



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: WORLD ACADEMY FOR TOTAL COMMUNITY HEALTH HIGH SCHOOL

DBN: 19K510

PRINCIPAL: KIM WANLISS

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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 School Comprehensive Educational Plan (SCEP), 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 SCEP 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
Kim Wanliss	*Principal or Designee	
Chudy Okorom	*UFT Chapter Leader or Designee	
	*PA/PTA President or Designated Co-President	
Lydia Cruz	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
	Member/	

** Signature of constituent only indicates participation in the development of the SCEP, not approval.

Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

SCEP goals are generally intended to guide school-wide planning and development. SCEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- 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.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

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

Major Recommendation

School Quality Review: 4.1* Use the observation of classroom teaching with a research-based, common teaching framework 4 and the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection, with a special focus on new teachers

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

 X 2.2 School leader's vision

 X 2.4 School leader's use of resources

 X 2.3 Systems and structures for school development

 X 2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

As part of the Teacher Effectiveness Program, WATCH Teachers and supervisors will engage in short, frequent cycles of classroom observation and feedback as part of the using the Danielson Rubric that articulates clear expectations for teacher practice as set by citywide expectations. Principals and APs will conduct 6 formative observations for each teacher using selected components of the Danielson Rubric to provide meaningful feedback and reports will be logged into ARIS.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 1. *WATCH High School is taking part of the pilot program for the Danielson Rubric. Individual professional development plans for each teacher with delineated steps for progress and movement to the next level within the continuum.*
 2. *Teachers' self-assessments on selected components of the Danielson rubric will help students reach subgroups in our high need populations. NYC School Survey results: 78% of teachers agree that school leaders give them regular feedback about their teaching (up from 74% last year). This feedback will help teachers to differentiate their instruction and use multiple methodologies to reach all students, especially at-risk youth in subgroup. Teachers will conduct intervisitations to provide offer critical feedback and learn new techniques from others.*
 3. *The Teacher Effectiveness Program committee will develop and implement a coherent PD Plan for teachers that integrates the selected components of the Danielson rubric*
 - b) key personnel and other resources used to implement these strategies/activities,
Administration will be involved in this effort. One Social Studies AP, one English and Sped. AP, one Science AP, and the WATCH principal will be assessing staff.
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
Teachers met with the principal to discuss what percentage of their ranking should be derived from participation in school committees and student achievement scores. Professional development has been given to staff to inform them about the Danielson Rubric as well as teaching strategies that will help teachers become highly effective. A literacy coach has also been provided to work with teachers to improve their instructional methods and outcomes. Professional developments have been given this year to address designing instruction for block scheduling and differentiating instruction for all learners.

Teachers will conduct a self assessment using six components of the Danielson Rubric. School Leaders will meet with teachers to support their learning plan and goals.

d) timeline for implementation

The Danielson Rubric is currently being used and teachers will receive consistent feedback throughout the school year with goal setting meetings, post observation conferences, mid-year and end year evaluation meetings.

Budget and resource 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 IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

• Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start). The Principal and three Assistant principals will observe staff and offer feedback. A Math and Literacy Coach will also meet with teachers to coach them based on their instructional needs. Funding was allocated to line part-time Math and Literacy coach and part-time AP of Special Education.

GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

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

Major Recommendation

School Quality Review: 2.2 Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

Annual Goal #2

Students will engage in at least two literacy and math tasks embedded in a rigorous curriculum unit aligned to the Common Core Standards as set by citywide expectations. 75% of students will complete a unit of study aligned to the Common Core Standards with a performance task assessment that require students read, write and discuss evidence from texts in ELA, Social Studies and Science classes; this also requires fluency, application, and conceptual understanding in math.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
Teachers will develop two Common Core-aligned units of study that incorporate learning opportunities for students with multiple intelligences, English Language Learners and students with special needs. These units will be implemented twice this year. All four major content areas will implement these unit plans so that all students will be completing rigorous tasks on a daily basis. Subgroups will be addressed through differentiated instruction. The
 - b) key personnel and other resources used to implement these strategies/activities,
Administrators and experienced literacy teachers will be used during the school's common planning periods to work with incorporating the teaching of this skill into content areas across subjects. Professional Development provided for AP Literacy/Special Ed, Literacy and Math coaches, and teachers.
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
Teachers will develop collaborative lessons that incorporate oral and written skills needed for providing evidence to support arguments. Teachers meet weekly in departmental teams to assess student work and plan lessons that demand evidence to support a claim.
 - d) timeline for implementation.
Teachers will meet once per week for common planning development. Teachers are currently designing lesson and unit plans that teach these skills now. CCSS Unit Plans are being reviewed by the school's administration and will be implemented beginning January 2013. Each major content had implemented at least one Common Core plan in the fall term.

Budget and resource 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 IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
WATCH uses federal services and state services through title 1 funding, SINI funding, NYC DoE funds to support teacher meetings during the school day and after-school. Funding allocated to support professional development.

GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

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

Major Recommendation

School Quality Review: 2.2 Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels

Tenet #4 TEACHER PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

 X 4.2 Instructional Practices and strategies

 X 4.4 Classroom environment and culture

 X

 X 4.3 Comprehensive plans for teaching

 4.5 Use of data, instructional practices and student learning

Annual Goal #3

Monitor and modify instruction to improve student achievement for students in the 2012 cohort in the area of Integrated Algebra. By June 2013, 50% of the students who need to re-take the Integrated Algebra exam will achieve 65% or above. Monitor and modify instruction to improve student achievement for students in the lowest third. By June 2013, 60% of students in the lowest third will take and pass the NYS Regents in English and Social Studies and Science.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
Students will be assessed weekly in the area of Integrated Algebra to check for student understanding. Unit assessment data will be disaggregated by teachers and overseen by the Math Coach to foster more targeted instruction for individual students in Math class. Additionally courses will be provided afterschool and Saturdays to give instruction to students in the lowest third, students who previously failed the exam and students in need of additional course credit. Professional development workshops will be provided for teachers to training them on disaggregation of data, instructional planning and created assessment. Use Castle Learning Computer program for Regent Preparation. Apex Learning Online courses for instructional support and regents preparation. Use Read 180 instructional program to support 9th grade lowest third students in English class. Use Foundations in Learning assessment and reading program to support the lowest third in English and Mathematics. This will be evening and weekend classes conducted by special education teachers.
 - b) key personnel and other resources used to implement these strategies/activities,
Teachers, Content supervisors and the principal will gather evidence of student learning monthly. The Math coach will support staff through class visits and planning. Teachers, Content supervisors and the principal will conference with teachers to give feedback on the appropriateness of the assignment, the rubric and rating of the work. Unit Exams, Performance Assessments and periodic assessments will be reviewed by teachers. After school teacher meetings for professional development. Data review and curriculum writing are being conducted all year to support teaching and learning. Guidance staff will coordinate weekend and afterschool computer based programs. Supervisor will oversee the program and Teachers will conduct lessons.
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the

decision-making regarding the use of academic assessments.

Weekly content meetings among math teachers and curriculum writing meetings. Teachers will provide evidence of students achieving proficiency in content by the content supervisors and the principal will provide feedback on the level of proficiency students are achieving.

d) timeline for implementation

Beginning December 2011 all teachers will submit itemized results of unit assessments on a monthly basis. Including periodic assessment in January, March and June.

Apex Learning courses October 2012-July 1, 2013

Castle Learning program September 2012-July 2013

Foundations in Learning January 2013-March 2013

Read 180 March 2013

Budget and resource 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 IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

• Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
WATCH uses federal services and state services through title 1 funding, SINI funding, NYC DoE funds to support tutoring and additional math courses during the school day and after-school. Funding allocated for Math Coach and professional development.

GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)

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

Major Recommendation

School Quality Review: none noted for this goal.

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

Annual Goal #4

All students will participate in Advisory and Leadership courses; arts and sign language to improve social and emotional development and reduce discipline incidents.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
Teachers will use the Schoolastic I.D. Advisory curriculum in advisory classes, and Male and Female Leadership classes. Students will select extra curriculum arts and language programs such as sign language, music technology, violin and guitar. This will build self-esteem and develop social and emotional skills. Students will
 - b) key personnel and other resources used to implement these strategies/activities,
Teachers will implement the program according to their skill and training. Brooklyn College Community Partnership will conduct arts classes such as drama and music technology. An educational consultant will conduct sign language classes. Brownsville Multi-Service Family Health Center will provide internships and career presentations in classrooms for job readiness.
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
Monthly incident rates will be compared from previous years' rates to the current year to assess progress of the program. Grade teams will also assess the efficacy of the program by examining transcript grades and Regents progress for students taking the program.
 - d) timeline for implementation.
The program is currently being implemented this year.

Budget and resource 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 IA

Title IIA

Title III

Set Aside

Grants

Other-describe here: _____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start). *WATCH uses federal services and state services through title 1 funding, SINI funding, NYC DoE funds to support the program. The Brooklyn College component has addition funding through a grant.*

GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)

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

Major Recommendation

School Quality Review: 1.4 Maintain a culture of mutual trust and positive attitudes that support the academic and personal growth of students and adults

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

<input checked="" type="checkbox"/> 6.2 Welcoming environment	<input type="checkbox"/> 6.4 Partnerships and responsibility
<input type="checkbox"/> 6.3 Reciprocal communication	<input checked="" type="checkbox"/> 6.5. Use of data and families

Annual Goal #5

Increase parent involvement at school events, meetings and conferences.

Strategies to increase parental involvement and engagement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 20 through 24 in this SCEP.
- Describe the research-based strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 Parent elections will be held on Saturdays and weekends to accommodate different types of schedules.
 Parent outreach will be conducted by onsite community partners, Brownsville Multi-Service Family Health Center; Brooklyn College Community Partnership (BCCP); Dept of Aging, Counseling in Schools and NYC Dept of Foster Grandparents. Workshops on college readiness and other topics of interest will be conducted by BCCP.
 Visual, verbal and written notification of pertinent information will be presented to parents. Supporting materials such as television screen, laptops, and office supplies will be purchased.
 - b) staff and other resources used to implement these strategies/activities,
 Administration, teacher leaders, and the community liaison will facilitate strategies.
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 Teachers and other staff members are encouraged to take part in the SLT and participate on the committees from that team. Phone calls and newsletter updates will be sent and delivered to parents.
 - d) timeline for implementation.
 The program is currently being implemented this year.

