

**2012-2013
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL NAME: 371K LILLIAN RASHKIS HS

DBN: 75K371

PRINCIPAL: JOAN ANTONELLI EMAIL: JANTONE@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
Joan Antonelli	*Principal or Designee	
Brenda Casey	*UFT Chapter Leader or Designee	
Annie Williams	*PA/PTA President or Designated Co-President	
Maria Garcia	DC 37 Representative, if applicable	
Asante Kemp	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	

Brian Hoyte	Member/student	
Sandra Carlson	Member/teacher	
Christina Louis	Member/counselor	
Doris Richardson	Member/parent	
Zarna Rahmen	Member/parent	
Livilis Taroc	Member/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.

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1: By June, 2013, all students will demonstrate improved content proficiency across basic subject areas as evidenced by successful completion of CCLS aligned tasks appropriate to grade and content.

Comprehensive needs assessment

- All students will show improvements on mastery of tasks. All tasks are scaffold and aligned with CCLS. Tasks will be implemented from October, 2012 through, June 2013 reflecting students IEP goals. CCLS with performance tasks aligned will increase student academic performance with formative and summative assessments.

Instructional strategies/activities

- Develop a collaborative learning community linking the common core standards to ELA curriculum – All teachers involved in the community
- Developing a Rubric of performance tasks and rubrics indicating mastery and completion of task.
- Use data to drive differentiated instruction. Using Learning Style inventory to address diverse needs of students.
- Create an individualized student objective/mastery form
- Professional Development given by Assistant Principals and districts coaches to ensure goals are being met.
- Implement Teacher Effectiveness Program Walk through to improve teacher effectiveness in all areas of teaching
- Compare baseline data with monthly assessments in each subject
- Develop of Collaborative Learning community linking the common core standards to the Math curriculum
- 9th graders will use Triumph math program as a resource to integrated algebra; determine baseline to drive instruction.
- One to one tutoring AIS period will be implemented for preparing for Math regents/RCT exams.
- Parent workshops/Professional development on understanding Core curriculum and how it's linked to CCS and correlations to Regents exams.
- Math rubrics aligned with Common Core Standards – TEP walkthroughs to ensure teacher effectiveness.
- Math will be linked across curricular.
- Provide students the opportunity for written mathematical problem solving.
- Project Based learning for completing tasks

Strategies to increase parental involvement

- CCLS will be introduced during workshops for parents
- Progress reports in-between marking periods will be sent home to parents indicating tasks that students are working on.
- Rubrics will be developed for each task showing competencies and mastery.
- Tasks will reflect all subject areas. Tasks will be connected to standards through different means of assessments. For example, project based learning, written assignments and exams will include the tasks.
- Parents will be involved in training to understand planning, reviewing and evaluation of student work.
- Funds will be set aside by SLT/Principal to ensure parents receive training and workshops to support students.
- Parents will be engaged in discussions and decisions regarding student outcomes. School level committees will provide professional development, especially in developing skills.
- Parent Coordinator will serve as a liaison and maintain a log of events and activities planned for parents each month and file a report with the central office.

- We will provide opportunities to help parents understand accountability system such as curriculum and assessment expectations; literacy accessing community and support services and technology training to builds parents capacity to help their children at home.
- Parent meetings will be scheduled due to survey given with flexible times.

Budget and resources alignment

- Professional Development workshops – resources supporting professional development for parents to work collaboratively with students and school.
- Title III funding to support students in afterschool tutoring to enhance academic skills and complete performance tasks
- Inquiry Team – monies for staff to work in collaborative learning communities after school –looking at student work and monitoring progress.
- OTPS budget will provide expenditures for parent meetings, textbooks, workbooks & technology.

Annual Goal #2: By June 2013, there will be improved teacher use of target instructional strategies aligned to the students IEP's as evidenced by increased student engagement measured by low-inference observations and implementation of teacher designed individualized PD plans.

