



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: P368K

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 75K368

PRINCIPAL: JOYCELYN NEDD

EMAIL: JNEDD@SCHOOLS.NYC.GOV

SUPERINTENDENT: GARY HECHT

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
Joycelyn Nedd	*Principal or Designee	
Robin Garber	*UFT Chapter Leader or Designee	
Celia Green	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Dianna Murray	Parent Member/PA Co-President	
Diane Haynes	UFT Member/Financial Liaison	
Lorna Perkins	UFT Member/Recording Secretary	
Nadine Remy	UFT Member/Chairperson	
Denise John Vickerie	UFT Member/Co-Chairperson	
Arzie Goodman	Parent Member	
Kimberly Morman	Parent Member/Timekeeper	
Mamie Toole	Parent Member	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

By June 2013, there will be an increase in reading achievement as evidenced by a 3% increase in the mean scale score of tested students in Grades 3-8 as measured by edperformance, standardized, formative assessments and Citywide Instructional Expectations Performance Tasks .

Comprehensive needs assessment

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

A review of the ELA results for the past three years indicates that majority of our students in grades 3-8 performed below standard. There is an increase of students who demonstrate a partial understanding of ELA knowledge and skills expected for students in grades 3-8. In 2012, 18% performed at Level 2 and 2% of students tested performed at Level 3 or above.

Instructional strategies/activities

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

Strategies/Activities

ELA instructional delivery is Balanced Literacy/Workshop Model/Block Scheduling

- 2012 Chancellor's Conference Day, Teacher teams review and analyze nySTART ELA data in order to identify key standards/performance indicators that will drive the development of the Units of Study.
- September – June, Internal/External Coaches, Teacher Teams design ELA Units of Study and pacing calendars that are based on priority state standards and performance indicators and are aligned with the CCLS.
- September – Create Units of Study (standardized assessment) using the Common Core Curriculum Maps(Bill and Melinda Gates Foundation)
- By Mid-October, teachers will conduct benchmark assessments in ECLAS, Benchmark Assessments (K-2), edperformance (Scantron Performance Series), Read 180, Qualitative Reading Inventory (QRI), Assessment of Basic Language and Learning Skills (ABLSS), Student Annual Needs Determination Inventory (SANDI), UNIQUE Learning Systems.
- Create routine Collaborative Teacher Team Schedule for meetings two times per week that are focused on looking at student work and designing performance tasks.

- Administer Fall Acuity Diagnostic Benchmark Assessment
- By November 1, identify students who will receive Academic Intervention Services (AIS) and assign teachers to work with targeted students
- Mid-November teachers build Student Assessment Binders, Teachers Assessment Binders (TAB) with data collected from assessments to monitor progress.
- Ongoing provision of opportunities for differentiated professional development.
- January/February administer Acuity to predict scores on NYS ELA exam.
- Set Schedule for Inquiry Team Meetings. Inquiry Team Members provide training and support to staff in edperformance (Scantron Performance Series), Item pool Analysis, Item Analysis, Acuity Diagnostic and Predictive, ARIS, share school wide data at Faculty Conferences and meetings.

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. \

By October and ongoing, host Parent Meet and Greet Orientation Breakfast, parent informational workshops (edperformance, ARIS, Acuity (Diagnostic and Predictive), CCLS, create calendar for school wide celebrations/events; Publishing parties, Poetry Slam, Author Study Celebrations, and parent workshops. Fall and Spring Parent Teacher Conferences. Parent Coordinator will support families and ensure that school calendar is distributed to families each month.

Budget and resources alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) X 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 RTTT Other

If other is selected describe here:

Race to the Top (RTTT) monies will be used for professional development. Support teachers with unpacking the Citywide Instructional Expectations (CIE)

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).
- Licenses for UNIQUE Learning Systems, SANDI (TEP)
- Benchmark Assessment (Fountas/Pinnell) students in grades K-2 (NYSTL)
- CCLS Text Collections in ELA and Social Studies (NYSTL)
- Core Curriculum monies to purchase iReady Diagnostic & Instruction (Grades 3-8) (NYSTL)

- Saturday, Sunday, after-school professional development (OTPS)
- Aussie Professional Development Fees (OTPS)

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

By June 2013, there will be an increase in mathematical achievement as evidenced by a 3% increase in mean scale scores for tested students in Grades 3-8 as measured by edperformance, standardized and formative assessments and Citywide Instructional Expectations Performance Tasks.

Comprehensive needs assessment

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

A review of the Math results for the past three years indicates that majority of our students in grades 3-8 performed below standard. There is an increase of students who demonstrate a partial understanding and proficient understanding of Math knowledge and skills expected for students in grades 3-8. In 2012, 32% of students tested performed at Level 2 and 2% of the students performed at Level 3.

Instructional strategies/activities

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

Strategies/Activities

- Math instructional delivery: Workshop Model/Block Scheduling
- 2012 Chancellor's Conference Day, Teacher teams review and analyzes nySTART Math data in order to identify key content strands/performance indicators that will drive the development of the Units of Study.
- September – Expand implementation of Math in Focus in Grades K-5.

