



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : PS/MS 498X THE VAN NEST ACADEMY FOR ENVIRONMENTAL HEALTH SCIENCES &
TECHNOLOGY

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 11X498

PRINCIPAL: CAROL ANN GILLIGAN EMAIL: CGILLIG2@SCHOOLS.NYC.GOV

SUPERINTENDENT: ELIZABETH WHITE

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
Carol Ann Gilligan	*Principal or Designee	
Guarinelly Hernandez	*UFT Chapter Leader or Designee	
Odalis Popoter	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Lila Kawas	Member/Teacher/Chairperson	
Meredith Benvenuto	Member/teacher	
Laura Pagano	Member/Teacher	
Jessica Rivas	Member/Parent	
Erika Sevall	Member/Parent	
William Parchen	Member/Parent	
Marie Nangle	Member/Parent	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

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

By June 2012 students in grades 6 and 7 will demonstrate progress towards achieving state standards as measured by a 3% increase in the mean proficiency rating score on the New York State English Language Arts assessment.

Comprehensive needs assessment

- After examining data from the new school progress report metrics from our opening year's 6th grade class' performance on the 2011 NYS ELA exam, and incorporating the NYSTART data for this year's incoming 6th grade class' performance on the 2011 5th grade ELA exam, it was determined that there was a loss of 3.4% in the mean proficiency rating. Therefore, for the current school year, we have made it a priority for our 6th and 7th grade students to improve proficiency in ELA.

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.

Activity #1

- **Professional Development:** PD will be provided on- or off-site on the following topics: Baseline and interim assessments to monitor and revise curriculum and instruction; use of rubrics with the languages of the standards to provide specific feedback to students regarding their work; use of student data to plan and set individual and group goals; the 4 domains of Danielson's Framework for Improving Teacher Effectiveness, focusing particularly on the 6 components given priority by the NYCDOE; examining of data and use of item analyses to inform differentiated lesson planning; strategies for improving reading fluency, comprehension and evidentiary writing across all content areas; RTI to screen for, target and provide interventions for specific general education students requiring additional support in ELA and Math; curriculum mapping and performance tasks aligned to the CCLS
- **Target Populations:** all administration, teachers (classroom and cluster) and paras and all students K, 1, 2, 6 and 7 as our school must devote the same attention to improving instruction in the early childhood grades as the school expands to full K-8 span.
- **Responsible Staff Members for implementation:** Principal and AP, external consultants and Network support staff, lead teachers
- **Implementation Timeline:** September 2011- June 2012

Activity #2

- **Engage in Inquiry and Examination of Student work in Teacher Teams:** Use of Sather and Dufour's works to guide the school on how to build effective professional learning teams. Outside consultants assist in establishing the cultural norms required for honest, trusting collaboration among teachers in grade level teams whose purpose is to engage in continuous examination of student work, self-reflection of teaching practices, sharing of new strategies to implement, revision of curriculum units and investigation and analysis of data to gauge efficacy of team's efforts on student achievement.
- **Target populations:** All teachers (classroom and cluster) and paras and all students
- **Responsible Staff Members:** Principal and AP, external consultants and Network support staff, lead teachers
- **Implementation Timeline:** September 2011-June 2012 on a weekly basis in 5-6 week cycles culminating in periodic PLT Expos

Activity #3

- Create, Implement and Revise Common Core Learning Standards(CCLS)- based Curriculum units in the major subject areas: Emphasizing the need for reading informational text and evidentiary writing across the content areas. Each grade level team creates cross-curricular thematic units in ELA, Math, Science, SS, Health, Arts and Physical Education. SETSS and ESL teachers provide reinforcement on differentiation strategies for all students.
- Target Populations: All teachers (classroom and cluster) and paras
- Responsible Staff Members for implementation: Principal and AP, external consultants and Network support staff, lead teachers
- Implementation Timeline: September 2011-June 2012 on a monthly basis

Activity #4

- Implement a minimum of one literacy and one math performance task that are embedded in a rigorous curriculum unit aligned to the CCLS: Teachers, upon identifying the curricular unit goals or student outcomes expected by the end of a unit, will design and implement authentic, valid performance assessments in Math and ELA that effectively gauge student learning after rigorous, purposeful instruction.
- Target populations: All teachers (classroom and cluster) and paras and all students
- Responsible Staff Members for implementation: Principal and AP, external consultants and Network support staff, lead teachers
- Implementation Timeline: September 2011-June 2012

Activity #5

- Implementing short cycles of continuous formative observation: Administrators and teachers jointly schedule monthly cycles of peer observations/debrief sessions using selected components of a research-based rubric that allow for self-reflection and contain focused feedback for next steps in improving teacher efficacy.
- Target populations: All teachers (classroom and cluster) and paras and all students
- Responsible Staff Members for implementation: Principal and AP, external consultants and Network support staff, lead teachers
- Implementation Timeline: September 2011-June 2012, monthly opportunity to observe and be observed by peers, resulting in low-inference feedback from colleagues

Steps for including teachers in the decision-making process:

- *Teachers will meet in grade-level and cross functional teams to review student data gathered from periodic assessments.*
- *Teachers decide with guidance of supervisors upon PD that they require to improve student outcomes*
- *Teachers apply for Lead PLT positions to represent the teacher teams established to increase student proficiency*
- *Staff determined that a 2% increase in student performance would be the interim benchmark used by teacher teams to measure the effectiveness of the activity/strategy; and whether additional support in using multiple data points to analyze data and differentiated instruction is needed.*
- *Periodic Assessment Dates: November 2011, January 2012 and March 2012*

Strategies to increase parental involvement

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 16 through 21 in this CEP.

- *The school will host curriculum nights and create a parent resource library with user-friendly instructional materials and guides (e.g., Great Expectations, New York Kids Learn).*
- *Parent Coordinator, in conjunction with teachers, will host literacy workshops for parents.*

- *The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled parent meetings (PTA) to share information and respond to parent questions and inquiries.*
- *The school will create and distribute a parent/student handbook that is translated in all the dominant languages.*
- *The school will conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum and assessment expectations, literacy, CCLS, accessing community and support services, and technology training to build parents' capacity to help their children at home;*
- *The school will provide opportunities for parents to help them understand the accountability system (e.g. ARIS Parent link, NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)*
- *The school will 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 to allow parents to provide suggestions;*
- *The school will translate all critical school documents and provide interpretation during meetings and events as needed.*
- *The school will encourage more parents to become school volunteers, assisting in supervised classroom activities and school events;*
- *The school will provide written and verbal progress reports periodically to keep parents informed of their children's progress;*
- *The school will develop and distribute a monthly school calendar, email blasts and school website designed to keep parents informed about school activities; and*
- *The school will provide regular written/verbal 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.

- Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified ELA teachers.
- The pupil personnel secretary will work closely with the Network HR point person to ensure that non-HQT meet all required documentation and assessment deadlines.
- Mentors are assigned to support struggling and un-qualified teachers.
- Professional development and coursework in the license area provided to teachers to improve teaching efficacy.

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.

- Partnerships with local organizations such as the NY Botanical Gardens, the Bronx River Alliance and Urban Advantage provide math and literacy-based content instruction as part of the overall core instructional program.
- Reso-A funding provided by City Council utilized for improving the use of technology in core instruction to reinforce research, data communication s and inferencing.

Budget and resources alignment

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- *Supervisor per session (2 days per week)*
- *Teacher Per session, training rate and absence coverage to provide on and off-site professional development to pedagogues, establishment of professional*

learning teams and data inquiry teams and for afterschool programs.

- Professional instructional materials to support curriculum development during the regular school day.
- Consumable instructional materials and non-consumable software and hardware for use during core instruction, in-school AIS, extended day and Saturday programs.
- CFN consultant hours utilized to purchase in house training and PD for all staff on a personalized basis
- Literacy consultant hours purchased for 18 full day workshops/in-classroom support for teachers and administration focused on school-wide goals of CCLS alignment, curriculum mapping, development of a culture of literacy, Professional Learning Teams and performance tasks

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

By June 2012 students in grades 6 and 7 will demonstrate progress towards achieving state standards as measured by a 3% increase in the mean proficiency rating score on the New York State Mathematics assessment.

Comprehensive needs assessment

- After examining data from the new school progress report metrics from our opening year's 6th grade class' performance on the 2011 NYS Math exam, and incorporating the NYSTART data for this year's incoming 6th grade class' performance on the 2011 5th grade Math exam, it was determined that there was a loss of 3.4% in the mean proficiency rating. Therefore, for the current school year, we have made it a priority for our 6th and 7th grade students to improve proficiency in Mathematics.

Instructional strategies/activities

Activity #1

- Professional Development: PD will be provided on- or off-site on the following topics: _Baseline and interim assessments to monitor and revise curriculum and instruction; use of rubrics with the languages of the standards to provide specific feedback to students regarding their work; use of student data to plan and set individual and group goals; the 4 domains of Danielson's Framework for Improving Teacher Effectiveness, focusing particularly on the 6 components given priority by the NYCDOE; examining of data and use of item analyses to inform differentiated lesson planning; strategies for improving reading fluency, comprehension and evidentiary writing across all content areas; RTI to screen for, target and provide interventions for specific general education students requiring additional support in ELA and Math; curriculum mapping and performance tasks aligned to the CCLS
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- Create, Implement and Revise Common Core Learning Standards(CCLS)- based Curriculum units in the major subject areas: Emphasizing the need for reading informational text and evidentiary writing across the content areas. Each grade level team creates cross-curricular thematic units in ELA, Math, Science, SS, Health, Arts and Physical Education. SETSS and ESL teachers provide reinforcement on differentiation strategies for all students.
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Activity #4

- Implement a minimum of one literacy and one math performance task that are embedded in a rigorous curriculum unit aligned to the CCLS: Teachers, upon identifying the curricular unit goals or student outcomes expected by the end of a unit, will design and implement authentic, valid performance assessments in Math and ELA that effectively gauge student learning after rigorous, purposeful instruction.
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Activity #5

- Implementing short cycles of continuous formative observation: Administrators and teachers jointly schedule monthly cycles of peer observations/debrief sessions using selected components of a research-based rubric that allow for self-reflection and contain focused feedback for next steps in improving teacher efficacy.
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- *Teachers will meet in grade-level and cross functional teams to review student data gathered from periodic assessments.*
- *Teachers decide with guidance of supervisors upon PD that they require to improve student outcomes*
- *Teachers apply for Lead PLT positions to represent the teacher teams established to increase student proficiency*
- *Staff determined that a 2% increase in student performance would be the interim benchmark used by teacher teams to measure the effectiveness of the activity/strategy; and whether additional support in using multiple data points to analyze data and differentiated instruction is needed.*
- *Periodic Assessment Dates: November 2011, January 2012 and March 2012.*

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- *The school will provide opportunities for parents to help them understand the accountability system (e.g. ARIS Parent link, NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)*
- *The school will 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 to allow parents to provide suggestions;*
- *The school will translate all critical school documents and provide interpretation during meetings and events as needed.*
- *The school will encourage more parents to become school volunteers, assisting in supervised classroom activities and school events;*
- *The school will provide written and verbal progress reports periodically to keep parents informed of their children's progress;*
- *The school will develop and distribute a monthly school calendar, email blasts and school website designed to keep parents informed about school activities; and*
- *The school will provide regular written/verbal 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.

- Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified Math teachers.
- The pupil personnel secretary will work closely with the Network HR point person to ensure that non-HQT meet all required documentation and assessment deadlines.
- Mentors are assigned to support struggling and un-qualified teachers.
- Professional development and coursework in the license area provided to teachers to improve teaching efficacy.

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.

- Partnerships with local organizations such as the NY Botanical Gardens, the Bronx River Alliance and Urban Advantage provide math and literacy-based content instruction as part of the overall core instructional program.
- Reso-A funding provided by City Council utilized for improving the use of technology in core instruction to reinforce research, data communication s and inferencing.

Budget and resources alignment

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- *Supervisor per session (2 days per week)*
- *Teacher Per session, training rate and absence coverage to provide on and off-site professional development to pedagogues, establishment of professional learning teams and data inquiry teams and for afterschool programs.*
- *Professional instructional materials to support curriculum development during the regular school day.*
- *Consumable instructional materials and non-consumable software and hardware for use during core instruction, in-school AIS, extended day and Saturday programs.*
- *CFN consultant hours utilized to purchase in house training and PD for all staff on a personalized basis*
- *Literacy consultant hours purchased for 18 full day workshops/in-classroom support for teachers and administration focused on school-wide goals of CCLS alignment, curriculum mapping, development of a culture of literacy, Professional Learning Teams and performance tasks*

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

By June 2012, 100% of teaching staff will have engaged in continuous examination of student work and self-reflection on pedagogy on a weekly basis during structured Professional Learning Team (PLT) meetings in order to surface gaps, share best practices, and align curriculum, instruction and performance tasks to the Citywide Instructional Expectations, as measured by meeting minutes, action plans and cyclic PLT Expos.

Comprehensive needs assessment

After the 2010-11 opening year of the school, administration and staff reflected upon the NYC Citywide Instructional Expectations and realized that additional time was needed in order to plan for and establish true, structured PLT meetings, requiring weekly opportunities to meet; PD for implementation; accountability measures; uniform protocols and expectations; and the shared mission to create seamless instruction embedded in our CCLS-aligned Curriculum units and to improve teacher effectiveness.

