



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: ACADEMY FOR YOUNG WRITERS

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 19K404

PRINCIPAL: COURTNEY WINKFIELD

EMAIL: CWINKFIELD@SCHOOLS.NYC.GOV

SUPERINTENDENT: KAREN WATTS

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
Courtney Winkfield	*Principal or Designee	
Tara Pedersen	*UFT Chapter Leader or Designee	
Audrey Graves	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Elizabeth Charles James McMillan	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Crystal Brown	Member/Parent	
Tanesha Spain	Member/Parent	
Jill Evans	Member/Parent	
David Willmore	Member/Staff	
Tanisha Brown-Daniel	Member/Staff	
	Member/	
	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

- We will improve teacher effectiveness by using an instructional framework (based on the Danielson model) that conveys a shared understanding of excellent teaching.

Comprehensive needs assessment

- We have a clearly articulated instructional vision built around Understanding by Design and Habits of Mind.
- We have developed a strong culture of teamwork and collaboration and we have a staff who believes in and is invested in our instructional vision
- There is a need, based on observation data, to support the work of differentiating instruction more skillfully in all classrooms
- We want to create additional structures to support our Special Education, ELL and lower performing populations
- We have a need to support a relatively new and inexperienced staff towards being able to design and implement exciting, exhibition-based instruction and more effectively move our student population forward in terms of achievement
- We have a need to acculturate staff and students to a community culture where we are all accountable to one another for the school we want to have

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:
- School community must come to agree about the domains that make up the schoolwide instructional framework during PD sessions.
- Groups focus on one domain each to identify what this would look like at each performance level (either in instruction or planning) and align the language to school-specific structural systems.
- Leadership team uses rubric and framework drafts to finalize the finished documents.
- Leadership team uses framework documents to draft informal observation, mid-year and end-of-year framework documents.
- Teachers self-assess in all 10 domains during Chancellor's Day, eventually selecting two domains to serve as professional goals for the coming school year.
- Teachers identify next steps (using the language of the rubric) in each of the two selected domains.
- Supervisors review and use that information to plan goal-setting conversations and create preliminary critical friends groupings.
- Supervisors observe teachers three times per semester (either back to back in a composite or stretched out over the semester) and uses low-inference observations and the framework documents to lead a reflective conversation and identify next steps.

Strategies to increase parental involvement

- Parents play an important part in the cycle of feedback for staff and school leaders in the development and use of an instructional framework. Parents on the SLT will review framework documents in the spring and their feedback will be implemented in the eventual final documents. Parents will be kept aware of student progress on a continual basis through Family Conferences and EdLine online progress reports. Parents will also be part of student goal setting at least twice per year.

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

- Several programs used to support students will assist us in helping teachers work on their framework goals – some of these programs include free school breakfast and free/reduced school lunch and RAPP (Relationship Abuse Prevention Program), These programs will support students' physical and social emotional needs in order to better facilitate their ability to take advantage of the instructional program we offer.

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

We will increase credit accumulation for first, second and third-year students who attend school at least 85% of the time or better.

For students who attend school regularly (85% or better) we will increase credit accumulation as follows:

FIRST YEAR: 75%

SECOND YEAR: From 66% to 71%

THIRD YEAR: From 77% to 82%

Comprehensive needs assessment

- 2011-2012 Percentage of students capturing 10 or more credits

First Year – 66.4%

Second Year – 77.8%

Third Year – 61.6%

Instructional strategies/activities

- Use the preliminary progress report data (Sept. 2012) to analyze credit accumulation for general and lowest third populations.
- Meet with Grade Team Leaders and Department Chairs to share credit accumulation data and brainstorm solutions.
- Meet with the staff to present overall PR data and share credit accumulation by cohort level.
- Create a target group of students who are either in the lowest third (9th grade) or did not capture 12 or more credits in 2011-12 (10th/11th)
- Ask grade teams to generate a unified plan that addresses the following ways the grade team will:
 - Celebrate successes and growth
 - Track vulnerable students
 - Intervene and support students well in advance of semester marks
 - Communicate credit goals to students and families
 - Use Skedula to track student data (as per grade team plans) on a frequent basis and communicate this information and intervene as necessary.
 - Be explicit and transparent about hitting at least 10 credits – celebrating accordingly.
 - Use family conference meetings to stress the importance of credit accumulation – create a cover sheet that communicates students' progress towards this goal.
 - Target students close to the benchmark (4 in January and 9 in June) for credit recovery to make the goal.

Strategies to increase parental involvement

- Schoolwide campaign to sign parents up for online grade database PupilPath
- Parent-student intervention meetings for students in danger of not meeting the target
- Frequent outreach between teacher and parents through Pupil Path

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

- Several programs used to support students will assist us in helping them reach their credit goals – some of these programs include free school breakfast and free/reduced school lunch and RAPP (Relationship Abuse Prevention Program), These programs will support students' physical and social emotional needs in order to better facilitate their ability to take advantage of the instructional program we offer.

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

- Students will demonstrate the ability to ground reading and writing in textual evidence to support their claims in essays aligned to the expectations of the Common Core Learning Standards (CCLS). By June 2013, 75% of students who attend school 85% or better across grade levels in the Writers Lab, ELA and Social Studies will effectively use evidence to support claims as evidenced by DY0 assessments.

Comprehensive needs assessment

Fall 2012 ELA DY0 Assessment Results in the area of using EVIDENCE to support an argument/thesis

9th Grade: 60% students not meeting benchmark

10th Grade: 57% students not meeting benchmark

11th Grade: 76% of students not meeting benchmark

12th Grade: 60% students not meeting benchmark

Fall 2012 SS DY0 Assessment Results in the area of using EVIDENCE to support an argument/thesis

9th Grade: 91% students not meeting benchmark

10th Grade: 82% students not meeting benchmark

11th Grade: 56% of students not meeting benchmark

12th Grade: 63% students not meeting benchmark

Based on this benchmark data, both departments felt that addressing the use of evidence was a priority across grade levels and disciplines.