- September – June, Internal/External Coaches, Teacher Teams design Math Units of Study and pacing calendars that are based on priority state strands and performance indicators and are aligned with the CCLS.
- By Mid-October, teachers will conduct benchmark assessments using a variety of assessments to include edperformance(Scantron Performance Series), Everyday/Math in Focus/Impact Math/Algebra/EQUALS pre-unit assessments.
- Create routine Collaborate Teacher Team Schedule for meetings that are focused on looking at student work and designing performance tasks.
- By November 1, identify students who will receive Academic Intervention Services (AIS) and assign teachers to work with targeted students.
- Administer Fall Acuity Diagnostic Benchmark Assessment
- Mid-November teachers build Teacher Assessment Binders (TAB) with data collected from assessments to monitor progress.
- Ongoing provision of opportunities for differentiated professional development.
- January/February administer Acuity to predict scores on NYS Math exam.
- Schedule Inquiry Team Meetings. Inquiry Team Members provide training and support to staff in edperformance (Scantron Performance Series), Item pool Analysis, Item Analysis, Acuity Predictive, ARIS; share school wide data at Faculty Conferences and meetings.
- External/School based coach supports teachers with Everyday Mathematics, Impact Math, Algebra and EQUALS content implementation
- School based coaches and Assistant Principals ensure teachers enroll and attend differentiated professional development to improve pedagogy.

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.
- By October and ongoing, host Parent Meet and Greet Orientation Breakfast, parent informational workshops, create calendar for school wide events. Parent Coordinator will support families and ensure that school calendar is distributed to families each month.
- Fall and Spring Parent Teacher Conferences
- March - Math Mardi Gras, Provide informational workshops for parents to include edperformance (Scantron Performance Series), ARIS, Acuity Diagnostic and Predictive Interpretation.

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 RTTT Other

If other is selected describe here:

Race to the Top (RTTT)

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).

Core Curriculum waiver to purchase and expand Math in Focus in Grades K-5 (OTPS)

iReady Diagnostic in Math Grades 3-8 (OTPS)

NY Achievement CCLS in Math Grades K-8 (Curriculum Associates) (OTPS)

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

By June 2013, there will be an improvement in student behaviors as evidenced by 5% decrease in inappropriate student responses to conflict as evidenced by the incident reporting data system.

Comprehensive needs assessment

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

A review of the 2011-2012 OORS data revealed a total of 22 serious incidents; 16 Level 4 and 10 Level 6. In addition, the final reading for the School Violence Transitional Index (SVTI) for 2011-2012 for the school was 2.99. This index places 368K on the Potentially Persistently Dangerous (PPD) list.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- August – school based Certified Therapeutic Crisis Intervention in Schools (TCIS) Trainer
- September- Implementation of Get Ready to Learn (GRTL) movement and self-regulation program in all standardized assessment classes.
- Mid-September – School-wide PBIS Kick-Off Celebration; schedule quarterly PBIS Boosters to maintain structure
- Conduct bi-monthly PBIS meetings to create school-wide behavioral expectations.
- Provide ongoing PBIS professional development to staff; District based, school based
- Review and share SWIS and OORS data at Administrative Cabinet and Faculty Conferences and PBIS Team Meetings
- Share SWIS Big Five Reports monthly with staff.
- PBIS Team will share minutes with school staff.
- Provide ongoing parent-workshops to keep them informed and involved.
- Design of the Units of Study for Second Step Curriculum (Anti-Bullying and Student Success Through Prevention) based on SWISS and OORS data.
- Early October - Selection of students to participate in the CHILL learn-to-snowboard program
- December-March - Selection of students to move to Less Restrictive Environment
- Ongoing the implementation of Power of Choice and the PBIS structure
- Provide bus personnel with PBIS training to include incentive menus.
- Ongoing progress monitoring of OORS, SWIS and VADIR Index

- Yearlong support from External PBIS Coach
- Ongoing professional development for clinicians in Respect for AA, Overcoming Obstacles, Cyberbullying
- Ongoing data collection for Functional Behavior Analysis (FBA) and Behavior Intervention Plans (BIP)
- Fall, Winter, Spring CHAMPS after school program.
- Monthly Safety and BRT (Building Response Team) Meetings.
- Monthly school wide celebration/achievement assemblies.
- Monthly Building Council Meetings to establish norms and expectations for co-located buildings

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.

Provide ongoing parent informational workshops to keep them informed and involved. Topics: SWIS data, Second Step Anti-Bullying curriculum etc.
 Parent and student surveys twice per year
 Quarterly distribution of SWIS Progress Reports for parents/families

Budget and resources alignment

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

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

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

Get Ready to Learn (GRTL) (OTPS)
 Purchase PBIS incentives for students ((OTPS)
 Entrance fees (i.e., Broadway Shows, Sports Events, etc.) (Project Arts)
 Professional Development (Respect for All, Cyberbullying, Overcoming Obstacles, TCIS Training)

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

Comprehensive needs assessment

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

Instructional strategies/activities

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

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

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

If other is selected describe here:

Service and program coordination

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

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

Comprehensive needs assessment

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

Instructional strategies/activities

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

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

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

If other is selected describe here:

Service and program coordination

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

ACADEMIC INTERVENTION SERVICES (AIS)

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

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<ul style="list-style-type: none"> • Wilson Foundations (systematic phonics and study of word structure) 	Whole group	During the school day
	<ul style="list-style-type: none"> • Read 180 (instructional model for struggling Middle school readers) 	Whole group, small group	During the school day
	<ul style="list-style-type: none"> • Great Leaps (reading fluency building intervention) 	One-to-one	During the school day
	<ul style="list-style-type: none"> • Step Up to Writing (multisensory color coded approach to improve writing skills) 	Independent	During the school day
	<ul style="list-style-type: none"> • Lexia Reading (skill specific practice) 	Independent	During the school day
	<ul style="list-style-type: none"> • Edmark (highly structured sight word approach) 	Independent	During the school day
	<ul style="list-style-type: none"> • Structured Methods in Language Education (SMILE) (A literacy 	One-to-one	During the school day