<p>Comprehensive needs assessment</p> <ul style="list-style-type: none"> Based on Teachscape and Formal Observations for the 2011-12 school year data indicates teachers need to improve instructional practice in competencies. These competencies are designing coherent instruction, establishing a culture for learning, managing student behavior, using questioning and discussion techniques, engaging students in learning, assessment and growing & developing professionally. All of these practices are reflected in new initiative of Teacher Effectiveness Program.
<p>Instructional strategies/activities</p> <ul style="list-style-type: none"> Each teacher will receive 6 observations for the 2012-13 school year. Administrators will conduct 4 walkthroughs and 2 formal observations Timely feedback will be given on both observations Teacher Effectiveness committee will meet once a week with administrator. School leaders will conduct PD's and also give opportunity for staff on TEP committee to conduct PD's on different competencies. Observation Data will be kept and baseline data noted. Instructional teaching strategies will be planned according to deficiencies of competencies. Collaborative conversations during teacher team meetings, inquiry team meetings and intervisitations. Timely feedback will be given within 5 days of observations. Mid Year conversations and ratings will be discussed with all teachers by school leaders. Progress evaluation to review all evidence of teacher effectiveness. Individual goals/plans will be put in place during midyear conversations for development. Student work will be reviewed and diagnostic data to identify teacher development opportunities. Professional Development will be available on district level for teachers to enhance/share their practice. Norming amongst school leaders to sharpen and develop their skills as implementers of the TEP program. Ongoing professional development and co-observations from talent coaches and network staff to improve teacher practice. Teachers and school leaders can log on to ARIS to explore competencies, take voluntary assessments and create learning plans to meet developmental needs.
<p>Strategies to increase parental involvement</p> <ul style="list-style-type: none"> Teacher Effective Program will be introduced and reviewed during workshops for parents. Parent coordinator will organize data indicating areas of strength and areas of improvement. Students work will be reflected with increase in assessment due to teacher performance.
<p>Budget and resources</p> <p>- Administrators will review teacher's licenses and ensure they are highly qualified in their subject area. Teachers who are not highly qualified will be advised to pursue licenses needed to become highly qualified. Teachers will be placed in teaching positions based on their state licensing certifications. Based upon reviewing resumes for teaching hiring, teachers will not be interviewed if they don't meet state requirements.</p>
<p>Annual Goal #3: By June 2013, Students in Alternate Assessment program will increase proficiency in ELA through the use of targeted instructional strategies as evidenced by students moving up one level in the SANDI assessment.</p>

Comprehensive needs assessment

- In the previous school year, 2011-12 reports indicated there was a marginal increase in student reading comprehension as evidenced by SANDI data. Only 4 classes administered SANDI last year. This school year all of our alternate assessment classes administered it. It was an informative assessment that targeted skills our students have mastered and need to improve upon.

Instructional strategies/activities

- We have developed an inquiry team that meets on a weekly basis with an administrator that targets skills and uses the standards based reading reports to implement skills based instruction.
- Teacher Effectiveness Program will reflect an increase in student performance by teachers improving their practice.
- Staff has attended ongoing Professional development on SANDI data and learned how to evaluate and analyze results.
- Informal meetings with collaborative speaking and listening conversations amongst staff had resulted in better teacher practice.
- Teachers are analyzing student work and connecting it to Unique Learning System which reflects SANDI skills.
- Teachers have developed IEP goals based on the SANDI assessment.
- Students' skills will be analyzed to plan for growth in specific subject areas.
- SANDI is reflected of many life skills – these skills are implemented on a daily basis in school and at community worksite programs which enhance student performance.
- School leaders will analyze data to determine next steps for students.
- Baseline assessment will determine lesson planning activities for teachers and differentiation for students.
- Teachers have flagged skills in SANDI in order to develop IEP goals for specific student deficiencies.

Strategies to increase parental involvement

- Progress reports are given out in between marking periods informing them of the skills the students are working on.
- Parents meetings have been conducted and SANDI assessment has been shared with them.
- Parents will be working with teachers to mirror skills taught in classroom and implement them in the community.
- Teachers are working closely with parents to show the connection to the Common Core Standards

Budget and resources

-OTPS budget will provide expenditure for common planning time and per session activities, monies spent on laminated signs of functional/vocational vocabulary, staff attending professional development outside of District 75 to enhance their teaching practices. Monies used for trips to support learning objectives

- **Annual Goal #4: By June 2013, students in standardized assessment classes will improve their academic and social emotional skills as evidenced by an increase in the number of students transitioning to a less restrictive environment.**

- **Comprehensive needs assessment-**
- In the previous 2 years at P371K there has been an increase in students moving to a less restrictive environment, however we need to have more of an increase in students moving to less restrictive. Our percentage in 2010-11 was 5%, the following year it increased to 7%. This year our goal is to move 10% of students to a less restrictive environment. Students will achieve this goal by completing CCL performance tasks connected to standards, increase in credit accumulation, maintaining excellent behavior, passing of state exams and mastery of Common Core Learning Performance Tasks.

