



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: RON BROWN ACADEMY

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 16K057

PRINCIPAL: CELESTE DOUGLAS **EMAIL:** CDOUGLA22@SCHOOLS.NYC.GOV

SUPERINTENDENT: EVELYN SANTIAGO

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP 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
Celeste Douglas	*Principal or Designee	
June Boyd	*UFT Chapter Leader or Designee	
Aja Simpkins	*PA/PTA President or Designated Co-President	
Sandra Andrews	DC 37 Representative, if applicable	
Jahmani Lovelace	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Sonia Welch	Member/Parent	
Consuela Anderson	Member/parent	
Leon Bowers Sr.	Member/Parent	
Sonia McIntosh	Member/Teacher Leader	
Dewana Daidis	Member/Assistant Principal	
	Member/	
	Member/	

** Signature of constituent only indicates participation in the development of the SCEP, not approval.

Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

SCEP goals are generally intended to guide school-wide planning and development. SCEP 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 that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

Cited from the QR October 2011 (page 6)

School administrators visit classrooms and conduct formal and informal observations, connected to a common research-based framework, and provide teachers feedback on instructional practices. However, the frequency of the observations and feedback to teachers, including new teachers, varies among the leaders. In addition, provided to teachers in mostly in the form of a checklist that does not include extensive communication of strengths and areas for growth. This minimizes opportunities for teachers to reflect on instructional practices that promote learning, thus reducing articulation of instructional expectations to improve teaching and student outcomes.

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

_____ 2.2 School leader's vision

_____ 2.4 School leader's use of resources

_____ 2.3 Systems and structures for school development

 x 2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013 100% of the highly effective teachers will receive 1 formal observation and 3 informal observations; effective and developing teachers will receive a minimum of 2 targeted formal and 4 informal observations; ineffective teachers will receive 4 formal and 6 informals based on Danielson's Framework components 1E, 3B and 3C and create individual professional goals based on feedback from frequent cycle of observations resulting in 90% of the teachers rated effective according to the Danielson's Framework.

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) key personnel and other resources used to implement these strategies/activities,
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation.

Instructional strategies/activities

- In September 2012 all teachers receive professional development from lead teachers and administration focused on Danielson's Framework; Citywide Instructional Expectations; and Shifts in ELA and Math
- In September 2012 all teachers receive professional development by lead teachers and administration in regards to teacher expectations (by

department)

- In September 2012 all teachers receive an informal walkthrough by administration to observe classroom environment. Teachers receive feedback and next steps for completion of recommendations.
- Beginning in November 2012 administrators using Teachboost to track informal and formal observations. This system provides immediate feedback to teacher via email. Teachers professional development goals are tracked using this system that is aligned with Danielson' Framework for Teaching
- In September 2012 and ongoing through June 2013 teachers receive informal and formal observations by administration with feedback, recommendations and next steps for completion. Post the initial formal observation, teachers work with administration to create individual professional development goals based on Danielson's Framework. These goals are used to assist administration in developing professional development workshops. Teachers identify areas of professional growth based on the competencies that impact student learning. They then create SMART goals for individual learning, which are used as a point of reference for classroom observations.
- Beginning in September 2012 teachers unit plans are reviewed by administration to observe strategies implemented for the sub groups (SWD's, ELLS' and lowest one-third)
- During formal observations beginning in September 2012 through June 2013 teachers are observed by administration using Danielsons' Framework (components 1e, 3b, 3c) as they relate to student achievement overall.
- Beginning in September 2012 through June 2013 the school leaders and teachers will collaboratively develop teacher professional development plans resulting in an increase in targeted effective instruction thereby increasing progress of students in the lowest one third, SWD's and ELL's
- Beginning in September 2012 through June 2013 the school leaders and teachers will collaboratively develop teacher professional development plans resulting in a 3% increase of the number of students performing at proficiency in ELA and Math

Budget and resource alignment

- Indicate your school's Title I status: x School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

x Tax Levy Title IA Title IIA Title III x Set Aside x Grants Other-describe here: _____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Title 1SWP-AUSSIE consultants; Foundation and Title 1 SWP-Educational Consultants

Title 1 Priority-AUSSIE consultants

Per session: 15 teachers x 3 hours each for Professional development after school hours

GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

Cited from the QR October 2011 (page 5)

The school has identified vocabulary and writing as key areas of need and created curriculum maps in all subject areas supporting these foci. Also, some academic tasks, embedded in those maps, engaged students in higher order thinking. However, in review of student work, several academic tasks were not aligned to the school's curricular focus areas. In addition, the curricula implemented across the school do not consistently offer supports or extensions for all students, including students with disabilities (SWDs) and English language learners (ELLs). This inhibits the ability of teachers to coherently engage students in rigorous tasks that expands their thinking, thus limiting student growth

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

Annual Goal #2

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013 100% of the curriculum maps, unit plans, weekly calendars and daily lesson plans across all content areas will be aligned with CCLS and embedded with CCLS assessment tasks.

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) key personnel and other resources used to implement these strategies/activities,
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation.

Instructional strategies/activities

- Teachers administer Pre- and Post Assessments to gauge conceptual, computational, and problem solving capabilities using our curriculum map to design assessments (every 4-6 weeks depending on the length of the unit) beginning in September 2012 through June 2013
- Teachers using ACUITY, EngageNYC and various ELA and Math websites to design CCLS aligned tasks and assessments beginning in

September 2012 through June 2013

- Students are administered DORA (on line reading diagnostic program) by ELA teachers in September 2012 and March 2013 to gauge students' reading levels. Teachers use this information to revise classes (where applicable) and plan for flexible grouping in the classroom.
- Teachers formulate flexible groups using exit slips, journal entries and assessments as forms of data beginning in October 2012 through June 2013
- Teachers provide daily math review problems around various basic concepts that are aligned with CCLS beginning in September through June 2013
- Teachers align weekly plans with UDL strategies for students in the lowest one-third, SWD's and ELL's
- Teachers administer CCLS tasks once weekly in the math classrooms beginning in February 2013 through June 2013.
- Teachers analyze student work during common planning periods to revise unit and lesson plans beginning in October 2012 through June 2013
- Teachers create lesson plans that include multiple entry points for all sub-groups beginning in October 2012 through June 2013
- Teachers design and implement the CCLS task that is mandated for every student begin drafting in August 2012 and completion in April 2013
- Teachers create rubrics for individual and group work and utilize these created rubrics to provide feedback to students beginning in September 2012 through June 2013
- Teachers provide daily word problems (constructed responses) requiring students to show and explain their mathematical reasoning. This process can be utilized during the do now, journal writing, independent study or exit slip evaluation beginning in September 2012 through June 2013
- Teachers develop opportunities for students to participate in small groups to enhance their speaking and listening skills which are aligned with the CCLS and New York State Standards. Use accountable talk starters to engage students in rigorous conversations that are aligned with the CCLS standards beginning in September 2012 through June 2013
- Teachers write learning objectives that are rigorous using the "Depths of Knowledge" and Blooms Taxonomy as our resource beginning in October 2012 through June 2013
- Teachers create tiered questioning and differentiated instruction for all students using the Depths of Knowledge beginning in October 2012 and ongoing through June 2013
- In June 2012 Pearson Math text books were purchased for grades 6-8 that are CCLS
- In June 2012 Readers Journey was purchased for additional resources for the ELA department
- In January 2013 Curriculum Associates I-Ready CCLS materials were purchased as test ready materials for ELA and Math
- Beginning in September 2012 through June 2013 word walls to include: vocabulary from current units of study; complex vocabulary from text are posted and made visible to all students across the content areas
- ELA teachers utilize the writing process cycle to assist students in their writing

- Administration provides time for teachers during the school day, afterschool and weekends to analyze data from interim assessments and create 4-6 week action plans to address the areas of concern. These action plans will be reflected in their weekly lesson plans and calendars for individual, group and whole class instruction beginning in October 2012 through June 2013

- Teachers will develop lesson plans for student data days in which the students will be given their data and complete student reflection sheets to observe areas of concern and strengths. They will then develop short term goals to master skills and/or concepts. These reflection sheets are

distributed to parents quarterly beginning in November 2012 through June 2013

- Teachers will develop student friendly reflection sheets that are used to analyze their areas of strengths and weakness in the content area. The reflection sheets will be indicative of the skills that were administered on the interim assessment beginning in November 2012 through June 2013. These skills students (individual or whole class) continue to struggle with are re-taught and are noted on the weekly calendars.
- Twice monthly during grade wide team meetings teachers will analyze progression of students by analyzing their work in the math content area. Teachers will also discuss the students who are not progressing and develop individual action plans that will be shared with both the student and parent. Beginning in November 2012 through June 2013
- Teachers and administration will review data of SWDs to move students from most restrictive to least restrictive settings beginning in October 2012 through June 2013.

