



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : CIS 313 SCHOOL OF LEADERSHIP DEVELOPMENT

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 09/BRONX/CIS 313

PRINCIPAL: LAUREN WILKINS **EMAIL:** LWILKIN2@SCHOOLS.NYC.GOV

SUPERINTENDENT: DOLORES ESPOSITO

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
LAUREN WILKINS	*Principal or Designee	
SURI SANTOS PAVLUS	*UFT Chapter Leader or Designee	
AMARIS OBANDO	*PA/PTA President or Designated Co-President	
YOLANDE MORRIS	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	
	Member/	
RELITA RUDD	Member/	
	Member/	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- To observe teachers both formally and informally by using 2 of the Domains and competencies established by Charlotte Danielson based upon teacher effectiveness, Domain 2 establishing a culture for Learning and Domain 3 using questioning and discussion techniques.
- - All teachers will be given Professional Development in September based upon the research based teacher evaluation system developed by Charlotte Dainelson's framework for teaching to the Norm on Classroom Practice.
 - All teachers will be observed both formally and informally throughout the year and provided with feedback based on the rubrics provided for the two competencies

Comprehensive needs assessment

Teacher effectiveness has a direct correlation to student outcomes, therefore it is important to establish consistencies throughout all grades, special education and bilingual education classes. The NYC Department of Education along with the State and Country are moving towards having students meet the CCSS by 2013 and with this push the need for an evaluation system that effectively evaluates the impact of instruction presented to the students. The need to have clear expectations should not be just an expectation for our students but also for the teachers – the Danielson Framework provides a “rubric” for the teachers and is research based. The observation process can be very subjective if the criteria is not established ahead of time, this is why we have adopted and adapted the 2nd and 3rd domains.

It is apparent from the report card data that we are able to help the students increase their progress on the State exams but the increase of performance is limited. Research has shown that establishing a school climate that promotes and prioritizes the importance of learning throughout the school community, SBO's, parents and students is more effective towards helping students achieve academic success. As the staff reviewed the 3rd Domain we realized how the rubric will help the teachers to differentiate instruction to meet the needs of all students. We realize that scaffolding lessons takes into account reviewing, introducing and building the skills of the students while not leaving any students out. Our data reveals that our subpopulations have been struggling because they lack the basic skills necessary to achieve success (on-grade level or above) on the State ELA exam – therefore having all students participate in the educational process is crucial. Using the framework teachers are able to use the data and develop mini-lessons that will help students develop skills and strategies needed to show progress. Our bi-lingual, SWD, African American males and low income students are all struggling – only 11% of our students were at level 3 or 4. This statistic is also evidence that we need to observe the practices of the teachers closer in order to provide feedback that helps teachers provide instructional practices that are sound. Using this method will help us to also look at how the teachers are planning – are they using the data available, are they providing modeling of the instruction, are they using mentor texts, are they developing vocabulary, how are they differentiating, is conferencing taking place, are the students being assessed both formally and informally, and what follow-up or re-teaching needs to be done.

During the 2010 – 2011 school year CIS 313 as well as the City had a decline in the ELA scores. This seems to have happened because of the change in cut scores and the format of the exam. We had a decline overall we did not drop as much as many schools in the network or across the

city. The performance of the students decline but the progress of the students was tremendous. Prior to the cut scores being increased our students showed a steady increase for the past three years as indicated below:

Over the past three years there has been a three to four percent increase overall in the number of students that are on grade level. Although the numbers are not great it shows that there is overall growth. Our students in the eighth grade remain consistent (this concerns us), our seventh graders have shown a steady 2 – 3% gain from year to year and our 6th graders showed an increase of 5%. It is evident that the school as a whole has done a good job of reducing the number of level one student's over the last three years. We have provided an enormous amount of resources on intervention services as well as personnel, this however has left a gap in providing services for students that are level three or higher. As a school we have begun to shift the paradigm by looking at the students that are middle to high level 2 – (scale score of 635 or more). Our goal for the year was to first identify these students and compare their individual scores from year to year; after this was done we identified who taught them ELA the previous year. This information not only provided us with individual student data but also data on our teachers and how we can further support them. The students were then broken into groups of no more than 10 to work during the circular 6 periods with teachers as well as administrators on the iden The data across the board in all academic areas shows the same trends and needs for academic improvement. The need for increased academic rigor continues to be a focus for the staff of CIS 313. The question of how to improve academic rigor while maintaining differentiation of instruction takes time. We have begun to increase the required pd periods for teachers by building the periods into their schedules. Teachers that are 25 period teachers have a reduced class load by two periods – one for common planning – (all the major subject areas have common planning) and one to address the social emotional needs of the students through advisory periods.

Our goal last year was to have team teaching in the eighth grade since the eighth grade is the grade that seems to struggle the most but because of an increase in the seventh grade population we were forced to open up a new class, this took one of the teachers assigned to the team teaching away. We are able to lend extra support in the seventh grade this year in ELA through the use of a Social Studies teacher. Our teachers are also using their circular 6 periods to support student success as well as providing support through the after school and Saturday academies. We have also continued to support our struggling students through Academic Interventions including but not limited to: READ 180, PLATO, Carnegie Learning, ELLIS – we also plan on using an anticipated grant through Title III to purchase Academic 3000.

To continue the support of teachers in the use of technology we will continue to provide professional development training for our staff members as well as increase the amount of technology available in the class rooms. We are participating in a technology grant that will give our staff and students access to an open line of communication via Wiki spaces. We are also hoping to secure a grant through Title III which will provide our ELL students with extra support both during the school day and after-school. These students have also been mandated for the 37.5 minute enrichment period Monday – Thursday.

Instructional strategies/activities

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

d) timeline for implementation.

As we begin to examine the Danielson Framework we will begin the school-year with professional development with a video provide by the DOE describing and observing a lesson and having the teachers use the same criteria that the administrative staff will be using to evaluate both formally and informally. The teacher were trained and reviewed the framework and the criteria that would establish whether the lesson was *ineffective, effective, developing or highly effective* – and more importantly why and how can the lesson move from one category to the next. We examined such terms and worked in groups to provide feedback. We had already established that our students with disabilities, ELL's, low-income and African – American and Latino male are struggling the most. The need to provide ESL strategies for all students is a major push along with differentiation and scaffolding are crucial. 40% of our population are either ELL's or former ELL's while 26% of our population are students with disabilities. Many of our students fall into both categories as well as being “over-age”. More than half of our student population is “overage” which presents unique challenges for our students and staff.

*The steps and strategies needed to implement these initiatives includes but are not limited to:

- Network support for the administrative team to help provide professional development on the Danielson framework being adapted
- Establish ongoing Common Planning meetings to review data and develop ELA curricula and lessons that are differentiated and scaffolded
- Provide on-going formal and informal observations with feedback that will help teacher become both *effective and highly effective*
- Inter-class and inter-school visitations of effective ELA programs with feedback
- Learning walks focusing on questioning and facilitating discussions for students in order to empower them
- Continued portfolio development for students and staff
- Data folio information for all students
- Creation of performance based tasks for students in all grades (interdisciplinary units in ELA)

- Provide Professional Development for the expectations and rubrics established and supported by the DOE using the Charlotte Dainelson framework (competencies 2b and 3b). Domain 2 – The Classroom Environment and Domain 3 - Instruction.
- Observe teachers informally at least 3 – 5 times a week and provide immediate feedback on note cards and written feedback in the form of a checklist by the conclusion of the day.
- Develop a formal observation schedule that includes all components – pre, observation and post conferences. All tenured teachers will be observed at least 2 a year – once by an AP and once by the Principal. Tenured teachers will be observed more if needed in order to provide effectiveness in the classroom. All new and non-tenured teachers will be observed at least 5 times formally during the year using the same criteria as the tenured teachers
- Support in the form of PD will be afforded all teachers based upon an establish need determined through the observation process
- Teachers will develop Goals and Objectives using the Danielson framework for increased teacher accountability
- Teachers will be provided with Professional Development throughout the year and during Common Planning periods - the PD will focus on the alignment of their Goals and Objectives, the Common Core Standards and teacher practice and effectiveness

*Teachers will be observed both informally and formally throughout the school year. The formal observations will follow routine protocol and include a review of the Danielson framework. Feedback will be given to the teachers in the form of reflection from the rubric

Strategies to increase parental involvement

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - using academic learning time efficiently;
 - respecting cultural, racial and ethnic differences;
 - implementing a curriculum aligned to State Standards;
 - offering high quality instruction in all content areas; and
 - providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;
 - 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

Strategies for attracting Highly Qualified Teachers (HQT)

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

*Recruit from local colleges

*Attend recruitment fairs

*Send teachers to Professional Development to make sure any teacher not teaching in their license area can take courses towards receiving their license in the area they are instructing

*Title 1 funding will be used to fund these teachers

Service and program coordination

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

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.

*Principal, assistant principal, coach and network team will provide in house training on the Danielson Framework

*Title I funding for materials

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
- **To accelerate the Reading and Comprehension Skills for ELL Students performing at the lowest performance level on the State ELA exam by increasing Time on Task.**
- **To increase the number of ELL Students in the schools lowest third scoring at level 1 or 2 on the ELA by 6% (9 students). While increasing the number of ELL students performing at Proficiency (levels 3 & 4) by 5% (7 students).**

Comprehensive needs assessment

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

During the 2010 – 2011 school year CIS 313 as well as the City had a decline in the ELA scores. This seems to have happened because of the change in cut scores and the format of the exam. We had a decline overall we did not drop as much as many schools in the network or across the city. The performance of the students decline but the progress of the students was tremendous. Prior to the cut scores being increased our students showed a steady increase for the past three years as indicated below:

Over the past three years there has been a three to four percent increase overall in the number of students that are on grade level. Although the numbers are not great it shows that there is overall growth. Our students in the eighth grade remain consistent (this concerns us), our seventh graders have shown a steady 2 – 3% gain from year to year and our 6th graders showed an increase of 5%. It is evident that the school as a whole has done a good job of reducing the number of level one student's over the last three years. We have provided an enormous amount of resources on intervention services as well as personnel, this however has left a gap in providing services for students that are level three or higher. As a school we have begun to shift the paradigm by looking at the students that are middle to high level 2 – (scale score of 635 or more). Our goal for the year was to first identify these students and compare their individual scores from year to year; after this was done we identified who taught them ELA the previous year. This information not only provided us with individual student data but also data on our teachers and how we can further support them. The students were then broken into groups of no more than 10 to work during the circular 6 periods with teachers as well as administrators on the iden The data across the board in all academic areas shows the same trends and needs for academic improvement. The need for increased academic rigor continues to be a focus for the staff of CIS 313. The question of how to improve academic rigor while maintaining differentiation of instruction takes time. We have begun to increase the required pd periods for teachers by building the periods into their schedules. Teachers that are 25 period teachers have a reduced class load by two periods – one for common planning – (all the major subject areas have common planning) and one to address the social emotional needs of the students through advisory periods.