Instructional strategies/activities

strategies/activities that encompass the needs of identified student subgroups,

- Strategies that will be implemented are involving all staff members – teachers, paraprofessionals, guidance counselors, parents, students and related service providers. All students will be targeted in moving to less restrictive; whether moving to community school, general education, moving from 8:1;1 program to 12:1:1 program or moving from 6:1:1 program to 12:1:1 program. The cohort of students will be the entire standardized population.
- Our strategies will include taking a baseline of assessments 4 times a year. Determine Learning styles of students in September 2012. Include a variety of assessments that is suited for the type of learning style.
- Develop Collaborative Learning communities that include looking at students work and determining next steps in instruction,
- Instruction needs to be based assessments. Learning targets are used throughout teaching and assessment activities to help students monitor and pursue mastery of the standards. Activities include informal/formal lessons, courses, programs and other opportunities for student growth.
- Units of Study, Performance Tasks from CCLS, Pacing Calendars implemented that reflect Common Core Standards – students will have clear expectations of courses.
- Teacher Effectiveness program to enhance teacher instruction. Conduct brief walk throughs and formal observations. Providing next steps for teachers to become highly effective in content area.
- Depth of Knowledge helps align cognitive demands of the standards and assessments.
- Learning goals include enduring understanding and essential questions. Lesson objectives and learning targets are written in smart goal format – include curriculum mapping across all content subjects.
- Inquiry Teams will review current progress to determine movement from baseline and reestablish improved baseline. Guidance Counselors and social workers involved with inquiry work.
- Monthly meetings to review tasks mastered, IEP goals being met, attendance, behavior and progress towards college and career readiness.
- Ongoing professional development with effective instructional strategies in reading/writing remediation.
- Monitoring of AIS for students.
- Parent Outreach – working with parents to ensure they have an understanding of state standards, graduation requirements, course content and credit accumulations. Workshops held on a monthly basis for above topics. SESIS training for parents - parents need to have a clear understanding of IEP goals and ensure they are implemented, assessed and mastered after a period of time. IEP goals are aligned with Common Cores Standards – We will continue to analyze data to improve instruction. Lessons will be based on data and measuring outcomes (results of scantron, unit tests, predictive and rct/regents exams.

- Learning targets are matched to assessments that will make visible student mastery of learning target. Students use learning targets to guide their own learning.
- Behavior Management Program - Individual contracts for students who need a more concise plan.
- Attendance committee – will monitor progress of students coming to school on time and improving attendance due to behavior contracts and incentives for students to learn, be cooperative and complete assignments.

Strategies to increase parental involvement

- Parents will be involved in training to understand planning, reviewing and evaluation of student work
- Funds will be set aside by SLT/Principal to ensure parents receive training and workshops to support students.
- Parents will be engaged in discussions and decisions regarding student outcomes. School level committees will provide professional development, especially in developing skills.
- Parent Coordinator will serve as a liaison and maintain a log of events and activities planned for parents each month and file a report with the central office.
- We will provide opportunities to help parents understand accountability system such as curriculum, Performance Tasks, assessment expectations; credit accumulation, accessing community and support services and technology training to builds parents capacity to help their children at home.
- Parent meetings will be scheduled due to survey given with flexible times.

Budget and resources

- Professional Development workshops – resources supporting professional development for parents to work collaboratively with students and school.
- Title III funding to support students in afterschool tutoring to enhance academic skills.
- Inquiry Team – monies for staff to work in collaborative learning communities after school –looking at student work and monitoring progress.
- OTPS budget will provide expenditures for parent meetings, textbooks, workbooks, technology equipment, trips, rewards store, incentives and mailings to families.

Strategies to increase parental involvement

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 goals.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

- 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).

We use our tax levy money to support our instructional goals by purchasing curriculum resources such as Unique Learning System, content area text books aligned with the Common Core learning standards, computer software and manipulatives.

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	Test Prep, Performance Tasks, graphic organizers to increase writing	1:1; student and small group instruction.	Every day from 8:00am to 8:50am Monday thru Friday. After school Tuesday & Thursday
Mathematics	Test Prep, interactive games, manipulatives, graphing calculator, word problems	1:1 tutoring, small group instruction –algebra tiles, use of math games. Computer based websites.	Every day from 8:00am to 8:50am Monday thru Friday. After school Tuesday & Thursday.
Science	Lab activity, test prep for RCT and regents exams, websites	1:1 tutoring, small grp.	Every day from 8:00am to 8:50am Monday thru Friday.
Social Studies	Test Prep with political cartoons, charts, graphs, essays, short answers, Document bases questions	1:1 tutoring, small group instruction.	Every day from 8:00am to 8:50am Monday thru Friday.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Fitness room, cardiovascular and aerobic program, CHAMPS, music club, culinary arts w/ NY Cares		IEP mandates only

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.

When hiring new staff, we review resumes of potential candidates and the licenses they hold to ensure they have the proper credentials to be HQ as a teacher in our school, ex. Secondary Special Ed with a content area specialty. We then ask them to present a demo lesson for one of our classes before making any final hiring decisions. Every year we also assign teachers in our organization based not only on their licenses but also on their area of expertise and experience.

We are involved in the Teacher Effectiveness Program and provide teachers with timely feedback based on the Danielson Framework. This helps to support and develop more effective teachers. Our teachers are encouraged to attend district and central professional development trainings that are aligned with the CCLS and share what they have learned with their colleagues during weekly grade level meetings.

