



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: URBAN ASSEMBLY UNISON SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 13k351

PRINCIPAL: JENNIFER OSTROW **EMAIL:** JOSTROW4@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
Jennifer Ostrow	*Principal or Designee	
Johanna Josaphat	*UFT Chapter Leader or Designee, SLT Chair	
Cassandra Barnes DeLeon	*PTA Designated Co-President	
N/A	DC 37 Representative, if applicable	N/A
None	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	N/A
Jana Ford	CBO Representative, if applicable	
Tashon Cooley	Member/ Parent Representative	
Judith Best	Member/ Parent Representative	
Theresa A. Gass	Member/ Parent Representative	
Samantha McRae-Najar	Member/ Parent Representative	
Amy Piller	Member/ Teacher Representative	
Drew Koncz	Member/ Assistant Principal	
Sharon Jacker	Member/ 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

Raise student achievement in literacy. Meet the national yearly growth average (4 points) for 75% of all students; exceed the national yearly growth average for 75% of students in the lowest quartile as measured by the Degrees of Reading Power (DRP) assessment.

Comprehensive needs assessment

- *56% of students entered our school performing below grade level in ELA (English Language Arts) (20% performing well below grade level). Additionally, 37% of our students are overage, having repeated at least one grade prior to entering our school. This data does not include our full time shared instruction students with disabilities from our D75 partners; these students comprise an additional 9% of our population.*

Instructional strategies/activities

- *Administer the DRP assessment three times this year (September, January and June).*
- *Implement the Learning Cultures literacy curriculum.*
- *Mandate double learning conferences (with records) and double Unison Reading groups with teacher for students in lowest quartile. Unison reading will provide instruction in phonics, vocabulary, fluency and comprehension, in addition to relational and attitudinal factors that contribute to reading achievement.*
- *Professional development will focus on the quality of reading instruction through observations, lab sites, residencies, inquiry and expert coaching.*
- *Unison Reading will be conducted by the teacher within the work time of classes. Humanities teachers will conduct Unison Reading (UR) groups for 15 minutes in each of their classes daily; Math/Science teachers will conduct one UR group.*
- *Teachers will file their UR records and these records will show evidence of the frequency and quality of reading instruction.*
- *One-one conferences will be conducted by the teachers in work time when they are not doing UR. Students in the lowest quartile, or who lack independence and fall below expected growth trajectories in reading will be seen more frequently.*
- *Continue this curriculum in Expanded Learning time program in partnership with Citizen Schools, extending the school day until 6 p.m. four days a week for all students.*

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.*
- *DRP scores are directly communicated to parents in three mailings, and discussed at conferences.*
- *Staff and parent training in Jupiter grades; align program with Learning Cultures curriculum.*
- *Strengths based conferencing approach with families (training and professional development provided to teachers to support this approach).*
- *Institute use of standards based grading system, and communication system, shared with parents via Jupiter Grades.*
- *Institute use of student led conference system during parent/teacher night.*
- *Institute special programs for at-risk students (expanded learning time, PID (Promotion In Doubt) family workshop).*
- *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.*
- *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.*

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.

 X Tax Levy Title I Title IIA Title III Grants X Other

If other is selected describe here:

American Relief and Recovery Act (ARRA) Race to the Top (RTTT) funding through Office of New Schools (ONS) and our Children's First Network (CFN).

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).*
- *Over the summer, extensive staff training was conducted to introduce teachers new to the Learning Cultures formats about the Unison Reading protocols and allow them to practice off site at a summer program with real students.*
- *Resources were allocated to pay for coaches, including Cynthia McAllister, the creator of the Learning Cultures methodology to coach staff, observe classes, provide feedback, and debrief.*
- *A wide variety of books and periodicals were ordered with the New York State Tax Levy (NYSTL) funding to allow students to choose reading materials that matched their levels and interests.*
- *A new budget allocation was set aside mid-year to create an additional section, reducing class size by hiring an additional classroom teacher to facilitate small group interactions and frequency of conferencing with individual students, especially those entering in the lowest quartile based on their test scores.*
- *Classroom set up was focused on a specific model to organize student options in an accessible, coherent form, making the expectations clear and the student goals achievable. This included information storage and sorting systems.*
- *All teachers were given iPads with applications to track student Unison Reading records to recognize progress over time and areas where improvement was needed.*

- *Network-wide protocols were established for the administration of the Degrees of Reading Power (DRP) exams and interpretation of their scores so that results can be compared across a wider pool.*

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

Build teacher capacity to align curriculum with the Common Core Learning Standards (CCLS) in response to student learning needs. All core subject teachers will deliver uniform conferencing approach that requires students to goal set against specific CCLS for their discipline by the end of first semester. Evidence of student self-assessment and CCLS standards based one/one/conferencing will be observable and documented by December 2012.