Instructional strategies/activities

Activity #1

- Professional Development: PD will be provided on the following topics: Sather and Dufour's structure of Professional Learning Teams, Citywide Instructional Expectations, Surfacing the Gap activities, establishing a culture of literacy, data and student work analysis, norms for self-reflection and conducting PLT meetings, intervisitation with other schools to observe PLT successes. Establish baseline writing assessments, protocols, rotating roles of team members, templates for recording minutes, schedule of weekly meetings and cyclic Expos after 4-5 weeks of investigations to share findings with other teams.
- Target Populations: All teachers (classroom and cluster) and paras and administrators
- Responsible Staff Members for implementation: Principal and AP, external consultants and Network support staff, lead teachers
- Implementation Timeline: September 2011-June 2012

Activity #2

- Establish a PLT Leadership Committee: Post a per session vacancy for lead members of each PLT who will meet with administration biweekly in order to share interim measures and findings of each team during the course of the cycle of investigation. Additional PD for staff can be identified, based on the advocacy and representation of each lead team member for their colleagues. Administration can also make suggestions or refocus teams as needed.
- Target Populations: All teachers (classroom and cluster) and paras and administrators
- Responsible Staff Members for implementation: Principal and AP, external consultants and Network support staff
- Implementation Timeline: September 2011-June 2012 held biweekly (twice a month)

Activity #3

- Establish Accountability and Follow up Measures: Administrators oversee weekly minutes emailed to all team members and administration, schedule periodic PLT Expos after the 4-5 week cycle of investigation. Administration also reinforces the updating of a school PLT Bulletin Board, wherein needs assessments of the student populations are posted for the cycle of investigation, as well as proposed strategies to effect change in student learning, artifacts and communicated results of efficacy of teams' efforts.
- Target Populations: All teachers (classroom and cluster) and paras and administrators
- Responsible Staff Members for implementation: Principal and AP, external consultants and Network support staff
- Implementation Timeline: September 2011-June 2012 minutes emailed and bulletin boards updated weekly and Expos held every 4-5 weeks.

Steps for including teachers in the decision-making process:

- *Teachers will meet in grade-level and cross functional teams to review student work and share best practices.*
- *Teachers decide with guidance of supervisors upon PD that they require to improve student outcomes*
- *Teachers apply for Lead PLT positions to represent the teacher teams established to increase student proficiency*
- *Teachers have a say in whether teams restructure to be subject area-focused or remain grade level-oriented*
- *Teachers decide upon the investigation the team will follow and the course of the meeting- completely teacher-led*
- *Staff determined that a 2% increase in student performance would be the interim benchmark used by teacher teams to measure the effectiveness of the activity/strategy; and whether additional support in using multiple data points to analyze data and differentiated instruction is needed.*

Strategies to increase parental involvement

- *The school will host curriculum nights and create a parent resource library with user-friendly instructional materials and guides (e.g., Great Expectations, New York Kids Learn).*
- *Parent Coordinator, in conjunction with teachers, will host literacy workshops for parents.*
- *The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled parent meetings (PTA) to share information and respond to parent questions and inquiries.*
- *The school will create and distribute a parent/student handbook that is translated in all the dominant languages.*
- *The school will conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum and assessment expectations, literacy, CCLS, accessing community and support services, and technology training to build parents' capacity to help their children at home;*
- *The school will provide opportunities for parents to help them understand the accountability system (e.g. ARIS Parent link, NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)*
- *The school will 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 to allow parents to provide suggestions;*
- *The school will translate all critical school documents and provide interpretation during meetings and events as needed.*

- *The school will encourage more parents to become school volunteers, assisting in supervised classroom activities and school events;*
- *The school will provide written and verbal progress reports periodically to keep parents informed of their children's progress;*
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- *The school will provide regular written/verbal 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)

- Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers.
- The pupil personnel secretary will work closely with the Network HR point person to ensure that non-HQT meet all required documentation and assessment deadlines.
- Mentors are assigned to support struggling and un-qualified teachers.
- Professional development and coursework in the license area provided to teachers to improve teaching efficacy.

Service and program coordination

CFN 532 consultant hours, PD workshops, Principal/AP Think Tanks and Lead Professional Learning Teams Seminars will be utilized to supplement the in-house efforts of staff to refine the PLT work

Budget and resources alignment

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- *Supervisor per session (2 days per week)*
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- *Professional instructional materials to support curriculum development during the regular school day.*
- *Consumable instructional materials and non-consumable software and hardware for use during core instruction, in-school AIS, extended day and Saturday programs.*
- *CFN consultant hours utilized to purchase in house training and PD for all staff on a personalized basis*
- *Literacy consultant hours purchased for 18 full day workshops/in-classroom support for teachers and administration focused on school-wide goals of CCLS alignment, curriculum mapping, development of a culture of literacy, Professional Learning Teams and performance tasks*

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	10	10	N/A	N/A	2	N/A	3	N/A
1	18	18	N/A	N/A	1	N/A	4	N/A
2	14	14	N/A	N/A	1	N/A	2	N/A
3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	52	52	N/A	N/A	6	N/A	8	N/A
7	40	40	N/A	N/A	5	N/A	8	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
9	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
10	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	Both Push-in and Pull-out programs for individuals and small group instruction. K-2 utilizes Waterford Learning and 6th-7th utilizes Successmaker, both computer adaptive Tier I and II interventions for students. Extended Day AIS utilizes the software programs, as well as Daybooks purchased to improve Critical reading and writing. Kaplan online and Kaplan Focus on Reading and Writing utilized, as well. Saturday Academy January-April.
Mathematics	Both Push-in and Pull-out programs for individuals and small group instruction. K-2 utilizes Waterford Learning and 6th-7th utilizes Successmaker, both computer adaptive Tier I and II interventions for students. Extended Day AIS utilizes the software programs, as well as Empire State Math Coach purchased to improve Critical reading and writing. Kaplan online utilized, as well. Saturday Academy January-April
Science	N/A
Social Studies	N/A
At-risk Services provided by the Guidance Counselor	1-2 times per week as needed. Individual counseling and in small groups as Tiers I and II interventions
At-risk Services provided by the School Psychologist	N/A

At-risk Services provided by the Social Worker	1-2 times per week as needed. Individual counseling and in small groups as Tiers I and II interventions
At-risk Health-related Services	N/A

**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.

Title I Parent Involvement Policy and Parent-School Compact for PS/MS 498X

Revised 11/2011

Section I: Title I Parent Involvement Policy

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 PS/MS 498X, *[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. PS/MS 498X'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/Teacher Association, and Title I Parent Advisory Council, as trained volunteers and welcomed members of our school community. PS/MS 498X will support parents and families of Title I students by:

1. providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math, science, social studies 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 successfully 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 opportunities for school staff, with the assistance of parents, to improve outreach, communication skills and cultural awareness in order to build stronger ties between parents and other members of our school community;

PS/MS 498X'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 and the School Leadership Team (SLT) 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 PS/MS 498X Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's 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, PS/MS 498X 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/Teacher Association and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator 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 Division of Family and Community Engagement (DFCE);
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum and assessment expectations, literacy, CCLS, 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. ARIS, NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)

- host the required Title I Parent Annual 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 NCLB;
- 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.

