



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: ESSEX STREET ACADEMY

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 02M294

PRINCIPAL: ERIN CARSTENSEN **EMAIL:** ECARSTENSEN@SCHOOLS.NYC.GOV

SUPERINTENDENT: MARISOL BRADBURY

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Erin Carstensen	*Principal or Designee	
Denise Petrillo	*UFT Chapter Leader or Designee	
Nedra Murrell	*PA/PTA President or Designated Co-President	
Ian MacDonald	DC 37 Representative, if applicable	
Frankchellis Sanchez	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Denis White	CBO Representative, if applicable	
Nicholas Tapino	Member/ Teacher	
Cherone Slater	Member/ Elected Parent	
Deisy Cedeno	Member/ Student	
Nicole Bowles	Member/ Elected Parent	
Jeanne Bruce	Member/ Elected Parent	
Jenny Platow	Member/ Teacher	
	Member/	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- To improve average daily attendance for the school in comparison with the previous year.
- Our goal is to improve the rate this year by another 3%. Therefore, by June 2013, at least 87% of the school population will be present, including LTAs.

Comprehensive needs assessment

At the end of the 2009 – 2010 school year, our attendance rate, including LTAs was 79%. By June 30, 2011, the year to date attendance rate was 82.6%, including LTAs. By June 30, 2012, the year to date attendance rate was 85.4%, including LTAs.

Instructional strategies/activities

Our plan for the 2012 – 2013 school year builds upon the steps taken last year.

- Purchase School Messenger, which makes recorded phone calls home for both absent and late students.
- The Attendance Team will meet bi-weekly to identify interventions for students with low attendance. These interventions included meetings with students and their academic advisor, family meetings, asking the attendance teacher assigned to the school to make home visits to discuss attendance, and on-going counseling.
- The Attendance Team will develop incentives around attendance.
- Advisors will be given updates on their advisees attendance bi-weekly so that advisors can help to develop individual plans with students regarding how to improve their attendance.

Strategies to increase parental involvement

In addition to the use of School Messenger, we have purchased a web-based student information system called Jumprope. Teachers take daily attendance in Jumprope for their classes. Students and parents also have log-ins to Jumprope. This allows parents to constantly check on student daily attendance.

In addition to School Messenger and Jumprope, we communicate with parents regarding individual student progress in the following ways. Each of these includes communication regarding student attendance:

1. Work Habits Report: After the first two weeks of class, parents receive a report in the mail. This includes information on student attendance and if students are arriving on time to class.
2. Parent Advisory Meetings: These meetings take place twice during the course of the semester between advisors and parents. This too includes an opportunity to discuss any historical or developing attendance issues.
3. Progress Reports: Once a semester, parents receive a detailed progress report regarding student's academic progress. This report is accompanied by a grade in each class, as well as information regarding student attendance.
4. Report Cards: Students receive a report card once a semester indicating whether they have made the progress discussed in meetings, narrative, and through conversations with advisors.
5. ARIS parent portal: Parents are given their children's log in info during parent advisor meetings and advisors help them set up an account so they can keep track of attendance on their own.

Budget and resources alignment

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

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

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

Multiple social workers and community workers in the school helps students to make the connections with appropriate agencies as needed. Through the advisory program, the open door policy of counseling services, and the after school program provided in partnership with Greenwich Village Youth Council, we identify students' needs. In addition to our after school program, through our partnership with Greenwich Village Youth Council, we run a Saturday program twice a month. These programs are designed with the intent of increasing student engagement in school and providing needed socio-emotional support. We are also continuing to explore ways that the Saturday program can offer students and their families centralized and familiar access to a variety of social services.

Every teacher in the school runs an advisory enabling us to individualize student attention. In effect, every teacher is also part of the Attendance Team. Small class sizes help teacher to build relationships with students, and to stay on top of all students. Additional OTPS funds are used for the School Messenger and Jumprope services.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

- To build teacher's capacity to use Jumprope (our online standards- based grading system) to monitor student performance on Common Core performance based assessment tasks and to inform their instruction. Professional development will be provided four times during the fall semester and three times during the Spring semester in faculty meetings for teachers to learn how to use the data available in Jumprope to inform their instruction.