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

21st Century Grant-teacher per session and resources for students; Title 1 Priority/Focus-CCLS resources for students

Title 1 SWP-teacher per session; Title 1 Children Network-Software for lowest one-third; TL RS IEP-SETSS teacher

Per session: 12 teachers x 4 hours (2 sessions) analyzing data; Per session 6 teachers x 3 hours (1 session) for assessment development

Materials purchased: DORA online reading program; Curriculum associates and Rally materials to create in house assessments; Pearson math textbooks for grades 6-8; Readers Journey for ELA curriculum

GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

Cited from the QR October 2011 (page 6)

Individual and teams of teachers use teacher-made, Acuity and other periodic Assessments to assess what students know and don't know. However, there is a loose connection between the school's key standards, some of the assessments used and the instructional practices and curricular decisions they assess. This provides teachers a limited understanding of students' strengths and weaknesses and on their teaching practices, especially, for ELLs and SWDs. As a result, teachers are unable to consistently provide instruction that effectively targets the needs of students, thus accelerating progress for all learners.

Tenet #4 TEACHER PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

_____ 4.2 Instructional Practices and strategies

___ 4.4 Classroom environment and culture

_____ 4.3 Comprehensive plans for teaching

x 4.5 Use of data, instructional practices and student learning

Annual Goal #3

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013 100% of assessments and curriculum maps will be aligned to CCLS to provide instructional practices that effectively target the needs of all learners

Instructional strategies/activities

- ELA teachers will administer DORA three times yearly to determine students reading levels and place them in appropriate independent books beginning in September 2012 and ongoing through June 2013.
- Based on results from Interim assessments, teachers will re-teach specific skills and strategies post teachers analyzing the data beginning in October 2012 through June 2013
- Teachers administer Pre- and Post Assessments to gauge conceptual, computational, and problem solving capabilities using our curriculum map to design assessments (every 4-6 weeks depending on the length of the unit) beginning in September 2012 through June 2013
- Teachers using ACUITY, EngageNYC and various ELA and math websites to design CCLS aligned tasks and assessments beginning in September 2012 through June 2013
- Teachers will analyze student work during common planning to revise unit and lesson plans according to current data beginning in October 2012 through June 2013
- Math teachers administer Acuity baseline assessments once in the Fall and again in the Spring to gauge student progress
- Math teachers administer Pearson benchmark assessment in the Fall. This data is used to plan for re-teaching basic skills in math lab classes
- Teachers will write learning objectives that are rigorous to invoke student engagement using the Depths of Knowledge as a guide beginning in

October 2012 through June 2013

- Teachers will develop monthly unit plans that are aligned with the CCLS using grade wide curriculum maps as the guide for grades 6, 7 and 8 beginning in August 2012 through June 2013
- Teachers will develop opportunities for students to participate in small groups to enhance their speaking and listening skills which are aligned with the CCLS and New York State Standards; use accountable talk starters to engage students in rigorous conversations that are aligned with the CCLS beginning in September 2012 through June 2013
- Teachers will tiered the questioning, differentiated instruction and flexible grouping for all students post review of end of unit assessments, exit slips and writing assignments beginning in September 2012 through June 2013
- Teachers will create ongoing student portfolios that demonstrate progress throughout the year. Students will select their best work and write reflections beginning in November 2012 through June 2013
- Teachers will create rubrics for individual and group work and utilize these created rubrics to provide feedback to students and indentify areas for improvement beginning in October 2012 through June 2013
- Teachers will use the writing cycle for students to complete a well written piece. This includes both fiction and non-fiction writing beginning in September 2012 through June 2013
- Select teachers will use Read 180 (online reading intervention program) for our students who are performing below proficiency or reading levels below 4th grade in grades 7 and 8 beginning in December 2012 through June 2013
- Administration in collaboration with teachers will invite students performing below proficiency to attend the morning and afterschool academic programs at least twice weekly beginning in October 2012 through May 2013
- Administration in collaboration with teachers will invite students who fall within the 2.50-3.50 range to attend Saturday Academy beginning in February 2013 through May 2013