Our goal last year was to have team teaching in the eighth grade since the eighth grade is the grade that seems to struggle the most but because of

an increase in the seventh grade population we were forced to open up a new class, this took one of the teachers assigned to the team teaching away. We are able to lend extra support in the seventh grade this year in ELA through the use of a Social Studies teacher. Our teachers are also using their circular 6 periods to support student success as well as providing support through the after school and Saturday academies. We have also continued to support our struggling students through Academic Interventions including but not limited to: READ 180, PLATO, Carnegie Learning, ELLIS – we also plan on using an anticipated grant through Title III to purchase Academic 3000.

To continue the support of teachers in the use of technology we will continue to provide professional development training for our staff members as well as increase the amount of technology available in the class rooms. We are participating in a technology grant that will give our staff and students access to an open line of communication via Wiki spaces. We are also hoping to secure a grant through Title III which will provide our ELL students with extra support both during the school day and after-school. These students have also been mandated for the 37.5 minute enrichment period Monday – Thursday.

Instructional strategies/activities

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

- **ELL students in the lowest third will be identified using ARIS and targeted for immediate intervention and support**
- **Student attendance will be monitored by the school attendance team consisting of the following members –attendance coordinator, attendance teacher, classroom teacher, school aides, guidance counselors, SAPIS worker, Social Worker and Administrative team**
- **Student attendance and progress will be monitored and followed by the Inquiry team**
- **Daily attendance of students in the lowest third will be monitored daily by the Principal**
- **Students in the lowest third will be mandated to attend early morning extended day from 8:01 – 8:38 Monday – Thursdays**
- **Funding through Title III LEP will be used to support students in the lowest third for after-school and Saturday Programs in order to support their literacy and math skills**
- **Students in the lowest third will be identified and supported through the Circular 6 teacher program for Reading Skills intervention at least twice a week for 45 minutes in a group of 5:1**
- **Periodic assessments will be used to monitor and differentiate materials used to address the needs of the students**
- **Teacher made assessments will inform the teachers as they develop appropriate lesson plans that address the needs of the students**
- **Teachers will be trained in the appropriate ESL techniques in order to ensure quality instruction for all students (preferably Jose P.)**
- **Teachers will be required to use all sources of available data in order to provide instruction that is meaningful and appropriate this includes but is not limited to – ARIS, ATS, Periodic Assessments, Daily Assessments, Attendance etc.**
- **ELL students will be required to attend one of two SES programs used to support the development of competency in English – Benchmark and Academic Enterprise**

- **Student attendance will be monitored by the school attendance team consisting of the following members –attendance coordinator, attendance teacher, classroom teacher, school aides, guidance counselors, SAPIS worker, Social Worker and Administrative team**
- **Student attendance and progress will be monitored and followed by the Inquiry team**
- **Daily attendance of students in the lowest third will be monitored daily by the Principal**
- **Students in the lowest third will be mandated to attend early morning extended day from 8:01 – 8:38 Monday – Thursdays**
- **Funding through Title III LEP will be used to support students in the lowest third for after-school and Saturday Programs in order to support their literacy and math skills**
- **Students in the lowest third will be identified and supported through the Circular 6 teacher program for Reading Skills**

Strategies to increase parental involvement

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - 1. providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);**
 - 2. 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;**
 - 3. fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;**
 - 4. providing assistance to parents in understanding City, State and Federal standards and assessments;**
 - 5. sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand**
 - 6. 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;**

Strategies for attracting Highly Qualified Teachers (HQT)

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

*Recruit from local colleges

*Attend recruitment fairs

*Send teachers to Professional Development to make sure any teacher not teaching in their license area can take courses towards receiving their license in the area they are instructing

*Title 1 funding will be used to fund these teachers

Service and program coordination

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

*Our in school SES programs are geared toward the improvement of ELA and Math - as a school we decided to have one program implement Kaplan, another Santillana Intensive English program for our bi-lingual students as well as Companion to enhance the academic skills

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.
 - **Funding through Title III LEP will be used to support students in the lowest third for after-school and Saturday Programs in order to support their literacy and math skills**
 - **Students in the lowest third will be identified and supported through the Circular 6 teacher program for Reading Skills intervention at least twice a week for 45 minutes in a group of 5:1**

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
- **To accelerate the progress in Math for our Students performing in the lowest third on the State Math Exam levels 1 and 2 by 20 students while increasing the number of students performing at the Proficiency level (levels 3 & 4) by 8%**
 - **Students performing in the lowest third in math will be identified and targeted for intensive intervention and support services**
 - **100% of the math teachers will use student data gathered from ARIS, Acuity, NYSTART, ATS and other sources to assess the math needs of the students in the lowest third**
 - **100% of the teachers will use available data to set academic goals with the students and Professional Goals for themselves**
 - **100% of the teachers will use ACUITY to monitor math progress and assign student activities that will support the needs based on the data**
 - **Lesson plans will reflect the data gathered and the differentiation of instruction based on the common strands students are studying and being assessed with**
-

Comprehensive needs assessment

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

Over the past three years our school has seen many changes in the math levels of our students. We were mandated by the State to develop a plan for improvement in mathematics. We identified a need to hire licensed math teachers for instruction. As a result we have been able to increase the number of students performing on grade level. The data is similar to the ELA with the exception of the percentages – however the number of level one students decreased across the board and the number of three's and four's increased. The math department has been more successful at moving the students into the three's and four's because of a mapped out curriculum that teachers were required to follow as well as academic interventions focused on the improvement of mathematics, Saturday and vacation academies as well as after-school programs.

The obstacles that prevent more student success mimics that of the ELA obstacles, the biggest two being new teachers and overage students. Therefore, the interventions needed for those areas are increased professional development as well as reviewing the needs of overage students.

The data across the board in all academic areas shows the same trends and needs for academic improvement. The need for increased academic rigor continues to be a focus for the staff of CIS 313. The question of how to improve academic rigor while maintaining differentiation of instruction takes time. We have begun to increase the required pd periods for teachers by building the periods into their schedules. Teachers that are 25 period teachers have a reduced class load by two periods – one for common planning – (all the major subject areas have common planning) and one to address the social emotional needs of the students through advisory periods.

We were satisfied with the results of the quality review (2009 -2010) because it was evident that our school has made many changes for the positive and we are beginning to see results. The Quality Review revealed that our school is proficient even though the reviewer thought we were closer to a Well Developed. This was reflected in our results of the Progress Report. According to the Progress Report our school received an "A". We were satisfied with the results because the students and teachers have improved their practice as well as skills. We question what is meant by progress? Is progress just individual or is it overall? We know that students are expected to make a 3 – 5% increase during a year's time; this is what our school made in ELA. We made a 30+% increase overall in math. The amount of progress made by all sub-groups is also significant. Although we failed to meet our AYP for ELL's the number of ELL's performing at or above grade level has increased overall.

Instructional strategies/activities

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

- **Students performing in the lowest third in math will be identified and targeted for intensive intervention and support services**
 - **100% of the math teachers will use student data gathered from ARIS, Acuity, NYSTART, ATS and other sources to assess the math needs of the students in the lowest third**
 - **100% of the teachers will use available data to set academic goals with the students and Professional Goals for themselves**
 - **100% of the teachers will use ACUITY to monitor math progress and assign student activities that will support the needs based on the data**
 - **Lesson plans will reflect the data gathered and the differentiation of instruction based on the common strands students are studying and being assessed with**

 - **100% of the math teachers will use available data to assess the needs of their students**
 - **100% of the teachers will use the available data to assist students as they set measurable goals for each marking period**
 - **100% of the math teachers will use ACUITY to monitor math progress and assign students activities that will support the needs**
 - **Students in the lowest third will be targeted for before and after school enrichment programs to support the math curriculum**
 - **100% of the lowest third will receive PLATO math intervention as well as Carnegie Learning intervention programs during the school day**
 - **the Inquiry Team will monitor and make suggestions to the math teachers after conducting classroom observations and attend monitoring**
 - **Lesson plans will reflect available data, this data will then be used to support grouping of students according to their specific needs**
 - **The Principal, Math Coach and the Data Inquiry team will provide professional development for all teachers during after-school through per session funding to understand and interpret the data**
 - **The Math Coach will provide all math teachers with Math Portfolios and monitor the progress of the lowest third**

- **Lesson Plans will be monitored periodically in order to provide teachers with feedback that will be used to increase the understanding and growth of the students**
- **100% of the lowest third will be identified for extended day for math enrichment**
- **Students in the lowest third will be identified to participate (and their attendance will be monitored through sign in sheets) in after school and Saturday Academy**
- **Math teachers will be identified to participate and turnkey information received through Professional Development to their colleagues. Professional Development will be supported through the Middle School Initiative Funding received on the school level**

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- - 1. providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);**
 - 2. 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;**
 - 3. fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;**
 - 4. providing assistance to parents in understanding City, State and Federal standards and assessments;**
 - 5. sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand**
 - 6. 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;**

Strategies for attracting Highly Qualified Teachers (HQT)

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

*Recruit from local colleges

*Attend recruitment fairs

*Send teachers to Professional Development to make sure any teacher not teaching in their license area can take courses towards receiving their license in the area they are instructing

*Title 1 funding will be used to fund these teachers

Service and program coordination

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

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.

