



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME:

DBN (DISTRICT/ BOROUGH/ NUMBER): **13K103**

PRINCIPAL: BEATRICE THOMPSON

EMAIL: BTHOMPS@SCHOOLS.NYC.GOV

SUPERINTENDENT: BARBARA FREEMAN

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Beatrice Thompson	*Principal or Designee	
Mary Wade	*UFT Chapter Leader or Designee	
Terese Dixon	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Rhenaye Hornsby	Member/ A.P. - Staff	
Gerry Francois	Member/ Parent	
Lynette King	Member/ Parent	
Wilson Maldonado	Member/ Parent	
Monique Mayard	Member/ Parent	
Patricia Gram	Member/ Parent	
Sharon Davis	Member/ Parent	
Eric Nicholson	Member/ Dean /Teacher - Staff	
Gillian Edwin	Member/ Teacher - Staff	

Elvis Rosario	Member/ Teacher - Staff	
Karima Massamba	Member/ Teacher - Staff	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be 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.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

Common Core Standards and Implementation

By June 2013, teams of core instructional staff members will align curriculum maps and units of study with the Common Core Learning Standards (CCLS). Using last year's work as a frame, each core department and grade team (humanities, mathematics, and science) will revise and refine their 2011-2012 units of study to include and implement two well developed Common-Core units that:

- **Include the skills outlined in the relevant 2012 -2013 SY Common Core shifts**
- **Are well aligned and integrated into each department's year long scope and sequences**
- **Assess student learning with rigorous performance tasks matched to an aligned rubric**

Comprehensive needs assessment

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

At the start of the 2011-2012 school years we began the process of aligning our instructional program so that our students would be better prepared to meet the expectations of a rigorous curriculum which would enable them to be college and career ready.

After reviewing our most recent data inclusive of our Progress Report, New York State Assessments, After School Program data, Individual Student Progress Reports, ACUITY, Teacher Team Inquiry findings, class assessments and low inference observations a need for further development and support in the areas of Curriculum Mapping, unit planning, developing a deeper understanding of Common Core Learning Standards, and implementing tasks aligned to Common Core Learning Standards was indicated.

The development of our curriculum maps and pacing with the 2012 -2013 shifts is expected to show a greater increase in students' comprehension and performance.

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) 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.
- **All instructional staff members will utilize their department and grade level common planning periods (Common Planning Time is built into the school day) to revise and develop curriculum maps to include two well developed units of study aligned to the Common Core Standards by June 2013.**

- Department teams will examine student work and, summative and formative testing results from the 2011-2012 school year to understand gaps in student knowledge or skill and inform the revision of their instructional units for the 2012 – 2013 SY.
- School Leadership and Network Achievement Coaches will provide targeted CCLS professional development opportunities for humanities, mathematics, and science teachers.
- Core subject departments and individual teachers will engage in inquiry and utilize students’ testing data, and other rubric based formative, summative and interim assessments to identify standards and corresponding indicators to support lesson development and differentiation.
- Students not meeting CCLS’ targets, and other targeted groups of students will be provided with before and/or after school remediation and enrichment opportunities.
- Teachers will be trained by the network achievement coaches to utilize Universal Design for Learning methodology when designing lessons.
- Anticipated iZone/iLearn platform(s) and supporting hardware and software will be used to supplement Core instruction for our bottom 1/3 students.
- Measuring up (Online) and its corresponding People’s Education support materials will be used in conjunction with ACUITY to baseline, provide ongoing identification, track, and differentiate specific resources to meet each student’s deficiency areas. This program also aligns and measures each student’s progress with corresponding CCLS and indicators for teacher and student use.

Strategies to increase parental involvement

- 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 11 through 15 in this CEP.

To increase parent involvement 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.
- 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.

Budget and resources 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 I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected 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).

Fair Student Funding (Tax Levy), supervisor per-session, teacher per-session, consumables are used to support this goal inclusive of the following:

- **Teacher programs have been arranged to support grade and department meetings =Budget> Fair Student Funding; T L NYSTL**
- **Supervisor and teacher per session for after school programs and differentiated professional development =Budget > Title 1 5%**
- **Additional guidance services to support the at-risk learner =Budget> Fair Student Funding**
- **Curriculum and staff development provided by consultants =Budget> Title 1 5%**
- **Participation in CFN professional development**
- **Professional instructional materials to support curriculum development during the school day and extended programs =Budget T L NYSTL**
- **Instructional materials and software for use during the school day and extended day programs =Budget> T L Software; T L NYSTL Textbooks**

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

Developing Literacy Skills Aligned to the Common Core

By June 2013, humanities and science teachers will emphasize tasks which require students to ground reading, writing, and discussion in evidence from text.

- **80% of students will effectively use evidence from text in reading, writing, and discussion by showing and increase in performance between two CCLS aligned rubrics based assessments.**

Comprehensive needs assessment

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

A review of our recent State Assessment data shows an increase in overall level III and IV ELA performance of students presently in grade 8 from 20% to 25%; grade 7 from 17% to 23%; and school wide from 18% to 23%. In addition, grade 8 science scores have significantly risen from 12% of students performing at levels III and IV to 37% of students performing at levels III and IV.

To prevent the slippage of those students performing on and above grade level and increase the performance levels of those students performing below grade level, and preparing those students in our Living Environment regents classes, we are focusing on the NYC suggested tasks and their alignment to rubric based assessments.

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) 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.
- **Teachers will revise units of study aligned to Common Core Learning Standards to incorporate multiple entry points for students to site and utilize evidence from text in their reading, writing, and discussions.**
- **While developing and executing a unit of study, grade and department teams will utilize the inquiry process to ensure each unit addresses targeted sub-groups of students and incorporate differentiated instructional strategies to meet students' needs.**
- **Teachers will work in teams with the lead teacher and achievement coaches to develop and align Common Core Learning Standards in ELA to units of study that incorporate opportunities for students to practice standards based applications and skills.**
- **School leaders, lead teachers, mentors, and Network Achievement Coaches will provide professional development around questioning and discussion techniques relating to Danielson's Framework for Teaching and Learning - 3b.**
- **ELL and IEP students will receive extracurricular support via push-in and pull-out services and instructional programs and software to supplement classroom instruction.**
- **Science classes will receive supplemental lab and manipulative materials to supplement Common Core non-fiction instructional initiatives.**
- **Students will receive incentives inclusive of special field trips and technology for exceeding their specified goals.**

Strategies to increase parental involvement

- 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 11 through 15 in this CEP.

To increase parent involvement 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.
- 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.

Budget and resources 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 X Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected 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).

Fair Student Funding (Tax Levy), supervisor persession, teacher per-session, consumables are used to support this goal inclusive of the following:

- **Teacher programs have been arranged to support grade and department meetings = Budget FSF Title 1; 5%**
- **Supervisor and teacher per session for after school programs and differentiated professional development = Budget FSF(fair student funding)**
- **Additional guidance services to support the at-risk learner = Budget FSF; Title 1; 5%**
- **Curriculum and staff development provided by consultants = Title 1 5%**
- **Participation in CFN Professional Development = Title 1 5%**
- **CFN achievement coach**
- **Professional instructional materials to support curriculum development during the school day and extended programs = TL Nystl; FSF**
- **Instructional materials and software for use during the school day and extended day programs = TL Nystl software; Textbooks**
- **Student Incentives – inclusive of trips, celebrations, food vouchers, gift certificates, technology devices = TL Nystl Hardware; TL SWP**

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

Developing Math Fluency Aligned to the Common Core

By June 2013, mathematics teachers will emphasize tasks which require students to use fluency, application, and conceptual understanding.