PS/MS 498X will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Open School Week and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent/Teacher Association and Title I Parent Advisory Council;
- supporting or hosting DFCE District Family Day events;
- establishing a Parent Resource Center or lending library; instructional materials for parents.
- hosting events to support parents/guardians and families in asserting leadership in education for their children.
- encouraging more parents to become school volunteers, assisting in supervised classroom activities and school events;
- providing written and verbal progress reports periodically to keep parents informed of their children's progress;
- developing and distributing a monthly school calendar, email blasts and school website designed to keep parents informed about school activities; and
- providing regular written/verbal communication between teacher and the home in a format, and to the extent practicable, in the languages that parents can understand;

Section II: School-Parent Compact

PS/MS 498X, [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. PS/MS 498X staff and the 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 the Common Core Learning Standards and Assessments.

School Responsibilities:

Provide high quality curriculum and instruction consistent with Common Core Learning Standards (CCLS) 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 CCLS;
- 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;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's progress will be discussed;
- convening a Title I Parent Annual 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, child care or home visits 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 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; and
- 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 communicate with limited English speaking parents effectively;

- 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; and
- planning activities for parents during the school year (e.g. Open School Week);

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents/guardians and families;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing parent workshops. Times will be scheduled so that the majority of parents can attend;
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy; and
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the NCLB Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time, as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school appropriately groomed and well rested, (set a schedule for bedtime based on the needs of my child and his/her age);
- ensure my child comes to school prepared with necessary supplies, materials, etc.
- check and assist my child in completing homework tasks;
- read to/with 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, plays video games and uses the computer for non-educational purposes;
- 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 promptly 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 to learn more about teaching and learning strategies, whenever possible;
- take part in the school's Parent/Teacher Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams);
- share responsibility for the improved academic achievement of my child; and
- participate in Parent/Teacher Conferences at least twice yearly.

Student Responsibilities:

- attend school regularly and arrive on time;
- complete all homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- always show respect for myself, other people and all property;
- submit all written communication between parents and the school;
- resolve disagreements or conflicts peacefully, with adult assistance when needed; and
- always do my best to learn and work hard towards achieving the goals set with teachers;
- come to school prepared with all necessary materials, supplies, etc.;
- accept responsibility for all actions and consequences.

This Parent Involvement Policy was updated in __November, 2011 by the VNA School Leadership Team and will be updated once again in the Spring of 2012.

This document will be distributed to the school community in __December, 2011_ and will be available on file in the Parent Coordinator's office.

**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 Debra Maldonado	District 11	Borough Bronx	School Number 498
School Name The Van Nest Academy			

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

Principal Carol Ann Giligan	Assistant Principal Ann Reynolds
Coach N/A	Coach N/A
ESL Teacher Guarinelly Hernandez	Guidance Counselor Jeannine Petraglia
Teacher/Subject Area Angela Lopez/Math	Parent Odalys Popoter
Teacher/Subject Area Monica Mosier/ELA	Parent Coordinator Rose Gjidiija
Related Service Provider Diana Yurek/SETTS	Other Jaye Murray/Social Worker
Network Leader Ben Soccodato	Other Laura Pagano/Science

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

Total number of students in school	350	Total Number of ELLs	23	ELLs as share of total student population (%)	6.57%
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Part II: ELL Identification Process

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

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

The school Principal, ESL teacher, or a certified pedagogue will assist the parents of newcomers to fill out the survey and conduct an informal interview if needed to determine the correct placement of the students. The Van Nest Academy will also provide our parents assistance with the translation of forms in person or over the phone as needed. Once the surveys are completed, the LAB-R can be administered to determine English proficiency level. This process is ongoing because new students enter the school on a regular basis throughout the year. Parents of students who have failed the LAB-R are notified by entitlement letters sent home via backpack and through phone calls and personal outreach to parents at entrance and dismissal. We adhere to the 10 day maximum compliance deadline for newcomers to be surveyed, tested and sit for parent orientation.

Spanish LAB - This assessment is administered to Spanish-speaking students, who do not pass the LAB-R, in order to determine language dominance. The assessment is administered only one time, and it is administered during the same time period as the LAB-R. PS/MS 498X provides its own oral interpretation services via staff fluent in Spanish, Albanian and Italian. Additional oral language interpretation will be provided by parent volunteers and the Translation and Interpretation Unit. All incoming students meet with office staff, principal and/or AP and ESL teacher if a family speaks a language other than English. If student is new to the system, a HLIS is administered by the ESL teacher, Principal or trained pedagogues, otherwise, the home language is asked for and ensured it is correct on ATS and in the cumulative records, when received from the former school.

To ensure that parents understand all three program choices, parents are invited by Ms. Hernandez, the ESL teacher to attend an ELL Parent Orientation to watch a video that explains each program type and to give parents the opportunity to fill-out the forms, choose the program best suited for their child and ask the necessary questions about student placement. Parents are notified about the workshop a week in advance as soon as their child has been identified as an ELL. Letters are sent home in their native language and parents are given the choice to attend the orientation during or after school hours. Multiple opportunities for orientation and completion of parent survey are provided in order to work around their schedules. Interpreters in the parents' native language are also provided within our staff. Entitlement letters are maintained in the school's ESL compliance binders. One binder is in the main office and the other is kept by the ESL teacher and are both accessible at any time when needed. The binders contain all Parent Surveys and Parent Selection Forms which are collected during our Parent Orientation sessions in August.

ELLs who do not meet a proficiency level on the NYSESLAT and are entitled to continue to receive ESL services are identified in the beginning of each school year and continued entitlement letters are distributed and sent home via backpack. In addition, a phone call is placed to each parent to inform them that the letter is on its way home.

After reviewing the Parent Survey and Program Selection forms for this year, the trend in program choice that eight out of eight of our parents have requested has been Freestanding ESL push-in program. The program model offered at the Van Nest Academy is aligned with parent request.