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

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

To increase student attendance from 87.8% to 91% and provide intervention services for students and families with attendance issues during the 2011 – 2012 school year.

Student attendance from 88.5% to 91% and provide intervention services for students and families with attendance issues during the 2011 – 2012 school year

Comprehensive needs assessment

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

CIS 313 has a large number of overage students which has led to our school having difficulty achieving our goal of reaching 92% attendance for the school year. We averaged 89% for the 2010 – 2011 school year, which was an increase but still short of our goal. According to research in order for students to be successful in school they must be in attendance. We have been able to secure the services of our Network attendance team to make home visits and help to locate students that are considered long term absences. This has had a direct impact this year on the amount of long term absences being cut from 15 in September to 1 as of now. Our daily weekly attendance rate is at 91% this year.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- **Student attendance will be monitored by the school attendance team which consists of the attendance coordinator, attendance teacher, classroom teachers, school aides, guidance counselors, Social Worker and the Administrative Team**
- **The Network will provide a family worker that will follow up on LTA's and help to locate students whose attendance is limited or whose whereabouts are unavailable**
- **Attendance will be taken three times during the day to ensure that all students attendance is accurate**
- **Principal will monitor attendance daily and identify students that may have more than two days absent**

- **Student incentives will be offered for all students including but not limited to – attendance certificates, bulletin boards that showcase perfect attendance and improved attendance, school trips and small school supply incentives**
- **Visual recognition will be displayed for improved attendance for teachers as well as students**
- **Students with poor attendance will be identified and referred to the SIT committee and tracked for outside support through visiting nurse services, ASTOR and other intervention agencies**
- **Daily attendance will be monitored by the school attendance team for students in the lowest third**
- **The number of students with poor attendance will decrease as evidenced through guidance outreach, attendance monitoring and parental involvement**
- **Outside agencies will be used to monitor and assist with attendance outreach**
- **Logs of assistance will be kept to monitor the progress and outreach to the parents**
- **LTA'S will be tracked and support offered to families through outside agencies**

Strategies to increase parental involvement

- **Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.**
 - 1. providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);**
 - 2. 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;**
 - 3. fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;**
 - 4. providing assistance to parents in understanding City, State and Federal standards and assessments;**
 - 5. sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand**
 - 6. 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;**

Strategies for attracting Highly Qualified Teachers (HQT)

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

*Recruit from local colleges

*Attend recruitment fairs

*Send teachers to Professional Development to make sure any teacher not teaching in their license area can take courses towards receiving their license in the area they are instructing

*Title 1 funding will be used to fund these teachers

Service and program coordination

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

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.

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

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

Comprehensive needs assessment

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

Instructional strategies/activities

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

Strategies to increase parental involvement

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

Strategies for attracting Highly Qualified Teachers (HQT)

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

Service and program coordination

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

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.

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	65	58			10	2		8
7	88	63			8	1	1	5
8	52	36			11	2		3
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
<p>ELA:</p> <ul style="list-style-type: none"> + Push-In + Saturday Academy + After-school + Vacation School + SES + READ 180 + Great Leaps + Wilson + Extended Day + 37.5 minutes + 7th grade Academy + Circular 6 – small group instruction 	<ul style="list-style-type: none"> + Our Push-in program will consist of small group instruction, provided by SETTS teachers and AIS + Saturday Academy – small group instruction reinforcing test sophistication and instruction used during the week + After-School – small group (no more than 10) + Vacation School – reinforce skills taught during the day - enrichment + Supplemental Educational Services provided under the No Child Left Behind Law. All students may apply for this program. Three days a week two hours a day + Early morning tutoring for students in reading skills + READ 180 – small groups of 6-8 students during the school day and small groups instruction after school Three days a week two hours a day
<p>Mathematics:</p> <ul style="list-style-type: none"> + AIS math push-in + Saturday Academy + After-school + Vacation School + PLATO + 37.5 minutes + Circular 6 – small group instruction + Extended day 	<ul style="list-style-type: none"> + Math push-in teachers provide AIS in the student’s classroom during the regular school day. The teacher will plan with the classroom teacher + Saturday Academy – small group instruction reinforcing test sophistication and instruction used during the week intensive four hour sessions. + After-School – small group (no more than 10) + Vacation School – reinforce skills taught during the day + Math teachers concentrate on math skills using different games – Game of 24, Wall Street – etc. + Math skills are taught for one hour after school three days a week
<p>Science:</p> <ul style="list-style-type: none"> + After-school + Science Clubs 	<ul style="list-style-type: none"> + After-School – small group (no more than 10) focusing on science skills + Science club – developing science fair projects
<p>Social Studies:</p> <ul style="list-style-type: none"> + After-school 	<ul style="list-style-type: none"> + After-School – small group (no more than 10) focusing on social studies and reading thru literacy

At-risk Services Provided by the Guidance Counselor:	<ul style="list-style-type: none"> + One on one counseling, small group – during the 37.5 minutes + Circular 6 – one on one + Immediate intervention when necessary
At-risk Services Provided by the School Psychologist:	
At-risk Services Provided by the Social Worker:	<ul style="list-style-type: none"> • One on one counseling, small group – during the 37.5 minutes • Circular 6 – one on one
At-risk Health-related Services:	

**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.

New teachers will be paired with teachers that have moved their student population academically in the past. The mentors will meet weekly with the new teachers to provide strategies for successful classroom management and the development of lesson plans and assessments that will help the students excel.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

CIS 313 will communicate with parents about the school's identification improvement through letters and parent meetings. The contents of the letter will include information about the SINI status and the available programs for the students of CIS 313. The letters will be available to parents in both English and Spanish. Translation of the letter will also be available verbally for non-English speaking parents. This service will be provided by the parent coordinator and other staff members that speak multiple languages.

**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 Corinne Rello Anselm/Boh Cohen	District 09	Borough Bronx	School Number 313
School Name School of Leadership Development			

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

Principal Lauren Wilkins	Assistant Principal Mr. De La Rosa
Coach Mr. Herme Viery	Coach type here
ESL Teacher Ms. Omara Carmona/ESL	Guidance Counselor Ms. Jessie Paniagua
Teacher/Subject Area Ms. Anggela Sanchez/NLA	Parent Loida Rodriguez
Teacher/Subject Area Mr. Danilo Pena/Math	Parent Coordinator Ms. Nersy Urena
Related Service Provider Ms. Bell/ Ms. Greene	Other type here
Network Leader Boh Cohen	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	3	Number of certified bilingual teachers	3	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	3	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	1
Number of teachers who hold both a bilingual extension and ESL certification	2	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	1		

D. School Demographics

Total number of students in school	460	Total Number of ELLs	160	ELLs as share of total student population (%)	34.78%
------------------------------------	------------	----------------------	------------	---	---------------

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. 

Questions 1-6

English Language Learners Identification Process

The School of Leadership Development is committed to assure all English Language Learners (ELLs) enrolled in our school are provided with opportunities to achieve the same educational goals as the general students population. English Language Learners are guaranteed equal access to all school programs and services offered at our school.

The school of Leadership Development English Language Learners identification process begins at time of pupil's enrollment in the school for the first time or at time of pupil's entry into the New York State public school system with no available record or prior screening, using appropriate and unbiased English screening tools, administration of the Home Language Survey Questionnaire and an oral interview in English or the native language if possible.

At registration time, a pre-conference is held by the parent coordinator and/or the pupil's secretary with all new enrollment students and families. If a student's family members and/or the student speak other language than English at home and the child is going to be registered for the first time in a New York City public school system, the school Bilingual Coordinator is immediately contacted. The Bilingual Coordinator reviews the Home Language Survey and conducts an entrance oral interview in English or the native language if possible in order to complete a possible ELLs identification process, during the interview the Bilingual Coordinator provides parents with an ELLs registration package which contains a Entitlement Letter, a Survey and Program Selection Form, a Placement Letter and an opportunity to watch the orientation video. 3. Parents are asked to complete the Survey and return it with their students to their homeroom teacher who give it to the Bilingual coordinator. 4. The bilingual coordinator place a copy in the student commulative record and filed the original in his office. The same procedures is followed as all other program selection forms are received. If a family does not return the forms in three days, after contacting the family over the phone a copy is sent home with the student. There have been many cases in which the Bilingual Coordinator had to make home visits in order to get the form back to the school. 4. Continued Entitlement letter are distributed every year after the NYSESLAT results are received. Homeroom teachers distribute and collect them from the students. The bilingual Coordinator filed the original and provided homeroom teachers with a copy. If there is an official translation (See Office of English Learners Parental Support Services) available in the parent(s) native language, the Bilingual Coordinator make sure that parents receive it in their native language. 1a. The orientation/interview is conducted by Mr. De La Rosa Assistant Principal, Ms. Carmona ESL teacher, or Mr. Minero Spanish/Bilingual Teacher in English or Spanish if the parent(s) or family speaks other language than English or Spanish the translation unit is immediately contacted in order to arrange an over the phone interview to allow communication between the family and the school staff. Moreover, the Bilingual Coordinator establishes the student's eligibility for the English Language Assessment Battery Revised (LAB-R) and the Spanish Language Assessment Battery (LAB) in the case of the Spanish speaking students . Once the student has been identified as an ELL through the Home Language Survey and oral interview, the bilingual Coordinator scheduled a LAB-R and/or the LAB testing day(s) within the first 10 days of the student attendance to the school. 1.b Both language assessment exams are administered by the ESL teacher Ms. Carmona, the Bilingual teacher Mr. Minero or the Assistant Principal Mr. De La Rosa. Since our school only offers Freestanding English As a Second Language (ESL) and Spanish Transitional Bilingual Programs (STBP), parents are informed and oriented about the two programs as well as their right to choose other language acquisition programs available in other schools within our school district (09X). A

transitional decision is made at registration time for immediate student's placement.