- **70% of students will show an increase in rubric based performance levels between the Fall and Spring semesters.**
- **70% of students will effectively show evidence of fluency, application, and conceptual understanding in mathematics by showing an increase in performance between two CCLS aligned rubrics based assessments.**

Comprehensive needs assessment

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

A review of our recent State Assessment data shows a decrease in overall level III and IV mathematics performance of students presently in grade 8 from 40% to 32%; grade 7 from 20% to 13%; and school wide from 33% to 25%.

Based on our NYC Progress Report, New York State Assessments, Extra Curricular Program Data, Individual Student Progress Reports, ACUITY, and low inference observations we determined the need for Professional Development and support in Curriculum Mapping, unit planning, lesson execution, and pacing.

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) 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.
- **Teachers will revise units of study aligned to Common Core Learning Standards to incorporate multiple entry points for students to use fluency, application, and conceptual understanding.**
- **While developing and executing units of study, school leaders and, department and grade teams will utilize the inquiry process to ensure the units address targeted sub-groups of students and incorporates differentiated instructional strategies to meet students' needs.**
- **School leaders, lead teachers, mentors, and Network Achievement Coaches will provide professional development around the NYCDOE Grades 7 and 8 Mathematics Overview.**
- **Teachers will incorporate the suggested NYCDOE Grades 7 and 8 Year-Long Overviews and *bridge concepts* into their curriculum maps, units of study, tasks, and assessments.**
- **School leaders will customize an ongoing observational tool to ensure mathematics teachers receive appropriate and ongoing support relating to execution of CCL tasks.**

- **Mathematics inquiry team members will disaggregate students' formative, interim, and summative assessment data to identify patterns and trends and further differentiate instruction.**
- **Mathematics teams will be guided by administration and achievement coaches during their common planning times to utilize specific protocols for processing student work to identify patterns and trends and further differentiate instruction.**
- **Students will receive incentives inclusive of special field trips and technology for exceeding their specified goals.**

Strategies to increase parental involvement

- 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 11 through 15 in this CEP.

To increase parent involvement 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.**
- **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.**

Budget and resources 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 **X** Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected 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).

Fair Student Funding (Tax Levy, supervisor per session, teacher per-session, supplies and materials are used to support this goal inclusive of the following:

Comprehensive materials; instructional supplies; technology; consumables

- **Supervisor per session and Teacher per session for after school programs and differentiated professional development = Fair Student Fair**
- **Additional Guidance services to support the at-risk learner = Fair Student Funding**

- **Curriculum and staff development provided by consultants and Network Achievement Coaches = Title 1 SWP**
- **Professional instructional materials to support curriculum development during the regular school day = TL NYSTL Textbook ; Fair Student Funding**
- **Instructional materials and software for use during the day school and extended day programs. =Budget TLNYSTL Textbooks; TL NYSTL**

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

Teacher Support and Training

By June 2013, in addition to required formal observations, we will continue the improvement of teacher effectiveness by conducting short frequent cycles of classroom observations and provide feedback using a rubric that articulates clear expectations for teacher practice, and emphasizes 3 school-selected competencies from Charlotte Danielson's *Framework for Teaching* that support Common Core-aligned instruction.

- **85% of teachers will show improvement within or above Highly Effective, Effective, Developing, or Ineffective practice parameters measured by Spring and Fall self-reflections and written feedback provided by school leaders.**
- **Every new teacher will be visited informally at least every two weeks with informal, internal documentation of the visit and feedback provided, based on CIE Charlotte Danielson priority areas: every veteran teacher will be visited at least once a month. These visits will be documented and tracked for progress over the course of the year, and particularly for progress toward tenure.**

Comprehensive needs assessment

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

The implementation of the CCLS has prompted us to adjust teacher curriculum implementation benchmarks, surveys, and observation structures to include focused rounds inclusive of CIE Charlotte Danielson priority areas. An analysis of teacher feedback and student assessment data from the last school year and the beginning of this school year show that teachers need ongoing targeted support to develop and execute quality lessons and tasks aligned with the CCLS shifts and DOE CCLS initiatives.

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) 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.

- Leadership will review teachers' annual goals (formulated using baseline student data) and develop feedback inclusive of benchmarks and action plans for review and next steps.
- Teachers will complete quarterly self-assessments to review, revise and develop next steps for meeting their goals.
- Leadership and teachers will engage in tiered professional development and feedback focusing on the workshop model of instruction.
- Leadership will provide year long P.D. on selected components of the Danielson's Framework targeting Sub-Domains 1e, 3b, and 3d.
- Leadership and network specialist will assist teachers in developing protocols for evaluating student work and providing consistent and constructive feedback.
- Leadership will conduct frequent ongoing formal and informal classroom observations and provide written feedback and next steps to ensure lessons align to curriculum maps.
- New teachers and teachers who did not receive training during the 2011-2012 school year will receive training and coaching by a RAMAPO facilitator to assist with the implementation of classroom management strategies.

Strategies to increase parental involvement

- 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 11 through 15 in this CEP.

To increase parent involvement 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.
- 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.

Budget and resources 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 I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected 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).

Fair Student Funding (Tax Levy), Fair Student Funding; Title 1, TL NYSTL; are used to support this goal inclusive of the following:

- **Supervisor per session and Teacher per session for differentiated professional development =Budget FSF; Tax Levy; Title 1; SWP**
- **Coverage for teachers attending professional development opportunities = Budget FSF Per-session**
- **Curriculum and staff development provided by consultants and Network Achievement Coaches =Budget TL NYSTL; Title 1; SWP**
- **Professional instructional materials to support. = Budget FSF Tax Levy; TL NYSTL Software/Hardware**
- **Instructional references, materials, hardware and software for use during the day school and extended day programs =Budget TL NYSTL**

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

Comprehensive needs assessment

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

Instructional strategies/activities

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

Strategies to increase parental involvement

- 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 11 through 15 in this CEP.

Budget and resources 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 I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected 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)

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	<ul style="list-style-type: none"> -STARS Afterschool program-Students selected from Inquiry team identification -Corrective reading -Read 180-Level 1 students -Read-o-Thons -America Reads Tutors -Rosetta Stone -Kaplan test ready programs 	<ul style="list-style-type: none"> Small Group One-to-one 	<ul style="list-style-type: none"> During the school day After school Saturday
Mathematics	<ul style="list-style-type: none"> -STARS (Scholars Tutorial Afterschool Readiness Program) -Khan Academy -Integrated Algebra Tutorial -Math-o-Thons -America Reads Tutors Kaplan test ready programs 	<ul style="list-style-type: none"> Small Group One-to-one 	<ul style="list-style-type: none"> During the school day After school Saturday
Science	<ul style="list-style-type: none"> -Living Environment Tutorial & Lab Recovery -America Reads Tutors 	<ul style="list-style-type: none"> Small Group One-to-one 	<ul style="list-style-type: none"> During the school day After school Saturday
Social Studies	<ul style="list-style-type: none"> -America Reads Tutors 	<ul style="list-style-type: none"> Small Group One-to-one 	<ul style="list-style-type: none"> During the school day After school

			Saturday
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> -Time Management -Self Esteem -Self Awareness -Organizational Skills -Peer Mediation -SBST – RTI -Study Skills 	<ul style="list-style-type: none"> Small Group One-to-one 	<ul style="list-style-type: none"> During the school day After school

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.