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):
Dual language program	Yes <input checked="" type="checkbox"/>	No <input 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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	7	1					14	1						23
Total	7	1	0	0	0	0	14	1	0	0	0	0	0	23

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	23	Newcomers (ELLs receiving service 0-3 years)	17	Special Education	5
SIFE	2	ELLs receiving service 4-6 years	5	Long-Term (completed 6 years)	2

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	17	2	5	5		1	1		1	23

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
Total	17	2	5	5	0	1	1	0	1	23
Number of ELLs in a TBE program who are in alternate placement:										

C. Home Language Breakdown and ELL Programs

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

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

Dual Language (ELLs/EPs)																				
9-12																				
Number of ELLs by Grade in Each Language Group																				

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	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: ____	Hispanic/Latino: ____
Native American: ____	White (Non-Hispanic/Latino): ____	Other: ____

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	6						9							15
Chinese														0
Russian														0
Bengali	1	1												2
Urdu							1							1
Arabic														0
Haitian														0
French							1							1
Korean														0
Punjabi														0
Polish														0
Albanian							2							2
Other							1	1						2
TOTAL	7	1	0	0	0	0	14	1	0	0	0	0	0	23

Part IV: ELL Programming

A. Programming and Scheduling Information

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?

The Van Nest Academy has a small ESL program due to the fact that it is a brand new school with only five grades, K, 1, 2 and 6, 7. This year, students who are identified as English Language Learners will receive services throughout the academic year by one full time ESL teacher who will deliver the program at the school. The ESL teacher, who can do pullout, delivers instruction as a push-in model with eight forty-five minute periods a week to allow for the 360 minutes mandated for newcomers and intermediate level ELLs and 180 minutes for advanced level students. Early childhood does not have the same courses at the same time, this allows for our ESL teacher to push-in during various courses throughout the week. The flexibility in schedule will allow the ESL teacher to work with ELLs in all disciplines.

Beginner and Intermediate level ELLs regardless of grade are programmed for 360 minutes per week of push-in and pullout. Push-in ESL instruction for beginner and intermediate level ELLs is 75% and 25% pullout with 180 minutes of English Language Arts. Advance ELLs receive 180 minutes a week of English Language Arts instruction. Students are grouped according to their proficiency levels: Beginner, intermediate and advanced. Students are grouped with no more that five students based on English proficiency level. Beginner and intermediate level students receive eight forty-five minute periods a week of ESL instruction. Advanced level students receive four forty-five minute periods with an extra 180 minutes a week of ELA instruction as required under CR Part 154. The ESL program at the Van Nest Academy consists of 75% push-in and 25% pullout. As time goes on and if schedule permits, push-in will increase to 100%.

To differentiate instruction for our ELL subgroups, the instructional plan for SIFE students will consist of an intensive English language developmnet teaching social and academic language. Creating a curriculum for SIFE students based on state academic standards, concentrating on essential knowledge and skills with the collaboration of the teachers to modify curriculum. Also, providing training in ESL techniques for mainstream teachers, common planning and discussions to present content in ways to enable students to learn the academic material as they 'learn how to learn' and work on English proficiency.

In addition, we will focus on building a strong academic foundation for newcomers as well as SIFE to use the Rosetta Stone program to increase literacy development and English language acquisition. Also through thematic units, and by using visuals such as charts, graphs, time lines, Venn diagrams, and small group activities. Activities should revolve around vocabulary acquisition-explaining, demomstrating, drawing, reapeating, rephrasing, reading, writing, and manipulating with words throughout every aspect of instruction. The meaning of words are acquired through multiple opportunities to hear, say, read, and write the words in slightly different meaningful contexts. Teachers will have to create these contexts in the classroom and allow opportunities for the students to effectively develop their vocabulary. Systematic phonics instruction can be very effective in helping newcomer ELLs, even those at fairly low levels of language proficiency, to learn to decode words. Most SIFE ELLs will need additional time and practice to learn to hear and produce the sounds of

A. Programming and Scheduling Information

English, to learn the meanings of the words used in phonics instruction, to learn the multiple combinations of letters that make the same sound, and to learn many more sight words than native English speakers need. Additional time for phonics instruction should be built into reading programs for SIFE ELLs.

ELLs receiving service 4 to 6 years and special needs ELLs will have the same instructional strategies and scaffolds as other students that are not SIFE, due to their current performance, assessment, and data analysis. All English Language Learners (ELLs) are serviced through the ESL Program. At-risk students and those who are reading below grade levels are pulled out for Academic Intervention Services, AIS. The purpose of this program is to help our students gain more content area vocabulary and comprehension skills. This will help the ESL students succeed in all content area exams, like: ELA, Math, Science, Social Studies and NYSESLAT.

Long term ELLs and SWDs will have the same instructional strategie and scaffolds as other students due to their current performance, assessment and data analysis. These strategies not only help students develop English as a second language, they also help them learn words that are not part of everyday English or Tier 3 vocabulary within the least restrictive environment.

The first of the six key strategies is vocabulary and language development, through which teachers introduce new concepts by discussing vocabulary words key to that concept. Exploring specific academic terms like algorithm starts a sequence of lessons on larger math concepts and builds the student’s background knowledge.

The second strategy is guided interaction. With this method, teachers structure lessons so students work together to understand what they read—by listening, speaking, reading, and writing collaboratively about the academic concepts in the text.

The third strategy is metacognition and authentic assessment. Rather than having students simply memorize information, teachers model and explicitly teach thinking skills (metacognition) crucial to learning new concepts. Research shows that metacognition is a critical skill for learning a second language and a skill used by highly proficient readers of any language. With authentic assessments, teachers use a variety of activities to check students’ understanding, acknowledging that students learning a second language need a variety of ways to demonstrate their understanding of concepts that are not wholly reliant on advanced language skills.

The fourth strategy is explicit instruction, or direct teaching of concepts, academic language, and reading comprehension strategies needed to complete classroom tasks.

The fifth strategy is the use of meaning-based context and universal themes, referring to taking something meaningful from the students’ everyday lives and using it as a springboard to interest them in academic concepts. Research shows that when students are interested in something and can connect it to their lives or cultural backgrounds they are more highly motivated and learn at a better rate.

The final strategy is the use of modeling, graphic organizers, and visuals. The use of a variety of visual aids, including pictures, diagrams, and charts, helps all students—and especially ELL students—easily recognize essential information and its relationship to supporting ideas. Visuals make both the language and the content more accessible to students.