Budget and resource 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 IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

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

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>For ELA, students use the Language program that helps struggling readers (Sped and ELL students) make strides by grade level. Students preparing for the English Regents Exam are given Castle Learning tasks and Regents exams for practice. Teachers use a variety of methods. Students are taught how to perform a very close reading of a given text in order to respond to multiple choice questions, short answer, and critical lens essay prompts. Apex Learning Educational Software with Teacher support for improving performance in courses or courses needed for graduation.</p>	<p>These sessions are generally smaller in number than a typical class. AIS after-school tutoring contains 10 students or less per teacher. One-on-One/independent learning in Apex course with Teacher support-during the day, weekends and afterschool.</p>	<p>Services are provided after-school every Tuesday and Thursday, from 2:20 until 3:11 and teachers tutor during their lunch periods on a voluntary basis. Per session tutoring after school and on Saturdays. One-on-One/independent learning in Apex course with Teacher support-during the day, weekends and afterschool.</p>

Mathematics	<p>Students use the Agile Mind program for Algebra and Geometry. They are also given Castle Learning tasks that target Regents preparation for the Algebra and Geometry Exams.</p> <p>Apex Learning Educational Software with Teacher support for improving performance in courses or courses needed for graduation.</p>	<p>These sessions are generally smaller in number than a typical class. AIS after-school tutoring contains 10 students or less per teacher. Small groups tutoring afterschool and on Saturdays.</p> <p>One-on-One/independent learning in Apex course with Teacher support-during the day, weekends and afterschool.</p>	<p>Services are provided after-school every Tuesday and Thursday, from 2:20 until 3:11 and teachers tutor during their lunch periods on a voluntary basis.</p> <p>Per session tutoring after school and on Saturdays.</p> <p>One-on-One/independent learning in Apex course with Teacher support-during the day, weekends and afterschool.</p>
Science	<p>For Science, students complete Castle Learning online tasks. They use these tasks to prepare for the Regents Exams in Chemistry and Living Environment. Science teachers also use targeted instruction with review books that allow students to complete more independent practice.</p>	<p>These sessions are generally smaller in number than a typical class. AIS after-school tutoring is 10 students or less per teacher.</p>	<p>Services are provided after-school every Tuesday and Thursday, from 2:20 until 3:11 and teachers tutor during their lunch periods on a voluntary basis.</p>
Social Studies	<p>For these review</p>	<p>These sessions are generally</p>	<p>Services are provided after-</p>

	<p>courses, students are given practice Regents Exam questions and content review. Students also keep records of each exam taken where results are itemized. The students are then made aware on an individual basis of their areas of weakness so they may focus on those areas.</p>	<p>smaller in number than a typical class. AIS after-school tutoring is 10 students or less per teacher.</p>	<p>school every Tuesday and Thursday, from 2:20 until 3:11 and teachers tutor during their lunch periods on a voluntary basis.</p>
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>The Guidance Counselors provide services to at-risk youth identified by poor attendance, recidivist behavior referrals/suspensions and poor academic performance. They work with students who have attendance rates below 75% and design attendance incentives for students. Guidance counselors also provide family interventions when needed. The counselors provide mentoring services for students. This may come in the form of one on one and group counseling services. They offer class presentations and instruction on college</p>	<p>This may come in the form of one-on-one and group counseling services. Class presentations and instruction on college and job presentations. One-on-one counseling on Saturday to support Saturday AIS program.</p>	<p>Counseling and group counseling are scheduled during the school day at a time conducive to students' scheduling needs. Per session guidance on Saturdays.</p>

	<p>and job presentations. The SAT Social Worker provides services for students that are identified by the Guidance Counselors and Pupil Personnel Team. These services involve one-on-one counseling and parent outreach and referrals. The GPS program provides WATCH with two social workers who work with students who have historically demonstrated poor attendance rates. GPS conducts individual and group counseling sessions for students. They also reach out to teachers so students who may be disenfranchised are able to communicate with teachers with the help of their social workers.</p>		
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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.

WATCH administrators always seek to hire highly qualified teachers. Administrators attend teacher recruitment fairs and collect and retain teacher resumes for times when vacancies become available. Once teachers become staff members at WATCH, they can expect high quality differentiated professional development that address a staff always looking to professionally grow and adapt. The principal utilizes Assistant Principals of English, Social Studies, and Science, as well as a Math and Literacy Coach, to create and implement the professional development plan for the year. The school maintains a comprehensive calendar available to all staff members that details topics and methodologies for all given sessions. Teachers are surveyed each semester and are asked to reflect on their own individual development goals to offer input into WATCH's professional development calendar. This way, teachers and administrators can work together to create professional development that benefit all teachers for the year.