In order to continue to attract Highly-Qualified Teachers, we will do the following:

- 1. Continue our partnership with New York University to attract their best graduates via America Reads**
- 2. Continue to use the Open Market Transfer System to attract veteran teachers who are capable and hardworking**
- 3. Continue to rely on our current teaching staff and school community to recommend quality teachers who will be a good fit for our school and our standards of excellence**
- 4. Continue to utilize our Network H.R. Director to recommend highly qualified candidates to fill vacant positions.**

To ensure that current staff becomes highly qualified, we will continue:

- 1. Weekly professional development opportunities in each department**
- 2. Weekly Instructional Grade Team meetings with a focus in professional development**
- 3. Have each of our mandated Faculty Conferences run as professional development workshops for teachers**
- 4. Have professional development in content areas as part of each monthly department meeting**
- 5. Continue to use Network Professional Development Achievement Coaches to work with teachers in need**
- 6. Continue to encourage teachers to take leadership roles (i.e. lead teacher, coach, and facilitator)**
- 7. Providing an “Open Door” policy to administration**
- 8. Continue to empower staff to develop and make instructional and school wide decisions through curriculum mapping, instructional tasks, and team memberships.**

PARENT INVOLVEMENT POLICY
For Satellite III Middle School 13K103

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
For Satellite III Middle School 13K103

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 Mr. Wladimir Pierre	District 13	Borough Brooklyn	School Number 103
School Name Satellite III			

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

Principal Beatrice Thompson	Assistant Principal Omotayo Cineus
Coach	Coach
ESL Teacher Olga Tyminska/ESL teacher	Guidance Counselor J.McGreal
Teacher/Subject Area Raquel DaSilva/ELA	Parent
Teacher/Subject Area M.Field	Parent Coordinator J. Cooper
Related Service Provider	Other Kesha Hill/speech/language
Network Leader	Other

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	266	Total Number of ELLs	22	ELLs as share of total student population (%)	8.27%
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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. 

Part II: ELL Identification Process:

1a,b. There are different steps followed for the initial identification of those students who may possibly be ELLs. These steps include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English with the parents and in the native language, and the formal initial assessment. If necessary, the licensed pedagogue or the secretary help to fill out the HLIS in order to identify the child's language proficiency. It is the responsibility of pedagogues at our school to discuss home language with the family, and provide assessments to determine eligibility for English language support services. We stress the importance of attentive engagement with parents during the home language identification process. Translation services are available during ELL identification or by a person in a school: a pedagogue, Para or a qualified pedagogue who is proficient in the language of a parent. In our school MS 103 we have pedagogues and Paras who speak Spanish, Arabic and French. This process must be completed within 10 school days of initial enrollment as per CR Part 154.

After the informal interview, initial screening and HLIS administration, if the child is identified as an eligible candidate for ESL instructional services, the ESL teacher Olga Tyminska gives the child the Language Battery Assessment (LAB-R) test to identify the child as an English Language Learner or English Proficient. The test establishes English proficiency level. Hand scores are done after administrating the LAB-R test which are kept confidential and are checked after the formal scores are shown in the system. Furthermore, if the student is a Language Learner and speaks Spanish the Spanish LAB- R is given to the student by a person in a school: a pedagogue, Para or other qualified pedagogue who is proficient in this language to determine language dominance. MS 103 informs parents of their child's placement providing parents with notifications and information and maintaining a dialouge with the parents in English or their native language.

ESL students are annually evaluated using New York State English as a Second Language Achievement Test (NYSESLAT) which is a test developed by the New York State Education Department to measure English Language Arts (ELA) proficiency levels (beginning, intermediate, advanced) of ELLs—is administered each spring. Proficiency levels determine the appropriate ratio of English to native language use. NYSESLAT is the only approved test for measuring LEP students' level of English proficiency annually to determine whether or not the student continues to be ELL. Additionally, students are given the periodic assessment tests which prepare them for the NYSESLAT. Students are being prepared throughout the school year to take NYSESLAT.

Also, the results of the ESL students who took the NYSESLAT the previous year are printed out from the ATS (RLAT) and carefully reviewed by the ESL teacher. At the beginning of the school year, after the NYSESLAT test is taken the ESL teacher analyzes the students' data and their proficiency levels in the 4 modalities reading, writing, speaking and listening so that the ESL teacher is able to see the area of strengths and weaknesses of each individual student in order to plan the instructional goals for the coming school year. MS 103 notify parents in their language of NYSESLAT outcomes and program eligibility before the beginning of the next school year.

The students who achieved proficiency receive the achievement diploma and their parents are informed by the Non- Entitlement letter from the ESL teacher. Those who have not tested out are put into the groups according to their age and English proficiency levels: Beginning, Intermediate, Advanced or Proficient. Students who transition to all-English monolingual classes receive ESL support, supported by state funds, according to CR Part 154.

1c. ESL students are annually evaluated using New York State English as a Second Language Achievement Test (NYSESLAT) which is a test developed by the New York State Education Department to measure English Language Arts (ELA) proficiency levels (beginning, intermediate, advanced) of ELLs—is administered each spring. Proficiency levels determine the appropriate ratio of English to native language use. NYSESLAT is the only approved test for measuring LEP students' level of English proficiency annually to determine whether or not the student continues to be ELL. Additionally, students are given the periodic assessment tests which prepare them for the NYSESLAT. Students are being prepared throughout the school year to take NYSESLAT.

In the beginning of the school year, after the NYSESLAT test is taken the ESL teacher analyzes the students' data and their proficiency levels in the 4 modalities reading, writing, speaking and listening so that the ESL teacher is able to see the area of strengths and weaknesses of each individual student in order to plan the instructional goals for the coming school year.

Every year there are many steps taken to ensure all ELLs receive the NYSESLAT annually. ESL teacher ensures that all ESL children receive the NYSESLAT. The results of the ESL students who took the NYSESLAT the previous year are printed out from the ATS and carefully reviewed by the ESL teacher. We run the RLAT codes in the ATS (NYSESLAT history report) to ensure that all eligible students are administered the NYSESLAT and receive their mandated hours of ESL service (NYSESLAT scores and LAB scores in the past 3 years) and RLER (students eligible to take the LAB-R or NYSESLAT, as well as NYSESLAT combined modality report (RNMR) and REXH (Exam history report). We also check ATS report the list of ELLs' to ensure all the students took LAB R, (RLAB in ATS) and that we have all the hand scores for the new admits. Also we ensure that all the students are entered correctly in BESIS every year. The pedagogues who administer NYSESLAT are ESL teacher Olga Tyminska and Ms J.Alleyne, SETTS teacher. The school administrators are involved in the testing process. When we administer the NYSESLAT, we make sure that all students have taken all four components (speaking, listening, reading and writing) and that the administration of the components are in the following sequence within the mandated timeframe: speaking, listening, reading and writing. We keep track of their attendance and offer make-up sessions.

ATS reports are used to determine NYSESLAT eligibility. One of the ATS report that determine NYSESLAT eligibility is RLER (List of students eligible to take LAB-R or NYSESLAT). Also ESL teacher checks the Home Language Code in RPOB in ensure there is no mistake, and all the language codes are correct. MS 103 notifies parents in their language of NYSESLAT outcomes and program eligibility before the beginning of the next school year. The students who achieved proficiency receive the achievement diploma and their parents are informed by the Non- Entitlement letter from the ESL teacher. Those who have not tested out are put into the groups according to their age and English proficiency levels: Beginning, Intermediate, Advanced or Proficient. Students who transition to all-English monolingual classes receive ESL support, supported by state funds, according to CR Part 154.

2. When a student is admitted to the NYC school system, parents are actively involved in the decision-making process. This multi step process ensures the identification, the appropriate placement and educational services for every child in the New York City educational system. Then, in order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. To ensure the proper communication between school and ELL parents, the HLIS are distributed according to home languages. The entitlement and non-entitlement letters are distributed to all of the parents whose children had been administered LAB-R to inform them about their child's identification within ten days of their enrollment. There is a strong collaboration between our articulation personnel and our certified ESL teacher Olga Tyminska to make sure that all new entrants are identified as eligible or not within those ten days of their initial enrollment. In addition, the parents of the children who scored below the cut off scores receive the letter with the ELL Parent Brochure that describes and explains all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)and Parent Survey and Program selection form teacher together with the invitation to the Parent Orientation meeting, all in their home language. They are required to be returned to the ESL teacher, and if not available, to the Parent coordinator or the classroom teacher who in return, give it back to the ESL s. In order to place an identified student in the bilingual or ESL program, an intense dialogue between the school and the parent is taking place.