Comprehensive needs assessment

We have purchased a web based information system called Jumprope, which includes a standard based grade book. Every grade entered in to Jumprope is aligned with a standard. Last year was the first year that we used the system and the goal was for all teachers to track student performance on performance-based assessment tasks throughout the year. Teachers currently use the data to communicate academic progress to students, their academic advisors, and their families; however they do not use the data for their own planning purposes to the degree that is possible. For example, Jumprope allows one to track student mastery of academic skills. Following an assessment, teachers can make instructional decisions based on how students performed, such as grouping and re-teaching. Jumprope also allows you to look at student growth on specific skills and identify areas that need to be strengthened or focused on in terms of instruction.

Instructional strategies/activities

- Teachers will collaborate to input standards in Jumprope (our online standards-based grading system) that are aligned within the department and will be used to track student performance on Common Core aligned performance based assessment tasks.
- The Data Specialist will review standards in Jumprope to insure that standards are aligned within departments, and can be used to track performance on the Common Core.
- Teachers will input student performance on performance based assessment tasks three times per semester in to Jumprope.
- Teachers will participate in professional development sessions on how to input standards in to Jumprope; how to use Jumprope during the semester to modify instruction based on student performance; how to use Jumprope at the start of the semester to develop curricular plans; and how to communicate Jumprope standards to students so that students themselves can engage in meaningful self assessment using the standards.
- Teachers will be given common planning time with their department to revise their instructional planning based on student performance on performance-based tasks (aligned with the Common Core standards) as tracked in Jumprope.

Strategies to increase parental involvement

- Our Student Information System, JumpRope, gives parents real-time online access to their student's daily period attendance, degrees of skill and content mastery in each subject, and updates on their work-habits. Starting in the Spring Semester of 2012, parents received their children's login information and were encouraged to use the system during parent-advisor meetings and during back to school night in the fall. We will also hold a workshop for parents on checking standards mastery in Jumprope during our Back to School Night in the spring and how to address areas in which students need to improve.
- The Jumprope coordinator will reach out to parents who do not log in frequently into the system and provide them with assistance in doing so. Also, he will give the frequency of log ins by parents into Jumprope to advisors so they can continue to encourage parents to keep track of their children's skills acquisition.
- We will 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.

- We will also translate all critical school documents and provide interpretation during meetings and events as needed.
- We also maintain a web site designed to keep parents informed about school activities and student progress through daily announcements, class pages and a school calendar highlighting important events.

Budget and resources alignment

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

If other is selected describe here:

We use credits from our partnership with New York University to pay for professional development planning sessions with a facilitator from the Metro Learning Center to help our PD coordinators plan staff development opportunities for how to use data from Jumprope to inform instruction.

Service and program coordination

- The school will use its NYSTLE software and hardware funds to purchase Jumprope and Echalk. Additionally, teachers will receive per session for the various professional development sessions, planning for which will be possible through credits accumulated hosting students from NYU. The school also has a data specialist whose role is to: maintain the school website, manage Jumprope, coordinate outreach to staff, parents and students and provide staff with data demonstrating student achievement in the various subject specific skills. Finally, the school has also dedicated numerous resources obtained through various grants to increase student access to technology and is currently ordering two new laptop carts in addition to placing computer stations throughout the school.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

To improve promotional and graduation outcomes for 9th grade Black and Latino young men via the Outward Bound mentorship program. In 2011 – 2012, our 52.5% of our Black and Latino male 9th graders were on track in terms of promotional progress. Our goal is to increase the rate of promotional progress of Black and Latino males by 10%. By the end of 2012 – 2013 school year, we would like for 57.75% of our Black and Latino males to be on track in terms of promotional progress.

Comprehensive needs assessment

- ESA's Black and Latino young men continue to be outperformed by their peers in terms of progress towards promotion and graduation. For example, in Fall, 2010, 52% of our current 12th graders were on track to graduate, whereas only 35% of Black and Latino males were on track towards graduation. At the end of the Spring semester of 2010, 75% of our current 12th graders were on track to graduate, compared to 50% of Black and Latino males. In the Fall semester of this year, 76% of our current 12th graders were on track to graduate, compared to 71% of Black and Latino males. While this data does suggest that Black and Latino males close the gap in terms of progress towards graduation at the start of their senior year, the gap persists nonetheless.
- We will develop a Big Sib Program via a partnership with Outward Bound. We believe that the Big Sib Program has the potential to be a cornerstone of ESA's school culture. The incoming cohort of 9th grade Black and Latino young men will be matched with 11th and 12th grade Big Sibs and will participate in Outward Bound's Brotherhood Mentoring Program.
- The purpose of the Brotherhood Mentoring Program is for older students to guide younger students in developing the habits of mind and character that will lead to high school graduation and success in college and career.