The professional development sessions are held for 45 minutes, on the first and third Monday of each month. Generally a topic is introduced, such as Portfolio Development, or Backwards Design for Unit Plans, and then teachers are invited to attend a professional development series after school that unpacks the information so teachers can collaborate with colleagues and work on these topics.

Grade Team meetings ensure that all staff are involved in the inquiry process. Teams create mentor groups for each grade level and examine student work. Grade teams work together to construct strategies that will serve to increase student skills, especially students who fall into the lowest third subgroup.

These activities are meant to support teachers in their work. Maintaining this kind of professional environment allows WATCH to find and maintain a strong staff that strives for constant improvement.

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Alexis Penzell	District 19	Borough Brooklyn	School Number 510
School Name World Academy for Total Community Health			

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

Principal Kim N. Wanliss	Assistant Principal Camille Bucknor
Coach	Coach
ESL Teacher Christopher Ott	Guidance Counselor Paulette James
Teacher/Subject Area	Parent
Teacher/Subject Area	Parent Coordinator
Related Service Provider	Other
Network Leader New Visions	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	362	Total Number of ELLs	13	ELLs as share of total student population (%)	3.59%
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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. [i](#)

1. The pedagogue responsible for conducting the initial identification of those students who may be eligible for English Second Language (ESL) services is the certified ESL teacher. For initial screening of possible ELL's, the ESL teacher examines the Home Language Identification Survey. The HLIS is offered to students upon their entrance into the school system and is collected with their disposition papers. The HLIS is available in Spanish and other DOE supported languages. Students identified as possible ELL's are given the Language Battery Assessment (LAB-R) within the first ten days of school. Prior to returning the LAB-R, tests are scored to ensure that any student eligible for services is correctly programmed. In the event that the certified ESL teacher is unable to administer and evaluate the HLIS or LAB-R, the testing coordinator will assume responsibility. 1b.) WATCH provides a Spanish LAB-R and a translator to administer the exam as needed. 1c.) ATS and BESIS reports indicate those students who will take the NYSESLAT. Each component of the NYSESLAT is segmented in four domains and implemented accordingly: speaking; listening; reading and writing within the course of the exam timeframe.

The ESL Teacher evaluates students annually. At the beginning of the year, the ESL teacher examines previous NYSESLAT scores and provides students with a diagnostic exam that test their oral, listening and writing skills. Aside from periodic assessment and on-going classroom assessments, ELL students are administered the NYSESLAT to determine eligibility for services.

2. When a student is admitted to the NYC school system, parents are actively involved in the decision making process. This multi-step process ensures the identification, the appropriate placement and educational services for every child in the New York City educational system.

Parents are given a HLIS to identify the home language of each child. If the child is identified as an eligible candidate for ELL instructional services, an informal interview is given to the candidate by a pedagogical staff member and the LAB-R is administered to identify the child as either an ELL or English Proficient. An entitlement letter is provided to parents to inform them about the child's identification and the child is enrolled in the appropriate program within ten days.

In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. Parents participate in an orientation that describes various programs for

ELLs. At this time, parents view a parent information CD where program placement options are presented with clarity and objectivity. The parent orientation CD is available in multiple languages. Parent brochures are distributed in their native language to assure understanding of each available program. World Academy for Total Community Health (“WATCH”) is proud to offer a Small Group ESL Instructional program to conform to the parental choice selections.

3. Each ELL parent/guardian whose student was in the ESL program the prior year receives an entitlement letter at the beginning of the school year. Letters are mailed directly to the students’ home of record in the appropriate home language. For students new to the New York City school system, the entitlement letter is mailed to the home based on the results of the LAB-R; for existing students the letters are mailed to the home based on results of the NYSESLAT exam that indicate continued entitlement. WATCH does not offer TBE or DL support. Should a parent request such options, they are referred to the DOE placement office where the student can be assigned and appropriately linked to those services.

In the event that Parent Survey’s or Program selection forms are not returned, school personal reach out to parents. The primary individuals responsible for reaching out to parents are the ESL teacher, school social worker and guidance counselor.

4. Students are placed in the ESL instructional program based on the scores from the LAB-R or NYSESLAT examinations. The scores indicate the level of proficiency: Beginner, Intermediate or Advanced ESL. If possible, consultations and communications with parents are handled by bilingual personal employed at the school. In the event that no school personal is able to translate, translators are sought through the New York City Department of Education.

WATCH High School offers ELL students a free-standing ESL instructional model. Our school does not offer Bilingual Education; based on the data analysis since 2007, it is not needed for our population of students. If, in the future, we find that Bilingual Education is necessary, the school will develop a functioning program to accommodate the need. We are building alignment between parent choice and program offerings through regular communication with our ELL students’ parents. The ELL teacher communicates frequently with the families of her students making them aware of their academic and state assessment progress; programs will be adjusted based on student need and parent involvement. Entitlement and Placement letters are both mailed home and submitted to the parents during conferences. Entitlement and Placement letters are maintained in a cumulative file in a locked cabinet.