During the first two weeks after the beginning of a school year, the parents of ELLs are informed about their child language assessment

and invited to the Parent Orientation meeting. Parents who cannot attend are given the options to reschedule an appointment and attend a make-up parent orientation session. We have teachers and paras who assist us with the translations with parents and whenever needed, ELL parents are provided with an access to the Translation and Interpretation Services, and the documents in their native languages. Interpretation services are a daily help in communication between school staff and parents. During a meeting parents view a parent information CD, or watch it online where program placement options are presented with clarity and objectivity(Transitional Bilingual, Dual Language, Freestanding ESL) and are available in nine languages. After they watch a video the ESL teacher discusses with parents the choices, the different programs available and describes the plans(Transitional Bilingual, Dual Language or Freestanding ESL). The Parents/Guardians are given an opportunity to ask questions so that they can make an informed placement selection. The parents/ guardians are told to read the survey, make their selection and return signed documents. Children are placed as per parent choice. Our schools ensures that parents understand all three program choices. Parents are also provided with the information on the State Standards, assessments, school expectations and the general program requirements of our ESL program.

After reviewing the the Parent Survey and Program Selection forms for the past few years, the trend in program choices that parents have requested is that 100 % of them expressed their desire to have their children enrolled in a Freestanding ESL program and we are proud to say that the programs offered at our school are aligned with our parents' requests. In the past we didn't have any parents who previously chosen a TBE/DL program. If in the future we have any parents who choose these programs we would inform them about their options when the program becomes available in our school. This year was the first time when one of our parents expressed the desire for a Bilingual Program, but he is reluctant to leave our school since the Bilingual Arabic school is located far in Bronx and so far he is happy with the our Free standing ESL program. Being a beginner he benefits from our ESL pullout beginners class.

3. An entitlement letter is provided to parents to inform them about the child's identification and the child is enrolled in the appropriate program within ten days. The entitlement letters, in home languages, are handed in at the beginning of a school year, to the parents of those children who had been administered LAB-R and scored below the cut off scores. Our school ensures that entitlement letters are distributed and the Parent Survey and Program Selection forms are returned. Copies of entitlement letters and other letters are kept on file in ESL classroom and kept confidential. If the parents are not present during the Orientation and the Parent choice forms are not returned, the ELL teacher meets them on a make-up day, follows up with a personal mailing, and phone calls if necessary. All the letters are translated in the parents language. Parent coordinator, as well as other school personnel are able to access those forms and checklists throughout the year. Parents of newly enrolled ELLs are invited to two additional informational meetings as required under Part 154, they meet with an ELL teacher during the School Open Night, Parent-Teacher Conferences. The submitted forms are closely reviewed by ESL teacher in order to conform to the choice of the parents, and any requests or concerns are brought to the attention of school administrators.

4. There are many criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs. Students are placed in the ESL group according to their proficiency level, the results from the LAB-R and the NYSESLAT results. In order to place an identified student in the bilingual or ESL program, an intense dialogue between the school and the parent is taking place. The parents are informed about their children's placement and the letters are distributed to them in their native language. The communication or consultation activities with the parents are also in their native language. During the meetings or conversations over the phone with the parents the translation is available either Para, or a pedagogue or the translation services over the phone are used. Parents of newly enrolled ELLs are invited to two additional informational meetings as required under Part 154; they meet with an ELL teacher during the School Open Night, Parent- Teacher Conferences. The Parent Coordinator is organizing weekly parent workshops, monthly PTA meetings, and monthly Family Fun Activities. They are also provided with an access to the translation unit.

5. Parents complete the parent selection form and the school will confirm to the parental choice selections. The results of the Parent Survey and Program Selection forms for the last few years indicate that most parents choose the Freestanding ESL program. Surveys are available at the school for review in ESL classroom. In recent years, ELL parents have been reluctant to leave MS 103, and are content with their final choice. All parent - related documents can be found in the ELL parent information card.

6. The program models offered at our school is aligned with parent request. Most of the parents choose Freestanding ESL program and they are content with their final choice. To build alignment between parent choice and program offerings we give them sufficient information about the program and explain the benefits of choosing the program of their choice for their children. Because of the low number of ELL population at MS 103, Freestanding ESL is the only program offered. Surveys are available at school for review. Later parents are notified about their childrens' placement in ESL program and the ELLs are placed in the groups (Beginners, Intermediate or

Advanced) according to their age and the English proficiency level.

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 <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														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	22	Newcomers (ELLs receiving service 0-3 years)	14
SIFE		ELLs receiving service 4-6 years	3
		Special Education	4
		Long-Term (completed 6 years)	5

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										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
Dual Language										0
ESL	14		2	3		1	5		2	22
Total	14	0	2	3	0	0	5	0	2	22

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

C. Home Language Breakdown and ELL Programs

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

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							4	2	1					7
Chinese														0
Russian														0
Bengali							1	2						3
Urdu														0
Arabic							5	1						6
Haitian														0
French							2		2					4
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1		1					2
TOTAL	0	0	0	0	0	0	13	5	4	0	0	0	0	22

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

Programming and Scheduling information

1. Our program implements a Freestanding pull-out English as a Second Language (ESL). The language of instruction is English. Program services children daily as a part of their language development and academic instruction. In this program the ESL teacher provides ESL instruction out of class setting and students are grouped by language fluency within age parameters therefore, the program most often follows the homogenous model (same proficiency levels in one class). ELLs who spend the majority of their day in all-English content instruction are brought together from various classes for English-acquisition-focused instruction.

The program helps ELL students to achieve proficiency and attain the standards established for all students for a grade promotion and graduation. The primary goal of this program is to assist students in achieving English Language proficiency within three years. Also the goal is to amplify the literacy and academic skills of ELLs who participate in this program and to incorporate recognized and researched based ESL instructional strategies across content subject areas and to give students the skills to perform at city and state grade level in all subject areas. The school directly provides or makes referrals to appropriate support services that may be needed by ELL students in order to achieve and maintain satisfactory level of academic performance.

The ESL teacher serves her students in two schools: Ps. 56 and MS 103. The total number of students in the MS 103 is 266 . In this Freestanding pull - out ESL component we have 22 students, from grades 6-8. They range from Beginners to Advanced Proficiency levels. The number of beginners is 6 , intermediate 9 and advanced 7. All the beginning, intermediate and advance students receive daily, small group ESL instruction. The six grade population consists of 13 students, seven grade ELL population consists of 5 students, and the eighth grade ELL population consists of 4 students. The Special Education population has 4 students in the MS 103 and there is one general education student with IEP. Students with IEP are identified and served as per the IEP. Languages spoken are mostly Spanish, Arabic, French, Bengali and African dialect.

2. Organization of our staff ensures that the mandated number of instructional minutes is provided according to the proficiency levels in our ESL classes. The schedule of our ESL students is provided to our principal who approves it. In compliance with CR Part 154 all our students depending on their proficiency level receive from 180 minutes to 360 minutes per week of ESL instruction. All Beginner and Intermediate students receive two units of study of ESL which totals 360 minutes per week, and Advanced students receive one unit of ESL instruction which totals of 180 minutes. At the Advanced level of English proficiency students in all grades take one unit of ESL instruction which is 180 minutes and one unit of ELA coursework which is also 180 minutes. Students are grouped by language fluency

A. Programming and Scheduling Information

within age parameters. The program serves all students with limited English proficiency (ELL) until they achieve proficiency in the English language.