Instructional strategies/activities

- Three ESA faculty members will coordinate the Big Sib Mentoring Program with the support of an Outward Bound consultant who will be onsite at the school one day per week.
- ESA faculty will recruit mentors by September; mentors will participate in Outward Bound's Brotherhood Training in September.
- Mentees will be selected in September by the ESA faculty coordinators.
- Mentees – Team Building Orientation Day in Sept/Oct (Mentors can be part of the groups and lead some activities).
- A 3 Day Mentor and Mentee Adventure Retreat will take place in March.
- Mentor/Mentee – Rite of Passage/Celebration in June with parents, staff, mentors, and mentees.

Strategies to increase parental involvement

- Together with Outward Bound, our Big Sib coordinator will give a presentation about the program at our Back to School Night in September and February.
- Parents of participants in the Big Sib program will be invited to an end of year celebration.

Budget and resources alignment

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

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

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

If other is selected describe here:

Service and program coordination

- For the 2012-2013 FY, funds to implement and support the program will come exclusively from the Funds for Public Schools Expanded Success Initiative Grant. In addition to funds being paid to Outward Bound, the school is using the grant money to pay for per diem coverage for teachers attending training and mentoring sessions as well as paying staff per session to attend the Adventure Retreat. Funds are also being used to pay for supplies facilitating team building activities which the entire school will continue to use in the future.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

Our goal is to improve the 9th grade math class for pass rate for Black and Latino young men by 10% via the development of a math support program. In 2012 – 2013, we would like the passing rate to improve from 42.5% to 46.75%.

Comprehensive needs assessment

- While Black and Latino males represent 47% of the 9th and 10th grade population at ESA, they represent 57% of students in Algebra 1. We are concerned that this group of students is currently not receiving the remedial instruction they need to address major gaps in mathematical understanding. If not remediated, this makes more complex math classes (like pre-calculus and calculus) all the more inaccessible.
- Our school data demonstrates that Black and Latino males are either not reaching, or not achieving, at the highest levels of math offered in the school. For example, for the graduating class of 2011, in Calculus class with 12 students, 6 were Black and Latino males. None of these students passed the class. This Fall, 7/19 students who passed calculus class were Latino males. 1 Latino male failed (he was the only one in the class who failed). There were no Black males in the class.
- The data that we have analyzed regarding the success of our literacy support classes in regard to current 9th grade Black and Latino males also informed our focus on creating a math support program. 62% of 9th grade students receiving literacy support are on track for promotion in their literature classes. This is compared to math, where 46% of the same cohort of 9th graders are on track to promote. 67% of the 9th grade Black and Latino boys who receive literacy support are meeting their promotional requirements in literature. This is close to the school total of 71% for 9th graders who are meeting their promotional requirements in literature classes. In math, however, only 33% of the Black and Latino 9th grade males who receive literacy support are meeting promotional requirements in math. We therefore believe that implementing a math support program is essential to improving academic outcomes for Black and Latino young men in our school, especially if the results are similar to those of the literacy support classes.

Instructional strategies/activities

- With the help of ESI, we identified a partner organization, Metamorphosis, to work with us to develop our math support program.
- Throughout the 2012-2013 school year, math teachers will meet with two coaches from Metamorphosis during the school day, and for after school professional development sessions, for on-going professional development and coaching.
- With the support of the Metamorphosis coaches, teachers will develop a curriculum plan for Algebra 1 and Geometry that clearly articulates instructional planning for math support/remediation within the course outline.
- We will offer one co-taught class in Algebra during the year. The goal for co-teaching will be to insure that the course curriculum and daily instruction are designed to effectively utilize co-teaching models to offer mathematical support/remediation for our 9th grade Black and Latino male cohort, while continuing to move all students forward in Algebra and Geometry, respectively.

- Beginning in the Spring, we will offer a math support class that has been developed by our math teachers with the support of the Metamorphosis coaches. The math support class will address major gaps in students' mathematical conceptual and procedural understandings.