Instructional strategies/activities

- Department Chairs and Coaches (Math/Literacy) will attend monthly meetings with administration around developing Common Core-aligned tasks to assess students' use of supporting their claims using evidence from a text.
- Departments will identify one unit in each semester (from the curriculum map) to embed the CCLS task.
- Social Studies and English departments will develop aligned/common rubrics to assess the effective use of evidence in supporting claims.
- Departments will meet 3-4 times per DY0 cycle to plan, protocol, revise and implement DY0 assessments to assess students' use of evidence (in addition to other core skills).
- Departments will use DY0 data from each cycle (October/December/April) to revise curriculum to address students' skill needs – particularly in the area of using evidence.
- Departments will meet additionally to share best practices around supporting students' use of evidence.

Strategies to increase parental involvement

- Parents play an important part in the cycle of feedback for staff, students and school leaders in the progress of evidence us. Parents on the SLT will review CEP goal in the spring/fall and their feedback will be implemented in the eventual final goal and action plan. Parents will be kept aware of student progress through anecdotal progress reports and through DY0 assessment performance scores on a continual basis through

Family Conferences and PupilPath online progress reports. Parents will also be part of student goal setting at least twice per year.

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

- Several programs used to support students will assist us in helping them reach their credit goals – some of these programs include free school breakfast and free/reduced school lunch and RAPP (Relationship Abuse Prevention Program), These programs will support students' physical and social emotional needs in order to better facilitate their ability to take advantage of the instructional program we offer.

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	<p>We are a multi-session school so our 37.5 minutes is folded into the instructional day</p> <p>In addition to the extra time in each subject area that folding in requires, we provide Homework Center 3X a week for 1.5 hours for students at all grade levels. In HW Center, Delivery is small group or one to one</p> <p>At appropriate times of year, we hold Saturday school/Regents Prep for those students requiring additional support</p> <p>In the 9th and 10th grade, we offer a single period of ELA plus an additional period of Writing.</p> <p>At the 11th and 12th grade level, we offer small group Regents preparation (both online and direct instruction) for students requiring additional support in passing their NY State Regents exams.</p>	Small group, one-to-one, tutoring, extended time	During the school day, after school, weekends

<p>Mathematics</p>	<p>We are a multi-session school so our 37.5 minutes is folded into the instructional day In addition to the extra time in each subject area that folding in requires, we provide Homework Center 3X a week for 1.5 hours for students at all grade levels. In HW Center, Delivery is small group or one to one At appropriate times of year, we hold Saturday school/Regents Prep for those students requiring additional support In the 9th and 10th grade, we offer a single period of ELA plus an additional period of Writing. At the 11th and 12th grade level, we offer small group Regents preparation (both online and direct instruction) for students requiring additional support in passing their NY State Regents exams.</p>	<p>Small group, one-to-one, tutoring, extended time</p>	<p>During the school day, after school, weekends</p>
<p>Science</p>	<p>We are a multi-session school so our 37.5 minutes is folded into the instructional day In addition to the extra time in each subject area that folding in requires, we provide Homework Center 3X a week for 1.5 hours for students at all grade levels. In HW Center, Delivery is small group or one to one At appropriate times of year,</p>	<p>Small group, one-to-one, tutoring, extended time</p>	<p>During the school day, after school, weekends</p>

	<p>we hold Saturday school/Regents Prep for those students requiring additional support</p> <p>In the 9th and 10th grade, we offer a single period of ELA plus an additional period of Writing.</p> <p>At the 11th and 12th grade level, we offer small group Regents preparation (both online and direct instruction) for students requiring additional support in passing their NY State Regents exams.</p>		
Social Studies	<p>We are a multi-session school so our 37.5 minutes is folded into the instructional day</p> <p>In addition to the extra time in each subject area that folding in requires, we provide Homework Center 3X a week for 1.5 hours for students at all grade levels. In HW Center, Delivery is small group or one to one</p> <p>At appropriate times of year, we hold Saturday school/Regents Prep for those students requiring additional support</p> <p>In the 9th and 10th grade, we offer a single period of ELA plus an additional period of Writing.</p> <p>At the 11th and 12th grade level, we offer small group Regents preparation (both online and direct instruction)</p>	Small group, one-to-one, tutoring, extended time	During the school day, after school, weekends

	for students requiring additional support in passing their NY State Regents exams.		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>Mandated Counseling</p> <p>Students attend mandated group or individual counseling sessions according to IEP directives. These schedules are designed and carried out by each grade level counselor</p> <p>In addition, at risk students are served by inclusion in a mandated counseling group, Advisory, drop in sessions or regular sessions as deemed by the grade level guidance counselor</p>	Group and one-to-one	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.

- Highly qualified teachers will be sought via Open Market Transfer system, open house hiring events in the spring, and current staff referrals.
- Professional development will be provided for teachers throughout the year – teachers will participate in drafting and revising the framework documents, teachers will use the framework to set two teaching goals for the 2012-13 school year, teachers will form Critical Friends groups (based on common goals) that meet five to six times throughout the year to explore a common problem of practice using an inquiry approach, teachers will receive ongoing and regular feedback from administrators (both formal and informal) on the progress of their goals.
- Teachers will participate in twice monthly inquiry team sessions looking at student work through the lens of evidence-use across disciplines. Departments will participate in specific CCLS performance task training to perform a gap analysis, curriculum revision and task debrief where students will demonstrate their use of evidence through a CCLS-aligned task.
- Teachers will participate in research-based training in identifying social-emotional lagging skills in students and supporting students and families using goal setting through the Collaborative Problem Solving method. Grade teams will meet weekly to case-conference specific students and carry out action plans for supporting and holding students accountable for their goals. Grade Team Leaders will receive additional training from the Principal, AP and Dean in supporting their teams of teachers.