	<p>program for limited to non-verbal students)</p> <ul style="list-style-type: none"> • Brain POP(animated, curriculum-based content) • iReady Diagnostic in Reading (sub-skill practice) • Ready NY Achievement CCLS ELA (skill practice) 	<p>Independent</p> <p>Small group, independent</p>	<p>During the school day</p> <p>During the school day</p>
Mathematics	<ul style="list-style-type: none"> • Everyday Math Games (Drill exercises aimed primarily at building fact and operation skills) • Do the Math (compute with accuracy) • Destination Math (<i>highly interactive online practice</i>) • Brain POP(animated, curriculum-based content) • iReady Diagnostic 	<p>Small group, independent</p> <p>Small group, independent practice</p> <p>Independent practice</p> <p>Whole group</p> <p>Independent practice</p> <p>Small group and Independent</p>	<p>During the school day</p>

	(sub-skill practice)	practice	
Science	<ul style="list-style-type: none"> • Brain Pop (animated, curriculum-based content) • World Book Online • Discovery Education 	Small group and individual tutorial	During the school day
Social Studies	<ul style="list-style-type: none"> • Brain POP (animated, curriculum-based content) • World Book Online • Discovery Education • Teaching American History Resources (TAH) 	Individual and small group	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> • Positive Behavior Supports Cool Tools • Second Step Anti-Bullying Curriculum • Respect for All • Overcoming Obstacles • Cyber bullying 	Individual and small group	During the school day

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.

- Administrative team recruits and interviews candidates from a variety of sources (Teacher Finder, Teaching Fellows and HR Recommendations, Career Fairs).
- Credential review and demonstration of subject matter ensures that candidate is highly qualified. Administration requests that candidate perform a demonstration lesson before hire.
- New teachers are assigned a mentor and mentoring interactions are logged into (Mentor Tracking System (MTS))
- Provide opportunities for professional growth and leadership.
- Differentiated professional development opportunities are available for all teachers in order to improve pedagogy.

**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 Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

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

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
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.

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

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Gary Hecht	District 75	Borough Brooklyn	School Number 368
School Name P368K-Star Academy			

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

Principal Joycelyn Nedd	Assistant Principal Henry Renelus
Coach Iveliz Colon	Coach type here
ESL Teacher Katherine Loev	Guidance Counselor Peggy Alicea
Teacher/Subject Area ShirleyCastelluccio/Classroom	
Teacher/Subject Area Sarah Anderson/Classroom	Parent Coordinator Dawn Baylor
Related Service Provider Susana Musayeva	Other type here
Network Leader Arthur Fusco	Other type here

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

Total number of students in school	281	Total Number of ELLs	25	ELLs as share of total student population (%)	8.90%
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Part II: ELL Identification Process

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

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

At the time of student admission, assessments by the CSE Office have already been conducted in the child's native language and in English. In the case of an ELL, the CSE must determine if the problems being experienced by the student in school are related to the natural process of acquiring a second language. The following factors are considered and discussed when determining the appropriate language of service for students with disabilities.

During the registration process parents are greeted by our licensed certified ESL teacher, Ms. Loev, parent coordinator, Ms. Baylor, the Unit Coordinator/Assistant Principal/Guidance Counselor at the site. Parents are provided with all documentation pertaining to registration. Our ESL teacher Ms. Loev meets with parents to make an initial determination of the child's home language. This process is formalized through a Home Language Identification Survey that is available in many languages which our ESL teacher Ms. Loev reviews with the parent. Many of our trained school staff members are able to communicate with parents who speak Spanish. However, if a parent speaks a language other than Spanish, we make every effort to provide an interpreter. This survey helps the school system identify students who may have limited English language proficiency. The information from the Home Language Identification Survey is provided to the pupil accounting secretary who will make necessary ATS changes. The pupil accounting secretary maintains a list of foreign-language speaking homes so that when a memorandum is distributed, she can ensure that translated versions are provided via the Department of Education Translations Services Unit. This language reference list is also used when telephone calls are made to the home. Once potential ELLs are identified, our certified ESL teacher administers the revised Language Assessment Battery (LAB-R) test within ten days of enrollment. The LAB-R results determine students' entitlement to ELL services. Students that score below proficiency on the LAB-R become eligible for state-mandated services for ELLs.

Spanish LAB-R is administered to Spanish-speaking students, who do not pass the LAB-R, in order to determine language dominance. The assessment is administered only one time, and is administered during the same time period as the LAB-R by a bilingual (Spanish) pedagogue. Our school currently offers a Freestanding ESL program. ELL's parents who have been identified receive a letter inviting them to a parent orientation meeting. During our meetings parents view the New York Department of Education orientation video and receive information on the different programs available in New York City. The parent orientation and materials are provided in the parents' native language to the extent possible. The child is then placed in the program the parent has selected depending on availability and LAB-R results.

We are well aware that research indicates that students who are proficient in their native language will be able to transfer those skills to the second language at a faster rate. Students acquire literacy most effectively in the language most familiar to them (Brisk 2000; Faltis and Wolfe 1999). Skills used in native language acquisition (i.e. making sense of print, developing vocabulary) are skills that a child can use for faster and more successful acquisition of English Literacy, a concept known as linguistic interdependence (Cummins 1979). Because of what research has taught us, we know that a child who learns to read in his native language will become a better reader in the second language. Therefore, when conducting the Parent/Guardian Orientation we also schedule parents for a guided tour where they will visit the classes and be able to make an informed decision. The guided tours are conducted by the Unit Teacher in each site, Parent Coordinator, Guidance Counselor, and our ESL Teacher, Ms. Loev. Our goal is to assist parents in making the best instructional decision for their child.