We have several Collaborative Inquiry Teams at our school that meet weekly to look at student data in various areas and set goals in order to increase student achievement. These teams also meet to development Units of Study and High School performance tasks that meet the 2012-2013 CIE.

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/Arthur Fusco	District 75	Borough Brooklyn	School Number 371
School Name Lillian Rashkis High School			

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

Principal Joan Antonelli	Assistant Principal Diane Zinn
Coach	Coach
ESL Teacher Natalia Taryguina	Guidance Counselor
Teacher/Subject Area	Parent Livilis Taroc
Teacher/Subject Area	Parent Coordinator Cindy Margul
Related Service Provider Sandra Pajaro, Social Worker	Other
Network Leader Arthur Fusco	Other

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

Total number of students in school	351	Total Number of ELLs	46	ELLs as share of total student population (%)	13.11%
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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. 

When a child is referred to the CSE for an evaluation, the CSE is supposed to administer the HLIS and administer the LAB-R. The CSE is the first step in the identification process in determining whether a student is an ELL. Once a student is admitted to our program, we immediately check to see if they have been identified by the CSE as an ELL and are entitled to receive ESL or Bilingual services. Our school, P371K, currently features freestanding ESL and if a student is entitled to receive Bilingual services, he/she will receive ESL from our fully certified ESL teacher, Natalia Taryguina, and additional support from an Alternate Placement Paraprofessional who speaks the students' native language and English. We also identify the newcomers and check for the HLIS and administer the LAB-R in English and Spanish (if native language is Spanish and they have not passed the English LAB-R) if the CSE has not already done so. We have ten school days to complete this process. We also conduct an oral interview with the family to determine the languages used in the home. If a parent needs translation and interpretation services the school will provide bilingual personnel to assist them. This is all facilitated by our licensed ESL teacher, Natalia Taryguina. Based on the leveled results of the LAB-R, our ESL teacher then makes the determination of the level of proficiency and the mandated minutes of ESL. There are three ESL programs, Transitional Bilingual, Dual Language or Freestanding ESL. These programs are explained to parents in a language that they understand at the CSE. The school will provide translation services or we will take advantage of the translation services offered by the DOE. Parents in conjunction with the CSE determine the best placement for their children. We try to honor the parents' requests in conjunction with the CSE recommendations. We evaluate our ELLs annually using the NYSESLAT. The ESL teacher will utilize numerous ATS reports to verify if the students should take NYSESLAT, ex. RLER, RLAT, RPEX, RNMR, etc. They are pulled individually and given the oral/speaking portion of the assessment and the other portions (listening, reading, writing) of the assessment are either conducted individually or in small groups, all done with the licensed ESL teacher.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	46	Newcomers (ELLs receiving service 0-3 years)	17	Special Education	46
SIFE	4	ELLs receiving service 4-6 years	14	Long-Term (completed 6 years)	15

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	17	3	17	14	0	14	15	1	15	46
Total	17	3	17	14	0	14	15	1	15	46

Number of ELLs in a TBE program who are in alternate placement: 10

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

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
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										7	14	7	2	30
Chinese												1		1
Russian											1			1
Bengali														0
Urdu														0
Arabic										1	1			2
Haitian										1	1	2		4
French														0
Korean														0
Punjabi														0
Polish												1		1
Albanian														0
Other											5	2		7
TOTAL	0	9	22	13	2	46								

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?

Our school's organizational model is a pull-out and push-in ESL program. CR Part 154 mandates for a specific number of units of support of ESL instruction based on a student's level. In High School, a Beginner receives 540 minutes per week, Intermediate receives 360 minutes per week and an Advanced level student receives 180 minutes of ESL per week and 180 minutes of ELA per week. Our ELLs receive their ELA instruction within their homeroom classrooms and not as a pull out program. Our plan is to service all of our ELL

A. Programming and Scheduling Information

students and to provide them with ESL instruction and mandated minutes according to their levels as per CR Part 154. This is very challenging as we have one ESL teacher that services several sites. All our Entitled ELLs are presently being served. The school makes sure that the class schedule allows our ELLs to receive all their mandated minutes.

We provide BIS students with alternate placement paraprofessionals. Ten students whose iep recommends Bilingual instruction receive additional support from an Alternate Placement Paraprofessional who speak their native language and English. We provide paraprofessionals who speak the students' native languages and English. There is close collaboration with classroom teachers, our ESL teacher, and paraprofessionals in order to support our ELLs. All of our classes are self-contained Special Education classes and follow the student teacher class size ratios (12:1:1, 6:1:1, 8:1:1). When pulling out students, we keep to these ratios. Our standardized assessment students are in graded classes and our alternate assessment students are in ungraded classes. The groups are pulled out both homogeneously and heterogeneously. Four groups are of all beginner level and one group is of mixed ESL proficiency levels according to NYSESLAT scores.