Strategies to increase parental involvement

- Advisors will talk to parents of students participating in the Metamorphosis program during our quarterly parent-advisor meetings.
- Our Student Information System, JumpRope, gives parents real-time online access to their student's daily period attendance, degrees of skill and content mastery in each subject, and updates on their work-habits. Math teachers of participating students will be encouraged to email parents through Jumprope about their child's progress.

Budget and resources alignment

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

If other is selected describe here:

Service and program coordination

For the 2012-2013 FY, funds to implement and support the program will come exclusively from the Funds for Public Schools Expanded Success Initiative Grant. In addition to funds being paid to Metamorphosis, the school is using the grant money to pay for per diem coverage for teachers attending training and mentoring sessions as well as paying staff per session to attend professional development sessions and to develop curriculum. Funds are also being used to pay for math supplies.

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>Students are served in 4 ways:</p> <p>1) Literacy Intervention courses which meet 5 times a week for students who read significantly below reading level. Courses are:</p> <ul style="list-style-type: none"> • Wilson, for students who read at grade levels K-3 (capped at 6 students), • Just words, for students who read at grade levels 4-8 (capped at 10 students). <p>2) ICT courses for students who are mandated by IEP and student performance.</p> <p>3) Every student in the school has an advisor who meets with the students in small groups several times a week. The advisor serves as the student's academic counselor and is in contact with the family should the student seem to need additional support.</p> <p>4) After School, small group tutoring, provided by teachers, for 150 minute sessions, 5 days a week (including Saturday). Students needing extra support will be mandated for tutoring by subject teachers, and/or advisors in consultation with students and families.</p>	<ul style="list-style-type: none"> • Small group • one-to-one • tutoring 	<ul style="list-style-type: none"> • During the school day • After school • Saturday
Mathematics	<p>Students are served in four ways:</p> <p>1) Push in/pull out services provided by Special Education teachers as mandated by IEPs and student performance.</p>	<ul style="list-style-type: none"> • Small group • one-to-one • tutoring 	<ul style="list-style-type: none"> • During the school day • After school • Saturday

	<p>2) ICT courses for students who are mandated by IEP and student performance.</p> <p>3) Every student in the school has an advisor who meets with the students in small groups several times a week. The advisor serves as the student's academic counselor and is in contact with the family should the student seem to need additional support.</p> <p>4) After School, small group tutoring, provided by teachers, for 150 minute sessions, 4 days a week. Students needing extra support will be mandated for tutoring by subject teachers, and/or advisors in consultation with students and families.</p>		
Science	<p>Students are served in four ways:</p> <p>1) Push in/pull out services provided by Special Education teachers as mandated by IEPs and student performance.</p> <p>2) ICT courses for students who are mandated by IEP and student performance.</p> <p>3) Every student in the school has an advisor who meets with the students in small groups several times a week. The advisor serves as the student's academic counselor and is in contact with the family should the student seem to need additional support.</p> <p>4) After School, small group tutoring, provided by teachers, for 150 minute sessions, 4 days a week. Students needing extra support will be mandated for tutoring by subject teachers, and/or advisors in consultation with students and families.</p>	<ul style="list-style-type: none"> • Small group • one-to-one • tutoring 	<ul style="list-style-type: none"> • During the school day • After school • Saturday
Social Studies	<p>Students are served in four ways:</p> <p>1) Push in/pull out services provided by Special Education</p>	<ul style="list-style-type: none"> • Small group • one-to-one • tutoring 	<ul style="list-style-type: none"> • During the school day • After school

	<p>teachers as mandated by IEPs and student performance.</p> <p>2) ICT courses for students who are mandated by IEP and student performance.</p> <p>3) Every student in the school has an advisor who meets with the students in small groups several times a week. The advisor serves as the student's academic counselor and is in contact with the family should the student seem to need additional support.</p> <p>4) After School, small group tutoring, provided by teachers, for 150 minute sessions, 4 days a week. Students needing extra support will be mandated for tutoring by subject teachers, and/or advisors in consultation with students and families.</p>		<ul style="list-style-type: none"> • Saturday
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<ul style="list-style-type: none"> • There are two school based support psychologists shared by the five schools in our building who is available to assess students as needed. • Students are seen for regular counseling sessions as individuals, and for group sessions as mandated by IEPs, and based on recommendations of staff and families. Students can also indicate a desire to receive counseling directly to a counselor and accommodations will be made within the school, • If in-school counseling is not possible, the student will be referred to an outside agency that can provide services. • The school also supervises 5 social work interns from NYU, enabling us to offer counseling to a large percentage of students in the school. • School social workers are also available four days a week after school for 150 minute sessions to provide support for students and families as needed. 	<ul style="list-style-type: none"> • Small group • one-to-one 	<ul style="list-style-type: none"> • During the school day • After school • Saturday

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.