Comprehensive needs assessment

56% of students entered our school performing below grade level in ELA (20% performing well below grade level). 54% of students entered our school performing below grade level in Math (17% performing well below grade level). Additionally, 37% of our students are overage, having repeated at least one grade prior to entering our school. This data does not include our full time shared instruction students with disabilities from our D75 partners; these students comprise an additional 9% of our population.

Instructional strategies/activities

- *Summer PD institute to learn Learning Cultures curriculum including conferencing format, as well as CCLS aligned standards based grading.*
- *During the school year, residencies, lab sites, and workshops strengthen and reinforce teacher capacity to conduct quality conferences.*
- *All teachers will receive four rounds of mini-observation feedback coached in the strengths, needs, goals format. All feedback will be in the service of reinforcing Core Standards uniformity of instructional practice with a specific emphasis on student self-assessment.*
- *Observation rubrics measure and give feedback on teacher progress toward expectations for conferencing and student self-assessment*
- *Regular tallies of conference records hold teachers accountable.*

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.*
- *Staff and parent training in Jupiter grades; align program with learning cultures curriculum.*
- *Strengths based conferencing approach with families (training and professional development provided to teachers to support this approach).*
- *Institute use of standards based grading system, and communication system, shared with parents via Jupiter Grades.*
- *Institute use of student led conference system during parent/teacher night.*
- *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.*

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.

 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).
- *All teachers engaged in paid training for much of the summer, including teambuilding, awareness of social inequalities and how they can impact education, practice with the Learning Cultures formats, protocols, procedures and expectations.*
- *A Principal, Assistant Principal and lead teacher conduct classroom observations, both formal and informal coaching, and professional development residencies. This also includes time for administrators to participate directly in classes and get to know individual students and teachers. Teachers meet frequently with administrators to conduct strengths, needs, and goals conferences that directly mirror the conferences that students have with teachers. Administrators and several paid, outside instructional coaches meet with teachers as individuals and in small groups to provide supportive feedback and constructive criticism.*
- *Every Friday afternoon, there is a ninety minute block dedicated to paid professional development for all staff.*
- *Written records of student conferences are kept in classrooms for periodic review and evaluation.*
- *Resources were allocated to pay for coaches, including Cynthia McAllister, the creator of the Learning Cultures methodology to coach staff, observe classes, provide feedback, and debrief.*
- *Ample classroom and office supplies are consistently made available to staff for use in the Learning Cultures formats, including technology like a set of 40 laptops with internet access and headphones, a printer/copier in each classroom, camera projectors and iPads with keyboards for each classroom, multiple bookshelves and other storage units, etc.*

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

Deepen the faculty's capacity to deliver high quality teaching through professional development on Cynthia McCallister's Danielson aligned Learning Cultures curriculum format rubrics (www.learningcultures.net). 65% of core subject teachers will be consistently rated proficient in rubrics by January, 50% rated highly effective by June.

Comprehensive needs assessment

56% of students entered our school performing below grade level in ELA (20% performing well below grade level). 54% of students entered our school performing below grade level in Math (17% performing well below grade level). Additionally, 37% of our students are overage, having repeated at least one grade prior to entering our school. This data does not include our full time shared instruction students with disabilities from our D75 partners; these students comprise an additional 9% of our population. In total, 37% of our students have disabilities. In addition to high quality instructional strategies that support student achievement of common core standards, the learning cultures curriculum promotes the development of executive functioning skills to support achievement and healthy school culture.

Instructional strategies/activities

- *Summer teacher training (9 days) where teachers practice using the rubric based formats with expert coaching and feedback. P369 paraprofessionals included.*
- *Teachers practice SNG (strength, needs, goals) feedback protocol during teacher summer training to clarify expectations for learning and adapt to the experience of public instruction in a framework of constant corrective feedback against format rubrics.*
- *Learning Cultures Institute (LCI) Leadership Week (July 2012) where leadership practices use of Danielson aligned format rubrics through norming and feedback to observed peers using the Strength, Needs, Goals teacher conferencing document.*
- *Principal and lead teacher perform residency modeling with teacher ongoing throughout year, as well as workshops and lab sites.*
- *DRP (Degrees of Reading Power) assessment provided, including data implications meeting, given for three administrations providing progress monitoring data used to assess the effectiveness of curriculum delivery.*
- *Monthly mini observation using Danielson aligned rubrics*
- *Leadership uses SNG (strengths, needs, goals) conferencing format and protocol with teachers during the school year.*

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.*
- *Staff and parent training in Jupiter grades; align program with learning cultures curriculum.*
- *Strengths based conferencing approach with families (training and professional development provided to teachers to support this approach).*
- *Institute use of standards based grading system, and communication system, shared with parents via Jupiter Grades.*
- *Institute use of student led conference system during parent/teacher night.*

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.