There is a constant collaboration with the ESL teacher and content area teachers. Mainstream content teachers use ELL methodologies during instruction to provide a learning classroom environment for ELL/LEP. All ELLs regardless of their level, receive in their ESL class ELA content instruction as well as other areas are taught Math, Social Studies and Science. Native language support is offered through our Spanish language classes. Getting support in their native language will help accelerate the literacy gains in both the native language and English. According to the grade, all MS 103 students receive also eighth periods of Math everyday, around 360 minutes per week. All students receive five periods of 45 minutes of Science and Social Studies a week. They receive required instruction in Technology classes, Spanish, Art, Life skills and two Physical Education a week. The school directly provides or makes referrals to appropriate support services, and instructional methods that may be needed by ELL students in order to achieve and maintain satisfactory level of academic performance.

Students in our ESL class are taught in English using ESL methodologies and native language support for a specific amount of time as determined by their NYSESLAT test, emphasizing English language acquisition. The primary goal of our program is to assist students in achieving English language proficiency within three years. Our ESL program is run by our certified ESL teacher Olga Tyminska and its purpose is to amplify the literacy and academic skills of ELLs, to incorporate recognized and research based ELS instructional strategies across content subject areas and to give students the skills to perform at city and state grade level in all subject areas.

3. Students of limited English proficiency receive the same academic content as those students who are native English speakers. The content area instructional component provides grade and age level appropriate instruction in the required content area subjects in English in a systematic and structured way, and its design to develop the cognitive skills of limited English proficient students. In order to maximize English language acquisition for ELLs, the ESL and classroom ESL teacher works closely to deliver literacy instruction as well as tailor additional content instruction to meet the needs of ELLs. To help students to progress in these programs, we utilize the following practices: Scaffolding is an essential part of the instructional delivery, such as Modeling, Bridging, Schema Building, Contextualization, Text Representation and Metacognition. We also utilize collaborative planning between ESL, ELA, Math teachers and other content area teachers for each unit. Additionally, we continue to strongly target language development across the grades and content areas, creating opportunities for active meaningful engagement. In all content areas the teachers are concerned with the language needs of ELLs and modify their instructional language and scaffold the instruction in order to ensure students understanding. Beyond explicit ESL, collaboration between teachers means that there is a consideration for the language needs of ELLs. For example, content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning. Also math teachers devote extra class time to untangling difficult word problems. Social Studies teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension. ESL teacher modifies and supplements the curriculum in accordance with ESL teaching methodologies.

4. ELLs have diverse learning needs are based on many factors, including age of literacy in the first language and English arrival, home literacy, years of formal education, immigration status, disability status and cultural expectations of school. These factors should be taken into consideration when examining performance of ELLs on standardized tests and assessments. At the beginning of their first year at school, students and their parents are informally interviewed to find out about the students' background. Those who speak Spanish at home and score at or below proficiency level on the English LAB-R, are also administered Spanish LAB-R to determine language dominance. We have many parents who speak different languages and who assist us with their translations and work throughout the year with ESL teacher and the classroom teachers. We also use over the phone translation unit if it is necessary. In regards to language, all ESL students are provided with the testing accommodations such as bilingual dictionaries and glossaries, the use of English and alternate language editions of the test or the oral test translation in a case where there is no translated edition provided by the Department. All translations are oral, direct translations of the English editions. ELL making use of alternative language editions or of oral translations may write their responses to the open-ended questions in their native language. ELL students may also use both an English and an alternative language edition of the test simultaneously. Native language dictionaries, picture dictionaries in different languages and native language books are often used in the ESL classroom. Report cards and any other information on the student is given to students and parents in their native language.

5. ELL population consists of many subgroups, and they all require differentiated instruction:

A. Programming and Scheduling Information

a) Plan for SIFE:

There is a SIFE population in our school and there is a need to:

- Provide academic intervention services as an extension of the regular school program on both push in and pull out services.
- Making an individualized student needs assessment.
- Differentiation of instruction in all areas.
- Grade appropriate instructional support materials.
- Communicate closely with the parents to monitor their children's progress.

Once SIFE students are identified, MS 103 would be monitoring the progress of those students and their scores on the NYSESLAT, ELA and Math assessments, and provide support in all content areas to differentiate instruction for literacy needs. MS 103 would make available all existing support structures such as ESL, Extended Day or Speech which could benefit the student.

b) Plan for Newcomers:

When a new student is registered in our school, we provide the following resources to facilitate the transition:

- Buddy system identifying a similar student in his/her class that will assist during the day. Finding a student who speaks the same language as ELL who can help him/her in the classroom.
- An informal student orientation.
- Encourage student to participate in After School activities and to involve the student in the girls or boys scouts program, school's band, schools celebrations and other programs.
- An informal assessment is provided to identify possible Academic Intervention programs.
- Home school communication is an important factor for our newcomers.

This year we have many newcomers. The newcomers who have been in the US schools for less than three years are provided with a variety of strategies and materials are used to aid their instruction: scaffolding, picture dictionaries, photo cards, realia, manipulatives. Those students who arrive in six grade or later are required to take ELA test after one year. In addition to the support received in ESL class, those students are required to participate in Extended Day program and Small Group Instruction. They are provided with the support that prepares them to participate in NYS assessments (e.g. ELA, Math, Science, Social Studies). Students work in small groups with their classroom teachers targeting specific areas of need. In addition, word to word dictionaries and glossaries are in place to support them during the tests as well as translated tests editions may be available.

c) Plan for ELLs receiving service 4 to 6 years. For the students who 4-6 and Long-Term students, Extension of ESL services is requested. Same support structures as above are provided.

d) Plan for Long Term ELLs:

Long terms ELLs are the large number of Ells across the grades. An analysis of their scores on the NYSESLAT, ELA and Math assessments suggests that their problem is one of reading and writing. Our action plan for this group involves:

- Monitoring the progress of students in all content areas to differentiate instruction for literacy needs.
- Encourage their participation in the school's programs to enrich their language and academic skills.
- Communicate closely with the parents to monitor their children's progress.

e) Plan for Special Needs Students:

This year we have 5 of special needs ELL students, four are in the special education classrooms and one is in the general education classroom and has IEP. Our policy for special needs students includes:

A. Programming and Scheduling Information

- Collaboration between the ESL teacher and IEP contact person, school psychologist and school intervention team.
- Monitoring newcomer and SIFE student for possible special needs status.
- Ensure that teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP mandates.
- Communicate closely with the parents to monitor their children's progress.
- Supporting ex-coded students, who are served as per IEP and assist teachers with communication.

As a policy for special needs students we ensure that teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP mandates. MS 103 students with special needs are integrated in the mainstream ESL program and put under the supervision of the teacher and school Health Coordinator. Based on the individual, ESL strategies and instructional methods are utilized.

6. The Freestanding ESL program follows the balanced Literacy model, the school's curriculum frameworks and ESL curriculum guides. It combines precisely leveled, print-based learning and teaching resources combined with engaging and motivating interactive multimedia technology that supports language and literacy proficiency for ELLs. It also provides an ELL component that supports the class curriculum and provides ELLs with scaffolding.

To both provide access to academic content areas and accelerate English language development teacher of ELL also use small group instruction, many scaffolding techniques, rich print environment, word walls, content areas glossaries in different languages and leveled books. Teachers use differentiated instruction and utilize visuals, games and hands-on activities to ensure the students' understanding of content area subjects while acquiring English. Everyday there is small class instruction and writing activities. Students also use technology support with the computers, leapPads, laptops and online resources. Furthermore, Teachers of ELL students use grade level books which also have the ESL component to differentiate the instruction. Professional development meetings with classroom teachers and ESL teachers are also very helpful tool of communication and resource for planning the instruction.