Orientations for parents or guardians of newly enrolled ELLs are scheduled not just in the beginning of the school year but throughout the year to inform them of their child's eligibility for ELL services and to collect the forms that indicate the parent's program choice for their child. Since the state requires that ELLs be placed in the appropriate program within ten days of enrollment, getting parents this information quickly and efficiently is critical to getting their input. Our school currently has a Freestanding ESL Program available. Parents have the opportunity to receive materials like ELL Parent brochures about our ELL program in their home language, and they are given the chance to ask questions about our ELL services (with assistance from the Translation and Interpretation Unit, if necessary). Since ELL parents often speak a language other than English, our school also uses the translated materials (brochures, DVDs) provided by the Office of ELLs and services offered by the Translation and Interpretation Unit, including document translation and interpretation services, as needed. Informational and question-and-answer sessions are provided through group orientations at the beginning of the year. Our school also informs parents throughout the year in a number of ways, including one-on-one meetings, phone conversations, district presentations, or at the very least, through informational packets. Parent coordinator and other designated staff work closely with supervisors (assistant principals, ESL Teacher), network specialists, and district based ELL specialists to coordinate school events for ELL parents and deliver information to them in a timely manner.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	25	Newcomers (ELLs receiving service 0-3 years)	17	Special Education	25
SIFE	2	ELLs receiving service 4-6 years	5	Long-Term (completed 6 years)	3

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. ①

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	17	2	17	5	0	5	3	0	3	25
Total	17	2	17	5	0	5	3	0	3	25

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

C. Home Language Breakdown and ELL Programs

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

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

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Hispanic/Latino: ____	Other: ____
Native American: ____	White (Non-Hispanic/Latino): ____

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	0	2	2	2	5		3	2				1	1
Chinese										1				1
Russian														0
Bengali										1				1
Urdu														0
Arabic										1				1
Haitian						1			1			1		3
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other									1					1
TOTAL	0	2	2	2	5	1	3	2	2	3	0	2	1	25

Part IV: ELL Programming

A. Programming and Scheduling Information

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

P368K currently has a Freestanding English as a Second Language (ESL) program in heterogeneous classes which meets the CR Part 154 mandates for ESL instruction.

Students in Grades K-8, students performing at the Beginners and Intermediate levels of proficiency on the NYSESLAT will receive 360 minutes (2 units) of ESL instruction per week. Students performing at Advanced level of proficiency will receive 180 minutes (1 unit) of ESL instruction per week and 180 minutes of ELA. Students in Grades 9-12, Beginners will receive 540 minutes (3 units); Intermediate level students will receive 360 minutes (2 units); Advanced level students will receive 180 minutes of ESL instruction in addition to 180 minutes of ELA per week.

This program is already in place to provide our ELL students academic content-area instruction in English by using ESL instructional strategies and methodologies with Native language support, such as TPR, CALLA, LEA, in conjunction with the goals and objectives outlined in the students' Individualized Educational Plan (IEP). The use of native language support makes content comprehensible and at the same time by incorporating ESL strategic instruction we can help ELL students meet or exceed NYS standards. Students in freestanding ESL programs receive all instruction in English with native language support. The number of ESL instructional units that a student receives is regulated by New York State CR Part 154 regulations and determined by student English-proficiency levels (as determined by the LAB-R or NYSESLAT scores). The two recommended ESL instructional program models are the push-in and pull-out models. Our push-in/pull-out teaching adheres to the goals of our ESL program. These goals are as follows:

- To provide academic content-area instruction in English.
- To use ESL methodology and instructional strategies.
- To use native language support to make content comprehensible.
- To incorporate ESL strategic instruction.
- To assist students to achieve the state-designated level of English proficiency for their grade.
- To help ELLs meet or exceed New York State standards.

In freestanding ESL programs, language arts are taught using ESL and ELA methodologies. Content areas are taught in English using ESL strategies. Native language support is provided. To ensure core curriculum alignment, careful scheduling and planning between the

A. Programming and Scheduling Information

classroom teacher and ESL teacher are required. Push-in programs promote collaboration between the classroom teacher and the ESL teacher, decrease in-class instruction time loss and student travel time to and from the ESL classroom. The idea here is to keep English learners in the class and have an ESL teacher come into the class on a regular basis to work with ESL students on specific class assignments. In addition to this, our school also continues to utilize a push-in model by working with our ELLs during content instruction in collaboration with the classroom teacher to provide language acquisition and vocabulary support while retaining content instruction time. Our certified ESL teacher, Ms. Loev, provides the students with English instruction using ESL methodology and instructional strategies through the content areas. They also utilize Balanced Literacy Techniques using the Teachers College Reading/Writing Project mini-lesson model, Total Physical Response and the Natural Approach. The ESL teacher challenges the students by initially providing the students with low-demand linguistic tasks and work production. This process focuses on every student task, which encourages and incorporates high order thinking, reading, speaking, and writing. The Freestanding ESL participants also learn about their culture, other cultures within the school community and the United States. The ESL teacher has the flexibility to meet with different grade teachers on a regular basis so that they plan and articulate in order to maximize English language acquisition for ELLs.

Our school organization adheres to the NYS Learning Standards, NYS Common Core Standards and NYS Alternate Performance Indicators for planning and delivering instruction. To serve as guide to instructional planning and assessment, we continue to follow the English Language Arts standards. This year, our ESL teacher, Ms. Loev, will continue to plan and align her curriculum with the NYS Resource Guide for the teaching of Language Arts to English language Learners along with the NYS learning Standards for English as a Second Language Resource Guide.