5. The Parent Surverys and Selection forms for the past few years are currently unavailable.

6. This information is currently unavailablequestions

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes,

refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	13	Newcomers (ELLs receiving service 0-3 years)	7	Special Education	5
SIFE	2	ELLs receiving service 4-6 years	3	Long-Term (completed 6 years)	3

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	7	2	2	3	0	0	3	0	3	13
Total	7	2	2	3	0	0	3	0	3	13

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

C. Home Language Breakdown and ELL Programs

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

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
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

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. a. WATCH implements a Small Group ELL Instructional Program/Freestanding ESL from 9th -12th grade. Students are organized by proficiency level (beginner, intermediate, advanced) and receive ESL services in a pull-out class. The primary goal of our ELL program is to foster full English Proficiency in a supportive risk-free classroom environment as well as to:

- Expand literacy and academic language
- Provide students with skills that will allow them to perform at city and state grade level in all subject areas

A. Programming and Scheduling Information

b. The ESL program at WATCH provides courses that meet the state requirements for ESL programs. Students are grouped for their ESL classes homogeneously according to their proficiency levels as indicated on either the LAB-R or NYSESLAT examination.

Freestanding ESL programs are offered in a self-contained environment. The ESL teacher has a separate room and meets with ELL students. ELL students who are also identified as special needs students and are X-coded receive push-in and Co-Integrated Teaching services for core-subjects. Students who are identified as special education ELL's and are x-coded receive additional literacy instruction in a pull-out class.

2. Free-standing ESL programs are offered in a Block Schedule. Beginner ELL's receive 540 minutes a week, intermediate ELLs receive 360 minutes of service a week and Advanced ELLs Receive 180 minutes per week. Students are grouped in homogenous classes based on proficiency levels. Students are graded individually based on New York State Standards in conjunction with a teacher designed grading scale.

a. The goal of our ESL program is to foster full English proficiency in a supportive risk-free environment. Both the English Language Arts ("ELA") and ESL Teachers that work with ELL students are fully certified. In order to help students progress, we use the following practices:

- Collaborative Planning and/or Conferencing with Content Area Teachers
- Utilization of different strategies: Scaffolding, Modeling, Schema Building, Contextualization, Text Representation and Metacognition.
- Assisting students during work periods, conferencing with students in and out of class and informal assessments
- Communication and collaboration with parents
- Creating goals for students in which they monitor their progress in each of their courses

3. WATCH has a Freestanding ESL Program. Services are delivered in English from a bilingual teacher. Supplemental materials for the ESL program include Language!, a comprehensive literacy program by Soporis West. Language! includes instructional resources and elements that apply specifically to ELLs.

Aside from English language instruction, students receiving ESL services are able to receive support in all content areas during their ESL services. The teacher is able to work with students on challenges arising in social studies, math and science during their mandated instructional hours.

4. a. Students with Interrupted Formal Education ("SIFE") are placed into ESL programs in accordance with most recent LAB-R results or NYSESLAT Results. In addition to ESL, students have access to support services that help transition into high school (i.e. Academic Intervention Services or Counseling).

b. Beginner ELLs receive 549 minutes of ESL services per week. Beginner ELLs (1-3 years) are provided three 49 minute ESL classes per day. Beginner ELLs are taught in small pull-out classes, homogeneously grouped according to proficiency level.

Instruction for Beginner ELLs is aligned with New York State ELA and ESL Standards. Students are provided instruction in reading, speaking and writing from the certified ESL teacher. To incorporate New York State ELA content, the ESL teacher meets with ELA teachers in a Professional Learning Community and for common planning three days a week.

c. Intermediate ELLs (4-6 years) receive 369 minutes of ESL instruction per week. Students are placed in 96 minute block classes that meet daily in a pull-out setting. Students are programmed for small group instruction in are placed in homogenous groupings based on proficiency level. Instruction for ELLs is aligned with New York State ELA and ESL Standards.

d. Long Term ELLs (6+ years) receive 180 minutes of ESL services per week. Students are pulled out for two 90 minute blocks each week. Instruction is delivered in a small group from a certified ESL teacher. Students are placed into homogenous groups based on proficiency level.

e. ELLs who are also identified as having special needs are x-coded. ELL students who are also identified as having special needs receive

A. Programming and Scheduling Information

services from a special education teacher through Collaborative Taught and in Pull-out classes. Special educators work closely with the ESL teacher to ensure that the needs of ELL students with special needs continue to be met. X-coded ELLs who have not passed the NYSESLAT take the exam annually until they have placed out of ESL.

5. Across content, intervention services are implemented for ELLs through Grade Level Inquiry Teams. Grade teams select target population of students that include students from the lowest third, ELLs and Special Needs students. Teams developed targeted interventions that meet the needs of selected students. Teachers share concerns and data for students on each target population. Additionally, each grade team member is responsible for mentoring two or three students from the target population. Teachers meet with students regularly to ensure that students receive necessary academic and social support.

Academic Intervention Services (“AIS”) are additionally offered during school to provide on-going support and Regents prep for students. ELLs are included in AIS and as a result have access to small group/one-one tutoring 3 days a week for 45 minutes.