Budget and resource alignment

- Indicate your school's Title I status: x School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

x Tax Levy Title IA Title IIA Title III Set Aside x Grants Other-describe here: _____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Title 1 Priority/Focus-CCLS resources; teacher planning; Title 1!B Math/Science-teacher scoring

TL MSQI Expansion-teacher per session; ARRA RTTT-Data Inquiry Specialist; ARRA RTTT/Data- Data Specialist

Per session hours: Curriculum planning 12 teachers x 6 hours of per session each (3 sessions); Saturday school teachers 4 teachers x 15 hours each (5 sessions); After school teachers 6 teachers x 20 hours each (20 sessions)

GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

Cited from the learning environment survey 2012 (page 11)

How often are the following things true about you or about your school?

- Students threaten or bully other students at school. *66% of the student population agreed with this statement*
- Students get into physical fights at my school. *74% of the student population agreed with this statement*
- Students in my school are harassed or threatened based on race, color, creed, ethnicity, national origin, citizenship/immigration status, religion, gender, gender identity, gender expression, sexual orientation or disability. *22% of the student population agreed with this statement*

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

Annual Goal #4

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013 there will be a 10% decrease in the number of student suspensions; decrease the number of students who feel bullied at the school by 10%; and reduce the number of students feeling threatened due to race color, creed, etc by 10%

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) key personnel and other resources used to implement these strategies/activities,
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation.
- In August 2012 the Dean of students revised the Behavioral Intervention plan that will align with Chancellor's Regulations
- In September 2012 the Dean of students facilitated a workshop to all staff in regards to the Discipline plan to decrease student infractions
- In September 2012 the Dean of students will facilitate workshops with parents and students to review the Discipline plan
- In September 2012 through June 2013 students in grades 7 and 8 will be assigned to an advisory teacher who will assist student with school wide and personnel issues including but not limited to: social, emotional or physical problems
- Beginning in August 2012 through June 2013 teachers in grade 8 will create a yearlong advisory program aligned with the CCLS to incorporate college and career readiness skills
- Beginning in September 2012 through June 2013 teachers in all grades will develop a "buddy" system for all students. This procedure allows students who are experiencing difficulty the opportunity to be assigned to another teacher until his/her needs can be addressed.

- Beginning in September 2012 through June 2013 the principal, assistant principal or dean addresses the student body daily to discuss protocols in place to address safety, behavior, social and emotional concerns
- In October 2012 through June 2013 the CARE team (formerly known as the SBST) will create protocols to service students “at risk” in regards to social, academic, emotional and all personal issues
- Beginning in September 2012 through June 2013 team leaders will address students concerns during bi-monthly assemblies

Budget and resource alignment

- Indicate your school’s Title I status: x School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

x Tax Levy Title IA Title IIA Title III Set Aside x Grants Other-describe here: _____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Title 1 SWP-Shelter students; Title 1 SWP Translations-ELL students; TL Translation Services-ELL students

GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

Cited from the Learning Environment Survey 2012 (page 7)

How often during this school year have you:

- Received information on services for your child or for you such as: tutoring, after school programs, or *never* workshops you can attend to help your child? *19% of the parents responded with less than once a month or never*

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

6.2 Welcoming environment 6.4 Partnerships and responsibility
 6.3 Reciprocal communication 6.5. Use of data and families

Annual Goal #5

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013 increase the number of parents that feel the school effectively communicates information about their child's learning and school activities a minimum of once a month from 81% to 85%.

