniors provides counseling and tutoring Community of Unity provides 2 days per week on site College Support
At-risk Services provided by the School Psychologist	Shared Social Worker with 391 Meets 1 to 8 for small group Astor Family Services
At-risk Services provided by the Social Worker	

At-risk Health-related Services	
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**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader CONYERS	District 10	Borough Bronx	School Number 225
School Name Theatre Arts Production Company School			

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

Principal LYNN PASSARELLA	Assistant Principal MONIKA FISHER
Coach type here	Coach type here
ESL Teacher DOMINIC BRANCA	Guidance Counselor ROBERT FERNANDEZ
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator LISSETTE MENDOZ
Related Service Provider	Other type here
Network Leader MARGE STRUK	Other type here

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

Total number of students in school	531	Total Number of ELLs	23	ELLs as share of total student population (%)	4.33%
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Part II: ELL Identification Process

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

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

1-HLS is new to the Department of Education
 2 During intake process
 3 Intake and NYSLA and scores
 5 N/A

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Self-Contained														0
Push-In							6	7	6	1	2	1	0	23
Total	0	0	0	0	0	0	6	7	6	1	2	1	0	23

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	23	Newcomers (ELLs receiving service 0-3 years)	1	Special Education	14
SIFE	3	ELLs receiving service 4-6 years	1	Long-Term (completed 6 years)	1

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	2	1	1	7	1	6	14	1	7	23
Total	2	1	1	7	1	6	14	1	7	23

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

C. Home Language Breakdown and ELL Programs

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

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							6	7	6	1	2	1		23
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														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
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	6	7	6	1	2	1	0	23

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 a Push in and Collaborative

1 b Hetero Genous

2 ESL

4 N/A

5 N/A

6 N/A

7 We have only CTT casses and we have 3 teachers for differentiated groupings

Courses Taught in Languages Other than English ⓘ

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

- classes that are taught in English using books in the native language
- heritage classes

• foreign language (LOTE) classes

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

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

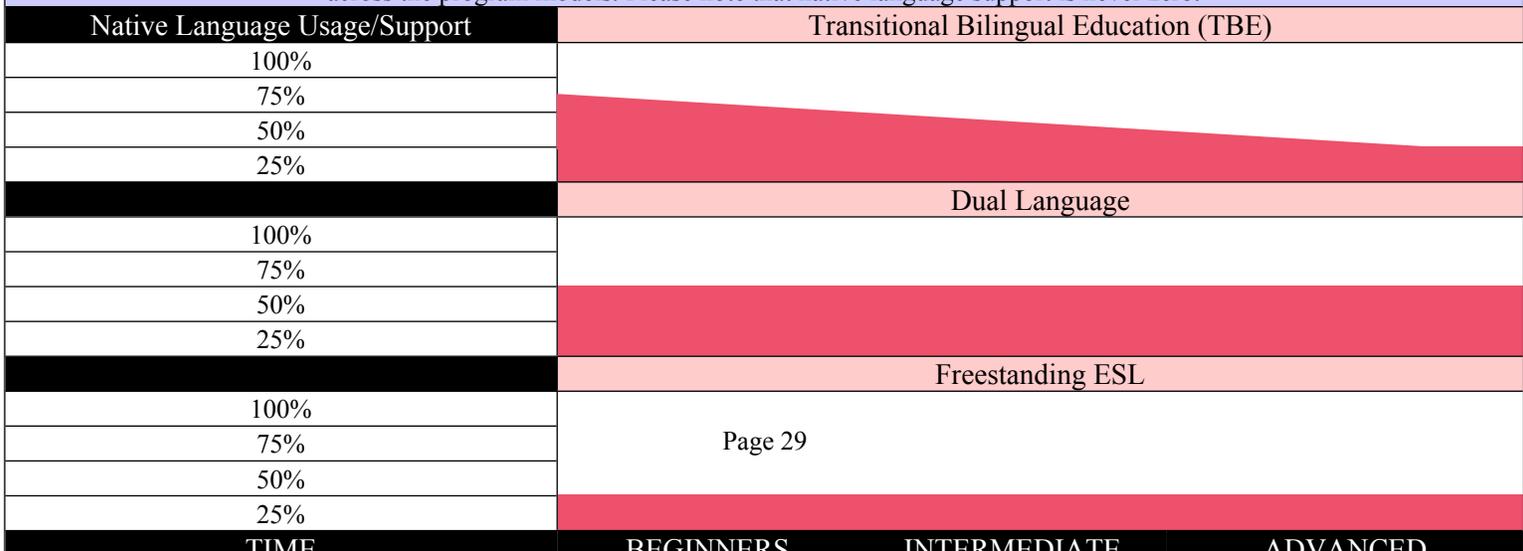
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Usage and Supports