6. Students who have placed out of ESL per their NYSESLAT results are integrated into general education classes. Students have access to support from the ESL teacher or other school personal as needed. There is no bilingual education available for SWD on site. Translation services are available for SWD should the need arise.

7. WATCH High School now uses Datacation to ensure that access to student data is streamlined for administrators, teachers, parents and students. Teachers, students and parents are offered training on Datacation. Datacation enables teachers to post grades, attendance, assignments and anecdotal accounts into a database that is available for other teachers, parents, students and administrators. Additionally, WATCH has partnered with the STAR program to provide academic and social support to at-risk students. Students are able to take credit recovery classes, receive mentoring services and counseling services through this program from an outside organization.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

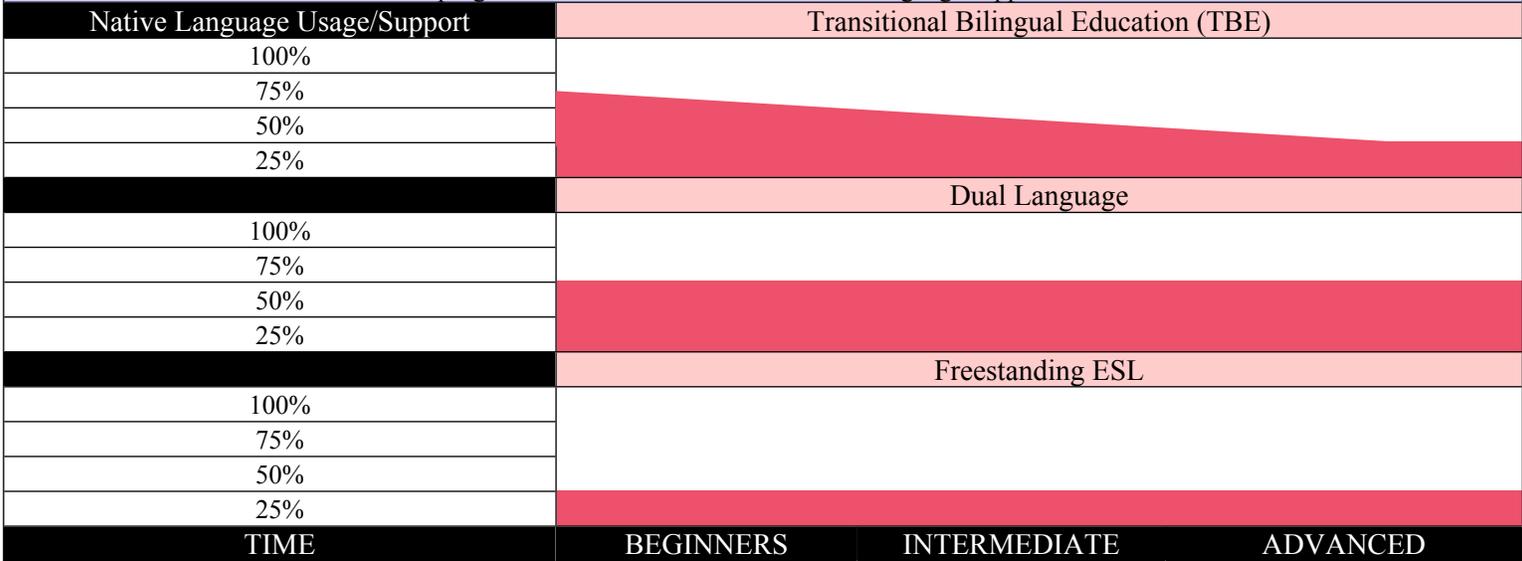
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

8. No programs will be discontinued at this time.

9. Students receiving ESL services are afforded equal access to all school programs. Students receiving ESL are mandated to attend AIS after school. Students also are provided equal access to all elective courses. Additionally, students are additionally encouraged to participate in school extracurricular activities, including sports teams and clubs. Former ELL's are provided with accommodations per parental and principal requests.

10. Students receiving ESL services uses a literacy program called Language!. Language is a comprehensive literacy program by Sopris West. The program focuses on phonemic awareness, morphology, reading comprehension, spelling, grammar and writing skills. In addition, computers are available in the ESL classroom for students use. Laptop carts and Smartboards are also available for classroom use.

11. WATCH has a freestanding ESL Program. The certified ESL teacher is bilingual. Bilingual school personnel also provide support as needed. The use of the Language! Program (a comprehensive literacy program) is intended to provide support in English to ELL students.

12. ELL support services are allocated based on New York State Mandated Units for Support. Beginner ELLs receive 540 minutes of service per week, Intermediate ELLs receive 360 minutes per week and Advanced ELLs receive 180 minutes per week. Students are grouped in homogenously based on proficiency, not grade level. However, resources and materials used in class are selected and differentiated in accordance with students' age, readiness and grade level.