Besides reaching out in our personal and professional networks, we, as an NYU Steinhardt partner school, advertise for open positions using NYU's list serve and are a member of the university's network giving us access to job fairs, etc. allowing us to choose from a varied and highly qualified candidate pool. We have numerous student teachers come do their mandatory teaching practicum at our school from NYU and Math for America and as a result have hired a great number of highly qualified graduates. We are a member of the New York Performance Standards Consortium, which provides our teachers with professional development opportunities outside our school in the form of subject area workshops, networking and inter-visitations. Moreover, being a member of the consortium means we are part of the group's list serve which allows us to advertise positions to other consortium schools and staff.

Our school has a hiring committee which follows thoughtfully developed protocols and interview guides in our search for highly qualified and talented staff. The committee is comprised of the school leadership as well as veteran teachers. Qualified candidates must pass through several rigorous stages before being hired. First, candidates are screened in a phone interview by a committee member. Subsequently, desirable candidates are invited to a personal interview with the committee at the school where they also receive a school tour. Finally, our top candidates are invited to demonstrate their teaching abilities and skills interacting with students at a demo lesson. We have found that this process has ensured the recruitment of the best possible staff.

Staff at ESA participates in weekly school wide professional development meetings to discuss, among other things, teaching strategies, curriculum design and methods for effectively working with individual students. With the addition of JumpRope, which allows us to track each individual student's skill and content mastery across assignments, units, semesters, and from year-to-year, we believe that we will be able to attract teachers who share our commitment to addressing the particular skill and content needs of every student. Staff is also offered the opportunity to take free courses at NYU through a partnership we enjoy with New York University's Steinhardt School of Education. This is offered to teachers who wish to obtain certification or extensions in other subject areas or for teachers' general development.

Finally, school leadership matches teachers' professional goals with administrative duties agreed upon at the annual teacher review, allowing teachers to take ownership of school practices which keep them invested in the school's continual improvement.

PARENT INVOLVEMENT POLICY

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; we do this by granting parents access to Jumprope, our student information system.
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress; we do this through advisory and Jumprope.
- providing assistance to parents in understanding City, State and Federal standards and assessments; parents are encouraged to ask questions about aforementioned information during parent-advisor conferences.
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand; we do this by sending out information via e-mail, on our school website, through school messenger and via letters home.
- providing professional development opportunities for school staff 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.
- 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;
- 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;

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Allison Sheehan102	District 02	Borough Manhattan	School Number 294
School Name Essex Street Academy			

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

Principal Erin Carstensen	Assistant Principal Wallace Simpson
Coach Denise Petrillo	Coach Caitlin Thomas
ESL Teacher John Shafer (English)	Guidance Counselor type here
Teacher/Subject Area Anita Feingold-Shaw (English)	Parent type here
Teacher/Subject Area Christopher Barley(Foreign La	Parent Coordinator (type here
Related Service Provider Erika Ward	Other Nick Tapino(Foreign Language)
Network Leader Allison Sheehan	Other Monique Velazquez(special ed.)

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	2	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	2
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	341	Total Number of ELLs	12	ELLs as share of total student population (%)	3.52%
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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. 

Paste response to questions 1-6 here

1. When registering students new to the NYC public school system, parents fill out the Home Language Identification Survey (HLIS) which includes an informal oral interview in English and, when appropriate, in the native language (if other than English). The ELL Coordinator conducts the initial screening and administers the HLIS. When necessary, the translation services of in-house staff members fluent in the home language have been utilized. In other instances, the coordinator contacts the NYC DOE's Over the Phone Translation Services to facilitate this process.