Strategies to increase parental involvement and engagement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages XX through XX in this SCEP.
- Describe the research-based 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.
- Beginning in September through June 2013 a monthly parent newsletter that includes the monthly calendar, current and upcoming events, important information, community events and the principal's message is sent home with students at the beginning of each month
- Beginning in September through June 2013 weekly phone messages are conducted by the parent coordinator in regards to relevant information/events for students or parents
- Beginning in October 2012 and distributed every 6-8 weeks students receive progress reports to update parents on student progress. Reports are distributed to students in addition to being mailed home
- Beginning in October 2012 and ongoing through June 2013 team leaders collaborate with team members to conduct phone calls to parents in regards to social, emotional or academic concerns. These phone conferences are logged by individual teachers.
- In September 2012 the parent coordinator in collaboration with school leaders and teachers facilitate parent meetings to introduce year long curriculum maps across the grade, CCLS, Citywide expectations, Instructional Shifts
- In October 2012 and ongoing through June 2013 the parent coordinator facilitates a variety of parent workshops

- In October 2012 and ongoing through June 2013 parent coordinator, PTA members and parents collaborate once monthly for updates in regards to school finding and create next steps to assist the student population.

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy
 Title IA
 Non-contractual services/parent involvement
 Title III
 Set Aside
 Grants
 Other-describe here: _____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Purchased materials-Refreshments for parent meetings; novels for parent book clubs;

Title 1 SWP-Parental Involvement; Title 1 Priority/Focus PF Parent Engagement; TL Temporary Shortfall-SLT members

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	I-Ready on line diagnostic program Read 180 System 44 Wilson (Spring 2013)	Small group	Morning school
	Curriculum Associates CCLS and Crosswalk Coach	Small group and one to one	After school
Mathematics	I-Ready on line diagnostic program Acuity on line	Small group	Morning school
	Curriculum Associates CCLS and Crosswalk Coach	Small group and one to one	After school
Science	EScience (Achieve 3000) CCLS tasks Complex non-fiction text	Small group and one to one	During the school day After school
Social Studies	CCLS tasks Complex non-fiction text	Small group and one to one	During the school day

<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Advisory for students in grades 7 and 8 Students who are indentified as “at risk” are referred to the CARE team for intervention based on the Response to Intervention from completed by a staff member</p>	<p>One to one and group</p>	<p>Before, during and after school</p>
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HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

Recruitment

- Student teachers from New York University and Long Island University complete internships with high effective teachers at the school to focus on a particular subject area. The interns are observed and offered the opportunity to interview at the school level (when applicable)
- The school has partnered with Teach for America and Teaching Fellows to recruit qualified teachers

Retention

- Teachers are allotted 60 minutes weekly to meet and plan in content areas. During these sessions teachers create unit plans, develop learning objectives, plan cohesive lessons, share best teaching practices, research and share resources, create flexible groups, analyze data, create short term goals using current data, discuss individual student academic progress, receive relevant professional development as created via individual professional development goal setting. At the end of each session they are expected to complete minutes and next steps that are shared with members of the department
- Teachers meet twice weekly during grade wide meetings to discuss the grade as a whole including academic, attendance and behavior concerns, strategies for improvement or incentives. Teachers create action plans for the grade as a whole or individual students for overall improvement or progress
- Post the initial formal observation of each teacher they are mandated to create individual SMART professional development goals that are reviewed updated bi-monthly with an administrator
- Teachers are observed informally and/or formally a minimum of twice monthly and provided with immediate feedback in regards to areas of strength and areas for improvement in alignment with Danielson's Framework. Teachers set timelines and are given resources to reference according to individual need
- Teachers are afforded the opportunity to attend outside professional development sessions focused on integrating the new CCLS into the school's curriculum (when applicable)
- Teachers are afforded the opportunity to conduct peer observations to provide constructive feedback or use best teaching practices in their classrooms
- Teachers receive professional development trainings and support from AUSSIE consultants and CFN liaisons.

Assignments

- Principal meets with individual teachers to identify their strengths, areas for improvement and knowledge of specific content area. Based on these conversations teachers are given assignments for the following school year.
- In June, all teachers are given a teacher preference survey to complete. The survey includes select grade and content area. Teachers are also able to specify if they agree to a homeroom class or assignment of professional duties.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies 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. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 Lucile Lewis/CFN 111	District 16	Borough Brooklyn	School Number 057
School Name Ron Brown Academy			

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

Principal Celeste Douglas-Wheeler	Assistant Principal Dewana Johnson
Coach Oswald Sutherland	Coach Holly deMelo
ESL Teacher Rachelle Lewis	Guidance Counselor Euphemia Cox
Teacher/Subject Area Patrick Berry/ELA	Parent Monique Barnes
Teacher/Subject Area Laura Hill	Parent Coordinator Sophia Williams
Related Service Provider Abigail Antrobus	Other Kiersten Ward/Aspiring Prin
Network Leader Lucile Lewis	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	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	233	Total Number of ELLs	6	ELLs as share of total student population (%)	2.58%
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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. 