7. In this Freestanding ESL program ESL students are pull out from the classroom for 360 minutes for beginner and intermediate students and 180 minutes for advanced students. ESL teacher also collects data of different tests results (Acuity, Periodic Assessments, New York State tests results) which also drives the instruction for the ESL as well as the classroom teachers. In the classrooms the small group activities allow for differentiated instruction. Also, during the assessments the children are grouped according to the standards and their abilities. The school uses articulation forms as the means of communication between ESL teacher and classroom teachers in an effort to maintain alignment of curricula across the grades with the ESL instruction. The teachers also share their curriculum maps with an ESL teacher and provide modifications for ELLS in their classrooms, in the least restrictive environment. During Grade level meetings teachers discuss ELL students' strengths, weaknesses and progress. Teachers attend PDs in school as well as outside the school, special education meetings, team care meeting, IEP meetings, Parent Teacher Association meetings and others which also give them support and ideas on diverse needs and instructional strategies for our ELL students. In addition, our bilingual staff is always in place to provide additional language support for our diverse needs students.

Courses Taught in Languages Other than English ⓘ

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

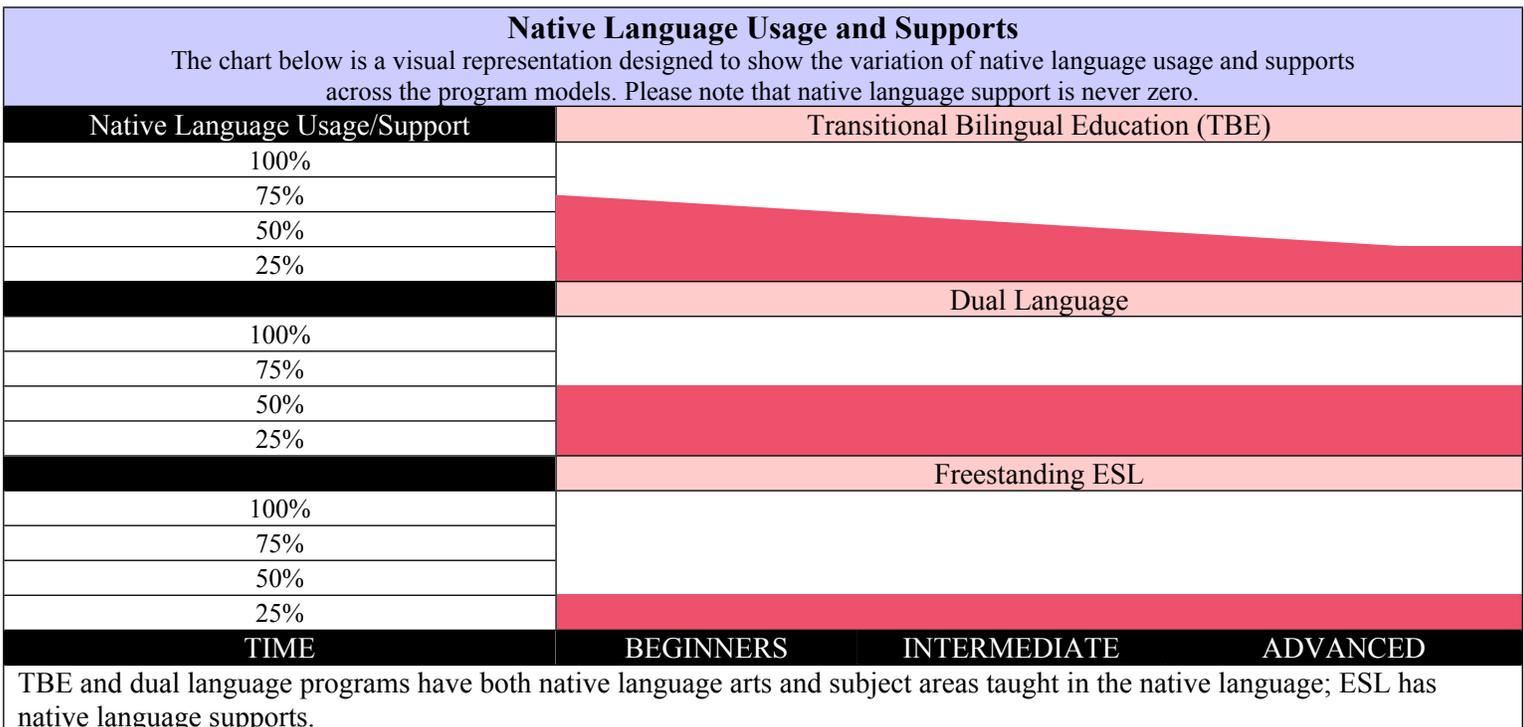
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		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



B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. Targeted intervention programs in our school for ELLs in Math, ELA and other content areas are SETS, ESL, Reading Recovery Program, Math intervention, Occupational Therapy, Physical Therapy and Speech. The language of instruction is English. The translators over the phone or our bilingual paras are used for translations if necessary. IEP evaluations and parent teachers meetings are conducted for our students with special needs. Apart from ESL program and other intervention programs the classroom teachers are concerned with the language needs of ELLs, constantly monitor students' understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning, and scaffold the instruction with visual aids such as maps, and illustrations to increase comprehension. They use Guided reading, and vocabulary quizzes to make instruction more involving and effective.

9. ELLs and former ELLs are entitled to the Testing Accommodations as per CR Part 154 Regulations. MS 103 makes all necessary arrangements in providing these accommodations. The school has a plan for transitional support for two years for ELLs reaching NYSESLAT proficiency. Former ELLs are permitted to have testing accommodations for up to two years after testing out on the NESESLAT for all the NYS tests. Also parents of former ELL students are invited to the school wide and NYC conferences and workshops. All activities and additional support offered to our ELL population is focused on their acquisition of language proficiency and academic progress.

10. This year a few apple computers were brought to the ESL class. In addition, school purchased for students new ipads and laptops. There were also some books and language games bought for ESI classrooms. In addition, we have a new printer and the scanner. RosettaStone English and Spanish language program was bought for ESL teacher to use in the classroom.

11. None of programs and services will be discontinued.

12. ELLs at MS 103 have equal access to all afterschool programs and supplemental services offered in our building. They are available to all parents and students in the school – guidance counselor, family worker, parent coordinator, speech and language therapist, social worker, and psychologist. Students take part in the community building activities. In order to support learning and foster community involvement, we use a portion of our funding to create supplementary programs for ELLs and their families and these include:

Family Celebrations: Throughout the year, parents come to the school to take part in community celebrations and the school wide events, parents' workshop and volunteering including the Monthly Spirit Days, school wide events, parents' workshops and volunteering. At these events, the school and community can come together to recognize student achievements in arts and academics. Furthermore, school is organizing many school trips where parents often participate.

Translation and Interpretation Services: These services are offered to increase the involvement of parents in the TBE program, additional funding is available to translate important policy documents, mainly in Spanish. Additionally, interpretation services are a daily help in communication between school staff and parents. Bilingual paras are available to help to communicate with students and parents.

Additional supplementary programs: Parents are also invited to sport basketball team games, and students' performances on the stage including performance of the school's band, and dance groups. The school also offers after School Enrichment program from YMCA as

well as extended day AIS program. We have ELA teachers and Special Education teachers that work closely with the ELL students in differentiated instruction to meet their required needs.

13. Instructional Materials:

The Freestanding ESL program does not use a particular text, using literacy instruction as an element within the framework of the America's Choice Workshop Model and the Literacy by Design. This includes the use of high interest / low level texts and leveled library. The exception to this pattern is where materials are used to familiarize students with the state assessments, including: Attanasio and Associates Getting Ready for the New NYSESLAT, New York State Coach: ELA and New York State Coach: Mathematics. MS 103 follows the balanced Literacy model. All the grades are using also Everyday Math program.

Students are provided with books, tapes and assisted technology to promote student achievement and success. The ESL classroom has the library level books and magazines, high interests books, content areas books for Math, ELA, social studies and science, bilingual books, large print books and poems, math and language games and activities and the cd player for listening to songs and stories that are used daily by the teacher and the students.