Since our approach to delivering instruction to all students is to make learning fun, we will strive to provide opportunities that are multi-sensory and kinesthetic in nature. In order to provide challenging educational experiences that are meaningful and contextual, our ELL students will use material that have differentiated tasks to match their cognitive abilities, adapted books, classroom multi-cultural libraries and instructional materials that are aligned with the school's core curriculum and literatures that reflect a variety of native languages to support our ELL students. Native language support – such as using bilingual dictionaries, native language classroom libraries, technology enrichments in the native language, or buddy system is available in our freestanding ESL program.

To motivate our ELLs and to enhance their learning outcomes we will continue to emphasize the use of real objects, photographs, graphic organizers, software, ESL material, classroom libraries (inclusive of native language books), Wilson's Foundation Program, incorporating, technology, lap-top carts, adapted books such as Bookworm, listening centers with books in the students native language, “SMART Board” technologies, pictorial representation along with supportive text, digital cameras, and recorders along with augmentative communication devices. We believe that all instructional strategies must be employed and embedded in the workshop model of instruction. NYSESLAT results will guide the ESL teacher’s instructional plans. This year we are focusing on utilizing interpersonal strategies, such as group

projects/cooperative learning groups, Partnering English learners with strong English speakers, Think/Pair/Share and Encouraging participation such as classroom/public reading of personal narratives and memoirs. Finally, moving students to proficiency will include student experiences that are natural, organic, and guided with an authentic purpose.

Currently, we have 2 SIFE students. They will receive the following instructional support:

- tutoring
- a buddy student
- development of initial literacy in native language
- a nurturing environment to facilitate language production.

Our school will continue to provide supportive materials that assist the teachers in providing SIFE students the extra support they need to catch up and succeed academically, such as readers that are high interest low level and age appropriate for SIFE students.

Our instructional program for ELLs (4-6) will provide the following support:

- Provide opportunity to attend after-school program
- involve students in Positive Behavior Intervention Supports program
- Provide AIS to student
- Invite students to become a part of any special co-curricular programs
- Incorporate them into all instructional planning
- Provide Learning Leader volunteers for support in and outside the classroom, as well as afterschool.

Currently, we have one ELL newcomer. Newcomers receive services that include the following: AIS, literacy learning blocks, literacy workstations, Audio-books in the native languages, adaptive technology, tutoring, buddy student, orientation, nurturing environments to

A. Programming and Scheduling Information

facilitate language production, etc.

As part of our plan for our Long Term ELLs, they will continue to be serviced by our licensed ESL teacher. In addition, Long Term ELLs are offered the following programs to improve upon their linguistic and academic skills within the confines of their daily curricular programming:

1. Academic Interventions Services (AIS), ELA: Leapfrog, Lexia Reading, Wilson Foundations, Read 180, Step Up to Writing, Kaplan Advantage); Math: Math Steps, Do the Math: Kaplan Advantage; Cross- Curricular programs: BrainPop, Fall Harvest, Winter Wonders, Spring Fling and Summer Soiree.

In response to the State Citation, 368K provides ESL services to all ELL students as per their IEPs.

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

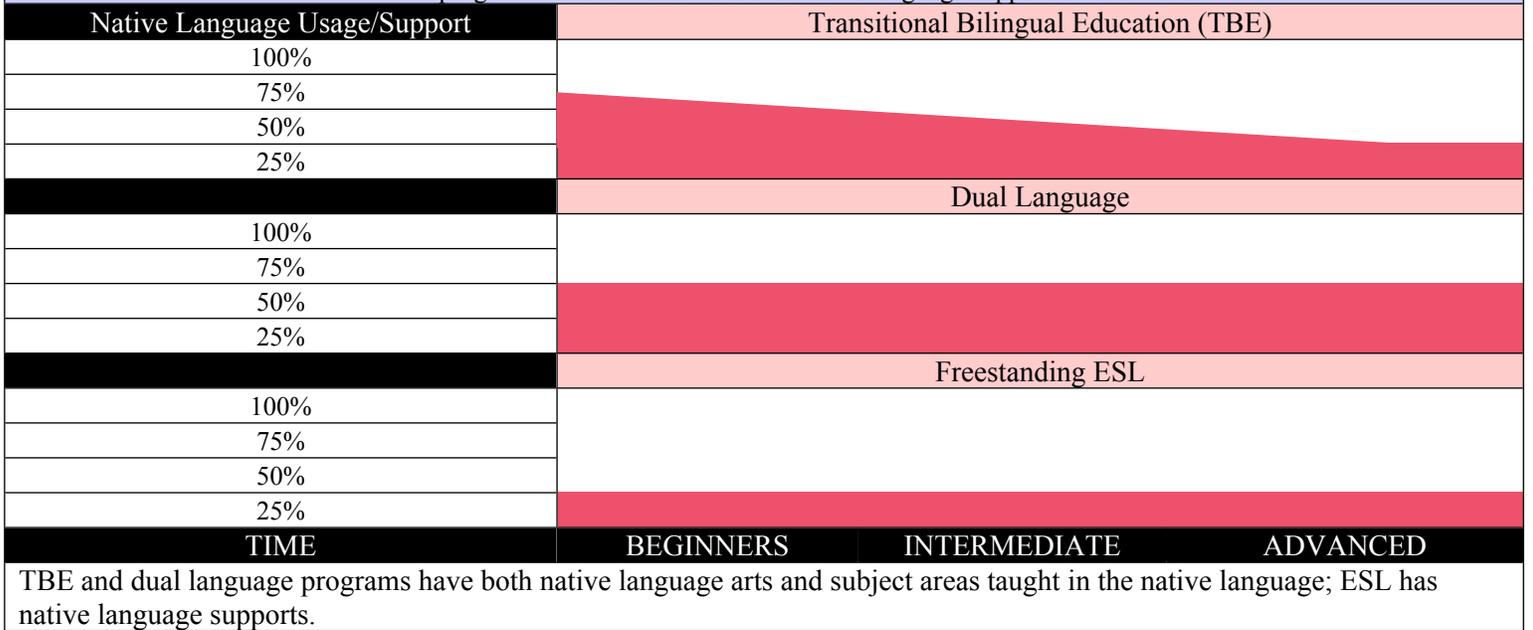
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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



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?