Courses Taught in Languages Other than English ⓘ

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

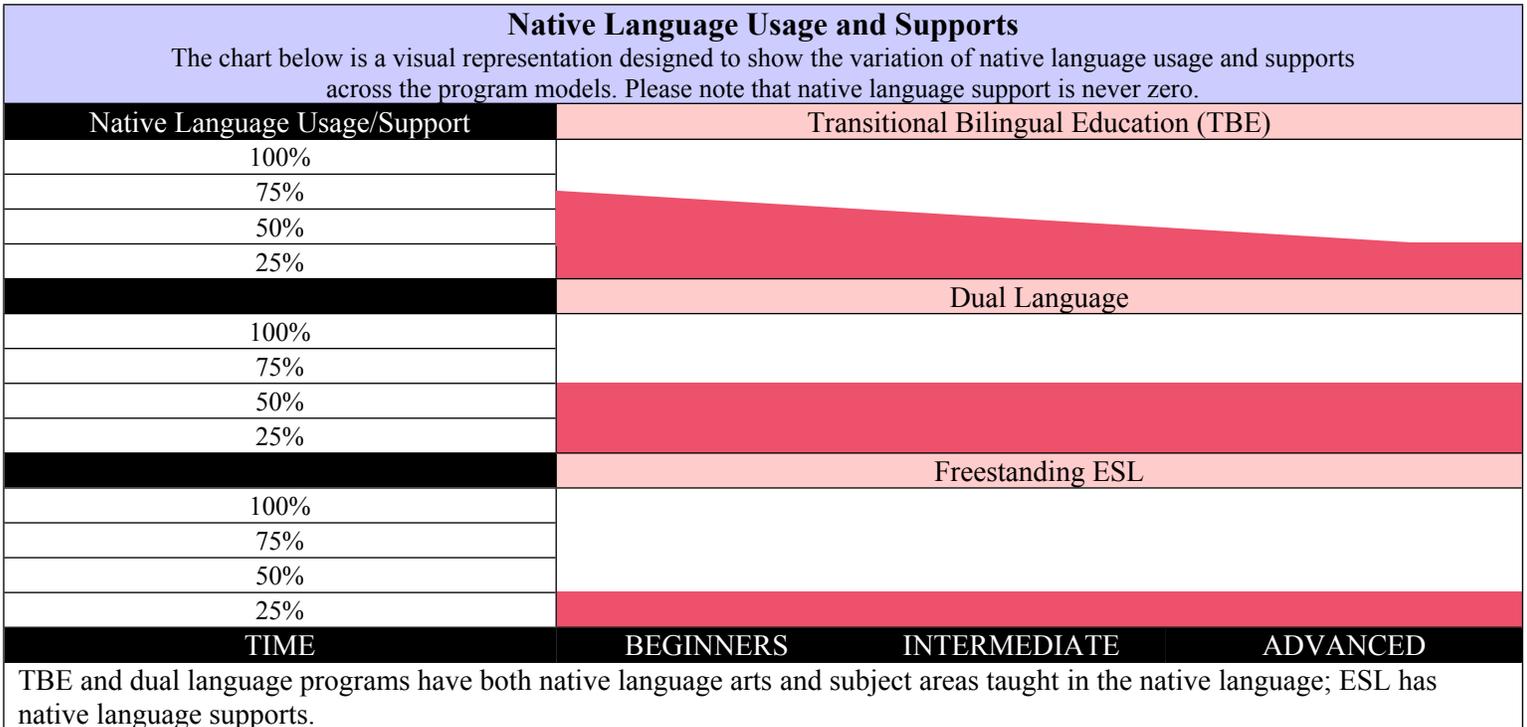
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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

Class/Content Area	Language(s) of Instruction

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



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

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?

Seventy five percent of instruction for ELLs is devoted to pushing in their classrooms during content area instruction. Students are in small groups and are provided with different instructional aides to provide opportunities for language development and retention. Listening centers, word walls, pictures with translations, graphic organizers, technology support, concept maps, glossaries, dictionaries, one to one, field trips, assessments, and native language books are used to scaffold the content area instruction of the classroom teacher as ways to increase motivation for our ELLs to make the transition into a new environment. Twenty five percent of instruction for the ELLs is devoted to pulling out groups of ELLs with the same proficiency level to target specific content and skills in need of improvement using the additional materials that are provided with the programs use in Social Studies, Math, and Science specifically targeted for ELLs.

The following strategies are employed to ensure success for our Ells in our ESL program:

-Authentic Assessment. The baseline for instruction is assessing where the students are and begin from there. The Language Assessment Battery-Revised (LAB-R) scores which was administered at the beginning of the year for newcomers and the bases of the child's placement, enables the ESL teacher to determine what lesson to teach. Other assessments include teachers' observation, performance assessment, and portfolio which are basically all authentic student's works. The teacher collaborates with the classroom teachers to make sure each child would meet the state standards and pass the standardized statewide tests.

-The Language Experience Approach. This is a common approach to teach the ESL students so they could learn and develop their academic and social skills. The ESL teacher is exposing them to speaking activities, listening activities such as read-aloud, books on tapes; reading, writing, and thinking with focus on phonemic awareness, language patterns, and convention of the English language. Following the curriculum, the teacher employs the thematic approach in teaching the content areas. This enables the ELLs to learn and master both concepts and language.

-Total Physical Response (TPR). Total Physical Response is a strategy which requires physical movement as the child responds to the teacher in a learning activity. Especially for kinesthetic learners, they learn and retain information or knowledge when they move and touch things.

-Technological Support. Exposing the ELLs to technology learning such as computers, projectors, audiocassette expand their learning in the sense that they could see colors, movements and hear sounds, as they learn.

-Hands-on activities. Field trips or neighborhood walks, experiments and projects where students can actually do activities themselves serve as real life learning experience. This facilitates better understanding of the concepts presented in books and curriculum.

- Rosetta Stone Language Program. Through Dynamic Immersion by eliminating translation and grammar explanations from language learning, Dynamic Immersion activates the studnets' own natural language-learning ability. The students begin to think in their new language from the very beginning—the same way they learned their first language. □ They are constantly interacting with the software by connecting words with images to confirm their meaning—all through a carefully designed sequence that helps them build grammatically-accurate language structure step by step.

The ESL teacher will provide individualized programs for newcomers, SIFE, long-term, and special needs ELLs, yet have them working together in cooperative learning groups to provide time for meaningful interactions to assist in the development of listening, speaking, reading and writing skills in English. Every effort is made to minimize the anxieties and lower the affective filter of interacting in a new language and culture by strengthening the students' self-esteem and cultural identity.

In class, cultural traditions are shared and a global perspective is encouraged. An over-riding goal of the program is the preparation for participation in the mainstream classroom by developing social, academic, and interpersonal skills by using a variety of materials and

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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?

The parents or guardians of English Language Learners are informed of their child's participation in the ESL push-in program with letters and progress reports. Letters and progress reports will include the results of predictive, diagnostic, and interim assessments administered to the students and program entrance and exit. Progress reports are provided in both English and the native language whenever possible to ensure and maintain great communication with the parents.

Parental input and involvement has an essential role in the program. Parents are encouraged to take English lessons that are offered in the community or the school, to provide the ELLs with extra English support at the home, to use the neighborhood library, to take advantage of vacation time programs in the community that would maintain and improve their child's English language skills. Parents are also encouraged to volunteer in the classrooms and to share aspects of their cultural heritage and backgrounds.