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:

American Relief and Recovery Act (ARRA) Race to the Top (RTTT) funding through Office of New Schools (ONS) and our Children's First Network (CFN).

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)
- *All teachers engaged in paid training for much of the summer, including teambuilding, awareness of social inequalities and how they can impact education, practice with the Learning Cultures formats, protocols, procedures and expectations.*
- *The Principal, Assistant Principal and lead teacher conduct classroom observations, both formal and informal coaching, and professional development residencies. This also includes time for administrators to participate directly in classes and get to know individual students and teachers. Teachers meet frequently with administrators to conduct strengths, needs, and goals conferences that directly mirror the conferences that students have with teachers. Administrators and several paid, outside instructional coaches meet with teachers as individuals and in small groups to provide supportive feedback and constructive criticism.*
- *Every Friday afternoon, there is a ninety minute block dedicated to paid professional development for all staff.*
- *Written records of student conferences are kept in classrooms for periodic review and evaluation.*
- *Resources were allocated to pay for coaches, including Cynthia McAllister, the creator of the Learning Cultures methodology to coach staff, observe classes, provide feedback, and debrief.*
- *Ample classroom and office supplies are consistently made available to staff for use in the Learning Cultures formats, including technology like a set of 40 laptops with internet access and headphones, a printer/copier in each classroom, camera projectors and iPads with keyboards for each classroom, multiple bookshelves and other storage units, etc.*

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

Foster strong home-school partnership and communication. Conduct home visits to at least 50% of incoming students by November 2012. 80% of parents will log in to Jupiter grades an average of 1 time per week by June 2013.

Comprehensive needs assessment

56% of students entered our school performing below grade level in ELA (20% performing well below grade level). 54% of students entered our school performing below grade level in Math (17% performing well below grade level). Additionally, 37% of our students are overage, having repeated at least one grade prior to entering our school. This data does not include our full time shared instruction students with disabilities from our D75 partners; these students comprise an additional 9% of our population. In total, 37% of our students have disabilities. Over 75% of families qualify for free or reduced meals.

Instructional strategies/activities

- *Summer home visit training and visits during last week in July and selected weekend dates ongoing.*
- *Staff and parent training in Jupiter grades; align program with learning cultures curriculum.*
- *August orientation/team building trip to Ramapo for Children including parent volunteer chaperones.*
- *Strengths based conferencing approach with families (training and professional development provided to teachers to support this approach).*
- *Institute use of standards based grading system, and communication system, shared with parents via Jupiter Grades.*
- *Institute use of student led conference system during parent/teacher night.*
- *Institute special programs for at-risk students (expanded learning time, PID family workshop).*

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.

This goal is explicitly about increasing parental involvement. As such, all of our PIP applies directly. As stated above, we either have conducted or plan to conduct the following instructional strategies and activities:

- *Summer home visit training and visits during last week in July and selected weekend dates ongoing.*
- *Staff and parent training in Jupiter grades; align program with learning cultures curriculum.*
- *August orientation/team building trip to Ramapo for Children including parent volunteer chaperones.*
- *Strengths based conferencing approach with families (training and professional development provided to teachers to support this approach).*
- *Institute use of standards based grading system, and communication system, shared with parents via Jupiter Grades.*
- *Institute use of student led conference system during parent/teacher night.*
- *Institute special programs for at-risk students (expanded learning time, PID family workshop).*

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 dedicated staff person to serve as a liaison between the school and families. 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 dedicated staff person 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.

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.

 X Tax Levy X Title I _____ Title IIA _____ Title III _____ Grants X Other

If other is selected describe here:

American Relief and Recovery Act (ARRA) Race to the Top (RTTT) funding through Office of New Schools (ONS) and our Children’s First Network (CFN).

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).