P368 will keep on targeting the intervention programs for the ELL students.

The following intervention programs available to our ELLs in ELA are:

- Unique Learning System is considered as a new program for the current school year. It engages teachers and students in the learning process by providing formative assessments and differentiated instruction in content areas. Teachers can quickly and continuously assess student's skills, identify areas for improvement, and create individualized learning for every student. Students learn reading, math, science, social studies and language arts skills through interactive, instructional content.

-Lexia Reading, which allows students to work independently and the software automatically detects when additional practice is needed. It provides a variety of skill-specific activities and feedback that helps each student build confidence and proficiency.

- Wilson Foundations, that provides children of varying learning abilities with a foundation for reading and spelling. It provides teachers with the skills and tools needed to present structured, sequential, and cumulative phonic/spelling program using multi-sensory teaching techniques. The program highlights systematic phonics and study of word structure" skills taught explicitly and systematically; teacher models with "Echo" the owl puppet directing students to repeat sounds, words, and sentences, and assessment students through the program.

-Read 180 is a 90-minute instructional model for struggling middle school students. The session begins and ends with 15 minutes of whole-group teacher-directed instruction/review. During the 60-minutes between the whole-group meetings, students break into three small groups that rotate among three stations.

-Step Up to Writing provides ELL students a multisensory color coded approach to improve their writing skills.

- Kaplan Advantage provides targeted and strategic review of key content of the NYS tests that is aligned to state standards. Step-by-Step methods students can use to approach all of the problems on the NYS tests.

Our ELL students have equal access to the following intervention programs in Math as well:

-Do the Math is a new program our school is implementing in this school year. It helps students develop the need to compute with accuracy, the number sense they need to reason and the ability to apply skills and reasoning to solve problems.

-Math Steps, Achieve It, Kaplan Advantage and Scantron Performance Series Tutorial Resources.

We are not planning to discontinue any ELL programs for our ELLs.

ELL students are afforded equal access to the school programs. They are invited to participate in Cross-Curricula interventions such as Brain POP, Fall Harvest, Winter Wonders, Spring Fling and Summer Soiree which are seasonal programs designed to capture instructional across all content areas, around the people, places and events directly tied to the seasons. The ELLs are also provided the physical education programs such as Mighty Milers, a track running, CHILL, an international learn-to-snowboard program for underserved youth from a variety of backgrounds, and CHAMPS which offers a wide spectrum of afterschool physical activities as well as homework help and tutoring.

Second Step Anti-Bullying Curriculum Students are taught to reduce impulsive, high-risk, and aggressive behaviors of our ELLs and increase their socio-emotional competence and other positive factors.

All required services support, teaching materials, and resources correspond to ELLs' ages and grade levels.

Our transition plan for students who no longer require Bilingual or ESL services because they have scored at the Proficient level on the NYSESLAT consists of providing support to the ELL student for up to two years with ESL/ AIS services. Former ELLs are entitled to ELL test accommodations for two years after attaining proficiency. A full range of test accommodations is available to all ELLs and to former ELLs.

The use of technology is incorporated to give students instructional support. ESL materials will be infused throughout all aspects of instruction.

The classroom library will include a variety of books on all levels that reflect the background, their native language, special needs and strengths of all ELL students. NYS ESL Standards aligned with the NYS ELA and Mathematics Standards are incorporated in the Balanced Mathematics and Literacy approach to teaching. Classroom centers are utilized in speaking, reading, writing, and listening. The following materials are also included to provide instruction: Native language books, technology, digital cameras, recording devices, multi-sensory approaches, infusion of the arts, adaptive books, Bookworm, Mayer Johnson symbols, software in Native Language/English, graphic organizers, thematic unit planning to connect art and literacy. Classroom teachers scaffold academic strategies to support students' participation in all curricula areas.

Literacy instruction is consistent with the instructional goals and objectives of the individual program design. Lessons are designed to meet standards while taking into account differentiated instruction. Ongoing assessments to collect evidence of student learning are embedded across grades and programs. ESL teacher and classroom teachers work together to evaluate student work to ascertain individual student growth. Teachers will maintain a portfolio for each student as part of the ongoing authentic assessment.

Currently we do not offer any language electives to our 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)?

N/A

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.

There are an ongoing collaborative planning sessions and grade conferences for homeroom teachers, cluster teachers, paraprofessionals, and the ESL teacher to discuss student progress, case studies and inquiries. During these cohort meetings, discussions evolve around curriculum, differentiating lesson activities and adoption of curriculum to meet student needs. ESL teacher will have opportunities to utilize professional development ideas and information after attending District meetings. The ESL teacher will provide professional development workshops (ELL Methodologies and Strategies; ESL Through Content Area Subjects) at each school site to encourage inquiries and dialogues that focus on classroom teaching practices that are inclusive. This means providing enough scaffolds to support our ELL students' cognitive academic language development in a classroom setting in our elementary, middle, and high school sites.