2 All parents of newly identified ELLs are invited to participate in a group orientation session or One on One meeting where they are provided with more detail information about language acquisition programs for ELLs offered at the School of Leadership Development, ESL and STBP. Program choice orientations have also been done on the phone or home visits as needed. 2. During the orientation parents are informed of their children score on the LAB-R. Students who scored at the Beginning, Intermediate, or Advance Level on the LAB-R received an entitlement notification letter, informing parents that their children are entitled to participate in our second language programs, Spanish Transitional Bilingual, Dual Language or Freestanding ESL. In addition, Parents are also informed of their rights to withdraw their children from a bilingual program but not from the mandated ESL services as well as other language acquisition programs available in other schools in our district. The trend in program choice requested by parents in our school has not had any significant change in the past 8 years. Therefore, the School of Leadership Development language acquisition programs are aligned with our parents' request. Approximately, 98% of the parents of newcomers who are Spanish speakers have chosen the Spanish Transitional Bilingual Program for their children while 100% of the parents of other languages speakers, particular a growing African (French Speaking) population, have chosen Freestanding ESL.

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="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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 <small>(60%:40% → 50%:50% → 75%:25%)</small>							1	1	1					3
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained							1							1
Push-In							2							2
Total	0	0	0	0	0	0	4	1	1	0	0	0	0	6

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	160	Newcomers (ELLs receiving service 0-3 years)	90
Special Education	20		

Number of ELLs by Subgroups					
SIFE	29	ELLs receiving service 4-6 years	41	Long-Term (completed 6 years)	29

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. ①

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	59	22	0	10	3	11	4		1	73
Dual Language										0
ESL	31	3	7	31	1	8	25		6	87
Total	90	25	7	41	4	19	29	0	7	160

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							16	31	26					73
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	0	0	0	0	0	16	31	26	0	0	0	0	73

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
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							30	20	17					67
Chinese														0
Russian														0
Bengali								1						1
Urdu														0
Arabic														0
Haitian														0
French							2	2	1					5
Korean														0
Punjabi														0
Polish														0
Albanian														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
Other							2	2	10					14
TOTAL	0	0	0	0	0	0	34	25	28	0	0	0	0	87

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?

Paste response to questions 1-7 here

Currently, we service a total of 160 students categorized as Limited English Proficient or ELLs students in our Spanish Bilingual Transitional, one class in each level 6th, 7th, and 8th grades and ESL Program across our regular program for 7th, and 8th grades, and an ESL class for sixth graders (Class 625). 10. Programing Class 625 is an improvement to our language acquisition program, it allowed us to sit all 6th grade ESL students in one classroom, providing them language acquisition services in an ESL designed environment. Class 625 accomodates students from various ethnic backgrounds who have scored at the intermediate and advance level on the NYSESLAT. This included the sub-groups labeled as Newcomers, Beginners, Intermediate, Advanced, Tested out, Students with Interrupted Formal Education (SIFE), Long Term ELLs (LTE), and ELLs with special needs.

We use a Transitional Bilingual Approach in which literacy is developed through native language arts (NLA), English as a second language (ESL), and English language arts (ELA) curricula aligned with the ELA standards. The value of learning to read first in the native language is recognized. Instructional strategies promote the transfer of literacy skills learned in the native language to acquisition of literacy in English. Our English as a Second Language (ESL) program focuses on the acquisition of a second language, English, for a heterogeneous population of students with a very diverse language and cultural background. English as a Second Language (ESL) Approach extended by a Pull-Out Program, in compliance with Part-154 mandates and Title III policies for delivery of instruction. 2a. 2b. and 3. (programing) Daily allotments of instructioanl time ELLs students recieve for English Language Requirements students in ESL: Students at the beginning and intermediate levels are provided with two Units (360 minutes per week) of study in the language arts

A. Programming and Scheduling Information

component(ESL/ELA), and students at the advanced level receive one Unit of ESL (180 minutes per week). Daily allotments of instructional time ELLs students receive for English Language Requirements students in Spanish Bilingual Program: Students at the beginning and intermediate levels are provided with two ESL Units (360 minutes per week) of study in second language acquisition English component(ESL) as well as one unit of native Language arts (NLA) and ELLs bilingual at the advance level receive one unit of ESL (180 minutes), one unit of ELA (180 minutes), and one unit of NLA(180) minutes. All ESL teachers speak Spanish which allowed them to translate the first language (Spanish) reading and writing skills into the second language (English).

Students at the beginning level in the Spanish Bilingual Program receive Mathematics, Science, and Social Studies in their native language with support from the ESL and the NLA teachers. Teachers interact in order to deliver in content area lessons aimed to ease the students language and content area knowledge acquisition simultaneous for the Spanish Transitional Bilingual Program. As students second language acquisition develops and English proficiency increases, it also allows teaching through ESL in content area to increase which at the same time accelerates the transition at the advance level. This allow teachers to teach academic subject such as Social Studies, Science and Mathematics in English with ESL support.

The Transitional Bilingual Education Program consists of three classes: one sixth grade (631), a seventh grade (731), and an eighth grade (831). These classes are categorized at the beginners and intermediate levels of proficiency, having scored at the beginning and intermediate proficiency level in the LAB-R and/or the NYSESLAT. Students who have scored at the intermediate proficiency level in the SBTP receive one unit of ELA and one unit of NLA as well as the mandated ESL units. The majority of our ELLs, an estimated 87.5% are Hispanic, approximately 11.8% are of Africans background, and 1% is from the English Speaking Caribbean.

The ELL population in our school is held to the same New York State/New York City Performance Standards and the same academic expectations for success as is the entire population as well as the standard and expectation for learner of a second language. Our vision adheres to the Principles of Learning and particularly reinforces a curriculum of academic rigor, not only to raise achievement levels but to prepare our second language learner population for the challenges they will meet in their second language acquisition process in the 21st Century. Subsequently, our instructional program is designed to develop cognitive skills in the native language as well as to increase core knowledge and communicative skills in listening, speaking, reading, and writing in the English language. Our instructional staff is certified, knowledgeable, and continuously supported with professional development, resources, materials, and leadership guidance. 1.c All English Language Learners take the four components of the NYSESLAT each year, during the spring. The Bilingual Coordinator, Mr. De La Rosa runs the following ATS reports: NYSESLAT Eligibility Roster (RLER), LAB-R NYSESLAT Exam History Report (RLAT) Student Eligibility for NYSESLAT (LAT), and NYSESLAT Combined Modality Report(RNMR) as well as other related ATS reports. These reports are run several times during the school year in order to ensure that each and every single language learner who is entitled to take the NYSESLAT is scheduled to take its four components, during the spring testing season. Each Spring, the Bilingual Coordinator prepares a teachers/students' schedule which allocated the mandated time and testing setting, space allocation and conditions for all English Language Learners to take the NYSESLAT four components.

ELL's Subgroups Differentiated Instructional Plan

5-b/14,15,16,17 LEP newcomers students in bilingual (Spanish) classroom receive ESL instruction from a bilingual ESL teacher grouping them according to their second language acquisition level as recorded by their scores on the LAB-R exam. Besides, they are grouped according to their first language level which is used as the base for the transition of skills into the second language (English). Spanish Santillana reading and writing materials are used to reinforce and support students' first language. Translation version of the Impact Mathematics series as well as all supportive Spanish materials is provided to all newcomers in order to support their academic and social emotional adaptation to a new society. They are also a priority to our after-school and Saturday Academy second language acquisition programs.

In addition, staff will meet with bilingual parents on a bi-monthly basis where they will receive information on how to support their children through the Home-School Connection as well as all testing requirements for all ELL students. Besides, ESL classes for adults will be offered to parents and family's members of students attending CIS 313.

5-d. Long term ELL's sitting in monolingual settings are receiving their ESL instruction through a Pull-out program at least 4 times per

A. Programming and Scheduling Information

weeks in a structured ESL environment, using various ESL's strategies and methodologies that will help these students in their language acquisition process. They are amongst the first to be considered for our After School and Saturday Academy programs for English Language Learners.

5-d. Long Term ELL's students will be closely monitored. They are sitting in monolingual programs in grades 6th through 8th. All instructions for these children will utilize ESL approaches and methods. They will be grouped for instruction for a minimum of 45 minutes per day with an ESL teacher who will follow an appropriate ESL course of instruction as well as prepared the students to participate in the

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)			
Bilingual/ESL Coordinator, the AIS teacher, the Guidance Counselor, the school Social Workers, The Parent Coordinator, and classroom teachers.	100%			
	75%			
	50%			
	25%			
Dual Language				
6-7 LEP students with disabilities whose IEP recommends ESL or bilingual instruction: All special education ELL students receive instruction according to their Individualized Education Program (IEP) recommendations. Students in special education classes are highly motivated to attend all-after school and Saturday programs.	100%			
	75%			
	50%			
	25%			
Freestanding ESL				
Education: These students receive constant support from the School-Based Support Team that includes the school Principal, the Assistant Principal, the Bilingual/ESL Coordinator, the AIS teacher, the Guidance Counselor, the school Social Workers, The Parent Coordinator, and the classroom teachers.	100%			
	75%			
	50%			
	25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED	

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

5a. LEP students who first entered an English language school system after grade two with interrupted, little or no formal schooling in their first language SIFE: Literacy is developed through native language arts (NLA), English as a second language (ESL), and English language

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?

Paste response to questions 8-17 here

We foresee the potential of creating a curricular program based on interdisciplinary instruction in the core content areas motivating and encouraging students and staff members to recognize and celebrate the cultural and linguistic contribution of each member in our learning community. 12a/12b. Our English language Learners are high a priority to our instructional programs and after school program. Therefore, they are offered and expected to participate in all program available before and after school. 90% of our ELLs participate in our extended day program Monday through Thursday before school and approximately 99 % attend one of our after school and Saturday Academy programs which included title III funded.

8. Academic Intervention for literacy and mathematics using Achieve 3000/Destination Math, Read-180 a technology based literacy

A Programming and Scheduling Information**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?