Students in both standard and alternate assessment programs take content area classes. The standard assessment students take classes under the NYS Part 100 guidelines and are required to earn their credits to receive an academic diploma. The alternate assessment students are also taking content coursework and are required to meet their iep goals in the content areas to receive their iep diplomas. The ESL teacher reinforces these content areas by fostering high level thinking in content areas, teaching analysis, synthesis and evaluation of content information according to Bloom's Taxonomy. This year, we have a push-in group of students in one of our 12:1:1 classes. This is an ideal situation for the students as it allows for them to be exposed to all of the content their classroom teacher is presenting while having their ESL mandated services provided by the ESL teacher simultaneously. We are very fortunate to have been able to set up a push-in group this school year.

Presently we have four SIFE students. The SIFE students will be provided with the following: supportive environment created by bilingual staff from the students' home countries (Alternate Placement Paras), SIFE students and parents will be provided with access to support services (in the families' native language) provided by counselors, tutors, mentors and parent coordinator. A buddy system will be put in place. Newcomer centers/programs will be implemented to ease transitions for newly immigrated students with interrupted formal education. Administrators, counselors and classroom teachers will work together to ensure that the students and their families have the necessary information needed to provide school supplies, documentation for meal programs and other requisites for assimilation.

Newcomers, students with less than three years of ESL services, will be provided with increased sheltered strategies (use of visuals, collaborative learning activities and demonstrations). Language would be simplified and additional contextual support would be provided to help students understand the content presented. High interest, low level books would be utilized. Explicit instruction of the five components of reading in an age appropriate manner would be used (phonemic awareness, phonics, fluency, vocabulary, comprehension).

Students with 4 to 6 years of services would be taught strategies that they can use in the future such as, using dictionaries, taking notes, highlighting and using graphic organizers. Their prior knowledge would be activated through questioning techniques and encouraging students to make text-to-text, text-to-world and text-to-self connections. This will enable the students to relate what they had previously learned in their countries to what they are currently being taught. These students would be taught more metacognitive strategies and skills that teach independence. Students will use computer technology tools to experience and develop all four modalities of their language skills. They will work collaboratively with their classmates so that they will be able to progress to the next level of learning. They will be involved in AIS, peer tutoring and counseling to improve test preparation and literacy skills. They will work collaboratively with their classmates so that they will be able to progress to the next level of learning. The licensed ESL teacher will utilize the same materials that the classroom teacher uses, ex. Keystone, a research based ESL literacy program to maximize exposure to material and ensure the greatest student progress.

We have eleven long term ELL students at this time. We offer long term ELLs extra services such as AIS, peer tutoring and after school programs, field trips, summer school and counseling. The students receive extensive support to ensure that strategies practiced in the ESL classroom transfer to the grade level content classroom. The type of instruction (language sensitive instruction) has been utilized where content teacher is sensitive to both the language needs of the student and the language demands of the content subject. An example would be connected grammar mini lessons to the text that the students are reading as well as the writing assignments responding to the text. Additionally, the double ESL block with differentiated instruction provides extra support for long term ELL's. It is important to choose high priority content studied in depth and relate it to student's prior knowledge.

Our school is a D75 Citywide Special Education program. All of our students have special needs. ESL and classroom teachers make sure

A. Programming and Scheduling Information

that materials ELLs are provided with are grade level and age appropriate. Our more severely disabled students are provided with, AAC devices, Boardmaker symbols, PECS, communication boards, computerized interactive devices, picture cards, sign language, gestures and other non-verbal means of communication which is used as a bridge to spoken language. We are selective in our purchasing of textbooks and other instructional materials. We look to ensure that they comply with the required state content but break it down to a level that is more attainable for our students.

In response to the state's citation, P371K provides ESL services to all ELL students as per their iep's.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