**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

Academy for Young Writers' Parental Involvement Policy

- **Parents will be involved in the planning, implementation, evaluation and continuous improvement of programs funded through Title I SWP money in the following ways:**
- **Collaboration with the School Leadership Team and Parents' Association in terms of options and decisions regarding the use of Title One Money.**
- **Communication, through monthly newsletters and other material sent out to families, that is pertinent to the planning, implementation and outcomes of programs funded with Title One monies.**
- **An End of the Year Survey conducted with both students and parents asking them to evaluate the success of programs funded through Title One monies**
- **Parents and schools will share responsibility for student achievement in the following ways: quarterly family conferences around progress reports, portfolio defenses twice a year. By participating in each of these benchmark events jointly as a school-family partnership, the school and parent are joined in raising student achievement student by student**
- **An annual meeting will be convened for parents of participating students (which, in our case, because we are a SWP school, is all of our parents, within the first two weeks of school in September. An annual meeting will also be convened in June in order to review and evaluate the content and effectiveness of our parental involvement policy.**
- **Although Parents' Association Meetings are held monthly at a designated time, a flexible schedule on both the principal's part and on the part of each child's Advisor is instrumental in terms of allowing for as much parent participation as possible. Parents are always welcome to make an appointment with a child's Advisor at a time that is mutually convenient to both parent and Advisor. Concerns and issues will be communicated with the principal on an as-needs basis.**
- **Parents are provided with timely information about instructional programs, curriculum, performance standards and assessment tools in the following ways: Monthly newsletter, quarterly progress reports, and quarterly family conferences, Interim Assessment reports generated by a database we use called Salesforce. In addition to this, we have a system of academic alerts that allows teachers to alert a child's academic advisor electronically so that a home contact can be made. We also have the following events to ensure that parents understand curricular goals in each classroom: Curriculum Night and Exhibition Night.**

- **All concerns regarding the use of Title One Funds should be directed to our Parent Coordinator and will then go through the proper channels to reach the principal of the school and, if necessary, the Network Leader**
- **The school is committed to providing all written and oral communication in home language**

The annual review for the Parental Involvement Policy takes place each September, before the policy is disseminated to students and families.

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 Christop Groll	District 14	Borough Brooklyn	School Number 404
School Name Academy for Young Writers			

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

Principal Courtney Winkfield	Assistant Principal Angela Pruitt
Coach	Coach
ESL Teacher Pamela Casna	Guidance Counselor Tamara Holzer
Teacher/Subject Area Adam Falkner	Parent
Teacher/Subject Area Alex Cuff	Parent Coordinator Raul Lopez
Related Service Provider Malcolm Purnell	Other
Network Leader Terry Byam	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	1
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	405	Total Number of ELLs	10	ELLs as share of total student population (%)	2.47%
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Part II: ELL Identification Process

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

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

1.) Within 10 days of enrolling in our school the following occurs: Students and parents attend an orientation session. At this event all parents are given a Home Language Survey (HLIS) by our certified ESOL teacher Pamela Casna to identify the child's language proficiency, home language, as well as the primary language of prior schooling. If, based on the results of the HLIS, the child is identified as an English Language Learner, then the LAB-R is administered by our ESOL teacher. Additionally, Pamela Casna our ESOL teacher conducts an informal interview to learn about the student's primary and secondary language proficiencies, cultural background, prior schooling, and living situation. The interview is conducted in the child's primary language. If the ESOL teacher does not speak the child's primary language we schedule an interview with the child, the ESOL teacher and an interpreter. If, based on the HLIS, the child is eligible to take the LAB-R, then the assessment is proctored by our ESOL teacher. The exam is scored in-house and then sent for official marking. In May, each ELL is administered the NYSESLAT exam based on their testing accommodations by the ESOL teacher, Pamela Casna. The test is administered on the dates provided by the state and scored in house and at a separate facility based on state instructions. The school also uses ATS reports in order to determine the annual eligibility of students for both ESL support and NYSESLAT roster. The school ensures all four of the NYSESLAT are administered to eligible students by appointing a team to oversee the testing accommodations/procedures.

2.) Parents of students that are determined to be Limited English Proficient are contacted first by phone by either our ESOL teacher, Pamela Casna, or our ESOL teacher, Pamela Casna and an interpreter to schedule a English Language Learner orientation facilitated by our ESOL teacher, Pamela Casna. If we are unable to make phone contact we ask the student to bring in his/her parent guardian, we mail home an invitation, and we continue to seek a working telephone number of another relative. In this session parents view an orientation video and learn about the models for bilingual education in New York City (e.g., Dual Language, Transitional Bilingual, and Stand Alone English as a Second Language). Our Stand Alone English as a Second Language program is described and parents complete a program survey, knowing they have the right to request a school that offers another program. Parents also receive an 'eligibility letter' to inform them about the child's identification and the child is enrolled in the appropriate program. Each spring, students take the NYSESLAT. Students are prepared through our Freestanding ESL program all year in all of their classes, are given personalized support by our ESOL certified teacher, and engaged in trainings the week before the exam to learn about the purpose, format, and goals of the NYSESLAT exam. If parents choose a program that we do not currently offer, we honor this choice and support students and parents in identifying a suitable program by providing a list of schools in their region that provides the dual-language or transitional bilingual program they are seeking. If parents choose a program that later becomes available at the school, the parent coordinator and the ESOL teacher reach out to those parents and inform them of the program and its components. Parent program selections surveys are stored in student cumulative records in order that parents can be contacted in these cases.