Paste response to questions 8-17 here

We foresee the potential of creating a curricular program based on interdisciplinary instruction in the core content areas motivating and encouraging students and staff members to recognize and celebrate the cultural and linguistic contribution of each member in our learning community. 12a/12b. Our English language Learners are high a priority to our instructional programs and after school program. Therefore, they are offered and expected to participate in all program available before and after school. 90% of our ELLs participate in our extended day program Monday through Thursday before school and approximately 99 % attend one of our after school and Saturday Academy programs which included title III funded.

8. Academic Intervention for literacy and mathematics using Achieve 3000/Destination Math, Read-180 a technology based literacy development program, The Wilson Phonics Program a reading and vocabulary scaffolding phonemic awareness program, Standards-Based Editing (Grade 7) by Beach City Press a supplementary grammatical activities program, Write Source (Houghton-Mifflin Co.) for grade 6th, 7th, and 8th. Milestone Series by Heinle Cengage Learning for Saturday Academy, integrating literacy and Social Studies for English Language learning. Milestone Series by Heinle Cengage Learning for Saturday Academy, integrating literacy and Social Studies for English Language learning. The program provides language development by proficiency levels, reading (phonemic awareness and fluency), writing (penmanship, conventions, technology), and listening and speaking. The series contains embedded assessment, vocabulary instruction, and differentiated instruction, remediation, and intervention strategies.

English as a Second Language vocabulary development approach for beginners that includes spelling, grammar, and prior background knowledge. What students need to know for the NYSESLAT and the ELA Test (Comprehension Strategies for ELL's) at proficiency level?

8. Interdisciplinary learning using a thematic approach for content areas; development of reading skills in Math, language development in Science and Social Studies, and integrating technology in all the content areas. Development of Math and Science concepts and skills – Institute for integrating reading with math skills – QTEL

13a. Technology-based instruction for all grade levels implementing Achieve 3000, a web based differentiated K-12 program, uses technology, emails, and current events to develop and maintain literacy skills.

13b. Core Reading and Vocabulary Development (Technology-based Solutions), use of the Smart Boards with LAN lap-top for presentations and graphic enhancements of EXIT Projects in Science and Social Studies, and Using the Internet and Other Electronic Resources. Computer Literacy- Computer Assisted Instruction focused on but not limited to (Windows, Windows Vista, Power Point, EXCEL, INTERNET Research and WEB pages) and ESL for students and parents. the Parent Coordinator and Guidance Counselor provide guidance and advisory support for all three groups in the areas of life, health skills and community services.

The instructional staff, led by the Assistant Principal of ELL's, includes the ESL/ELA teacher, NLA/Social Studies, Math and Science, the Computer Technician and the Guidance/Advisor Teacher. The program relies on the services of security, health, and food services provider during the extended day and Saturday Program.

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?

Paste response to questions 8-17 here

We foresee the potential of creating a curricular program based on interdisciplinary instruction in the core content areas motivating and encouraging students and staff members to recognize and celebrate the cultural and linguistic contribution of each member in our learning community. 12a/12b. Our English language Learners are high a priority to our instructional programs and after school program. Therefore, they are offered and expected to participate in all program available before and after school. 90% of our ELLs participate in our extended day program Monday through Thursday before school and approximately 99 % attend one of our after school and Saturday Academy programs which included title III funded.

8. Academic Intervention for literacy and mathematics using Achieve 3000/Destination Math, Read-180 a technology based literacy development program, The Wilson Phonics Program a reading and vocabulary scaffolding phonemic awareness program, Standards-Based Editing (Grade 7) by Beach City Press a supplementary grammatical activities program, Write Source (Houghton-Mifflin Co.) for grade 6th, 7th, and 8th. Milestone Series by Heinle Cengage Learning for Saturday Academy, integrating literacy and Social Studies for English Language learning. Milestone Series by Heinle Cengage Learning for Saturday Academy, integrating literacy and Social Studies for English Language learning. The program provides language development by proficiency levels, reading (phonemic awareness and fluency), writing (penmanship, conventions, technology), and listening and speaking. The series contains embedded assessment, vocabulary instruction, and differentiated instruction, remediation, and intervention strategies.

English as a Second Language vocabulary development approach for beginners that includes spelling, grammar, and prior background knowledge. What students need to know for the NYSESLAT and the ELA Test (Comprehension Strategies for ELL's) at proficiency level?

8. Interdisciplinary learning using a thematic approach for content areas; development of reading skills in Math, language development in Science and Social Studies, and integrating technology in all the content areas. Development of Math and Science concepts and skills – Institute for integrating reading with math skills – QTEL

13a. Technology-based instruction for all grade levels implementing Achieve 3000, a web based differentiated K-12 program, uses technology, emails, and current events to develop and maintain literacy skills.

13b. Core Reading and Vocabulary Development (Technology-based Solutions), use of the Smart Boards with LAN lap-top for presentations and graphic enhancements of EXIT Projects in Science and Social Studies, and Using the Internet and Other Electronic Resources. Computer Literacy- Computer Assisted Instruction focused on but not limited to (Windows, Windows Vista, Power Point, EXCEL, INTERNET Research and WEB pages) and ESL for students and parents. the Parent Coordinator and Guidance Counselor provide guidance and advisory support for all three groups in the areas of life, health skills and community services.

The instructional staff, led by the Assistant Principal of ELL's, includes the ESL/ELA teacher, NLA/Social Studies, Math and Science, the Computer Technician and the Guidance/Advisor Teacher. The program relies on the services of security, health, and food services provider during the extended day and Saturday Program.

Courses Taught in Languages Other than English 

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

Math:	English/ Spanish			
-------	------------------	--	--	--

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

Our Professional Development Program relies heavily not only on teacher quality and experience but on the development and planning practices for instruction. A collaborative effort, with a certified and senior team develops; plans, motivates, researches, and initiates instructional strategies. 2 professional development The support of the leadership includes the formation of an Inquiry Team (Principal, Assistant Principals, Data Analyst, guidance counselor, social worker, paraprofessionals, and Parent Coordinator) to oversee and measure the evaluation and success of the program.

3. professional development Professional development for teachers takes place in school during common planning and team building period on Fridays. The teachers, staff, and program administrator(s) discuss best practices for instruction, student placement/attendance, student progress and assessments, intervention strategies, parental participation, resources and materials, time and space format, guidance support, and collaboration with professional development providers. Mandated ESL training for regular teachers and other support staff members takes place during common planning, the Assistant Principal, Mr. De La Rosa conduct several planning sessions on ESL methodologists and the social-emotional development of English Language Learners in a new culture and society. Agenda and signing sheet are kept in Mr. De La Rosa Office.

All bilingual and ESL teachers and an Assistant Principal have attended the Quality Teachers for English Learners (QTEL) Five day Institute which includes (Building the Base, ELA, Beginning ESL, Math, Science, Social Studies, Spanish) and Leadership. The five day institute provides teacher participants with a thorough understanding of ELA strategies to facilitate scaffolding and linguistic transition of ELL's. Staff members who have already participated in QTEL continue to participate and turn-key concepts during common planning activities. The topics for discussion include:

- Development of ESL/ELA Strategies for Second Language Learners using Achieve 3000/Destination Math.
- Ellis Program – a literacy based interactive program targeting language development.
- Comprehension Strategies to improve English Language Literacy for struggling readers.
- Milestone Series by Heinle professional development on phonemic awareness, decoding, and fluency development.
- Development of Math and Science concepts and skills – Institute for integrating reading with math skills - QTEL
- Building background knowledge in the core content areas.
- Understanding by Design – a perspective of interdisciplinary instructional practice
- Developing performance standards in all content areas – alignment of standards and curriculum
- Integration of technology-based strategies in literacy, math, science, social studies and second language development for adults.
- Implementing Achieve 3000 an interactive technology based program to increase reading levels.
- Development of Math and Science concepts and skills – Institute for integrating reading with math skills - QTEL
- Use of differentiated instruction in the classroom
- Understanding and interpretation of formative and summative assessment (LAB-R, NYSESLAT, NYS ELA/MATH Test) Results

Now.

- Development of Leadership skills
- Classroom/Behavior Management
- Technology tools –SMART Boards, LAN-Laptops, Computer hardware and software

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

Our Professional Development Program relies heavily not only on teacher quality and experience but on the development and planning practices for instruction. A collaborative effort, with a certified and senior team develops; plans, motivates, researches, and initiates instructional strategies. 2 professional development The support of the leadership includes the formation of an Inquiry Team (Principal, Assistant Principals, Data Analyst, guidance counselor, social worker, paraprofessionals, and Parent Coordinator) to oversee and measure the evaluation and success of the program.

3. professional development Professional development for teachers takes place in school during common planning and team building period on Fridays. The teachers, staff, and program administrator(s) discuss best practices for instruction, student placement/attendance, student progress and assessments, intervention strategies, parental participation, resources and materials, time and space format, guidance support, and collaboration with professional development providers. Mandated ESL training for regular teachers and other support staff members takes place during common planning, the Assistant Principal, Mr. De La Rosa conduct several planning sessions on ESL methodologists and the social-emotional development of English Language Learners in a new culture and society. Agenda and signing sheet are kept in Mr. De La Rosa Office.

All bilingual and ESL teachers and an Assistant Principal have attended the Quality Teachers for English Learners (QTEL) Five day Institute which includes (Building the Base, ELA, Beginning ESL, Math, Science, Social Studies, Spanish) and Leadership. The five day institute provides teacher participants with a thorough understanding of ELA strategies to facilitate scaffolding and linguistic transition of ELL's. Staff members who have already participated in QTEL continue to participate and turn-key concepts during common planning activities. The topics for discussion include:

- Development of ESL/ELA Strategies for Second Language Learners using Achieve 3000/Destination Math.
- Ellis Program – a literacy based interactive program targeting language development.
- Comprehension Strategies to improve English Language Literacy for struggling readers.
- Milestone Series by Heinle professional development on phonemic awareness, decoding, and fluency development.
- Development of Math and Science concepts and skills – Institute for integrating reading with math skills - QTEL
- Building background knowledge in the core content areas.
- Understanding by Design – a perspective of interdisciplinary instructional practice
- Developing performance standards in all content areas – alignment of standards and curriculum
- Integration of technology-based strategies in literacy, math, science, social studies and second language development for adults.
- Implementing Achieve 3000 an interactive technology based program to increase reading levels.
- Development of Math and Science concepts and skills – Institute for integrating reading with math skills - QTEL
- Use of differentiated instruction in the classroom
- Understanding and interpretation of formative and summative assessment (LAB-R, NYSESLAT, NYS ELA/MATH Test) Results

Now.