At MS57, a 6th to 8th grade middle school with 250 students in Brooklyn's District 16 and a member of the Community LSO, the Language Allocation Policy Team is led by Ms. Celeste Douglas, Principal, and Ms. Dewana Johnson, Assistant Principal, along with Ms. Euphemia Cox, Social Worker, Mr. Oswald Sutherland, Math lead teacher, Ms. Holly DeMelo, English lead teacher, Ms. Sophia Williams, Parent Coordinator, Ms. Gwendolyn Peters, SAF, and Ms. Lucille Lewis, Network Leader.

We currently do not have a certified ESL Teacher specifically for MS 57 students. Ms. Lewis, a teacher at MS 385 licensed in ESL currently serves our six ELL students along with the rest of our teaching staff.

When a parent or guardian enrolls a student at our school, they are welcomed by our Pupil Accounting School Secretary, Ms. Laura Denice and by our bilingual, budget manager, Ms. Lillian Torres. Parents complete the Home Language Identification Survey (HLIS) with the family and student. This survey and interview lets us know what language the student uses at home. If the HLIS indicates that the child uses a language other than English, the student is administered an English proficiency test called the LAB-R (and the Spanish LAB if applicable) Performance in this test will determine whether the student will be entitled to English Language development support services.

Once the assessment is graded, the ESL Teacher notifies parents of their child's entitlement status and he plans an orientation for the parents of newly enrolled ELLs to inform them of the different ELL programs that are available throughout the city and in our school. In the orientation in September, to which parents are invited in writing and via phone and hosted by Ms. Douglas, and the rest of the LAP Team, parents have the opportunity to receive materials about ELL programs in their home language and to ask questions with assistance from a translator, if necessary. Parents have the opportunity to watch an informational video, visit the ESL classroom, and speak with ESL students. At the end of the orientation, the ESL Teacher collects the Parent Survey and Program Selection Form, where the parent indicates what program he/she is choosing for his/her child. All forms are collected at the end of session. Should the parent need more time to make a decision, our Parent Coordinator, Ms. Williams, will follow-up to ensure the return of the document.

When the parent chooses free standing ESL (pull-out model), the child is immediately enrolled in our program. When the parent chooses another instructional program, we support the parent in finding the closest school with this instructional model.

All students who are enrolled in the ESL program are formally assessed annually using the NYS English as a Second Language Achievement Test (NYSESLAT) to assess their progress in the four modalities of the English language until they acquire a certain level of proficiency that will allow them to enter a monolingual program.

After reviewing the Parent Survey and Program Selection forms for the past few years, we have seen a trend to request the ESL pull-out model, with 90% of the parents choosing this program type. Those families who do not choose the ESL pull-out model have requested the transitional bilingual model, and we have established a partnership with a nearby school who welcomes them immediately.

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	6	Newcomers (ELLs receiving service 0-3 years)	2	Special Education	0
SIFE	0	ELLs receiving service 4-6 years	3	Long-Term (completed 6 years)	1

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

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

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

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

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic

A. Programming and Scheduling Information

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?

All ELL students participate in the school-wide balanced literacy and balanced mathematics curriculum, and they are enrolled in supplemental AIS small group instruction in content area classes. They will utilize IReady for math intervention, a computer based program for struggling students and Afterschool Academy which offers flexible grouping according to individual student’s needs. They are also grouped according to needs for academic enrichment 3 times weekly for 37.5 minutes. Our beginning and intermediate students are mandated to receive 360 of ELL instruction per week and the advanced student is to receive 180 minutes per week.

We provide our English Language Learners with ELA AIS in all content areas. They are indentified in their strengths and weaknesses and placed into appropriate small groups with their peers. Their reading levels are assessed 4 times yearly and are given appropriate leveled text. We currently do not have any SIFE

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

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

Native Language Usage and Supports

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



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

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?