During 2010-2011 school year, The Van NEst Academy has conducted three full-staff professional development sessions on ELLs. The first session, which happened before the students started classes, focused on the identification of ELLs in all classes, using NYSESALT data, and strategies to use with ELLs. All teachers were given lists of the ELLs in their classes and trained in how to create a "buddy system" by pairing ELLs with non-ELLs in their classrooms.

The second ELL Professional Development focused on strengthening ELL's language acquisition in the classroom. Teachers were given charts highlighting their ELLs' Areas of Strength and Areas of Concern according to the 2010 NYSESLAT data. The ESL teacher shared her expertise on the strategies for improving students' vocabulary comprehension through the use of student glossaries, and visuals to enhance ELLs comprehension of new vocabulary. In another professional development ESL teachers discussed identifying and tracking the language development needs of ELLs in monolingual classrooms. The ESL teacher also shared her experience on the use of conferencing to inform, practice and assess ELLs'. In addition, all teachers and paraprofessionals, received professional development during school and afterschool via the following initiatives:

- Smart Board Training
- Success Maker
- Balanced Literacy
- Waterford Learning
- Title III Afterschool Organization
- Data Training
- Fundations
- Making Meaning
- Algebraic Thinking Training
- Clickers
- ESL Buddy System
- CCLS
- Danielson Training
- Reading and Analyzing Nonfiction

PS/MS 498X welcomes all parents and values their input. They are the school's partner in building a learning community. The school reached out to all parents through the school's Parents Coordinator. In addition, the scheduled Parents-Teachers conferences will make this connection stronger. During the parents' orientation at the beginning of the year, the parents were informed of the state standards, school assessments and expectations, and programs that the school has for students. Parents were and continue to be surveyed as to their needs in the school community. Our parent coordinator makes outreach to parents to ascertain what services and resources should be deployed to meet those needs. The ESL teacher who works closely with the ELL students in differentiated instruction, the classroom teachers, the social worker, the AIS coordinator work together to meet the students' required needs. The Parent Association is also an additional avenue for parents to be involved of their students' education.

E. Parental Involvement

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

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D. Professional Development and Support for School Staff

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

This plan furthers our work in staff development for our school staff. The Van Nest Academy will provide the resources and professional development to aid staff who work directly with our students including workshops that will showcase exemplary strategies, curricula, and academic interventions across the content areas and grade levels to understand what works for our ELLs to achieve success of a minimum of 7.5 hours of staff training as per Jose P. All of our teachers will attend the professional trainings to learn more research-based instructional strategies, including QTEL strategies, that will help students meet the state learning standards. The school also provides staff development focusing on goal setting and data driven instruction that will highly impact student learning.

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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.

Our primary goal is to produce public-health-minded citizen scientists who reflect the values our “Learn and Serve” philosophy and to provide a world-class education for every child, every day. Our mission is to graduate students who have acquired the knowledge, skills, and attitudes necessary to achieve significant career, educational, civic, and personal goals, which will enrich our society. We believe that it is critical for all students to acquire academic English and also recognize and value the importance of nurturing one of the most important resources of our district: the languages and cultures of our diverse student population. We know that a student cannot learn what he/she cannot understand.

English Proficient ELL's that were mostly Spanish dominant significantly increased their level of English proficiency. Success for our program is evaluated not only through the results of the assessments such as NYSESLAT, ELA and Math but also through the significant number of ELL'S who participate in our Saturday Academy, Morning Program and Project Boost. The Project Boost program offers them the missing link of "prior knowledge" through multicultural trips which so many seem to lack due to limited exposure.

The success of the ESL program for ELLs at the Van Nest Academy is also evaluated using several methods of collecting qualitative and quantitative data. For instance, the ESL teacher meets on a weekly basis to assess how students are performing on the curriculum and the types of modifications needed to ensure that students can have success on the week's tasks. In addition, ELA Unit Test data is assessed on a quarterly basis to ensure that students are meeting benchmarks which will put them on the road to having success on state exams. Those students who are not on target are placed into our mandated Academic Intervention Service after school program. Also the ESL teacher gives students practice NYSESLAT tests three times a year to monitor their progress in the four modalities. Furthermore, weekly quizzes are used to assess students understanding of the week's lessons, with an emphasis on the language skills taught such as grammar and vocabulary. Finally, the ESL teacher visits the former ELLs in their classes daily to monitor progress and support instruction.

We will leverage partnerships with parents, community organizations and businesses, environmental organizations and green spaces, neighboring schools, and teachers in training “to create a learning community that honors ethnic, gender and cultural diversity, mutual respect and caring attitudes toward one another, respect for democratic principles and preservation of the earth’s resources.” (Renzulli, 1994)

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	2	1					3	1						7
Intermediate(I)	1						5							6
Advanced (A)	3						7							10
Total	6	1	0	0	0	0	15	1	0	0	0	0	0	23

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	5	8			13
7	1				1
8					0
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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
6	3		8		2				13
7	1								1
8									0
NYSAA Bilingual Spe Ed									0

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

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

Native Language Tests

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

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

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

During 2010-2011 school year the ESL teacher Ms. Hernandez attended 6 professional development sessions on ELLs. The first session, which happened before the students started classes, focused on the identification of ELLs in all classes, using NYSESLAT data, and strategies to use with ELLs. The teachers of ELLs were given a list of ELLs in their classes and trained in how to create a “buddy system” by pairing ELLs with non-ELLs in their classrooms.

The second ELL Professional Development focused on strengthening ELL's language acquisition in the classroom. Teachers were given charts highlighting their ELLs' Areas of Strength and Areas of Concern according to the 2010 NYSESLAT data. The ESL teacher shared her expertise on the strategies for improving students' vocabulary comprehension through the use of student glossaries, visuals to enhance ELLs comprehension of new vocabulary. In another professional development the ESL teacher discussed identifying and tracking the language development needs of ELLs in monolingual classrooms. The ESL teacher also shared her experience on the use of conferencing to inform, practice and assess ELLs. This year 2011-2012 all content area teachers receive professional development afterschool via our weekly Professional Learning Teams.

Despite the fact that the majority of ELLs at The Van Nest Academy have Reading and Writing as their area of focus, every Tuesday afternoon for 75 minutes we have extended day Academic Intervention Services in which students work on their areas of focus according to assessment data. During these services, ELLs work on their area of focus, such as Listening (using listening centers, Making Meaning, Foundations, Waterford, Guided and Shared Reading, and Guided Writing following the Writing Process and the Six Traits of Writing plus grammar and vocabulary activities.