- Development of Leadership skills
- Classroom/Behavior Management
- Technology tools –SMART Boards, LAN-Laptops, Computer hardware and software

- Using the Internet and other Electronic Resources

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

Our Professional Development Program relies heavily not only on teacher quality and experience but on the development and planning practices for instruction. A collaborative effort, with a certified and senior team develops; plans, motivates, researches, and initiates instructional strategies. 2 professional development The support of the leadership includes the formation of an Inquiry Team (Principal, Assistant Principals, Data Analyst, guidance counselor, social worker, paraprofessionals, and Parent Coordinator) to oversee and measure the evaluation and success of the program.

3. professional development Professional development for teachers takes place in school during common planning and team building period on Fridays. The teachers, staff, and program administrator(s) discuss best practices for instruction, student placement/attendance, student progress and assessments, intervention strategies, parental participation, resources and materials, time and space format, guidance support, and collaboration with professional development providers. Mandated ESL training for regular teachers and other support staff members takes place during common planning, the Assistant Principal, Mr. De La Rosa conduct several planning sessions on ESL methodologists and the social-emotional development of English Language Learners in a new culture and society. Agenda and signing sheet are kept in Mr. De La Rosa Office.

All bilingual and ESL teachers and an Assistant Principal have attended the Quality Teachers for English Learners (QTEL) Five day Institute which includes (Building the Base, ELA, Beginning ESL, Math, Science, Social Studies, Spanish) and Leadership. The five day institute provides teacher participants with a thorough understanding of ELA strategies to facilitate scaffolding and linguistic transition of ELL's. Staff members who have already participated in QTEL continue to participate and turn-key concepts during common planning activities. The topics for discussion include:

- Development of ESL/ELA Strategies for Second Language Learners using Achieve 3000/Destination Math.
- Ellis Program – a literacy based interactive program targeting language development.
- Comprehension Strategies to improve English Language Literacy for struggling readers.
- Milestone Series by Heinle professional development on phonemic awareness, decoding, and fluency development.
- Development of Math and Science concepts and skills – Institute for integrating reading with math skills - QTEL
- Building background knowledge in the core content areas.
- Understanding by Design – a perspective of interdisciplinary instructional practice
- Developing performance standards in all content areas – alignment of standards and curriculum
- Integration of technology-based strategies in literacy, math, science, social studies and second language development for adults.
- Implementing Achieve 3000 an interactive technology based program to increase reading levels.
- Development of Math and Science concepts and skills – Institute for integrating reading with math skills - QTEL
- Use of differentiated instruction in the classroom
- Understanding and interpretation of formative and summative assessment (LAB-R, NYSESLAT, NYS ELA/MATH Test) Results

Now.

- Development of Leadership skills
- Classroom/Behavior Management
- Technology tools –SMART Boards, LAN-Laptops, Computer hardware and software

- Using the Internet and other Electronic Resources

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

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

Parents are an integral part of the learning community. Research and practice has proven when parents are involved and participate in the schools learning process, students succeed and develop positive leadership qualities. Parents are not only encouraged to be involved in the academic success of their children but also to collaborate with teachers in the implementation of programs designed to help their children in their language acquisition process. Parents are also encouraged to participate in the Saturday Program courses (ESL and Computer Literacy) to learn alongside their children. 1, 2, 3 Parental Involvement Many of our parents have shown interest in the success of their children’s learning. Some have difficulty with the English language and would benefit greatly from acquiring basic language skills in the the second language (English) class as well as workable computer skills. We offer saturday classes in Spanish and English. All documents are translated into Spanish, allowing spanish Speaking parents to be able to read and comprehend all school’s documents. There is a small, growing number of African parents who are French speaking, however they all had expressed their preference to receive written documents in English when completing the Home Language Survey at registration time. During the parents orientation, we ask parents about their interest and ways in which they can be integrated to their children leraning and adaptation process. All parents meeting are conducted in both languages English and Spanish.

For parents who are recent arrivals and have difficulty understanding the English language acquiring basic conversational skills becomes an asset beyond the learning community. The Internet provides an additional resource to access the Department of Education’s web page, school web pages, student assessment data and promotional standings. The use the Internet involves them with their children in research, homework, and word processing. Parents welcome to be involved in the English as A Second Language class and computer literacy using Achieve 300, Teen Biz and Math integration program. The Parent Coordinator works as a liaison between the bilingual coordinator and the parents

Our parents participate in extra-curricular activities with students and teachers creating a positive learning environment and partnership in the school. They acquire a first-hand account of instruction and increase the self-esteem of students who see second language learning as a cultural challenge. 1, 2, 3 Parental Involvement Parents interact with teachers in a learning environment and gain an understanding of how their children learn. A true partnership and alliance is formed. We scheduled ELLs parents’ meeting once a month during school hours. Parents are invited to come to the school and review their children assessment and data portfolios. Parents also have an opportunity to talk to their children teachers. Bilingual staff members are always available to provide translation as needed for attending parents.

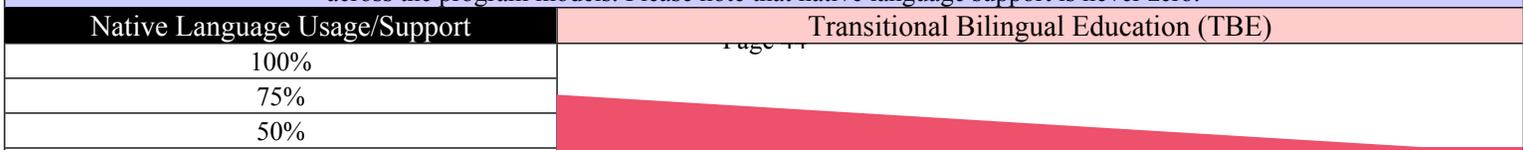
Parents are encourage to be involved in all new initiatives implementation phase as well as participants with their children in the Saturday Program classes (ESL and Computer Literacy) working and learning together. The objective is two-fold; parents learn with their children, while students are motivated and engaged in literacy.

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.



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?

Paste response to questions 8-17 here

We foresee the potential of creating a curricular program based on interdisciplinary instruction in the core content areas motivating and encouraging students and staff members to recognize and celebrate the cultural and linguistic contribution of each member in our learning community. 12a/12b. Our English language Learners are high a priority to our instructional programs and after school program. Therefore, they are offered and expected to participate in all program available before and after school. 90% of our ELLs participate in our extended day program Monday through Thursday before school and approximately 99 % attend one of our after school and Saturday Academy programs which included title III funded.

8. Academic Intervention for literacy and mathematics using Achieve 3000/Destination Math, Read-180 a technology based literacy development program, The Wilson Phonics Program a reading and vocabulary scaffolding phonemic awareness program, Standards-Based Editing (Grade 7) by Beach City Press a supplementary grammatical activities program, Write Source (Houghton-Mifflin Co.) for grade 6th, 7th, and 8th. Milestone Series by Heinle Cengage Learning for Saturday Academy, integrating literacy and Social Studies for English Language learning. Milestone Series by Heinle Cengage Learning for Saturday Academy, integrating literacy and Social Studies for English Language learning. The program provides language development by proficiency levels, reading (phonemic awareness and fluency), writing (penmanship, conventions, technology), and listening and speaking. The series contains embedded assessment, vocabulary instruction, and differentiated instruction, remediation, and intervention strategies.

English as a Second Language vocabulary development approach for beginners that includes spelling, grammar, and prior background knowledge. What students need to know for the NYSESLAT and the ELA Test (Comprehension Strategies for ELL's) at proficiency level?

8. Interdisciplinary learning using a thematic approach for content areas; development of reading skills in Math, language development in Science and Social Studies, and integrating technology in all the content areas. Development of Math and Science concepts and skills – Institute for integrating reading with math skills – QTEL

13a. Technology-based instruction for all grade levels implementing Achieve 3000, a web based differentiated K-12 program, uses technology, emails, and current events to develop and maintain literacy skills.

13b. Core Reading and Vocabulary Development (Technology-based Solutions), use of the Smart Boards with LAN lap-top for presentations and graphic enhancements of EXIT Projects in Science and Social Studies, and Using the Internet and Other Electronic Resources. Computer Literacy- Computer Assisted Instruction focused on but not limited to (Windows, Windows Vista, Power Point, EXCEL, INTERNET Research and WEB pages) and ESL for students and parents. the Parent Coordinator and Guidance Counselor provide guidance and advisory support for all three groups in the areas of life, health skills and community services.

The instructional staff, led by the Assistant Principal of ELL's, includes the ESL/ELA teacher, NLA/Social Studies, Math and Science, the Computer Technician and the Guidance/Advisor Teacher. The program relies on the services of security, health, and food services provider during the extended day and Saturday Program.

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?

Paste response to questions 8-17 here

We foresee the potential of creating a curricular program based on interdisciplinary instruction in the core content areas motivating and encouraging students and staff members to recognize and celebrate the cultural and linguistic contribution of each member in our learning community. 12a/12b. Our English language Learners are high a priority to our instructional programs and after school program. Therefore, they are offered and expected to participate in all program available before and after school. 90% of our ELLs participate in our extended day program Monday through Thursday before school and approximately 99 % attend one of our after school and Saturday Academy programs which included title III funded.