3.) ESOL Teacher Pamela Casna, Parent Coordinator Raul Lopez, and Academic Dean Aaden Stern work in collaboration to ensure that Entitlement Letters are distributed and that Parent Surveys and Program Selection Forms are collected. The team works together to track the submission of forms, ensure translations are sent in appropriate languages, and to make calls and to follow up on

yet to be submitted forms. Our goal is for parents to be fully informed and to make the best educational choice for their child. Additionally forms are collected, filed, and stored in student cumulative records within ten days of enrollment.

4.) We are committed to supporting all ELLs with a rigorous and supportive Stand Alone English as a Second Language instructional program. Our only criteria, is that our students are aware of this method of acquiring English, that they are aware of other programs, and that they choose our school’s instructional program with this knowledge. We hold Parent Conferences twice a year and portfolio presentations once a year and make translators present at these events. Additionally, we share results of NYSESLAT data with students and parents as soon as results become available. Our ESOL teacher, Pamela Casna shares the data with staff and students and we set specific language learning goals based on the NYSESLAT results. ELL students who continue to eligibility families are informed of this continuation of services by being sent continued entitlement letters from the school. A copy of these letters are kept in the students CUM record. We translate written correspondences for our many families, of ELLs and former ELLs, and English proficient student’s whose families speak other languages at home.

5.) After reviewing the Parent Survey and Program Selection forms for the past five years it is clear that parents that are informed and are continuing to choose our instructional program. Of the 10 forms we have received 10 have selected our Stand-Along English as a Second Language program. We have not enrolled the requisite number of students to create a Transitional Bilingual Education cohort or a Dual Language program and parents have not requested these programs.

6.) Based on the data in the program surveys we believe that the instructional program we are offering is aligned with parent requests. We will continue to analyze parent survey data and seek opportunities to further adjust and align our program offerings to meet parent requests.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>
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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	To t #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Self-Contained										2	3		1	6
Push-In										3	4		1	8
Total	0	5	7	0	2	14								

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	10	Newcomers (ELLs receiving service 0-3 years)	2	Special Education	3
SIFE	0	ELLs receiving service 4-6 years	3	Long-Term (completed 6 years)	5

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	2	0	0	3	0	1	5	0	2	10
Total	2	0	0	3	0	1	5	0	2	10

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 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	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: <u> </u>	Asian: <u> </u>
Native American: <u> </u>	White (Non-Hispanic/Latino): <u> </u>
	Hispanic/Latino: <u> </u>
	Other: <u> </u>

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										4	5		1	10
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0

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
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	4	5	0	1	10								

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?

1. Our students are programmed heterogeneously in blocks organized by year-group cohort (e.g., 9th grade, 10th grade, 11th grade, 12th grade). English Language Learners are programmed in the same block within their cohort and our ESOL Certified teacher provides push-in support in English Language Arts. Additionally, students enroll in a stand-alone ESL course. All instruction is delivered through our school model of planned exhibition-based learning which includes units and lessons planned using Understanding by Design. All activities and units emphasize our 'habits of mind' and are organized around clear language, skill, and content learning objectives.

2. Currently we offer push-in support in English Language Arts classes as well as a free-standing 'self-contained' ESL class for English Language Learners as the primary method of support and compliance for CR-Part 154. 9th graders and 10th graders (intermediate and advanced) are serviced for 400 minutes/week: 150 minutes in a free-standing ESL class taught by Pamela Casna (ESOL certified) and 250 minutes in English Language Arts classes co-taught by Pamela Casna and a 9th and 10th grade English Language Arts teachers, Adam Faulkner and Alex Cuff. This exceeds the CR-Part 154 mandate of 180 minutes/ week for advanced students and 360 minutes/week for intermediate students. Our beginning 12th grade ELL is serviced via a stand alone ESL class for 250 minutes /week and a co-taught English Language Arts class with our ESOL teacher Pamela Casna and Adam Faulkner for 250

A. Programming and Scheduling Information

minutes per week. ELLs are programed in the same cohort so that the ELL teacher can effectively offer push-in support and so teachers can incorporate language acquisition instruction for students with similar language learning needs. 9th grade ELLs take a double period ELA course that meets for 440 minutes/week. 10th and 12th grade English Language Learners are enrolled in an ELA course for 240 minutes/week. These ELA courses prioritize teaching the 'habits of mind' with differentiated reading materials and authentic writing tasks, and to master the ELA New York State Standards. Overall, the goal of our Freestanding ESL program is to foster full English proficiecy of ELA, ESL, and NLA New York State Standards. In order to help students to progress, we utilize the following practices:

- Collaborative planning between ESOL and subject area teacher, specifically in ELA, for materials and texts used for classroom instruction.
- Scaffolding is an essential part of the instructional delivery, such as Modeling, Bridging, Schema Building, Contextualization, Text Representation and Metacognition.
- Assisting students during work periods, Conferencing with students in and out of class, informal assessments, and running records.
- Additional small group AIS sessions for each grade prior to all state assessments, to focus on literacy and academic language.
- Balanced literacy instruction in ELA, ESL, and NLA courses with an emphasis on making active reading strategies (infering, questioning, making connections, monitoring for meaning, summarzing, predicting) explicit.
- Explicit, contextually relevant vocabulary instruction.
- Access to and explicit lessons on the use of digital and paper-book tranlsation dictionaries.

Beyond our CR-PART 154 compliance mandates, we emphasize language acquisition and writing across all core subject areas. We are also especially mindful to involve our ESL students for all additional services such as:

- Homework Center 2X a week
- SAT Prep courses
- After School Enrichment Programs

3. Our departments are implementing the following practices to make content comprehensible and to enrich language development.