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



TIME

BEGINNERS

INTERMEDIATE

ADVANCED

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 Students work Achieve 3000 and in ESL Push in
9 Theatre Arts classes, read alouds and script analysis
10 Text support in writing
11 Remain in CTT classes on any given education
12 Theatre Arts
13 Achieve 3000
14 VIA

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)?

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions 1-3 here

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. Parental Involvement

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

Paste response to questions 1-4 here

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0
Intermediate(I)							4	2	2		1			9
Advanced (A)							2	5	4	1	1	1	0	14
Total	0	0	0	0	0	0	6	7	6	1	2	1	0	23

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	2		3		1				6
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	1		1	
Integrated Algebra	3		1	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology	1		1	
Chemistry				
Earth Science	2			
Living Environment				
Physics				
Global History and Geography				
US History and Government				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

Paste response to questions 1-6 here

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 10X225 **School Name:** THEATRE ARTS PRODUCTION COMPANY

Cluster: PSO **Network:** 551

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.

1. Home Language Surveys, Parent Surveys and Parent Attendance Records reveal that approximately 75% of the student population's primary home language is Spanish thus establishing a need for translation of curriculum and parent information packages. The ESL Teacher, the bilingual Guidance Counselor, and several teachers share the responsibility for written translations and oral translations at meetings and for assistance in the office with parent matters. As a school policy all parent communication is done in a timely manner in both languages.

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.

2. All parent communication and information are translated and disseminated in English and Spanish through the communication systems already in place, which include the parent coordinator's weekly and monthly newsletter, parent association newsletters, the school leadership team's communications, the school's website and the principal's letters and memorandums to the parent community. This involves the use of additional paper for copying as well as additional time for staff involved to translate all material.

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.

All parent communication and information are translated and disseminated in English and Spanish through the communication systems already in place, which include the parent coordinator's weekly and monthly newsletter, parent association newsletters, the school leadership team's communications, The School's Website, and the principal's letters and memorandums to the parent community. This involves the use of additional paper for copying as well as additional time for staff involved to translate all material. TAPCO will actively seek out any pedagogy to transcribe any written documents in languages that represent those of our students' first language such as Spanish. We will inform parents of those service providers through letters and home phone calls. We will use our staff and parent volunteers at the beginning of the school year 2011-2012.

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.

All parent communication and information are translated and disseminated in English and Spanish through the communication systems already in place, which include the parent coordinator's weekly and monthly newsletter, the school leadership team's communications, The School's Website, and the principal's letters and memorandums to the parent community. This involves the use of additional paper for copying as well as additional time for staff involved to translate all material. TAPCO will actively seek out any pedagogy to interpret in languages that represent those of our students' first language such as Spanish. We will inform parents of those service providers through letters and home phone calls.

We will use our staff and parent volunteers at the beginning of the school year 2011-2012.

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>.

Oral Language interpretations will be provided by staff members and parent coordinator for the Spanish speaking population.

In fulfillment of the Chancellor's Regulations A-663, the school upon a student's enrollment determines the student's primary language using a Home Language Survey and/or interview. Records of the primary language for each parent are kept in ATS and on student emergency cards. All parents are provided with translation and interpretation services for all parent communication on child's education , school instructional programs and services, performance standards, procedures, health, legal and or disciplinary matters, program entitlement , trips and consent forms and safety.

We will send home translated written letters in every represented home language informing parents that our school will be providing them with translation and interpretation services which they will be able to use to effectively communicate their needs and concerns to us. In addition, we will be able to keep them informed about their child as well as our school events and activities.