8. Academic Intervention for literacy and mathematics using Achieve 3000/Destination Math, Read-180 a technology based literacy development program, The Wilson Phonics Program a reading and vocabulary scaffolding phonemic awareness program, Standards-Based Editing (Grade 7) by Beach City Press a supplementary grammatical activities program, Write Source (Houghton-Mifflin Co.) for grade 6th, 7th, and 8th. Milestone Series by Heinle Cengage Learning for Saturday Academy, integrating literacy and Social Studies for English Language learning. Milestone Series by Heinle Cengage Learning for Saturday Academy, integrating literacy and Social Studies for English Language learning. The program provides language development by proficiency levels, reading (phonemic awareness and fluency), writing (penmanship, conventions, technology), and listening and speaking. The series contains embedded assessment, vocabulary instruction, and differentiated instruction, remediation, and intervention strategies.

English as a Second Language vocabulary development approach for beginners that includes spelling, grammar, and prior background knowledge. What students need to know for the NYSESLAT and the ELA Test (Comprehension Strategies for ELL's) at proficiency level?

8. Interdisciplinary learning using a thematic approach for content areas; development of reading skills in Math, language development in Science and Social Studies, and integrating technology in all the content areas. Development of Math and Science concepts and skills – Institute for integrating reading with math skills – QTEL

13a. Technology-based instruction for all grade levels implementing Achieve 3000, a web based differentiated K-12 program, uses technology, emails, and current events to develop and maintain literacy skills.

13b. Core Reading and Vocabulary Development (Technology-based Solutions), use of the Smart Boards with LAN lap-top for presentations and graphic enhancements of EXIT Projects in Science and Social Studies, and Using the Internet and Other Electronic Resources. Computer Literacy- Computer Assisted Instruction focused on but not limited to (Windows, Windows Vista, Power Point, EXCEL, INTERNET Research and WEB pages) and ESL for students and parents. the Parent Coordinator and Guidance Counselor provide guidance and advisory support for all three groups in the areas of life, health skills and community services.

The instructional staff, led by the Assistant Principal of ELL's, includes the ESL/ELA teacher, NLA/Social Studies, Math and Science, the Computer Technician and the Guidance/Advisor Teacher. The program relies on the services of security, health, and food services provider during the extended day and Saturday Program.

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?

Paste response to questions 8-17 here

We foresee the potential of creating a curricular program based on interdisciplinary instruction in the core content areas motivating and encouraging students and staff members to recognize and celebrate the cultural and linguistic contribution of each member in our learning community. 12a/12b. Our English language Learners are high a priority to our instructional programs and after school program. Therefore, they are offered and expected to participate in all program available before and after school. 90% of our ELLs participate in our extended day program Monday through Thursday before school and approximately 99 % attend one of our after school and Saturday Academy programs which included title III funded.

8. Academic Intervention for literacy and mathematics using Achieve 3000/Destination Math, Read-180 a technology based literacy development program, The Wilson Phonics Program a reading and vocabulary scaffolding phonemic awareness program, Standards-Based Editing (Grade 7) by Beach City Press a supplementary grammatical activities program, Write Source (Houghton-Mifflin Co.) for grade 6th, 7th, and 8th. Milestone Series by Heinle Cengage Learning for Saturday Academy, integrating literacy and Social Studies for English Language learning. Milestone Series by Heinle Cengage Learning for Saturday Academy, integrating literacy and Social Studies for English Language learning. The program provides language development by proficiency levels, reading (phonemic awareness and fluency), writing (penmanship, conventions, technology), and listening and speaking. The series contains embedded assessment, vocabulary instruction, and differentiated instruction, remediation, and intervention strategies.

English as a Second Language vocabulary development approach for beginners that includes spelling, grammar, and prior background knowledge. What students need to know for the NYSESLAT and the ELA Test (Comprehension Strategies for ELL's) at proficiency level?

8. Interdisciplinary learning using a thematic approach for content areas; development of reading skills in Math, language development in Science and Social Studies, and integrating technology in all the content areas. Development of Math and Science concepts and skills – Institute for integrating reading with math skills – QTEL

13a. Technology-based instruction for all grade levels implementing Achieve 3000, a web based differentiated K-12 program, uses technology, emails, and current events to develop and maintain literacy skills.

13b. Core Reading and Vocabulary Development (Technology-based Solutions), use of the Smart Boards with LAN lap-top for presentations and graphic enhancements of EXIT Projects in Science and Social Studies, and Using the Internet and Other Electronic Resources. Computer Literacy- Computer Assisted Instruction focused on but not limited to (Windows, Windows Vista, Power Point, EXCEL, INTERNET Research and WEB pages) and ESL for students and parents. the Parent Coordinator and Guidance Counselor provide guidance and advisory support for all three groups in the areas of life, health skills and community services.

The instructional staff, led by the Assistant Principal of ELL's, includes the ESL/ELA teacher, NLA/Social Studies, Math and Science, the Computer Technician and the Guidance/Advisor Teacher. The program relies on the services of security, health, and food services provider during the extended day and Saturday Program.

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

Our Professional Development Program relies heavily not only on teacher quality and experience but on the development and planning practices for instruction. A collaborative effort, with a certified and senior team develops; plans, motivates, researches, and initiates instructional strategies. 2 professional development The support of the leadership includes the formation of an Inquiry Team (Principal, Assistant Principals, Data Analyst, guidance counselor, social worker, paraprofessionals, and Parent Coordinator) to oversee and measure the evaluation and success of the program.

3. professional development Professional development for teachers takes place in school during common planning and team building period on Fridays. The teachers, staff, and program administrator(s) discuss best practices for instruction, student placement/attendance, student progress and assessments, intervention strategies, parental participation, resources and materials, time and space format, guidance support, and collaboration with professional development providers. Mandated ESL training for regular teachers and other support staff members takes place during common planning, the Assistant Principal, Mr. De La Rosa conduct several planning sessions on ESL methodologists and the social-emotional development of English Language Learners in a new culture and society. Agenda and signing sheet are kept in Mr. De La Rosa Office.

All bilingual and ESL teachers and an Assistant Principal have attended the Quality Teachers for English Learners (QTEL) Five day Institute which includes (Building the Base, ELA, Beginning ESL, Math, Science, Social Studies, Spanish) and Leadership. The five day institute provides teacher participants with a thorough understanding of ELA strategies to facilitate scaffolding and linguistic transition of ELL's. Staff members who have already participated in QTEL continue to participate and turn-key concepts during common planning activities. The topics for discussion include:

- Development of ESL/ELA Strategies for Second Language Learners using Achieve 3000/Destination Math.
- Ellis Program – a literacy based interactive program targeting language development.
- Comprehension Strategies to improve English Language Literacy for struggling readers.
- Milestone Series by Heinle professional development on phonemic awareness, decoding, and fluency development.
- Development of Math and Science concepts and skills – Institute for integrating reading with math skills - QTEL
- Building background knowledge in the core content areas.
- Understanding by Design – a perspective of interdisciplinary instructional practice
- Developing performance standards in all content areas – alignment of standards and curriculum
- Integration of technology-based strategies in literacy, math, science, social studies and second language development for adults.
- Implementing Achieve 3000 an interactive technology based program to increase reading levels.
- Development of Math and Science concepts and skills – Institute for integrating reading with math skills - QTEL
- Use of differentiated instruction in the classroom
- Understanding and interpretation of formative and summative assessment (LAB-R, NYSESLAT, NYS ELA/MATH Test) Results

Now.

- Development of Leadership skills
- Classroom/Behavior Management
- Technology tools –SMART Boards, LAN-Laptops, Computer hardware and software

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

Our Professional Development Program relies heavily not only on teacher quality and experience but on the development and planning practices for instruction. A collaborative effort, with a certified and senior team develops; plans, motivates, researches, and initiates instructional strategies. 2 professional development The support of the leadership includes the formation of an Inquiry Team (Principal, Assistant Principals, Data Analyst, guidance counselor, social worker, paraprofessionals, and Parent Coordinator) to oversee and measure the evaluation and success of the program.

3. professional development Professional development for teachers takes place in school during common planning and team building period on Fridays. The teachers, staff, and program administrator(s) discuss best practices for instruction, student placement/attendance, student progress and assessments, intervention strategies, parental participation, resources and materials, time and space format, guidance support, and collaboration with professional development providers. Mandated ESL training for regular teachers and other support staff members takes place during common planning, the Assistant Principal, Mr. De La Rosa conduct several planning sessions on ESL methodologists and the social-emotional development of English Language Learners in a new culture and society. Agenda and signing sheet are kept in Mr. De La Rosa Office.

All bilingual and ESL teachers and an Assistant Principal have attended the Quality Teachers for English Learners (QTEL) Five day Institute which includes (Building the Base, ELA, Beginning ESL, Math, Science, Social Studies, Spanish) and Leadership. The five day institute provides teacher participants with a thorough understanding of ELA strategies to facilitate scaffolding and linguistic transition of ELL's. Staff members who have already participated in QTEL continue to participate and turn-key concepts during common planning activities. The topics for discussion include:

- Development of ESL/ELA Strategies for Second Language Learners using Achieve 3000/Destination Math.
- Ellis Program – a literacy based interactive program targeting language development.
- Comprehension Strategies to improve English Language Literacy for struggling readers.
- Milestone Series by Heinle professional development on phonemic awareness, decoding, and fluency development.
- Development of Math and Science concepts and skills – Institute for integrating reading with math skills - QTEL
- Building background knowledge in the core content areas.
- Understanding by Design – a perspective of interdisciplinary instructional practice
- Developing performance standards in all content areas – alignment of standards and curriculum
- Integration of technology-based strategies in literacy, math, science, social studies and second language development for adults.
- Implementing Achieve 3000 an interactive technology based program to increase reading levels.
- Development of Math and Science concepts and skills – Institute for integrating reading with math skills - QTEL
- Use of differentiated instruction in the classroom
- Understanding and interpretation of formative and summative assessment (LAB-R, NYSESLAT, NYS ELA/MATH Test) Results

Now.