- Making vocabulary instruction relavant and meaningful for all students by anal
- Providing a variety of mini-lessons to make content concepts clear (e.g. modeling, use of visuals, graphic organizers, use of technology, hands-on activities)
- Providing differentiated resources and native language resources in all courses especially Humanities courses to build language acquisition.
- Implementing scaffolding techniques in a unified manner across grade levels so that students are experiencing similar pedagogical strategy across all subject areas
- Creating a print rich environment with ample examples of exemplary student work
- Using and displaying rubrics that highlight benchmark criteria for assignments and exhibitions
- Displaying a comprehensive review of key vocabulary through use of word walls
- Providing opportunities for students to be involved in purposeful writing and verbal presentations to practice their language skills in an authentic way
- Incorporating all language modalities during the lesson, e.g. group discussions, journals
- Implementing a print rich environment, including the use of ESL dictionaries and Glossaries.
- Ensuring the identification and analysis of student strength and weakness to drive and differentiate instruction

4. We ensure that ELLs are appropriately assessed in their native language by providing LAB-R exams in native languages to ELLs when they enter the school. This gives the school and the ESOL teacher, Pamela Casna, an accurate understanding of native language literacy.

5. All teachers use periodic assessment data from our "DYO Assessments" to learn about their students, to set learning goals with students, and to strategically differentiate instruction. Our school's mission around writing means that we teach writing across the curriculum and our approach in which teachers design and implement periodic assessments ensures that teachers develop a heightened awareness to the literacy learning needs of all our students including our English Language Learners. Additionally, our ESOL teacher and Assistant

A. Programming and Scheduling Information

Principal meet twice a month to analyze student achievement data, such as progress report grades, DY0 scores, and student work of our ELLs in mainstream classes. Based on this data we offer differentiated support to teachers to ensure that students are receiving instruction and support that addresses their language learning needs. Students who need additional support are offered credit recovery after school as well as homework centers, and after school tutoring. These services are provided in English. Additionally, we implement a period assessment that targets Language Learners and focuses on writing skills, specifically the development of ideas and organization of ideas. Data from these periodic assessments is used to differentiate instruction and to tailor mini-lesson and unit objectives to student's individual language needs. Additionally, with 10 ELLs we are able to provide individualized learning plans for students based on their credit needs, and regents needs so that all students see a clear path toward mastery of standards and graduation. For 11th and 12th graders we offer differentiated small group interventions to prepare for the US, Global, Math, and ELA regents exams while also learning essay writing and reading skills that are embedded in Math, Social Studies, Science, and ELA standards. In the fall semester the 11th and 12th graders will work with an ESOL teacher to prepare for the ELA and US History Regents. We will use data from the January Regents in ELA, US, Integrated Algebra, and Global Studies to strategize the individualized learning plan for these students in the spring semester. All of these interventions are provided in English with the targeted use of native language textbooks, texts, as well as translation dictionaries.

5.a. Our instructional plan for Students with Interrupted Formal Instruction (SIFE).

We do not currently have any SIFE students at AFYW but if any enter the school, we will:

- Administer an individualized student needs assessment in reading and math
- Conduct an interview with student to determine frequency and quality of any formal education received
- Creation of an AIS plan for the student focus on the literacy and math component
- Identify grade appropriate instructional support materials
- Develop an instructional plan so that instruction is personalized and differentiated to address specific learning outcomes
- Staff will receive professional development in the new ALLA assessment to identify SIFE students; and in strategies that benefit the SIFE within your classroom instruction.

Create a schedule with an extended school day that includes homework center, credit recovery and required small group home-work center support. 6

5.b. Our plan for ELLs in US Schools less than three years

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

- A student and parent orientation
- A needs assessment using a periodic assessment designed by teachers as well as periodic assessments that measure language proficiency.
- Buddy system identifying a similar student in his/her class that will assist during the day
- Encourage student to participate in After School activities.
- An informal assessment is provided to identify possible Academic Intervention programs.
- Home school communication.

5.c. Our plan for ELLs receiving service 4 to 6 years. We use data from the NYSESLAT, our internal periodic assessments, regents results and credit accumulation to differentiate pull-out support. Our student who has been receiving services for 4-6 years primarily needs support in reading and writing. Therefore, our ESL teacher builds on strengths in listening and conversation to develop skills in writing and reading. Our ESL teacher personalizes curriculum, develops skills based on individual students' needs and focuses on Global Studies and ELA regents standards. Additionally, the ESL teacher provides push-in support to bridge the curriculum and skills. In summary, our plan for these students includes:

- Push-in support in ELA for 250 minutes/week.
- A freestanding ESL class to learn/deepen understanding of language specific skills embeded in global studies and ELA standards 150 minutes a week
- Additional pull-out as needed (determined through collaboration between subject area and ESL teacher)
- Regular Conferencing with students and parents to assess what is being learned and identify plan of action for determined needs

A. Programming and Scheduling Information

5.d. Our plan for Long Term ELLs (completed 6 years) includes the following:

- Push-in support in ELA for 5 periods/week (250 minutes/week).
- A freestanding ESL class to learn/deepen understanding of materials 150 minutes a week
- Additional pull-out as needed (determined through collaboration between subject area and ESL teacher)
- Regular Conferencing with students and parents to assess what is being learned and identify plan of action for determined needs
- For students who take 4 or more years to graduate, we will conduct formal meetings with families and students to make plan

5.e. Our plan for ELLs identified as having special needs.

We have 3 ELL students who require both ESL and Special Education Services. Our plan for our these student includes the following:

Ensure that teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP mandates.

- Collaboration and communication between the ESL teacher and special education teacher
- Coordination of SETSS service and ESL pull-out service so extra help is rigorous and strategic.
- Focus on push-in support in as many subject areas as possible
- Regular conferencing with both student and parent to ensure IEP goals are being worked toward and eventually met

6. Teachers of ELLs use a variety of instructional strategies and tools in order to ensure these students are accessing the content while also developing their language skills further. Teachers scaffold using a variety of graphic organizers, vocabulary sheet, visual aids, and auditory tools. Teachers use all grade level Regents preparatory material further scaffolded to reach ELL and SWD in content area classes. Teachers of ELL and SWD appeal to a variety of learning strategies by using overhead projectors, reading documents aloud, and applying visual components to lesson planning. Both ELL and SWD teachers are meeting the student mandates of IEP and language needs by working in collaboration with Special Education teachers and the ESOL teacher in order to modify lessons and find access points for these students. Teachers apply instructional strategies that meet the needs of an ELL by reaching listening, speaking, reading and writing development.