Recently, our ESL teacher, our Speech Therapist and our school based coach began an idea of promoting the benefits and the potential possibilities of PECS to reach out to ELL students with special high needs.

Our ESL teacher will keep abreast with the latest curriculum development and NYS Learning Standards. The ESL teacher is included in staff training and participates in collaborative teacher team (CTT) meetings to learn how to adapt curriculum/resources in Mathematics, Science, and Social Studies interweaving the NYS Learning Standards and the NYS ESL standards as topics for future professional development.

The Professional development plan for our teachers and personnel will include Jose P. Training conferences and workshops that highlight effective teaching practices by applying the 6 keys strategies of teaching a second language that can be utilized in the classroom. Our non-ELL teachers will register for a minimum 7.5 hour Jose P. Training sessions through District 75 in order to fulfill NYS requirement for ESL training. Non-ESL and bilingual teachers will learn the history of the litigation which became the means to providing students of language backgrounds other than English with equal access to learning, and will be exposed to theories of first and second language acquisition, ESL methodologies past and present, and will experience hands-on practice in the approaches and strategies used to foster second language acquisition. At the end of the sessions, teachers will receive certificates which will be kept in their teachers' files at school.

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?

Our Parent Coordinator will continue to collaborate with our assistant principals, guidance counselors, our ESL teacher to plan academic and social interventions for all our students as well as our ELL population and to support ongoing communication between home and school. Our Parent Coordinator will continue to communicate with the School Leadership Team (SLT), School Cabinet, Intervention Team as well as the parents during their PTA meetings to get input, suggestions and help develop an action plan that will best meet the academic and social needs of all our students and ELL students. Our school will provide professional development workshops for parents on issues relating to ELL learners such as Core Curriculum, Language Allocation, Academic Interventions, Promotional Criteria, NYSESLAT, etc. In addition, Parent Orientation sessions will be held for all new entrants. We will utilize these meetings to evaluate the needs and concerns of our parents. Meetings are offered both in the day and evening, giving the opportunity for working parents to become active participants. Additionally, all meetings and materials are offered in parents' native language. Parents complete a survey in which they will make informed decisions about educational programs that will best meet the needs of their children.

As part of our aggressive plan to create a strong partnership with parents of ELL, a Meet and Greet Orientation Breakfast is held at the beginning of the school year. This event offers our parents the opportunity to know about our current unit of studies in ELA, Math, Social Studies, Science, Physical Education and Art. This also allows us to gain more insights from our parents into the individual and diverse needs of our students and ELLs in both academic skills and English-language acquisition.

Parents of ELL students are also urged to attend Publishing parties, Poetry Slam, Author Study Celebration and RIF Celebrations. We also encourage our parents to attend Best Practice Fair Workshops on Scantron Performance Series, Acuity, Speech, Autism, and TEACCH methodology.

With the support of our parent coordinator, parents are regularly contacted to take part in Field Trips to Cultural Institutions, Multicultural celebrations, Exit Project Presentation, and in our annual Science Fair Exhibition. Parents are also invited to come to school as special guests/speakers during career days to talk about themselves as professionals in the working world. We strongly encourage and maintain an open line of communication between the ESL teacher and parents of ELL students to address issues, concerns and recommendations that will further support our efforts in differentiating our teaching strategies to fit their children's academic, social, and personal needs.

Meanwhile, constant assessment and evaluations of the results of our process in working with parents is vital in addressing their changing needs. We continue our collaborations with the outside community like the Common Cents-Penny Harvest which is an educational, not-for-profit organization, which specializes in creating and managing service learning programs for young people.

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)		1			2		1	2		2				8
Intermediate(I)														0
Advanced (A)														0
Total	0	1	0	0	2	0	1	2	0	2	0	0	0	8

NYSESLAT Modality Analysis

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

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA	11		10	
NYSAA Mathematics	11		11	
NYSAA Social Studies	7		6	
NYSAA Science	10		9	

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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	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?

6. Describe how you evaluate the success of your programs for ELLs.

ECLAS, ABLLS, and Unique Learning Systems benchmarks are assessment tools our school utilizes to measure the early literacy skills of our ELL students. As soon as the early literacy skills of a student are measured, a collaborative process takes place between classroom teachers, service providers and the AIS in determining the course of study that will be designed and differentiated to serve the academic, social, and emotional needs of that one student.

Twenty four ELLs students were administered the 2011 NYSESLAT in the spring and no new ELL has been administered the LAB-R. However, based on the NYSESLAT results, eight of our ELL students are simply at the beginning level in the four skill modalities. The results of seven ELLs were evaluated as invalid and nine of our ELLs received scores that were considered as OTH. A review of the NYSESLAT assessment indicates weaknesses in the areas of reading and writing and a slight strength in the skill area of listening and speaking.

These students will continue to receive English as Second Language. Our instructional decision will significantly focus on the following six strategies that are based on multiple research studies from the past decade: (1). Vocabulary and language development, (2). Guided interaction, (3). Metacognition and authentic assessment, (4). Explicit instruction, (5). Meaning-based context and universal themes, (6). Modeling, graphic organizers, and visuals. We will focus on our ELLs by constantly reflecting on our practice to address their special needs and utilize effective methods of developing their content knowledge, use of the academic language associated with math, literature, social studies, and science, and basic interpersonal communication skills in English.