Our ELL students are provided ESL services during approximately four ESL pull-out periods, supplemented by ESL instruction in their monolingual classrooms. Currently, we have two students with less than 3 years as ELL's and the remaining students are 4-6 years and one student with more than six years. The majority of our students come from Spanish speaking homes, the other students home languages are Arabic

Instruction is delivered in a pull-out ESL model during 45 min. periods with small, ungraded groups of 4 to 6 students with the same language proficiency level. Students follow the same curriculum as monolingual students and the ESL Teacher collaborates with the monolingual teacher to share assessment data and next steps. In this way, students are being prepared for the transition to monolingual settings.

To ensure that the mandated number of instructional minutes is provided according to proficiency levels, the ESL teacher is given a spreadsheet with each student's NYSESLAT results and corresponding mandated ESL instructional hours. The ESL teacher develops the ESL schedule and it is approved by the principal of the school to ensure compliance. Beginner and Intermediate ESL students participate in four 45-min periods of ESL instruction a week along with ESL instruction in their literacy and content areas for four 45-min periods a week. Advanced ESL students participate in four 45-min. periods of ESL instruction as well as additional ESL strategies in their content and literacy subject areas. All students receive Native Language Arts instruction during their ESL period through direction instruction, native language libraries, and online programs to support the maintenance and growth of their first language.

ESL students receive content area instruction with a monolingual English teacher who incorporates ESL strategies throughout the day. All students participate in hands-on experiments and projects, cooperative group work, and visuals to support learning and make the content comprehensible and enrich language development.

Although we currently have no SIFE students in our school, we plan to support future SIFE students through individual learning plans that address their native language and provide one-on-one support in the major subject areas. ELL students with less than three years (newcomers) and with 4 to 6 years in the program will receive two periods of receive small group instruction in content area classes, and are invited in participate in our afterschool and Saturday school programs. Also, their teachers will be trained on English language development strategies that they must plan in their classroom instruction. Our plan for long-term ELLs includes individual plans to support their growth in the modalities that they must master on the NYSESLAT, so that they will achieve proficiency and join a monolingual program. We will align the IEP goals of students in conjunction with the NYSESLAT to ensure that they are preparing for this exam.

Our targeted intervention programs for ELLs in math, ELA, and other content areas include:

- ELA Academic Intervention Services (all language levels)
- IReady online math program (all language levels)
- Afterschool enrichment programs, such as science experiments, playwriting, and production, etc. (all language levels)
- Small group intervention (all language levels)
- Study Hall homework help three times a week (all language levels)

Programs will not be discontinued because they are having a positive impact on student achievement. ELLs are afforded equal access to all school programs because they are invited to participate in all programs and receive instruction alongside all their peers on a daily basis.

ELL students use authentic literature in literacy classrooms to support their learning and they use the same instructional materials in math and the content areas as monolingual students. Teachers support the use of these materials by creating task-specific supports and scaffolds throughout their lessons.

Although we currently have two newcomer ELL students, we do plan to invite future students to the summer orientation that we hold for students and families to orient them to the school, answer questions, take suggestions, and to learn of the expectations we hold of

students at MS57.

Our teachers create individual professional development plans related to their professional needs and teaching responsibilities. Once teachers choose their goals, they are invited to meet these goals through study groups, professional development workshops, and other learning opportunities. Our ELL Support Specialist plans and provides professional development opportunities for our teachers throughout the year and we host visits to nearby high schools for ELL students to choose schools that are most appropriate for their needs and interests.

At our school, we value and support parental involvement, especially related to the parents of ELL students. Our ELL families are invited to all school events and they are especially invited to attend our ELL information sessions and to visit our ELL classroom. We plan and conduct parental engagement activities related to ARIS, literacy, and parenting to attract the participation of ELL families.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

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?

All correspondence for parents are written in both English and Spanish. Parents are invited to attend PTA meetings, parent workshops and all student body affairs/events. The parents of English Language Learners are invited to all of our workshops and activities, including Parent-Teacher Conferences, Computer Literacy, Family Book Club, and Curriculum Showcases. Spanish translation services are provided by our school secretary. Parents are asked to complete homeschool surveys to better their needs and aide the school in developing workshops

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
Intermediate(I)								0	1					1
Advanced (A)									2					2
Total	0	0	0	0	0	0	2	1	3	0	0	0	0	6

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

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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)									

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
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.