Unison School has set aside funding for:

- *supplemental school supplies for Students in Temporary Housing,*
- *working collaboratively with parents to encourage attendance at events through distribution of MetroCards,*
- *purchase of Jupiter Grades licenses for each teacher,*
- *creation of brochures in English, Spanish, Arabic and Bengali,*
- *hiring a bilingual School Business Manager to assist in communication with Spanish speaking families,*
- *providing food for Parent Teacher Association and School Leadership Team meetings,*
- *and making parent phone calls and meetings a scheduling priority.*

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

- *Develop an expanded learning time program to extend the school day to provide academic support and enrichment for students.*

Comprehensive needs assessment

56% of students entered our school performing below grade level in ELA (20% performing well below grade level). 54% of students entered our school performing below grade level in Math (17% performing well below grade level). Additionally, 37% of our students are overage, having repeated at least one grade prior to entering our school. This data does not include our full time shared instruction students with disabilities from our D75 partners; these students comprise an additional 9% of our population. In total, 37% of our students have disabilities. Over 75% of families qualify for free or reduced meals.

Instructional strategies/activities

- *Secure a partnership with a high capacity CBO to help provide the services (summer 2012).*
- *Hire Assistant Principal to work 10 a.m. to 6 p.m. shift daily to supervise program (summer 2012).*
- *Secure grant to fund program (summer 2012).*
- *Partner with CBO to design program and train staff (summer and early fall 2012).*
- *Partner with CBO to implement and supervise program (ongoing).*

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.*
- *Hosting two annual Citizen Schools WOW! showcases throughout the year to involve parents in the apprenticeships of the students and celebrate the work done during the extended learning time programming;*
- *Summer home visit training and visits during last week in July and selected weekend dates ongoing.*
- *August orientation/team building trip to Ramapo for Children including parent volunteer chaperones.*
- *Institute special programs for at-risk students (expanded learning time, PID family workshop).*
- *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.*
- *Host educational family events/activities during Parent-Teacher Conferences and throughout the school year.*
- *Encourage meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee.*
- *Support and/or host Family Day events.*
- *Develop and distribute a school newsletter or web publication designed to keep parents informed about school activities and student progress.*
- *Provide 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.*

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.

 X Tax Levy X Title I _____ Title IIA _____ Title III X Grants X Other

If other is selected describe here:

American Relief and Recovery Act (ARRA) Race to the Top (RTTT) funding through Office of New Schools (ONS) and our Children's First Network (CFN).

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).
- *Unison School has developed a robust partnership with Citizen Schools, who have eight staff members present daily from 10am to 6pm. We have paid a significant annual fee to their non-profit to facilitate this, but additionally have allocated resources toward: providing a coach to train their staff in instructional methodology and support their behavior management. This includes one on one meetings as well as inclusion in professional development over the summer and on Friday afternoons. We have given them the majority of one of our classrooms to use as their office, they share all of our infrastructure (copy machines, internet, telephone service, supplies) and we pay for additional enrichment such as admission to programs for trips outside of the regular school day, uniforms for their sports team, and our Assistant Principal allocates much of his time toward supervision and management. Students get supper from School Foods four days a week when they stay late at school. Citizen Schools staff was included in the RAMAPO for Children retreat with incoming students and parent volunteers in August. Citizen Schools teaching fellows provide Academic Intervention Services in groups four days a week after the regular school day in collaboration with classroom teachers, who conduct individual meets with students during that time.*

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	<ol style="list-style-type: none"> 1. Double conferences (meaning that students receive at least two one-on-one conference with a teacher per month about his or her strengths, needs and goals vis-à-vis the Common Core standards) 2. One hour of tutoring and homework help after school in a group of 15 students or fewer 3. Meeting in pull-out small group reading once every two weeks around targeted standards 	<ol style="list-style-type: none"> 1. One-to-one 2. Small group 3. Small group 	<ol style="list-style-type: none"> 1. During the school day 2. After school 3. After school
Mathematics	<ol style="list-style-type: none"> 1. Double conferences (meaning that students receive at least two one-on-one conference with a teacher per month about his or her strengths, needs and goals vis-à-vis the Common Core 	<ol style="list-style-type: none"> 1. One-to-one 2. Small group 3. Small group 	<ol style="list-style-type: none"> 1. During the school day 2. After school 3. After school