7. Our school uses curricular, instructional, and scheduling flexibility in order to meet the needs of ELLs in our school environment. The team teaching model that is being executed at our school allows for vast differentiation within curriculum and instruction. Our ELL teacher is flexible to teach students on a one on one or small group basis while larger instruction is being performed by the team teacher. In addition, the ELL teacher is able to utilize her stand alone ESL class to supplement curriculum and instruction as needed. The programming of ELL students is specifically reviewed by the ESOL teacher, Pamela Casna, in order that the students are in as many classes with General Education students as possible. The students are not missing any content area classes in which they are emerged with General Education students.

Courses Taught in Languages Other than English ⓘ

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

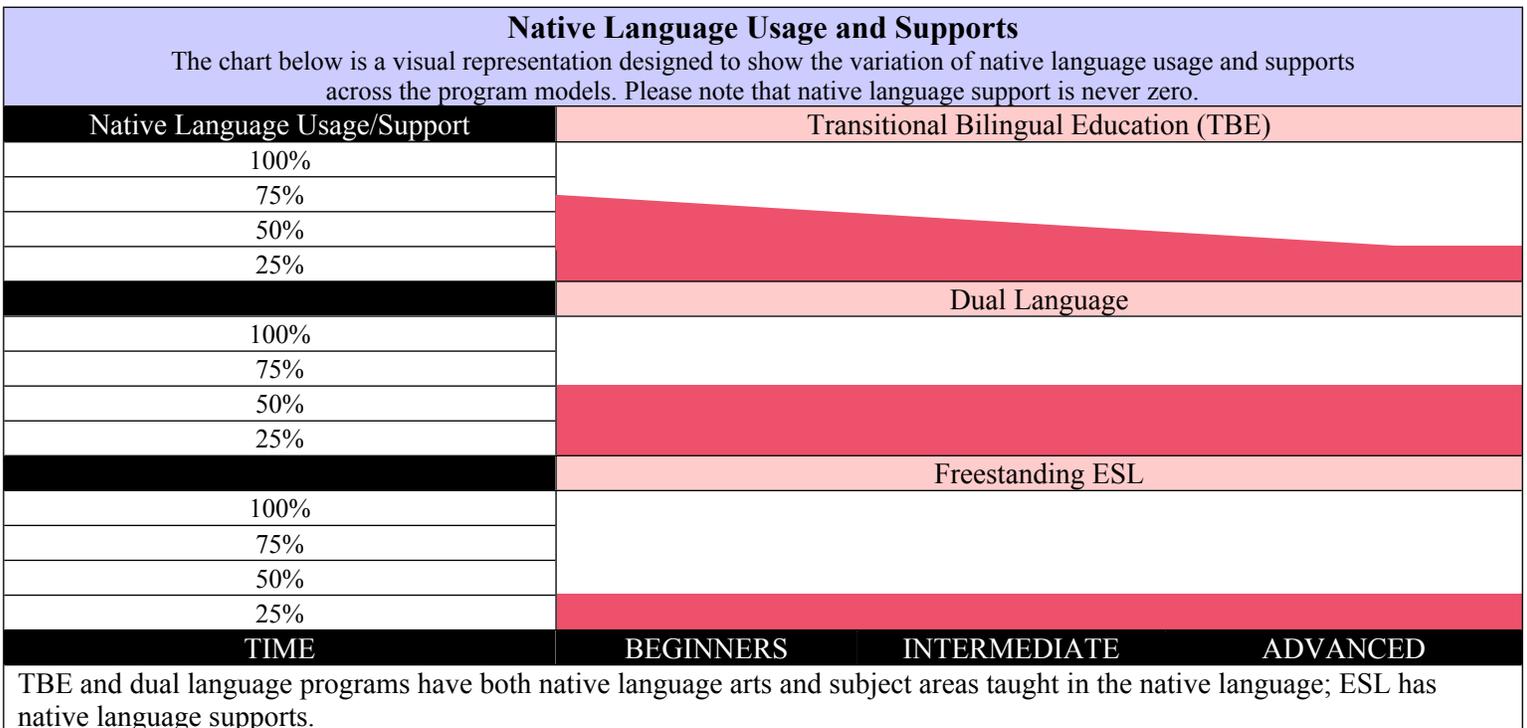
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	0			0
Social Studies:				

Math:	
Science:	

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

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

8. All of our 10 ELL students are receiving targeted interventions. Teachers use periodic assessment data to focus in on skills in which our students need support. Most of our ELLs need support in academic reading and writing, and can build on strong basic interpersonal communication skills. Our range of interventions are all offered in English and Spanish and include:

- Homework Center
- Credit Recovery and Regents Review Courses
- Saturday SAT courses/Saturday Regents' Review Courses
- Translation and Interpretation Services through our Parent Coordinator and Guidance Counselor

9. Students that have attained proficiency level performance on the NYSESLAT continue to receive support from our ESOL Certified teacher. Additionally, they benefit from regular academic advisement in advisory sessions that meet 4 times each week. Former ELLs also engaged in morning tutoring, homework centers, Saturday SAT courses/regents review courses. Like all students they benefit from regular academic goal setting and from reflecting on academic development through school structures like, periodic assessments, portfolio presentations, and exhibitions of student work. Former ELL students are also offered test prep to ensure success on exams. ELL students who have recently passed the NYSESLAT are offered testing accommodations including native language dictionary access, time extensions, and location needs are met for these students.