- Development of Leadership skills
- Classroom/Behavior Management
- Technology tools –SMART Boards, LAN-Laptops, Computer hardware and software

- Using the Internet and other Electronic Resources

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

Our Professional Development Program relies heavily not only on teacher quality and experience but on the development and planning practices for instruction. A collaborative effort, with a certified and senior team develops; plans, motivates, researches, and initiates instructional strategies. 2 professional development The support of the leadership includes the formation of an Inquiry Team (Principal, Assistant Principals, Data Analyst, guidance counselor, social worker, paraprofessionals, and Parent Coordinator) to oversee and measure the evaluation and success of the program.

3. professional development Professional development for teachers takes place in school during common planning and team building period on Fridays. The teachers, staff, and program administrator(s) discuss best practices for instruction, student placement/attendance, student progress and assessments, intervention strategies, parental participation, resources and materials, time and space format, guidance support, and collaboration with professional development providers. Mandated ESL training for regular teachers and other support staff members takes place during common planning, the Assistant Principal, Mr. De La Rosa conduct several planning sessions on ESL methodologists and the social-emotional development of English Language Learners in a new culture and society. Agenda and signing sheet are kept in Mr. De La Rosa Office.

All bilingual and ESL teachers and an Assistant Principal have attended the Quality Teachers for English Learners (QTEL) Five day Institute which includes (Building the Base, ELA, Beginning ESL, Math, Science, Social Studies, Spanish) and Leadership. The five day institute provides teacher participants with a thorough understanding of ELA strategies to facilitate scaffolding and linguistic transition of ELL's. Staff members who have already participated in QTEL continue to participate and turn-key concepts during common planning activities. The topics for discussion include:

- Development of ESL/ELA Strategies for Second Language Learners using Achieve 3000/Destination Math.
- Ellis Program – a literacy based interactive program targeting language development.
- Comprehension Strategies to improve English Language Literacy for struggling readers.
- Milestone Series by Heinle professional development on phonemic awareness, decoding, and fluency development.
- Development of Math and Science concepts and skills – Institute for integrating reading with math skills - QTEL
- Building background knowledge in the core content areas.
- Understanding by Design – a perspective of interdisciplinary instructional practice
- Developing performance standards in all content areas – alignment of standards and curriculum
- Integration of technology-based strategies in literacy, math, science, social studies and second language development for adults.
- Implementing Achieve 3000 an interactive technology based program to increase reading levels.
- Development of Math and Science concepts and skills – Institute for integrating reading with math skills - QTEL
- Use of differentiated instruction in the classroom
- Understanding and interpretation of formative and summative assessment (LAB-R, NYSESLAT, NYS ELA/MATH Test) Results

Now.

- Development of Leadership skills
- Classroom/Behavior Management
- Technology tools –SMART Boards, LAN-Laptops, Computer hardware and software

- Using the Internet and other Electronic Resources

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

Parents are an integral part of the learning community. Research and practice has proven when parents are involved and participate in the schools learning process, students succeed and develop positive leadership qualities. Parents are not only encouraged to be involved in the academic success of their children but also to collaborate with teachers in the implementation of programs designed to help their children in their language acquisition process. Parents are also encouraged to participate in the Saturday Program courses (ESL and Computer Literacy) to learn alongside their children. 1, 2, 3 Parental Involvement Many of our parents have shown interest in the success of their children's learning. Some have difficulty with the English language and would benefit greatly from acquiring basic language skills in the the second language (English) class as well as workable computer skills. We offer saturday classes in Spanish and English. All documents are translated into Spanish, allowing spanish Speaking parents to be able to read and comprehend all school's documents. There is a small, growing number of African parents who are French speaking, however they all had expressed their preference to receive written documents in English when completing the Home Language Survey at registration time. During the parents orientation, we ask parents about their interest and ways in which they can be integrated to their children leraning and adaptation process. All parents meeting are conducted in both languages English and Spanish.

For parents who are recent arrivals and have difficulty understanding the English language acquiring basic conversational skills becomes an asset beyond the learning community. The Internet provides an additional resource to access the Department of Education's web page, school web pages, student assessment data and promotional standings. The use the Internet involves them with their children in research, homework, and word processing. Parents welcome to be involved in the English as A Second Language class and computer literacy using Achieve 300, Teen Biz and Math integration program. The Parent Coordinator works as a liaison between the bilingual coordinator and the parents

Our parents participate in extra-curricular activities with students and teachers creating a positive learning environment and partnership in the school. They acquire a first-hand account of instruction and increase the self-esteem of students who see second language learning as a cultural challenge. 1, 2, 3 Parental Involvement Parents interact with teachers in a learning environment and gain an understanding of how their children learn. A true partnership and alliance is formed. We scheduled ELLs parents' meeting once a month during school hours. Parents are invited to come to the school and review their children assessment and data portfolios. Parents also have an opportunity to talk to their children teachers. Bilingual staff members are always available to provide translation as needed for attending parents.

Parents are encourage to be involved in all new initiatives implementation phase as well as participants with their children in the Saturday Program classes (ESL and Computer Literacy) working and learning together. The objective is two-fold; parents learn with their children, while students are motivated and engaged in literacy.

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
													L

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)							18	18	20					56
Intermediate(I)							14	23	25					62
Advanced (A)							20	10	12					42
Total	0	0	0	0	0	0	52	51	57	0	0	0	0	160

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							2	4	1				
	I							6	11	6				
	A							20	20	16				
	P							11	9	25				
READING/ WRITING	B							6	12	13				
	I							13	22	25				
	A							20	9	10				
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	25	17	1		43
7	26	5	1		32
8	18	22	1		41
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	18	2	14	7	7	0	1	0	49
7	7	10	10	11	1	4	0	1	44
8	6	1	8	10	6	13	0	3	47
NYSAA Bilingual Spe Ed									0

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

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	24	32	32	17				
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: School of Leadership Developme		School DBN: 09X313	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lauren Wilkins	Principal		11/1/11
Francisco A. De La Rosa	Assistant Principal		11/1/11
Nersy Urena	Parent Coordinator		11/1/11
Omara Carmona/ESL	ESL Teacher		11/1/11
Loida Rodriguez	Parent		1/1/01
Angela Sanchez/NLA	Teacher/Subject Area		11/1/11
Danilo Pena/Math	Teacher/Subject Area		11/1/11
Herme Viery	Coach		11/1/11
	Coach		1/1/01
Jessie Paniagua	Guidance Counselor		11/1/11
Boh Cohen	Network Leader		11/1/11
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 09X313 **School Name: School of Leadership Development**

Cluster: _____ **Network: CFN HOT 104**

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.

Data gathered through ATS as well as Parent Surveys given to incoming registrants indicates that C.I.S. 313 community comprises two distinct language groups; English, and Spanish as well as a growing french speaking population. Though several African languages are indicated as student's home language, their parents are able to communicate orally and through writing in English. Translation services therefore are mostly needed for Spanish speakers. We have on staff at I.S. 313 bi-lingual staff representative of our student and parent population available and qualified to translate all written communication (memo's, notes home to parents, etc...) as well as to serve as oral interpreters when the need arises. Furthermore, all official Department of Education written communications are offered in many different languages through the translation and Interpretation Unit.

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.

As indicated above C.I.S 313 has both written and oral translation needs mostly in Spanish. In addition, other languages translation services are provide as needed. The parent Coordinator coordiantes the provision of services to parents in need through the Trasnlation and Interpretation Unit. All members of the school community have received detail information on how to contact the Translation and Interpretation Unit at (718) 752-7373 or translation@schools.nyc.gov

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.

Written translation services needed for Spanish documents will be provided in-house by qualified personnel. Other language documents will be done with the support of the Translation and Interpretation Unit. Most school events and functions have been planned and calendared in advance for the 2011-2012 school year and written notification of planned events in alternative languages will be completed in advanced according to the calendar and the support of the Translation and Interpretation Unit. As mentioned, we have on staff at C.I.S. 313 Spanish bi-lingual staff representative of the majority of our student and parent population available and qualified to translate all written communication (memo's, notes home to parents, etc...) as well as to serve as oral interpreters when the need arises.

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.

As mentioned, we have on staff at C.I.S. 313 Spanish bi-lingual staff representative of the student and parent population available and qualified to translate all written communication (memo's, notes home to parents, etc...) as well as to serve as oral interpreters when the need arises. Speakers of other languages in need of oral translation will contact the parent coordinator who will make arrangements with the Translation and Interpretation Unit.

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>.

According to Chancellor's Regulations A-663 Section VII, schools are responsible for providing each parent whose primary language is a covered language and who requires language assistance services with written notification of their rights regarding translation and interpretation services in the appropriate covered languages, and instructions on how to obtain such services, post in a conspicuous location at or near the primary entrance to such school a sign in each of the covered languages indicating the office/room where a copy of such written notification can be obtained and indicate in each school's safety plan will contain procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative offices solely due to language barriers. Our 2011-2012 School Safety Plan fulfills the requirement and our parent coordinator will be responsible for insuring that all parents covered by said regulations will be provided with

written notification of their rights regarding translation and interpretation services as well as insuring that all required notifications are posted as required.

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: x09 **School Name:** 313

Cluster: 104 **Network:** 6

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.

We used the data gathered through ATS and the parent surveys distributed to parents as they enter our school (for students that are list noticed we look at the compute and ATS). We have parents that speak Spanish and French. We have a bi-lingual staff that translates memos from the school. Any notices sent from the Chancellor's office are available in many different 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.

As stated earlier we provide translation for our parents. This translation is both oral and written when needed

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.

Our translation services will be provided by in-house personnel. Our parent coordinator will make sure the translated versions are sent out at the same time as the notices in English.. The needs are determined as parents register their children for school. If we encounter parents that need translation in any other language besides Spanish or French we will secure the services of an outside vendor

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.

As stated previously we will provide in-house translation services for parents. This will include both written and oral communication

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

The school will be responsible for identifying and providing the translation services for the parents. The possibility arrives that we will be servicing students and parents that speak other languages that we are unable to provide services for - this is when we will secure the services of a contracted Board of Education vendor. The vendor will then be responsible for providing both oral and written communication to our parents.