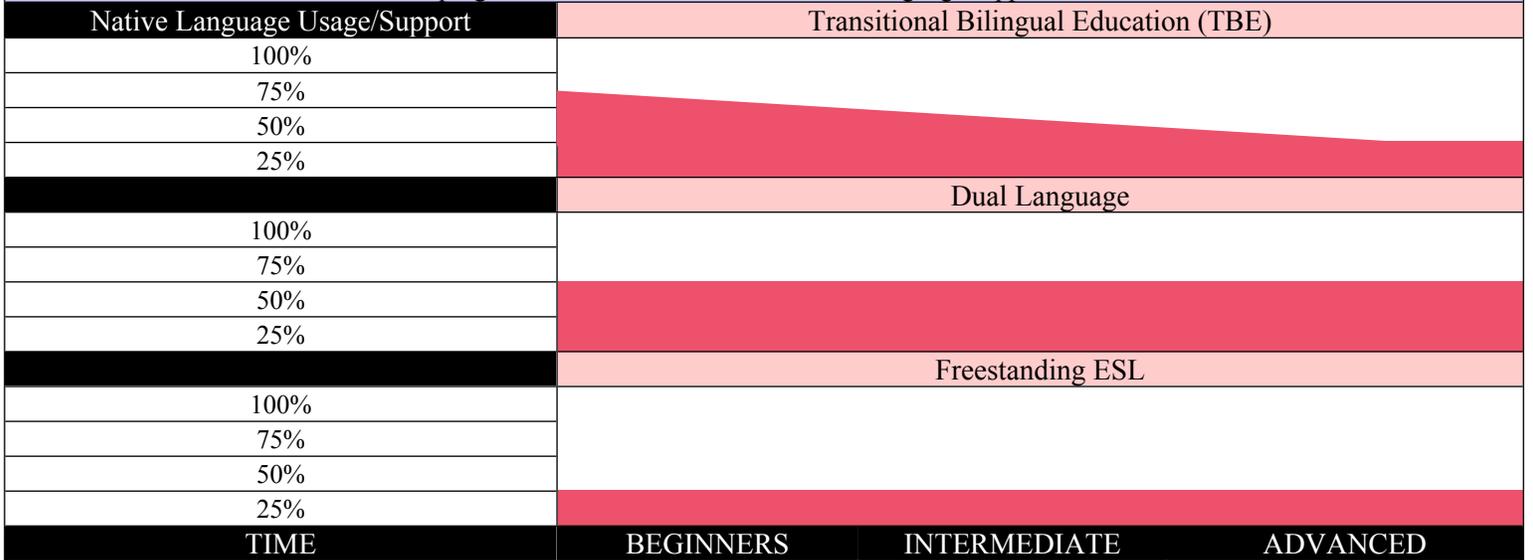
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

The targeted interventions our school offers are Keystone Reading, which is a differentiated reading program designed for students that are at several different levels in reading. We have several levels in the school and offer students the one that best suits their level. We have designed a Global Studies "Question of the Day" Bank that follows the pacing calendar and offers teachers test prep questions that can be given to the students on a daily basis and broken down and discussed in order to prepare them for their Regents and RCT exams. We use the NYS exams for our standard assessment students to assist in determining which skills the students have and still need in order to be better prepared for HS math. We have broken down the Living Environment curriculum to spread it out over 2 years in order to provide the needed repetition for the students to give them additional time to grasp difficult concepts and experience hand-on experiments in our state of the art Science Lab. These interventions are mainly offered in English, though the ESL teacher works in conjunction with the classroom teachers to offer support for the students in their native language. Our ELL students greatly benefit from these programs. Our alternate assessment students use Weekly Readers and Equals Math. Currently we do not have any students at the Proficient level but should we in the future, we will make every effort to service them with the ESL teacher and offer them transitional support in our AIS programs and after school programs for two years. We will be participating in several professional development workshops offered by our district that will ensure our instruction for all students, including ELLs and SWD correlates with the new Common Core Standards. A new initiative to our school this year is a 9th grade ipad initiative. This is a new district initiative that our school is involved with. We hope that the use of technology motivates the students to attend more regularly and grasps their interest to stay on task for longer periods of time. It come with an entire units of study for all four main content areas, ELA, Math, Global Studies and Living Environment (Science). One of our ELL students will benefit from this program. He will be assigned an ipad and will use it un all academic areas throughout the day. We will no longer have Achieve 3000 in the school, both due to budgetary reasons and lack of student interest. Our ELL's are offered equal access to every program we have in our school, whether they be during the school day, after school or on weekends. We make parents aware of the programs available to the students through phone calls and mailings home. Once again, this is done in a language that is accessible to the families. We use a variety of technology with our ELL population. This includes, laptops, AAC devices, and a variety of software. In addition, To ensure that students meet the standards and pass required state and local assessments, ESL instruction follows the New York State English as a Second Language (ESL) Standards, and incorporate ESL strategies such as: Total Physical Response (TPR), Language Experience, Whole Language, graphic organizers, and Cooperative Learning. Our ESL teacher uses the following materials: "Longman Photo Dictionary of American English", "Get Ready to Write", "Exploring English", books on folktales, fiction and non-fiction. Content area textbooks are also used when working with standardized assessment students following the NYS Part 100 regulations. As all of our ELLs also have iep's, we ensure that we stay current with the differentiation of instruction strategies and techniques. We look at every ELL as an individual and create the best instructional program for each and every student in order to see the greatest gains in academic achievement. We ensure that all required services and support correspond to ELLs age and grade levels.