	<p>standards)</p> <ol style="list-style-type: none"> 2. One hour of tutoring and homework help after school in a group of 15 students or fewer 3. Meeting in pull-out small group work once every two weeks around targeted standards 		
Science	<ol style="list-style-type: none"> 1. Double conferences (meaning that students receive at least two one-on-one conference with a teacher per month about his or her strengths, needs and goals vis-à-vis the Common Core standards) 2. One hour of tutoring and homework help after school in a group of 15 students or fewer 	<ol style="list-style-type: none"> 1. One-to-one 2. Small group 	<ol style="list-style-type: none"> 1. During the school day 2. After school
Social Studies	<ol style="list-style-type: none"> 3. Double conferences (meaning that students receive at least two one-on-one conference with a teacher per month about his or her strengths, needs and goals vis-à-vis the Common Core standards) 4. One hour of tutoring and homework help after school in a group of 15 	<ol style="list-style-type: none"> 1. One-to-one 2. Small group 	<ol style="list-style-type: none"> 1. During the school day 2. After school

	students or fewer		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ol style="list-style-type: none"> 1. Behavior conferences (one-on-one meetings in which students and teachers discuss the lagging skills behind problematic behaviors affecting the child's performance and come up with strategies and goals around social-emotional standards to help.) 2. Circle Time 	<ol style="list-style-type: none"> 1. One-on-one 2. Small group (15 or fewer) 	<ol style="list-style-type: none"> 1. Weekly 2. Daily (four times per week)

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 recruit high quality teachers, we posted for vacancies in various places, and ultimately culled through hundreds of resumes, with a special eye for teachers who had received accolades for achieving within their field. Additionally we looked at their achievement scores and student data. We attended many hiring fairs to reach all potential candidates.

To retain high quality teachers we offer a plethora of professional development, with a focus on using in house methods to ensure that our teachers are consistently collaborating and getting high quality professional support. To this end, the administration conducts residencies in which we co-teach with teachers for a week at a time, helping the teacher establish strengths, needs and goals to push the caliber of instruction. Additionally the school offers lab sites where teachers can observe one another conducting various elements of the curriculum. All of the teachers use a curriculum called Learning Cultures, which allows for coherence across classrooms, and allows staff to depend on one another for ideas and support. Finally the staff meets for an hour and a half every Friday to analyze student work and video of classrooms to critique and make suggestions going forward. These professional development sessions are based on the New York City instructional expectations as well as the National Common Core Standards. Since the curriculum calls upon teachers to keep prolific records of their student growth it also affords the opportunity to have teachers analyze this data and look for trends and ways to push the student body and the teaching staff further.

As far as assignments go, we ensure that all of our teachers are certified in the areas that they teach. This way our teachers will be able to use both their content knowledge and their pedagogical skills to make sure our students are learning the material they need to succeed. We also have a partnership with an extended learning program called Citizen Schools, whose teachers in training work alongside our teachers for one period of the day. Through this partnership our teachers can hone their own teaching skills in the process of teaching brand new teachers to the profession, who can then more effectively support our students in the after school program. As we also work with a District 75 school, we also have multiple paraprofessionals working with our students, and their collaboration with our teachers lends another layer of support.

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

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

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

Our school’s Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our

school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;

- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2012-13**

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 Doug Kneet / Jon Green	District 13	Borough Brooklyn	School Number 351
School Name Urban Assembly Unison School			

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

Principal Jennifer Ostrow	Assistant Principal Andrew Koncz
Coach Emily Jarrell	Coach type here
ESL Teacher Ian LeBlanc	Guidance Counselor type here
Teacher/Subject Area Johanna Josaphat/Humanities	Parent ?
Teacher/Subject Area Seth Kahn/ Math and Science	Parent Coordinator type here
Related Service Provider ?	Other type here
Network Leader Jon Green	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	5
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	78	Total Number of ELLs	5	ELLs as share of total student population (%)	6.41%
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Part II: ELL Identification Process

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

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

1. None of our English Language Learners are new to the NYC DOE this year, and therefore all came in with the initial intake testing and Home Language Identification Survey already completed. Our ESL teacher, Ian LeBlanc, who is familiar with all of the ELLs and their testing history, has determined that it was not necessary to administer the LAB-R to any of our current students. We intend to order the New York State English as a Second Language Achievement Test once the forms become available online, and Mr. LeBlanc will coordinate administering it to all of our ELL students annually.
2. When parents are registering their students for our school, they were informed of their options. In the future, we plan to hold annual ELL Parent meetings to give the families more information about their options, the standardized tests, and how to navigate the system.
3. We will conduct these processes during parent orientation and our principal will delegate responsibility to ensure they are returned.
4. Identified ELL students are placed in ESL program based on their English level, as determined based upon the standardized test (5th grade math and English as well as NYSESLAT) data available in ATS. All students who needed ESL support were placed in the Freestanding ESL program\
5. Because we are a brand new school in its first year, we do not have any historic data from our student population that would allow a trend in program choices to be determined.
6. Our parent requests are in alignment with the services offered at Unison School.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

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

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

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

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

C. Home Language Breakdown and ELL Programs

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

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
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

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

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							3							3
Chinese														0
Russian														0
Bengali							1							1
Urdu														0
Arabic							1							1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	5	0	0	0	0	0	0	5

Part IV: ELL Programming

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

A. Programming and Scheduling Information

content areas and accelerate English language development?