In the NYS Math and ELA Exams, our students earned scores in the range of 1 to 2 and took all of the assessments in English. Our students are equally divided in the 2010-2011 NYSESLAT scoring levels with two students achieving beginner, three students at intermediate levels and 1 advanced. All students equally in listening and speaking and in reading and writing. The data reveals that our students need to make greater strides from year to year in the NYSESLAT exam. Most of our students are not making one year's progress on the NYSESLAT; instead they are remaining in the same proficiency level for more than one year and sometimes decreasing a level. In September students are assessed for their current independent reading levels using the DORA assessment tool and Interim Assessment (ACUITY) for math. This information helps the teachers to place them in the appropriate groups for intervention or enrichment. We compare the data for ELL students by analyzing the progress and performance levels.

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.

Budget permitting, the need for an ESL teacher specific to Ron Brown Academy would be better suited to meet the needs of the individual students and allow time for increased one to one especially for the beginning students. The ESL teacher would have additional time to assist classroom teachers with teaching practices and resource materials for the students they service. Often time, the current ESL teacher is utilized for other purposes such as classroom coverages, programming or data analysis. In addition, the bell schedules conflict which causes the ELL services to be shortened on several days

Part VI: LAP Assurances

School Name: Ron Brown Academy

School DBN: 16K057

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
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School Name: Ron Brown Academy

School DBN: 16K057

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Celeste Douglas-Wheeler	Principal		1/1/01
Dewana Johnson	Assistant Principal		1/1/01
Sophia Williams	Parent Coordinator		1/1/01
Rachelle Lewis	ESL Teacher		1/1/01
Monique Barnes	Parent		1/1/01
Patrick Berry/ELA	Teacher/Subject Area		1/1/01
Laura Hill/ELA	Teacher/Subject Area		1/1/01
Oswald Sutherland	Coach		1/1/01
Holly deMelo	Coach		1/1/01
Euphemia Cox	Guidance Counselor		1/1/01
Lucile Lewis	Network Leader		1/1/01
Kiersten Ward	Other <u>Aspiring Principal</u>		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: _____ **School Name:**

Cluster: _____ **Network:**

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.

- With an influx of Spanish speaking parents our business manager has been able to communicate with many of our parents.
- The school secretary, business manager and the parent coordinator work collaboratively to use the internet to interpret school letters or notices that are sent home weekly and/or monthly.
- The parent coordinator posts English and Spanish versions of newsletters and workshops on the parent bulletin board located in the main lobby.
- The business manager is affluent in the Spanish language and communicates with many of our Spanish speaking students and parents

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.

- We currently do not have an ESL/Bilingual ESL teacher to translate for parents and students
- During parent-teacher conferences Spanish speaking parents are unable to communicate effectively with teachers and often times they have a translator to accompany them or rely on the student to translate.
- Many of the parent workshops and meetings are limited to English speaking presenters, which effects communication with non-English speaking parents. This results in zero to low attendance from non-English speaking parents
- A parent letter was sent home in September and again in February notifying parents that they had the opportunity to request English letters translated into their native languages. There is also a poster displayed in the main office notifying parents of the same information.

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.

- As noted in Part A, we utilize the business manager quite often to translate for our Spanish speaking students and parents.
- In September the parent coordinator will begin to seek vendors that are able to provide both English and Spanish letters and workshop information to ensure we are communicating effectively with the entire population of students and parents.
- Beginning in September and on-going each letter sent home will be mailed in both English and Spanish and Arabic.

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

- As noted in Part A, the business manager is utilized to orally interpret to our Spanish speaking students and parents.
- The parent coordinator will also seek vendors who are able to provide personnel who are both English, Spanish and Arabic speaking.

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

- The school will provide each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parents Rights and Responsibilities which includes their rights regarding translation and interpretation services. Translated versions are available on the DOE website.
- The school will continuously post in a conspicuous location at or near our primary entrance in our most prominent covered languages indicating the availability of interpretation services.
- Our school safety plan will contain procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative offices solely due to language barriers