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

- Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154,
- Collaboration between content area and ESL teachers to create a learning community which is knowledgeable and experienced in researched based instructional strategies,
- Analyze ELLs data, using city assessments, state assessments and our own periodic assessment system, to become well-informed about the performance of each language learner in order to make sound educational decisions,
- Provide opportunities for students to be involved in purposeful writing and verbal presentations to practice their language skills in an authentic way,
- Incorporating all language modalities during the lesson, e.g. group discussions, journals,
- Ensure that teachers analyze student's data to identify strength and weakness and utilize the findings to drive differentiated instruction,
- Encourage teachers to participate in professional development opportunities focusing on instructional strategies for ELLs; such as, Quality Teaching for English Learners,
- Ensure that administration works closely with teachers (ELA and ESL) to support rigorous instruction.

11. At this time we are not discontinuing any of our programs.

12. Teachers offer a range of afterschool activities and ELLs have full access to these academically enriching activities. We are planning to

offer Chess Club, Math Club, Poetry Club, dance, magazine, as well as track and basketball.

13. We have 4 carts of laptops that are used in courses that service ELLs. Computers are used to to heighten our students experiences with the writing process, to provide multiple entry-points into content dense curriculum, to build schema by using audio and video clips, differentiate activities based on readiness, interest, and language needs.

14. Native language support is provided through our Spanish curriculum and through personalized support from our ESOL Certified teacher. 9 of our 10 ELLs speak Spanish at home and engage in our Spanish program. Additionally, students receive native language support through our ESOL teachers' pull-out and push-in service. Arabic speaking English Language Learner also engages in our Spanish as a foreign language program.

15. Yes, we believe our personalized and differentiated services support and correspond appropriately to our ELLs' ages and grade levels.

16. We host an orientation session in which ELLs have an opportunity to meet each other and learn about our Freestanding ESL Program. Additionally, in the first weeks of school we offer an ongoing orientation curriculum in our 9th and 10th grade advisory course. The focus of this curriculum is to teach students about unified rituals, our Exhibitions, to teach students about the "Habits of Mind" and also to provide students with opportunities for reflection and positive peer relationships.

17. Students are offered Spanish.

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)?

D. Professional Development and Support for School Staff

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

1. Our ESOL certified teacher will be engaging in the all staff activities described below as well as district and network ELL specific trainings focusing on administration of the NYSESLAT, best practices for literacy instruction for ELLs at the secondary level, as well as other symposiums and conferences offered through the New York State Teachers of English as a Second Language.

2. In addition to the above trainings our staff engages in trainings to prepare for the intake process and to prepare for orientation sessions before the school year begins. Additionally most staff members serve as an academic advisor and have a role on a grade-level team of advisors. The 9th grade team meets before the school year begins to create an advisory curriculum that ensures a seamless articulation from 8th grade middle schools to our 9th grade experience. Advisors focus on establishing common advisory rituals, methods for explicitly teaching school-wide practices like class Exhibitions, student Portfolio presentations, and the Habits of Mind. Additionally, 9th grade advisories engage in academic advisement, academic goal setting, and team building exercises and service learning trips. These structures are in place to ensure that every student has an adult advocate in the building, to ensure that parents have a strong relationship with at least one teacher, and to develop positive peer relationships amongst our 9th grade cohort.

3. Our Professional Development Training for all teachers will focus on the following:

- Whole staff works on identifying the different components of differentiated instruction (assessment, materials, access to learning styles, etc) and review of lessons and unit plans within this context
- Whole staff work on language acquisition and language objectives alongside skill and content objectives across subject areas
- Technology sessions instruct content area teachers how to use online resources to make instruction more comprehensible

Additionally, the assistant principal, academic dean, teachers, guidance counselors, ESOL teacher, special education teacher, and parent coordinator engages in routine professional development activities which will deepen the skills and awareness gleaned at our ELL specific professional development sessions.

- Regular (1x a month) department meetings dedicated to peer-critiquing unit plans prepared using Understanding By Design unit plans so that they offer entry points to all students and are clearly scaffolded towards final product
- Regular (1X a month) meetings dedicated to looking at essential skills in student work from target populations.
- Quarterly professional development to support the creation and analysis of data from periodic assessments looking at cohort trends and specific subgroup progress.
- Differentiated best practice workshops to enhance differentiated instruction and build capacity in general education teachers to address the language needs of language learners.
- Weekly ‘case conferencing’ meetings in grade teams to identify academic and behavior interventions for individual students.
- Quarterly ‘learning walks’ that empower pedagogical staff to sharpen their lense for instructional practices and teacher moves that foster a differentiated, student-centered classroom.

E. Parental Involvement

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

1. Each student has an academic advisory that meets for 40 minutes four days a week. Academic advisors are the primary connection between the school and parents/guardians. All teachers, assistant principal, dean, and guidance counselors serve as academic advisors. Advisors share academic data, make regular phone calls home, and meet with parents for parent-teacher meetings twice a year. Additionally, our PTA is active and includes parents of ELLs. The team meets at least once a month around a variety of school related activities and events.

2. At this time the school partners with College Bound, EL Puente. College Bound provides a full-time staff member that works with students on the college search and application process. Additionally, our College Bound counselor provides monthly parent workshops to support parents with the college admissions process, scholarship applications, as well as financial aide, and identifying post-secondary careers and options. El Puente provides afterschool programs and also hosts ESL classes for parents that speak a language other than English.

3. We evaluate the needs of parents by sending out surveys modeled after the New York City School Progress Report. Additionally our parent coordinator hosts regular events that address unique needs that parents express. Our parent coordinator and assistant principal jointly publish a monthly newsletter to all parents summarizing upcoming school events, parent meetings, school leadership team meetings, as well as parent workshops lead by our College Bound counselor.