7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. a. Instruction is delivered both push-in during the regular school day, and also self contained for 1.5 hours twice a week.
1. b. Classes at Unison follow block schedules and are heterogenously grouped.
2. Our ESL program has been structured such that there is an ESL co-teacher for each of our ELLs one full school day a week, and additionally for 1.5 hours of shelter instruction a week.
3. Courses are taught in English using the Learning Cultures formats and the same instructional approach as our general education students. During ESL push-in instruction, the ESL teacher differentiates lesson content for English-language acquisition. Differentiation strategies include research and focused discussion of key content vocabulary terms; use of graphic organizers to support text analysis; guided and shared reading to support text comprehension; teacher modification of key texts to differentiate for individual students' levels; use of pre-writing graphic organizers to support text development and organization; and regular, individual conferences to review students' strengths, needs, goals, and strategies.
4. We have ordered standardized Math tests in Spanish for our ESL students. Classroom assessments are only conducted in English.
5. a. We have no SIFE students.
- b. The school's two newcomer students participate in extra individual and small-group conferences with classroom lead teachers, the ESL teacher, and other personnel (e.g., Citizen Schools cooperative teachers). These two students receive approximately three times as many minutes of individual conference instruction as the other ELLs.
- c. Intermediate students are in a section that recieves co-teaching for all academic subjects as well as an ESL teacher one full school day each week.
- d. Students who have completed six years and passed the NYSESLAT are integrated into our standard educational models. We have not long term ELL's at our school currently.
6. Content-area teacher use key texts at a variety of levels. Additionally, as part of the Learning Cultures curriculum, students choose their own content-area texts for shared collaborative reading; this supports students' use of texts at appropriate levels. The collaborative work formats integrated into the Learning Cultures curriculum (e.g. Unison Reading, multiple daily student shares, learning groups and peer revision and editing) support ELL-SWDs' English-language acquisition by providing them with immersive, developmentally appropriate native-language models and feedback. ELL-SWDs participate in frequent one-to-one learning conferences with content-area teachers and the ESL teacher. During these conferences, teachers explore concepts and language that cause students difficulty, coach students on use of appropriate learning strategies, and collaboratively revise and edit students' work for content and English language accuracy. Finally, the Humanities course content includes explicit instruction in grade-level language development strategies, such as use of root words, prefixes and suffixes, spelling, grammar, punctuation and pronunciation. This course content is differentiated supplemented and differentiated for individual students' needs during one-to-one conferences.
7. In order to facilitate the programming of mandated services for the two students classified as ELL-SWDs students are scheduled in the same official class. This scheduling ensures that they receive their mandated special education and ESL services in a general-eduction, least-restrictive environment.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

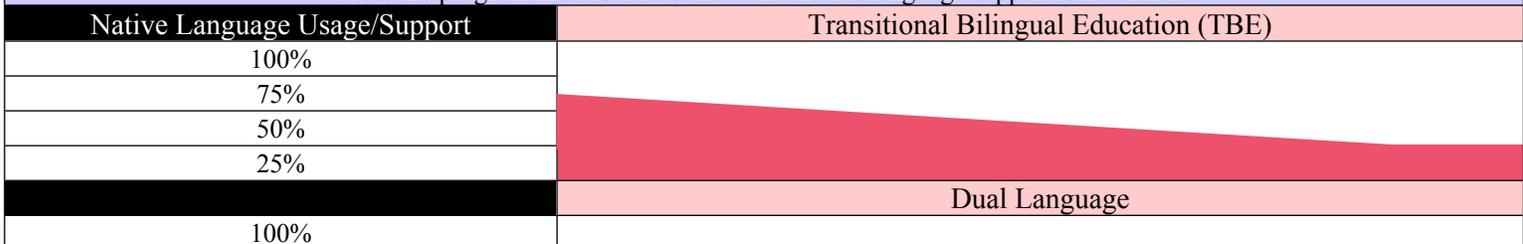
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Usage and Supports

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



75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

8. Interventions for ELLs are offered exclusively in English. They include ESL co-teaching during Math/Science and Humanities class blocks one day per week, 1.5 hours of targeted small-group ESL instruction with certified ESL teachers per week, and 15 hours of small-group academic coaching assistance from Citizen Schools cooperants per week. Academic interventions target students' learning in all core subjects, (i.e., math, science, ELA, and social studies). Topics of interventions and learning conferences are determined by students' emergent needs; intervention objectives integrate students' content-area needs with the appropriate, related English language acquisition needs. Language skills are learned as the authentic contexts of their use arise. ELLs in the newcomer/beginner subgroup receive more frequent and longer learning conferences with the ESL teachers than do ELLs in the intermediate/advanced subgroup; ELLs in the beginner/newcomer subgroup receive approximately three times more conferencing time compared to ELLs in the intermediate/advanced group.