13. Newly enrolled ELL students have the opportunity to receive support during school in AIS. Students may attend AIS Tuesday through Thursday during lunch. AIS instruction is delivered in small group and focuses on Regents Prep or any other academic needs of students in attendance. 13b.) ELL students are provided with access to online sites and academic support from ESL teacher.

14. Spanish is offered as an elective for all students at our high school. Spanish instruction is offered for levels 1-6. Instruction is provided by a native Spanish speaker who is also fluent in English

15. All mandated services meet the emotional, social, academic-grade and age level- needs of all ELL students.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

1. The ESL provider is able to attend professional development workshops offered by the New York City Department of Education as well as our school's partner organization, New Visions. In addition outside professional development, school based professional development is offered to teachers twice a month (2:19 p.m.- 3:11p.m.). Administrators, teachers, and support personnel deliver professional development on various topics. All WATCH staff members receive PD during faculty conferences on site and specific domain of teaching off site as well.

2. ELL students transitioning from middle to high school receive instruction in small pull-out classes at WATCH High School. The small setting increases the instructional intensity offered to incoming ELL students. Additionally, WATCH is a small school with an extremely supportive staff. ELL students receive on-going support from the ESL provider outside of regular class time as needed. Students (and parents) also have access to language support from bilingual personnel including a bilingual school aide(and foreign language teacher.

3. The pedagogue responsible for ESL services provides an annual Professional Development intended to inform staff of the needs and progress of ELL students. The ESL service provider also is apart of Professional Learning Communities (English Department) and Grade Level Inquiry Teams. Records are maintained in a locked file and updated as required per DOE request.

Additionally, the ESL teacher works very closely with the Special Education Department. The Special Education Department has delivered various Professional Developments for staff members in conjunction with the ESL teacher. Content of the workshops focused on differentiating instruction for diverse groups of learners

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. Upon entrance into the school system, ELL Parents are given the HLIS. If students are eligible for ESL services, parents are informed of instructional models for ESL. Parents of students already receiving ESL instruction are contacted by the school establish communication and describe what services will continue to be delivered.

Twice a year, WATCH hosts a parent-teacher night. Parents are able to conference with teachers and administrators during this time. Invitations for conferences are available for parents in native language. Bilingual staff members are additionally available to translate at parent teacher conferences. Additionally, all parents are also invited to attend school PTA meetings.

To provide full disclosure of student performance, WATCH uses a program called Datacation. Parents, teachers and students have access to information on Datacation. Teachers post attendance, grades, assignments and anecdotal accounts that are available to parents and students alike. WATCH provides training on this program to parents and students. Bilingual staff members are available to translate and communicate information to parents.

Throughout the school year, teachers maintain continual communication with parents to ensure that students' needs are met. Bilingual staff members are available for translations at both informal parent/teacher meetings and IEP meetings for students who are receiving additional services in Special Education. Parents of ELLs are given invitations to workshops. Parents are invited to join the school leadership team and participate in the Mock Quality Reviews.

2. WATCH is a partnered with New Visions and Brownsville Family Services. New Visions provides professional development for teachers and consultative services. WATCH is additionally partnered with Brownsville Family Services. As apart of this relationship, students are encouraged to explore internships and career opportunities in the medical profession. Students have access to health services from a clinic within the school building. Finally, WATCH is partnered with the STAR program which provides academic and social support to at-risk. Parents of ELL students are invited to take part in any supportive services provided by these organizations.

3. The needs of ELL parents are evaluated through the School Survey and the Home Language Instruction Survey. Additionally, the school's guidance counselor, social worker, teachers and service providers maintain continual communication with parents to ensure their needs are being met. Bilingual staff members are available to provide translations as necessary. If translation needs cannot be met within the school, outside services are sought such as Language Line.

4. Parents are given ample opportunities to communicate with teachers, administrators, related service providers and support staff through various outreach programs at our school. Parents are invited to Parent Teacher Conferences each semester. In addition, parents are invited to express their concerns and needs at PTA meetings. Parents are a part of both the PTA and School Leadership Team. Additionally, school personnel including teachers, grade advisors, the school guidance counselor, and school social worker maintain consistent communication with parents of ELL students.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

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

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

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

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

1. To assess early literacy skills of ELL students, our school uses the Language! placement exam. Students are administered this exam at the beginning of each year to determine their reading level. The placement exam is designed to determine where to begin instruction within the Language! program.

2. At the beginning of the school year three students took the LAB-R (two 10th grade students and one 11th grade student). All three students taking the LAB-R were not eligible for ESL services. In the 2009-2010 school year, one student taking the NYSESLAT placed out of ESL. Overall, a greater percent of students reached proficiency in speaking and listening (10 out of 13 students sitting for the exam). Of students reaching proficiency in listening/speaking, three students are ninth graders, two are eleventh graders and five are in grade twelve. One ninth grade student placed at beginner level for speaking. One ninth grade student and one eleventh grade student placed at the intermediate level for speaking. Overall, students sitting for the exam scored lower on the reading and writing portion of the NYSESLAT. No students (excepting the student who placed out of ESL) placed into the Proficient category. One ninth grade student and one student in grade twelve placed at an Advanced level. One 9th grade student, one 10th grade student, one 11th grade student and two 12th grade students placed in the Intermediate range. Two 9th grade students placed at a beginner level and one 11th grade student placed at the beginner level.