Our school only offers a freestanding ESL program. Native language support is delivered through the support of our Alternate Placement Paras and our libraries that have a variety of books in native languages. Required services correspond to the students' grade levels if they are in graded classes. Many of our students are ungraded. They are considered Alternate Assessment according to New York State. Although we still utilize the Common Core Standards when planning, we differentiate and modify the instruction in order to reach them at their individualized levels. Newly enrolled ELL's are provided with a nurturing environment and may be set up with a buddy upon enrolling in the school. Our parent coordinator, Cindy Margul, reaches out to the family to offer any support and assistance that may be needed. Our school currently offers an Italian course to the standardized assessment students.

We will once again have a Title III program. It will again focus on improving language skills through the use of technology. It will be offered afterschool two days a week.

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)?

Our school does not provide a Dual Language Program.

D. Professional Development and Support for School Staff

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

During the school year, Professional Development will be incorporated in workshops that will teach ESL strategies to the classroom teachers, school counselors, related service providers (OT, PT) and Assistant Principals for ELL students. This Professional Development will be offered by the ESL teacher. Classroom teachers will also be sent to workshops that are offered through the Department of Education and through the District Office. We will also take advantage of the offerings from Learning Times that pertain to ESL issues. Classroom and cluster teachers work collaboratively with the ESL teacher to provide the best instruction for the students. Teachers plan lessons that compliment instead of merely translate the content instruction in the other language. Staff are supported in providing transition services to ELLs and their families for post secondary school options in collaboration with our school's Job Developer, Susan Edwards, and Parent Coordinator. This year some of the topics included are Using Technology with ELL Students (November), Cognitive Language Academic Approach for Standardized ESL Students(December), How to Create Adapted Books for Alternate Assessment Students(March) and Differentiating Instruction for ELL Students (May). These professional development workshops will take place during our regularly scheduled grade level meetings. Paraprofessionals are to be included in the professional development. We will make every effort to sign up teachers for the District Jose P training as it is offered. We keep copies of teacher's certificates in the main office once they have completed the Jose P training.

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?

Options for special education ELLs are discussed with parents during the Educational Planning Conference at the CSE level. The Parent Coordinator at P371K, Cindy Margul, will offer parents of ELLs on-going information in their home languages (SP, CH, HC, etc) and training on different aspects of their children's education such as, home activities to support learning, outside supports in their community, and parent interest needs survey. The survey includes questions related to parents' needs and availability, in addition to questions about their child's education. Our goal is to increase parent outreach and participation by offering parents training through District 75 Parent Conferences. This year we will partner with the Sunset Park Lions Club, Center for Family Life and BRIC Art Gallery. These agencies provide both on and off-site support for our students and families and BRIC will also conduct on-site workshops for parents. Our parents will be able to participate several workshops our school will offer. Topics include: computer training, arts workshops (BRIC Art Gallery), SESIS (the new IEP), Understanding Students with Emotional Disabilities, travel training and recently immigrating to the United States. Our school will periodically describe the program to ELL parents by parent orientation meetings or letters sent home. Parents will be made aware of special programs through mailings and letters sent home with their children. They are also informed of school events and happenings through our monthly parent newsletter.

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)										4	18	12	2	36
Intermediate(I)										2	2	1	1	6
Advanced (A)										1	1	0		2
Total	0	0	0	0	0	0	0	0	0	7	21	13	3	44

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	1		0	
Integrated Algebra	3		1	
Geometry				
Algebra 2/Trigonometry	2		1	
Math <u>RCT</u>				
Biology				
Chemistry				
Earth Science				
Living Environment	1		1	

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Physics				
Global History and Geography	3		2	
US History and Government	1		1	
Foreign Language				
Other <u>RCT Read</u>	1		0	
Other <u>RCT Sci</u>	1		1	
NYSAA ELA	4		3	
NYSAA Mathematics	3		3	
NYSAA Social Studies	3		2	
NYSAA Science	4		3	