4. Our parent coordinator works with the school leadership team and the PTA to create events and activities that address the needs of parents. Our primary focus has been financial aid, financial literacy, high school graduation requirements, and supporting students on the road to college.

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	1
Intermediate(I)										2	2			4
Advanced (A)										2	3			5
Total	0	0	0	0	0	0	0	0	0	4	5	0	1	10

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

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	A											3		
	P													
READING/ WRITING	B													1
	I										2	2		
	A											3		
	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	0	0	0	0
Integrated Algebra	0	0	0	0
Geometry	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	1	0	1
Living Environment	0	0	0	0
Physics	0	0	0	0
Global History and Geography	1	0	0	0
US History and Government	0	0	0	0
Foreign Language	0	0	0	0
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

1. We use teacher crafted DY0 periodic assessments to learn about our students' skills and proficiencies. As a school we have developed a collection of writing and reading assessments that are used to pinpoint skills and knowledge that students have, that students are developing, and that students have yet to develop. While we do not use an official assessment provider, our data is reported on OARS and vetted through in-house processes for reliability and validity.

2. In reviewing the data a few trends appear. First we have a group of four students who have demonstrated “intermediate” level proficiency on the most recent NYSESLAT. Additionally, all of these students have been receiving services for more than three years and two of the four have been receiving services for more than six years. These students have unique needs that all their teachers need to be aware of as we prepare them for success on regents exams. Second, a pattern emerges with our remaining ELLs; they all performed at the advanced or proficient level in listening and speaking. Moreover, in reading and writing 2 of these students performed at the proficient level and one of these students performed at the advanced level, with the remaining students performing at the intermediate level.

3. The pattern that emerged with our ELLs in each grade, suggests that these students have more developed Basic Interpersonal Communication Skills and yet to be fully developed Cognitive Academic Language Proficiency. In short, we need to use our ELLs listening and speaking skills to develop their reading and writing skills. We plan to incorporate a focus on our ELLs into our school-wide work plan with our partner school support organization that includes the disaggregation of ELL data with teachers so that our DY0 prompts, rubrics, and scoring methods align with ELL best practices for assessing reading and writing. Additionally, our ELL teacher will have a role in tracking these students' progress toward graduation, developing individualized academic plans, coordinating these plans with teachers and students, and designing interventions throughout the year to ensure our shared efforts incorporate best practices for ELLs and result in positive student outcomes, including passing the regents exams.

4.a.

Students in our Stand-Alone English as a Second Language program are developing language skills and pass regents at the same rate as students in our general education population. Our ELLs consistently choose to take regents exams in English and in a few instances have done very well on the Spanish Regents. Since ELLs do not take tests in their native language, we can infer that students feel more confident in their reading and writing skills in English rather than in their native language. However, one ELL has taken and passed the Spanish Regents, and there may be others who have very developed Spanish reading and writing skills, and those proficiencies could be tapped to accelerate their acquisition of academic English.

b. The school leadership team meets with grade leaders to review periodic assessment data at the close of each assessment window. The data is disaggregated by a variety of sup-groups including ELLs. In the past we have noticed that no clear pattern emerges with our ELLs that is distinct from the general education of our school. That said, we know that literacy heavy exams like US History, Global Studies, and Living Environment are challenging for all of our students, including our ELLs. Our teachers use interim assessment data to differentiate instruction and to refocus their scope and sequence.

c. We are learning that our ELLs, while they may score at the same rate as our general education population, have unique language. Our

preference for open ended responses and writing responses on our in-house crafted periodic assessments re-confirms our hypothesis that many of our ELLs have more developed Basic Interpersonal Language Skills and yet to be developed Cognitive Academic Language Proficiency. Moving forward, we are working to create more reliable and valid interim assessments that give teachers and students clear next steps for teaching and learning. Specifically, we will focus on creating more specific rubrics, tighter alignment between rubrics and prompts, and more robust inter-rater reliability. We are focusing on improving rubrics and prompts so that students are better able to show what they know and so teachers are better equipped to provide feedback that supports student learning.

5. N/A

6. Our Stand-Alone ESL program is evaluated semi-annually with our ELL teacher, our data, specialist, and our school leadership team. By reviewing regents data, attendance data, NYSESLAT data, and credit accumulation data, the team crafts a program that addresses the unique needs of our English Language Learners.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: <u>Academy for Young Writers</u>		School DBN:	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Courtney Winkfield	Principal		1/1/01
Angela Pruitt	Assistant Principal		1/1/01
Raul Lopez	Parent Coordinator		1/1/01
Pamela Casna	ESL Teacher		1/1/01
	Parent		1/1/01
Adam Falkner/ English	Teacher/Subject Area		1/1/01
Alex Cuff/ English	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01

School Name: Academy for Young Writers

School DBN:

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Tamara Holzer	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **14K404** School Name: **Academy for Young Writers**

Cluster: **4** Network: **404**

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.

Language survey, orientation meetings for parents and students, blue cards, ATS and advisory outreach for all parents all provided information on the language requirements for our students and families. This information was passed onto the parent coordinator.

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.

Once the information was gathered, staff was informed in a general meeting of the translation services available.

Part B: Strategies and Activities

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

Written translation services are provided by the Parent Coordinator. All information sent to the parents regarding school activities and academic updates are simultaneously sent home in both Spanish and English. To date, only Spanish and English are a need for parents.

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.

Oral interpretation services are provided by the parent coordinator, two school aids, and three teachers who are fluent in Spanish. This service is provided for planned and unplanned parent meetings around all school related concerns. The Academy of Young Writers provides interpretation services (either on-site or over-the-phone) during regular business hours to parents whose primary language is a covered language.

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 are notified of translation services when they enter the main office of the school. This is in writing and posted on the wall by the entrance of a school in each of the appropriate covered languages indicating the availability of language services.