PS/MS 498 also incorporates listening centers into all of our ELA and ESL classrooms. ELLs have priority in the use of listening centers, which helps them to build their listening skills when used for listening activities with read along books instruction, and their reading ability when used in guided reading with books on tape and CD.

Analysis of the NYS ELA data from 2011 shows that ELLs in the 6th grade classes had lower average ELA scores than the monolingual students. Educators at PS/MS 498 teach reading through the content areas through the use of literary circles in science and social studies classes. This methodology is used in all classrooms to support students' ability to read non-fiction texts. These findings point to the need to continue to support students reading ability throughout all subject areas and to use students' native language in reading instruction. The data also demonstrates the importance to continue and support our 6th grade ELLs with their reading instruction as well as in their native language through their ELA classes and content area instruction. Also, all ELLs have access to Spanish, Italian, and Albanian language libraries in their classroom libraries.

Analysis of the NYS Math exam shows that ELLs in monolingual classes had a higher average math scores than in the ELA State Exam. The ELLs in the monolingual math classes in 6th grade benefitted from smaller class size and this I believed contributed to the higher scores for the 6th grade monolingual ELLs, but also demonstrated that the importance to “scale up” instruction by using the Common Core State Standards in all classrooms. Teachers who have ELLs in their classes are especially encouraged to visit the ESL teacher during pullout sessions not only to learn how she supports their students' native language, but also to learn from the processes she uses to differentiate instruction and conference with students

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.

Our primary goal is to produce public-health-minded citizen scientists who reflect the values our “Learn and Serve” philosophy and to provide a world-class education for every child, every day. Our mission is to graduate students who have acquired the knowledge, skills, and attitudes necessary to achieve significant career, educational, civic, and personal goals, which will enrich our society. We believe that it is critical for all students to acquire academic English and also recognize and value the importance of nurturing one of the most important resources of our district: the languages and cultures of our diverse student population. We know that a student cannot learn what he/she cannot understand.

English Proficient ELL's that were mostly Spanish dominant significantly increased their level of English proficiency. Success for our program is evaluated not only through the results of the assessments such as NYSESLAT, ELA and Math but also through the significant number of ELL'S who participate in our Saturday Academy, Morning Program and Project Boost. The Project Boost program offers them the missing link of "prior knowledge" through multicultural trips which so many seem to lack due to limited exposure.

The success of the ESL program for ELLs at the Van Nest Academy is also evaluated using several methods of collecting qualitative and quantitative data. For instance, the ESL teacher meets on a weekly basis to assess how students are performing on the curriculum and the types of modifications needed to ensure that students can have success on the week's tasks. In addition, ELA Unit Test data is assessed on a quarterly basis to ensure that students are meeting benchmarks which will put them on the road to having success on state exams. Those students who are not on target are placed into our mandated Academic Intervention Service after school program. Also the ESL teacher gives students practice NYSESLAT tests three times a year to monitor their progress in the four modalities. Furthermore, weekly quizzes are used to assess students understanding of the week's lessons, with an emphasis on the language skills taught such as grammar and vocabulary. Finally, the ESL teacher visits the former ELLs in their classes daily to monitor progress and support instruction.

We will leverage partnerships with parents, community organizations and businesses, environmental organizations and green spaces, neighboring schools, and teachers in training “to create a learning community that honors ethnic, gender and cultural diversity, mutual respect and caring attitudes toward one another, respect for democratic principles and preservation of the earth’s resources.” (Renzulli, 1994)

Part VI: LAP Assurances

School Name: <u>Van Nest Academy</u>		School DBN: <u>11X498</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Carol Ann Gilligan	Principal		11/30/11
Ann Reynolds	Assistant Principal		11/30/11
Rose Gjidiya	Parent Coordinator		11/30/11
Guarinelly Hernandez	ESL Teacher		11/30/11
Odalis Popoter	Parent		11/30/11
Monica Mosier	Teacher/Subject Area		11/30/11
Angela Lopez	Teacher/Subject Area		11/30/11
	Coach		
	Coach		
Jeanine Petraglia	Guidance Counselor		11/30/11
Ben Soccodato	Network Leader		11/30/11
Laura Pagano	Other <u>Teacher/Science</u>		11/30/11
Jaye Murray	Other <u>Social Worker</u>		11/30/11
Diana Yurek	Other <u>SETSS</u>		11/30/11
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 11X498 **School Name:** PS/MS498X The Van Nest Academy

Cluster: 5 **Network:** 532

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.

PS/MS 498X utilizes the data from Home Language Identification Surveys (HLIS), Parent language Preference forms, ATS home language information, information from former school staff and cumulative records and parent interviews to determine the needs for oral and written translation services for the school community each year.

All incoming students meet with office staff, principal and/or AP and ESL teacher if a family speaks a language other than English. If student is new to the system, a HLIS is administered by the ESL teacher, otherwise, the home language is asked for and ensured it is correct on ATS and in the cumulative records, when received from the former school.

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.

For this school year, PS/MS 498's needs for written translation are for Spanish translations of major forms, letters, etc. Despite having a moderate Albanian-speaking population, these families do not require written translations into their home language (as evidenced by their language preference sheets).

However, for oral translation, PS/MS 498X does need to provide oral translation, not only in Spanish, but in Albanian, Urdu, Bangladesh, Korean and Bengali, as well, as new parents come in to register for early childhood classes. Italian oral translation occasionally needed for one student's parent visits.

Staff were notified of parent and student translation needs via memos and faculty conferences, detailing procedure to request translations and interpretations. Parents were notified via letter and PTA meetings, as well as emails.

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.

PS/MS 498X provides Spanish translation of all major documents and communication home to families. When needed, translations will also be provided in additional languages, once language preference ascertained.

Staff is required to submit communiqué to be sent home in advance to ensure translation in a timely fashion. Written translation to Spanish and Albanian is provided in-house by staff, whereas, additional language translations are sought by the Translation and Interpretation Unit, or when required, an outside contracted agency will be employed to translate into a language other than the 9 covered by the T and I unit.

When the Translation and Interpretation Unit or PS/MS 498X is temporarily unable to provide required translation into one or more covered languages, a cover letter or notice on the face of the English document in the appropriate covered language(s) will be provided, indicating how a parent can request free translation or interpretation of such document

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.

PS/MS 498X provides its own oral interpretation services via staff fluent in Spanish, Albanian and Italian. Additional oral language interpretation will be provided by parent volunteers and 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>.

PS/MS 498X is responsible for providing each parent whose primary language is a covered language (one of 9) and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services.

PS/MS 498X's safety plan contains procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers.

PS/MS 498X shall obtain from the Translation and Interpretation Unit signage and forms required pursuant to this section and shall post and provide such forms throughout the school.

Signage will be posted in a conspicuous location at or near the primary entrance in each of the covered languages, or most prominent covered languages, indicating the availability of interpretation services.