The ESL teacher also uses technology to support ELLs in the classroom. The ESL teacher also uses four stationary computers, laptops, ipods and technology lab, so students can use programs that help them with phonics, vocabulary, reading, writing, and math. In addition, the internet resources are used to practice math, ELA and other content areas for example, Starfall. The Wilson program is used for learning foundations in writing, spelling and phonics. The Leap Frog computers are also used to develop the students' vocabulary and the reading comprehension, as well as phonics and pronunciation.

Also content area materials are used in the classroom: chapter books, social studies books, science books, and ELA and Math content area books. The Picture dictionaries, Weber dictionaries as well as Bilingual dictionaries are also frequently used in the ESL instruction. Native language materials are used to support ELLs. Books in different languages and the bilingual picture dictionaries are available to support instruction.

14. In MS 103 there is native language support in ESL class. Students are allowed to use their native language with the teacher and/or peer to express understanding or ask for clarification. Books in the different languages, Weber dictionaries, picture dictionaries and bilingual dictionaries are available to support instruction as well as for the students to take home. As a testing accomodation, the bilingual glossaries may be provided when taking all State examinations and also the Department of Education may provide them with translated editions of some tests.

15. The required services support, and resources correspond to ELL's ages and grade levels. The services provide support needed by ESL students to achive and maintain a satisfactory level of academic performance. ELL acquire and develop English language skills while meeting their grade and age level standards in core subjects. ELL students are assessed on an ongoing basis with the help of Acuity and Periodic Assessments.

16. Our ELL population is quite small- not enough to make a subgroup population. This year we have a large six grade population and many of them are newcomers. As such, we conduct orientations with the parents as they enroll their children and after the child is identified as an eligible candidate for ESL instructional services. Although, MS 103 conducts an Orientation session to assist all the new enrolled students prior to the first day of school. Our parents and students are invited to attend and participate. In addition, there are meetings with the parent coordinator, principal and vice principal, the school secretary and other pedagogues to discuss the child's placement, to gather necessary documentation before the enrollment and to conduct the oral interview with the parent. The over the phone translation is used if necessary and bilingual paras are also available.

17. Spanish is offered as the language elective class to ELLs at MS 103.

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.

Professional Development and Support for School Staff

1. Professional development at MS 103 is provided by school staff, community learning support personnel organization, all personnel who work with ELLs : subject area teachers, common branches teachers, paraprofessionals, ESL teacher, Parent coordinator and other school personnel and it is a key component of the MS 103 . Study sessions are conducted on monthly basis. Ps. 56 provides also in-house Professional Development during Retreat Days at the end of the school year and PD conferences during the school year. Our PD meetings involve Differentiated Instruction in Literacy, Writing workshops, Math and Content Areas, data analysis to inform instruction, technology sessions that instruct ESL and content area teachers how to use online resources to make instruction more comprehensible, and looking at standards in ELA, ESL, Math, Science and Social Studies. The schools shares all resources with the ELL teacher. Workshops taken by teachers on our ESL staff have included: Scaffolding in the content areas, ESL through content areas, literacy learning for the English Language Learner, differentiation in the ESL classroom and ESL in the Mathematics and Science classroom and others. This year ESL teacher is planning to attend the following workshops: Common Core Learning Standards: Developing Standards for Mathematical Practices for ELLs and ELL K-12 Literacy Conference. Technology sessions instruct content area teachers as well as ESL teacher of how to use online resources to make instruction more comprehensible.

The student support committee (made up of guidance, lead teachers, paraprofessionals, school aide and leadership) meets to discuss the unique needs that our subgroups, including ELLs, require in order to be academically successful. The Care Team Meeting meets every other week. Special Ed Meetings are conducted every week. During the beginning of the school year transition concerns are talked about and interventions are planned. Later on during the school year, as each new student is admitted to the school, similar needs are addressed and implemented when appropriate.

ESL teacher attends the State learning standards workshops in which there is a high impact on differentiated and academic language development strategies, large conferences, targeted workshops on assessments and strategies, grade meetings, study groups, faculty conferences and grade conferences. She participates in Regional Professional Development sessions as well as in the PD meetings from school, which includes training provided by Mathematics and Literacy coaches, trainers from the Teacher College Reading and Writing Project as well as Trainers from Literacy by Design program. Also ELL teacher plans to attend a variety of off-site workshops to promote collaboration between content area and language teachers.

2. Our staff of MS 103 including ESL teacher and a guidance counselor provide parents, and the students with information about different schools, helping make the proper placement of those ELL students who transfer from junior-high school to high school. Our staff is also organizing Career Days to introduce and familiarize students with different occupations and professions which helps them to make the right choices.

3. The minimum 7.5 hours of ELL training for all staff is given every school year if needed. Each year the CEIA facilitator provides the workshops and one-on-one professional development sessions. The classroom teachers receive strategies and support with the instruction regarding ELL students. The attendance is taken and the records are kept in the teachers' files. Paste response to questions 1-3 here

E. Parental Involvement

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

Parental Involvement.

1,2. Parent involvement in our school including parents of ELLs is a key component of our every year planning. Parents of ELLs have the parents' orientation twice a year. First, at the beginning of the school year, and later during the school year. They are informed about math, NYSESLAT, ELA, science and social studies state tests, testing exemptions for ELLs, accommodation for ELLs and promotional policy for ELLs by letters, parents meetings and automated calling system. The parents come for the Open School days to meet with the teachers. The ESL teacher together with the parent coordinator designs different workshops for the parents, and invites the parents for other workshops. The parent coordinator is working in the collaboration with ESL teacher to help ESL students and to provide parents with the necessary information about the school. In MS 103 there are also Monthly Spirit days, school wide events, parents' workshop and volunteering. The students are also provided with the homework help, and leadership development team. Translations are available as needed. Bilingual paras are available to help students who speak: Arabic, Spanish, Bengali and French. We have different programs for parents and students throughout the school year such as Career Day, Book Sale, etc. and ELL parents and students are invited to participate. Also, PTA (Parent Teacher Association) meetings with parents and teachers are taking place several times per months. Parents as well as teachers use Education's Achievement Reporting and Innovation System (ARIS) where parents as well as educators go to find and study important information about ELL and other students. Ms 103 is not in partnership with agencies or Community based organizations to provide workshops or services to ELL parents but it intends to do it.

3.The needs of parents are evaluated in informal and formal ways through parents' teachers' conferences, meetings, workshops, schools events, PTA meetings, etc. The needs are also evaluated by surveys which are given to the parents during meetings: workshops, conferences and school events. The educators and administrators listen and have a conversation with parents, try to answer their questions and concerns. Parents always add valuable information about their children, their background, strengths and weaknesses, behavior and academic work, as well as a social economic situation. We are working cooperatively with them, and make students referral for different services, according to the students' needs and the parent always makes choices for their children academic and social economic growth.

4. Parental involvement activities address the needs of the parents since the parents are a part of our school community and we are closely working with them toward their children success and improvements.

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)							5	1						6
Intermediate(I)							4	1	4					9
Advanced (A)							4		3					7
Total	0	0	0	0	0	0	13	2	7	0	0	0	0	22

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	0						2						
	I							3	1					
	A							5	1					
	P							2	1	3				
READING/ WRITING	B							5						
	I							4	1	3				
	A							3	2					
	P													

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6		4	3		7
7	6	3	1		10
8		2	1		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	3		4		4				11
7	1		3						4
8	2		1						3
NYSAA Bilingual Spe Ed									0

NYS Science

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

New York State Regents Exam

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

Native Language Tests

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

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

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

After Reviewing and analyzing the assessment data, answer the following:

1. ELL students are assessed on an ongoing basis with the help with teachers' assessments and observations data to drive teaching goals and instruction. Running Records are also used which inform teachers on what and how to teach and help students with comprehension, pronunciation, spelling, and reading fluency.