Meanwhile, what our school is learning about ELLs from the Periodic Assessments is that we have to place more weight on the importance of constructing meaning which places ELLs' native language and cultural background and experiences at the center of our instruction. Therefore, we will increase the use of multicultural materials and resources. Instructional and adoptive technology will be utilized as well as student-generated materials for teaching and learning. We will motivate our ELL students to learn to read and write both in their native language (Spanish) and in English by engaging in projects that are meaningful to them like creating a bio-poem, personal narratives and interviews. This type of approach makes literacy accessible to learners by connecting their oral language, culture, and experience to meaningful literacy activities.

Our ESL program will continue to capitalize on the literacy skills and prior knowledge that our ELL students already have in their primary language. In doing so, we will be able to encourage our ELL students take risk in reading words, pictures and symbols they already know and sentences they understand, to use context from their primary/native language effectively, and to self-correct efficiently guided by their prior knowledge and personal experience.

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.

None

Part VI: LAP Assurances

School Name: <u>Star Academy</u>		School DBN: <u>368</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Joycelyn Nedd	Principal		11/1/11
Henry Renelus	Assistant Principal		11/1/11
Dawn Baylor	Parent Coordinator		11/1/11
Katherine Loev	ESL Teacher		11/1/11
	Parent		11/1/11
Shirley Castelluccio/Classroom	Teacher/Subject Area		11/1/11
Sarah Anderson/Classroom	Teacher/Subject Area		11/1/11
Iveliz Colon	Coach		11/1/11
	Coach		
Peggy Alicea	Guidance Counselor		11/1/11
Arthur Fusco	Network Leader		11/1/11
Susana Musayeva	Other <u>Speech Therapist</u>		11/1/11
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: 75K368 School Name: P368K-Star Academy

Cluster: _____ Network: 4

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.

In accordance with Section VII of Chancellor's Regulation A-663 and Parents' Bills of Rights and Responsibilities, P368K has established the procedures for ensuring that the parents of ELL students are provided with meaningful opportunity to participate in and have access to programs and services critical to their child's education. Our school's LAP team maintains database regarding our students' primary language and whether their parents require language assistance to communicate effectively with the school's and DOE offices. Currently we have students from six (6) language groups (Spanish, Haitian-Creole, Arabic, Bengali, Chinese, and Mandarin). P368K uses a variety of methods to identify language needs of parents in order to ensure that all parents are provided with appropriate and timely information on educational programs and opportunities of their children in a language they can understand. An initial determination of the child's home language is made by the ESL teacher or the school's in-take group through administering Home Language Identification Survey to a parent during the registration process. The Home Language Identification Survey forms are available in many languages. The information from the Home Language Identification Survey is provided to the school pupil accounting secretary who will enter the data into ATS. Home Language Identification Surveys are kept in students' files at school. We also refer to ATS reports for initial identification of home languages other than English. In addition, the information on parent language needs can be collected directly from parents or guardians during parent meetings, parent conferences, IEP meetings, and other school-wide parent activities. The pupil accounting secretary maintains a list of foreign-language speaking homes so that when a memorandum is distributed, she can ensure that translated versions are provided via the office of ELLs, school main office, or/and The Translation and Interpretation Unit.

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

The findings of P368K written translation and oral interpretation needs are reported to the school community through the Home Language Identification Surveys, emergency cards, and ATS reports.

According to our findings twenty five (25) ELL students and their family members represent six (6) language groups:

Spanish 18 parents

Chinese 1 parent

Mandarin 1 parent

Bengali 1 parent

Arabic 1 parent

Haitian-Creole 3 parents

Part B: Strategies and Activities

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

Our school's LAP team created a plan according to which the parents of ELL students will receive translation and interpretation services, if they require them, in a timely manner. This plan aims to develop close cooperative relationship with culturally and linguistically diverse parents/guardians.

Translations will be provided in-house by our school pupil accounting secretary, the ELL office and/or bilingual pedagogues and paraprofessionals (we have bilingual staff necessary to help our school provide written and oral translation and interpretation to parents of ELLs).

If any document needs to be translated for the ELL parents, the staff should report the LAP committee in timely manner for the assistance to be provided on time.

The translated documents are also available from the Translation and Interpretation Unit.

Our school has appropriate school signage and forms in the required languages.

P368K ensures that the parents of ELL students are provided with the translated Bill of Parents Rights and Responsibilities. The parents of new students whose primary language is other than English will receive the document during the registration process. The parents of the ELLs are provided with the translated Bill of Parents Rights and Responsibilities at the PT conference.

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.

P368K also ensures the availability of oral interpretation services to the parents of ELL students at groups or one-on-one meetings. The interpretation service aims to promote the parents' access to their child's education records and any available information in educational programs and opportunities.

Oral translations also will be provided by an in-house school staff according to our plan:

if any of our staff members doesn't speak the parents' language, he/she should obtain the assistance of an interpreter by requesting services a few days prior the meeting;
in case parents of ELL students would like to attend workshops and/or conferences, we would make every effort to have that parent's language needs met.

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>.

To accomplish the school plan of assistance for our ELLs' parents, our school's LAP team will make every effort to fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirement translation and interpretation services by reducing language barriers according to our plan:

1. We will assess the language needs of ELLs parents/guardians.
2. We will establish an in-house interpretation unit to provide language assistance to parents speaking languages other than English.
3. We will inform parents of ELLs in writing about their rights regarding translation and interpretation services in their native languages and English and instruct them on how to obtain these services.
4. We will post Interpretation Notice signs and Safety Plans Procedures near the school entrance in home languages and English telling parents where a copy of such written notification can be obtained.
5. We will translate all necessary documents in a timely manner.
6. We will provide oral interpretation services during parent-teacher conferences, parent meetings, etc.
7. We will provide assistance to parents on how to use the NYC DOE web site and other valuable resources.