Native Language Tests

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

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

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

Our school uses Scantron (Periodic Assessment) to assess reading skills for standard assessment students. It is an online dynamic assessment tool that the students take twice a year. It offers teachers differentiated lesson plan ideas for individual students. Our alternate assessment students use the Brigance and the Eden which measure functional skills. In reviewing NYSESLAT, we have 36 students at the Beginning level, 6 at the Intermediate level and 2 at the Advanced level. The other 2 students were absent for the entire testing period. When reviewing the patterns in students' scores (standard and alternate) by modality across proficiency levels we see that speaking is the strongest. The standardized students have slightly higher scores in the speaking modality than the alternate assessment students. Reading and writing are the lowest scoring modalities; writing is slightly lower than reading. The scores are the same amongst the standard and alternate. The listening modality has moderate results but the standard assessment students scored slightly higher than the alternate. When looking at patterns across grade levels, most students in all grades scored at the Beginning level, though we had Intermediate scores on all high school grade levels. There were (2) 9th and (2) 10th graders that scored on the Intermediate level. The largest number of ELLs in our school scored at the Beginner level and a high number of these were due to Invalid (inv), Other (oth) or Special Ed (spe) scores. Nineteen students received invalid scores because they were unable to attend to any task. One newcomers sat for the LAB-R, and scored above the cut score for the 9th grade and is not eligible to receive ESL services under CR-Part 154. In looking at NYSAA, of the 3 students that participated in math, (2) students scored at level 4 in math, (0) scored a level 3, (1) scored a level 2 and (0) students scored a level 1 in math. In ELA/Reading, 4 students participated, (2) students scored at Level 4 and (0) students scored at level 3, (1) student scored a level 2 and (1) scored a level 1. In NYSAA Science, 4 students participated, (2) students scored at level 4, (0) at level 3, (10 student at level 2 and (1) scored at level 1. In Social Studies, 3 students participated, (2) scored at level 4, (0) at level 3, (0) scored level 2 and (1) student scored at level 1.

As all of our students are Special Education and instruction is highly individualized and differentiated, this holds true for all our ELL students as well. Instruction is delivered and individualized for each students' individual needs based on their language proficiency level and iep goals. Additionally, to enhance reading and writing skills, the ESL teacher is using the preparation book for NYSESLAT, paying much more attention to the reading and writing sections. To date, four student have participated in NYS Regents exams. One student has passed Integrated Algebra and Living Environment. Another has passed the Global Regents. We have also had one student pass the Global and US History RCT and another student pass the Math and Science RCT. We have not administered any state exams in the students' native languages. When evaluating the success of our program for our ELL's we look at growth over time on the NYSESLAT, the teacher made tests and overall student performance in their class work and on their report cards and credit accumulation for the standardized assessment students. We share NYSESLAT results with classroom teachers and explain the strengths and weaknesses and how they can be addressed in the classroom. We also collect work for student portfolios and keep data collection sheets. We observe to see that our ELL students are assimilating into the school culture socially appropriately.

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.

Part VI: LAP Assurances

School Name: <u>Lillian Rashkis High School</u>		School DBN: <u>75K371</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Joan Antonelli	Principal		

School Name: Lillian Rashkis High School

School DBN: 75K371

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Diane Zinn	Assistant Principal		
Cindy Margul	Parent Coordinator		
Natalia Taryguina	ESL Teacher		
Livilis Taroc	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
Arthur Fusco	Network Leader		
Sandra Pajaro	Other <u>Soc Worker</u>		
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: 75K371 School Name: Lillian Rashkis High School

Cluster: 75 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.

At the beginning of every school year the Parent Coordinator (PC) sends around a form to classroom teachers, inquiring about the home and preferred language of every single student enrolled in the school. She follows up until she has the information necessary for every single student. In addition, the PC reviews the data report generated by the Home Language Identification Survey (RPOB) monthly. We ensure that translation services are available to parents as needed and that documents are provided to parents in their preferred language.

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.

Based on our Home Language Report and PC contact with families this school year, the families of 39 students were identified as preferring their communication with the school in Spanish, 4 families have requested information be sent home in Haitian-Creole, 5 families have requested information in Chinese and 1 family has requested Polish and 1 family Arabic. For whatever their preference or rationale is, the other families prefer the correspondence being sent home in English. The PC shares this information with administrators, office staff and teaching staff and provides information on how translation and interpretation services can be accessed. Being that a majority of our ELLs are Spanish speaking, and many of the students have one or more Spanish speaking family member, all correspondence is routinely sent home in English and Spanish. We share information with the school community and ensure that if a teacher schedules a meeting with a parent or family that requires translation or interpretation services that we plan in advance to have these services available at the meeting.

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.

We have used the services of the "Office of Translation and Interpretation". In addition, translations are provided by several staff members. The school has a bilingual social worker, a bilingual school aide and several bilingual paraprofessionals. They translate notices and letters on an as-needed basis. The parent handbook is provided to parents in their preferred language. We have staff on-site that can translate in the following languages: Arabic, Chinese, Haitian Creole, French, Polish, Spanish, Italian and Russian.

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.

For pre-arranged meetings, such as IEP meetings, SLT meetings and the bilingual staff members attend on a routine basis. When parents arrive unannounced, one of the bilingual staff members is released to provide interpretation services. We also have the language translation card posted at the main entrance at all times.

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>.

Parents and families who speak a language other than English will be notified upon admission and annually thereafter of their right to translation and interpretation services. School staff will provide translation and interpretation services when feasible. The DOE's Translation and Interpretation Unit will be used as a resource when our school is unable to meet the families' language needs. We keep language translation cards on hand at all times. In addition, the PC sends a mini language translation card home along with most correspondence.