9. All students receive a range of individualized academic support and intervention in the form of regular learning conferences, skills coaching and supplemental academic intervention services. After reaching proficiency on the NYSESLAT, post-ELL students will continue to receive language acquisition support to consolidate and further develop their English language skills.

10. In the upcoming school year, the school will hire a half-time certified ESL teacher to provide ESL services to current and incoming ELLs.

11. None; N/A.

12. Unison School has a partnership with the Citizen Schools extended learning day program where between 2:55 and 6:00pm on Monday through Thursday, all students, fully including all levels of ELLs, engage in a variety of program including small group academic support to finish classwork and begin homework, clubs ranging from arts to sports to other special interests, and apprenticeships with community members for an introduction to various exciting professional fields.

13. We have text books and supplementary reading materials in native languages, use content-area videos for students with limited English reading levels, and provide simplified language materials with visual components for our ELL students. Newcomer/beginner ELLs are provided access to native-language translations of key texts and independent reading material (when available). Electronic translation is provided when instructionally appropriate (e.g. online translators like Word Reference and Google Translate). Translating dictionaries are provided for student use during content-area classes.

14. Newcomer/beginner ELLs are provided with native-language support when instructionally appropriate. This includes verbal and written translation and explanation of key texts, access to translation dictionaries, and use of electronic translation resources, such as online translating software.

15. Yes, because all of our students are in sixth grade, all services, support, and resources are specifically geared toward sixth graders, and therefore are at an appropriate age and grade level.

16. We conduct home visits to the families of all newly enrolled students, including ELLs. Additionally, there is a two-day team building trip to RAMAPO for Children where ELL students have opportunities to get to know their peers, integrate socially, and establish norms for the school year.

17. Because we are currently just a sixth grade, there are no language electives offered to any of our students, including ELLs.

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)?

We do not have a Dual Language Program.

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.

1. Best instructional practices for high-needs students, including ELLs, special ed. and overage students, are integrated into weekly professional development sessions. Teachers receive differentiated instruction (e.g., based on their degree of experience working with high-needs students) around these best practices. The ESL team (made up of the ESL teacher and the content-area teachers who work with ELLs) conduct weekly collaborative planning sessions. During these sessions, the ESL teacher models ESL strategies and materials for the content-area teachers and consults with them on how to incorporate ESL instruction into the Learning Cultures conference and learning group formats.

2. Incoming ELLs' baseline language and academic proficiency are assessed at the beginning of the school year. When available, records of their prior academic performance are analyzed for strengths and needs. The ESL teacher and the content-area teachers who serve ELLs use this information to collaboratively create action plans to support ELLs during the initial transition to middle school.

3. Teachers and administrators, including the ESL teacher, participated in a summer PD institute to learn Learning Cultures curriculum including conferencing format, as well as CCLS aligned standards based grading.

During the school year, residencies, lab sites, and workshops strengthen and reinforce teacher capacity to conduct quality conferences. All teachers will receive four rounds of mini-observation feedback coached in the strengths, needs, goals format. ESL instructional considerations are integrated into these rounds of feedback. All feedback will be in the service of reinforcing Core Standards uniformity of instructional practice for both ELLs and non-ELLs, with a specific emphasis on student self-assessment.

Observation rubrics measure and give feedback on teacher progress toward expectations for conferencing and student self-assessment.

Teachers working with the ELL official class are evaluated on and receive feedback regarding ESL instruction.

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?

1. There are multiple opportunities for parental involvements at Unison School, for parents of ELLs and others. First, there are home visits conducted to visit incoming families over the summer before school starts. Then, there is an orientation and information session, including opportunities to visit classrooms and have a question and answer session with the Principal. We have Parent Teacher Conferences twice a year, and parents are additionally invited to visit periodically to participate in WOW!s, which are the exhibitions celebrating Citizen Schools work at the end of each session. We have a Parent Teacher Association open to all families, and a School Leadership Team. Finally, we regularly utilize Jupiter Grades, which is an online system for communication information to parents including attendance, assignments, grades, behavior issues, announcements, and the school calendar.