2. The NYSESLAT provides us with a great amount of information about our ELLs. ELLs are making incremental gains on the assessment by moving to the next proficiency level to become language proficient. After review the NYSESLAT data, the patterns across proficiency and NYSESLAT modalities-reading/writing and listening/speaking levels reveals:

- It is the Reading and Writing skills that holds our students back from the proficiency level therefore the academic intervention is focused on writing and reading.
- Speaking is in line with general abilities for the majority of the intermediated and advanced students.
- According to the NYSESLAT test results in listening and speaking ELL students need less instructional support.
- The reports also show that an English language learners' performance on the NYSESLAT is a strong predictor of whether he or she will meet standards on the State ELA exam.
- ELLs are making steady gains on the assessment by moving from one to the next proficiency level in order to become language proficient and many of them tested out from our program.

Students were often proficient in listening and speaking, but need to work on their reading and writing skills.

After reviewing the LAB-R data, the test reveals the data pattern across proficiency level and grades. Most of the students who took LAB-R took the test in the lower grades of elementary school and were tested as beginner students. The newcomers often test on LAB-R as the beginners, but this year two of them tested as advanced students on LAB-R.

3. All activities and additional support offered to our ELL population is focused on their acquisition of language proficiency and academic progress. The patterns across NYSESLAT modalities -reading/writing and listening/speaking affect instructional instruction. According to the data report ESL students need less instructional support in speaking and listening and more in reading and writing therefore an ESL teacher and school staff concentrates on the reading and writing skills and academic intervention is focused on those areas. There is a focus on the improvement of the Reading and Writing skills especially the students on Advanced levels and Intermediate levels.

The implications for the school's LAP and instruction are derived from the strengths and needs noted in the NYSESLAT and other assessments (LAB-R, Teacher Assessments, Acuity) and informal observations. This year we are going to continue to strongly target language development across the grades and content area for ESL students performing below grade level during the school day as well as extended hours. We also offer additional support in listening skills for Newcomers, including increased use technological activities in the classroom. Adjustments and improvements to our program this year will additionally include Academic Intervention Services for SIFE students and those performing below grade level during the school day as well as extended hours.

4. a) After analyzing the ELA scores of ELLs and former ELLs it was noticeable that students who are former ELLs are often outperforming the Non-ELLs students across the grades. Beginning ELLs, who are taking the ELA after one year, are mostly scoring low on the ELA. It is also often noticeable that ELLs who are taking the ELA after one year, are mostly scoring below 640 on the ELA, and making better progress in Math area. However, those students are making steady gains, and are expected to perform much better this year. In addition, the performance data in math, science and social studies shows that ELL population needs to work on their academic language skills as well as on their reading comprehension, writing and test taking strategies. Therefore, the ESL teacher is focusing on these areas in the classroom instruction. The performance on standardized tests informs ESL teacher for the future planning.

In order to assist our students in both academic achievement and assessment, there is a variety of solutions that we are working with this year. They include the following:

- Collaboration between content area and ESL teachers to create an integrated curriculum in order to develop both content and language acquisition of ELLs
- Analyze ELLs data to become well-informed about the performance of each ELL in order to make sound educational decisions (Aris)
- Provide opportunities for students to be involved in purposely conversations, to negotiate with mathematics academic language, e.g. reading and solving word problems, interactive word wall, incorporating writing as a component of the mathematics lesson, e.g. journals.
- Ensure that teachers analyze student's data to identify strength and weakness and utilize the findings to drive and differentiated instruction.
- Implement a print rich environment, use of ESL dictionaries and Glossaries in the ELA classrooms.
- Provide opportunities to convey to others problem solving strategies and the justification of their answer.
- Encourage teachers to participate in professional development opportunities focusing in instructional strategies for ELLs; such as, Quality Teaching for English Learners and Community Support Learning Organization.

ELLs are faring in tests taken in English much better as compared to the native language tests on the NYS tests grades 6-8. Only newcomers get higher score on those tests in native language.

b) School leadership and teachers are using the results of the ELL Periodic Assessment for the future planning in the instruction. The school is learning from the Periodic Assessment about the strength and weaknesses of the ELL students. The implications for the school's LAP and instruction are derived from the strengths and needs noted in the NYSESLAT and other assessments (LAB-R, ACUITY, Teacher Assessments, and informal observations).

c) In MS 103 there is native language support in ESL class. Students are allowed to use their native language with the teacher and/or peer to express understanding or ask for clarification. Books in the different languages, Weber dictionaries, picture dictionaries and bilingual dictionaries are available to support instruction as well as for the students to take home. As a testing accomodation, the bilingual glossaries may be provided when taking all State examinations, and also, the Department of Education may provide them with translated editions of some tests.

5. We don't have dual language program at MS 103.

6. The success of the program for ELLs at MS 103 is evaluated by the monitoring of student's NYSESLAT results, their movement from one proficiency level to other, and across the language modalities. In addition, the success of the program is measured based on the percentages gain of NYSESLAT result from beginner to advanced levels. Also it is strongly connected to the ELL students' academic achievements, development of their academic language, performance in their content area classes and the performance on the NYS standarized tests. Success of our language program can be also evaluated by students overall language development and cultural awareness.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: Satellite III

School DBN: 13K103

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Beatrice Thompson	Principal		
Omotayo Cineus	Assistant Principal		
J. Cooper	Parent Coordinator		
Tyminska Olga	ESL Teacher		
	Parent		
Raquel DaSilva/ELA	Teacher/Subject Area		
M.Field	Teacher/Subject Area		
	Coach		
	Coach		
J.McGreal	Guidance Counselor		
	Network Leader		
Kesha Hill	Other <u>spech/language</u>		
	Other		
	Other		
	Other		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

- Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

The Home Language Identification Survey (HLIS) is provided to the parents at the moment of the registration. Parents are being notified of all the translation services available: the DOE's Translation and Interpretation Unit and over-the-phone interpretation services. We provide the written translations of all the documents for parents informing them about the students and the workshops given to them.

The ELL Parent Information Kit (EPIC) documents in other languages are available at the DOE website:
<http://schools.nyc.gov/Academics/ELL/EducatorResources/Parent+Information.htm>

Translation resources for educators: <http://schools.nyc.gov/Offices/Translation/TipsandResources/Default.htm>

- Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Part B: Strategies and Activities

- 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.

Home Language Identification Surveys is provided at the registration. Parents are notified about whether their child has or not been tested with LAB-R test, the results, and the Parent- Teacher Orientation session for the parents of the newly enrolled students. At the orientation, parents are provided with information and choice regarding ELL programs available in New York School System. During the school year parents are informed about the upcoming city wide tests, the NYSESLAT results, and all the documents containing critical information about their child's education.

The ELL Parent Information Kit (EPIC) includes:

The Home Language Identification Survey, The ELL Parent Brochure, Parent Survey and program selection Form, Parent notifications (Entitlement, Non-entitlement, Continued entitlement, Placement, and Transition letters).

- 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.

Whenever there is need, the oral interpretation services will be provided by in-house volunteers (teacher/para that is the speaker of the other language), the relative, or over the phone interpretation services. The Translation and Interpretation Unit and the Office and ELLs provides city wide conferences for parents of current and former English Language Learners (ELLs).

The Translation and Interpretation Unit provides New York City Department of Education schools and offices with an internal resource for accessing written translation and oral interpretation services. The Translation and Interpretation Unit provides also on-site interpretation services for different events. Over-the-phone interpretation services are available to all Department of Education personnel that come into contact with limited-English-proficient parents.

Translation resources : <http://schools.nyc.gov/Offices/Translation/TipsandResources/Default.htm>

- 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>.

MS103 is responsible for providing each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. We can provide parents with translated versions of this document, in their native languages. MS 103 has posted near the primary entrance of the school a sign in each of the covered languages, indicating the availability of interpretation services. Our school's safety plan contains procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers. The Department's website provides information in each of the covered languages concerning the rights of parents to translation and interpretation services and how to access such services.