3. The ESL teacher and ELA teachers use information for state administer exams to determine instructional decisions. While ELA and ESL teachers focus on all aspects of English, reading, speaking, writing, listening; special attention is given to reading and writing in both English and ESL classes. Additionally, ELA teachers provide all content teachers with information on providing writing across the curriculum.

4. a. Of the ten ELL's taking the Integrated, seven students passed. No student took the exam in their native language. Of the students taking the English Regents, four out of seven passed. No ELL student passed the Chemistry or Geometry Exam. Half of students passed Living Environment (5 out of 10) and half of the students passed chemistry (1 out 2). Three out of seven students passed the Global History exam and two out of five passed the US History exam. No tests were taken in Native Languages. Some ELL students who are also identified as Special Education students have taken and passed RCT exams for credit towards a local diploma. Students who have failed Global, US, Living Environment, Integrated Algebra or English will take prep classes and retake exams next time they are offered.

b. WATCH uses periodic assessment to evaluate the progress of students. In the 2009-2010 school year and in the 2010-2011 school year, WATCH has used Design Your Own for Period Assessments. Teachers administer the assessments in English class and results are offered to the staff to view for data purposes.

c. From Periodic Assessments, the school learns how our ELL population is progressing in ELA. Periodic assessment indicates that ELL students need to work on developing ideas in their writing and supporting ideas with detail. Additionally, students need to increase their vocabulary to become more proficient writers.

6. To evaluate the success of the ESL program, our school examines the instructional model and student data. Throughout the year, we examine student progress on exams, class grades, credits and attendance. We look for trends amongst various populations of students,

including the lowest third, ELL's, and Special Education students. Additionally, teachers evaluate if students are placing out of ESL or graduating from high school. Teachers, administrators, grade level inquiry teams and the school wide Inquiry Team constantly review school programs and student progress to determine the success of our programs.

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: WATCH

School DBN: 510

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Kim Wanliss	Principal		1/1/13
Camille Bucknor	Assistant Principal		1/1/13
	Parent Coordinator		
Christopher Ott	ESL Teacher		1/1/13
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
Paulette James	Guidance Counselor		1/1/13
Alexis Penzell	Network Leader		1/1/13
	Other		
	Other		
	Other		

School Name: WATCH

School DBN: 510

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

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

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.

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 19K510 **School Name:** World Academy For Total Community H

Cluster: 563 **Network:** New Visions

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

Part A: Needs Assessment Findings

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

In efforts to increase effective communication with parents' preferred written and oral languages, information gathered through Home Language Surveys and Emergency Contact Cards are entered in ATS to have a running record of parents whose native languages are other than English. When oral interpretation is needed, on staff there are two bilingual personnel who are fluent in Spanish and Haitian-Creole/French. For interpretation assistance in other languages the parent will be presented the Language Identification Guide, the parent will select their preferred oral language, and then a staff member will contact an over-the-phone interpreter. Methods for written translation include utilizing the Translation and interpretation Unit's translation request forms for school notifications and working with DOE translation vendors.

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.

Our major findings of the school's written translation and oral interpretation needs are that we are in need of more bilingual staff members to better communicate with parents. We have a growing Spanish-speaking population that we are working to better serve. The school community is aware of this situation as it was clearly communicated by school leadership. Hence parents were provided the letters in their native language. This ensures that parents are aware of the events and information pertaining to their child. Overall the French/Creole (Haitian/Creole) speaking parents also spoke English therefore did not require written translation. This year there are also more students from diverse backgrounds. In this school, there are now students who speak Spanish, Creole, French, Hindi, Bengali and Arabic, with variations of languages due to students native dialect. These are findings are brought to the school community through the School Leadership participants and Parent Associate meetings. All parents are invited to attend these meetings to understand what is happening at the school level.

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.

The school will provide translation services through Spanish-speaking members of the school community. In addition to that, all languages will be addressed through the DOE's translation unit. Letters will be sent home in all languages the school finds necessary.

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

The school will provide services through the bilingual staff members communicating with parents where this is possible. Additional services will be given through the translation unit the city provides.

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>.

The school will provide written translation of parent's notification letters in Spanish, Bengali, Arabic, and French/Creole. Written translation services are provided by in-house school staff. There will be timely provision of translated documents through either existing resources or the Translation and Interpretation Unit; timely provision of interpretation services at group and one-on-one meetings when such services are necessary for parents to communicate with the school regarding critical information about their child's education. We will provide parents whose primary language is a covered language with a translation of any document that contains individual, student specific information regarding, but not limited to, a student's: a. health; b. safety; c. legal or disciplinary matters; d. entitlement to public education or placement in any special education, English language learner or non-standard academic program; and permission slips/consent forms. Oral interpretation services will be provided by in-house staff when applicable. The school interpreters are a Spanish language teacher and one school aide. Interpretation for other languages will be provided by an outside vendor.