2. The school has the aforementioned relationship with Citizen Schools, which works with all parents, but does not work with any particular agencies or Community Based Organizations to provide workshops or services that are specifically for ELL parents.

3. As previously mentioned, members of school staff do home visits to the families of all incoming students where we ask the parents what they need and want, and can get a sense of issues the families might be facing.

4. Our parental involvement activities include bilingual staff to better address the needs of the parents of our ELLSs.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

1. We use the Degrees of Reading Power (DRP) assessment to track the reading progress of all of our students, including ELLs. We are awaiting the results of our second administration of this assessment in a few weeks. We will use that data to analyze trends. Additionally, our teachers assess students in a standards based grading and conferencing system. We've noticed that students are currently focused on comprehension and social process skills, and are pushing students toward more sophisticated genre based analysis of text.

2. Because this is still the first semester of the first year, and there are only five ELLs in total, it is difficult to discern patterns at this early point.

3. The ESL team (made up of the ESL teacher and content-area teachers who service ELLs) will analyze the results of the NYSESLAT to determine ELLs' strengths and needs. Instruction will be planned to focus on modalities/areas of greatest need. Based on informal observation of the school's ELLs, it is anticipated that the areas of greatest need will be reading and writing. In-class and after-school

instruction, coaching and conferences will be geared towards increasing ELLs' capacity in these areas of need.

4. We will conduct this analysis after receiving DRP test data.

5. At Unison School, we do not have a dual language program.

6. The success of our ELL program will be evaluated by comparing the student Degrees of Reading Power (DRP) test scores from the start and the end of the school year in addition to monitoring student classroom grades and scores on standardized tests including the NYSESLAT and state Math and ELA exams.

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.

Please note that we are a brand new school and because of our limited size and small population, we only have ESL teachers two days a week.

Part VI: LAP Assurances

School Name: <u>Urban Assembly Unison School</u>		School DBN: <u>13k351</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jennifer Ostrow	Principal		1/1/01
Andrew Koncz	Assistant Principal		1/1/01
N/A	Parent Coordinator		1/1/01
Ian LeBlanc	ESL Teacher		1/1/01
	Parent		1/1/01
Johanna Josaphat / Humaties	Teacher/Subject Area		1/1/01
Seth Kahn/ Math & Sci	Teacher/Subject Area		1/1/01
	Coach		1/1/01
N/A	Coach		1/1/01
N/A	Guidance Counselor		1/1/01
Jon Green	Network Leader		1/1/01
	Other		1/1/01
	Other		1/1/01

School Name: Urban Assembly Unison School

School DBN: 13k351

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013

Requirement under Chancellor's Regulations – for all schools

DBN: 13k351 **School Name:** Urban Assembly Unison School

Cluster: _____ **Network:** CFN 105

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

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

First, we looked at the data in ATS around the home language surveys. Then, over the summer, staff members conducted home visits to the families of as many incoming students as possible and noted any communication issues. Finally, during interactions with families at school events including orientations, parent teacher conferences, PTA and SLT meetings, and celebrations, staff members continued to observe communication interactions and note any language issues.

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

We found that the majority of our students' families can communicate comfortably in English. For those speaking other languages, Spanish was the most common language, followed by Bengali and Arabic. This was discussed with all staff at a weekly professional development meeting and reinforced as needed.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

Written materials are sent home to families in the needed languages (Spanish, Bengali or Arabic) in addition to English. Some standardized documents are already available in these languages on the NYC Department of Education website, and we have printed those out to send them home or distribute them when appropriate. Several members of our staff speak Spanish, and our bilingual School Business Manager has made written translations of important documents, including letters home, brochures, and student-specific communications, available for families in Spanish. Additionally, we have used, and plan to continue to use, the DOE's written translation unit to provide versions of family materials in Bengali and Arabic.

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

The school consistently provides oral interpretation services for Spanish speaking families provided by bilingual school staff. For Bengali and Arabic, family volunteers have been coming with parents needing interpretation services. While we have not asked an outside contractor to come for school events, phone translation services will be utilized for families as needed.

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

In addition to all of the services for families with a primary language other than English as outlined in the items above, multi-lingual posters are prominently displayed in the school building, informing parents of the translation and interpretation services at their disposal. Because our school community is so small (only 78 students total), we have been able to individually work with families to communicate their options when language services are needed. A bilingual staff member consistently answers the main phone line of the school and can answer questions about Spanish communications directly.