If the responses indicate that a student may be an ELL, the coordinator administers the LAB-R, a test used to determine initial entitlement. The LAB-R is administered within the first ten days of school or within the first ten days of enrollment in the NYC public school system, the ELL Coordinator and the Parent Coordinator set up a meeting for those parents whose children have scored below proficiency on the LAB-R. Parents are instructed about the different programs offered by the Department of Education including Transitional Bilingual Education, Dual Language and Freestanding ESL, and given the opportunity to place their children in other environments if requested. It is explained to the parents that our school is only able to offer ESL instruction but can make arrangements for students whose parents request a different instructional environment. The students' NYSESLAT scores are assessed to build curriculum used in each class. Classes are conducted with group and individual activities. The classroom activities rotate between listening, speaking, writing, and reading skill enhancement.

2-3. A critical component of Children First reforms is program placement of ELLs. During the fall and spring orientations, Parents are instructed about the different programs offered by the Department of Education. A letter is sent home and a phone call made to ensure that parents are aware of this meeting and to inform them that while program placement is determined by both parents' choice together with program availability, the default program for ELLs is Transitional Bilingual Education as per CR Part 154. At the meeting, the three program choices are explained: Dual Language, Free- Standing English as a Second Language, and Transitional Bilingual Education. Parents watch a DVD on these choices presented in their home language and fill out a Parent Survey and Program Selection form at the conclusion of the presentation. These forms are collected by the ELL Coordinator and kept on file in the main office. For low- incidence languages, interpreters are used. Parents with students who have already been enrolled in ELL education complete a Continued Entitlement Form.

4. At the beginning of the school year, the coordinator also checks the RLAT report on ATS. This report identifies the students in the school who are ELLs based on their LAB-R and New York State English as a Second Language Achievement Test (NYSESLAT) scores. Entitlement, Continued Entitlement, Non- Entitlement and Non Entitlement/ Transitional letters are sent to the parents in English and in the home language. In addition, the coordinator reviews the RYOS report on ATS. This report lists X coded students: Students whose disabilities are served per their IEPs and who must take the NYSESLAT as per the No Child Left Behind Act.

The NYSESLAT, administered each spring, measures proficiency levels in reading, writing, speaking and listening. The speaking

section is administered individually. The other sections are administered in the following order: listening, reading and then writing. The ELL Coordinator schedules the students to be tested by grade during the two week test administration period and ensures that the proper accommodations are in place. During the summer, the results of the NYESLAT are posted on ATS and students are classified as Beginner, Intermediate or Advanced level. This level determines the number of weekly hours of instruction to which ELLs are entitled.

Essex Street Academy is a small school serving a diverse population of students in grades 9-12, including ELLs. The school follows the Children’s First initiative using a balanced approach to education that builds educational excellence. Our ESL curriculum is tailored towards individualized instruction, addressing student strengths and weaknesses. One class meets every day during the regular schedule; a second class is a literacy support class that meets four times a week; and a third class meets during our extended school, three times a week. The focus of all three classes is on writing and reading strategies to ensure that students who experience difficulty mastering the advanced or proficient levels of the academic achievement standards are provided with supplemented effective, assistance in a timely manner. Throughout the period of executing the curriculum, there are a series of perpetual formative assessments which monitor areas of both proficiency and deficiency, resulting in prompt and effective remedial instruction which can sometimes lead to recommendation for isolated focus provided by one on one tutoring. Two weeks into each semester teachers provide a detailed report, a summative assessment, reflecting student progress and gains as well as any signs of regression. If some students are not independently negotiating the learning standards and the measurable outcomes, then they are promptly mainstreamed into our daily intervention sessions which they must attend on a daily basis until such time that their performance in their courses are deemed satisfactory. Additionally, students take part in formal monthly summative assessments ensuring the parallel of student performance with that of the stated grade level expectations.

5. Students identified as needing ESL services receive support through a Free- Standing English as a Second Language Program, which has been the unilateral program of choice designated on the Program Selection forms. Students receive the required number of units of instruction (based on CR Part 154) as determined by LAB-R and NYSELSAT scores and teacher input. This ensures that students get the services and support they need to achieve academic success. The goals of the ESL program are to provide academic instruction using language- learning strategies, support students’ instructional comprehension with native language, incorporate ELL strategic instruction in curriculum areas to deepen comprehension, and help students meet or exceed standards. To achieve these goals, a ELL Coordinator works both with students and collaboratively with ELA and bilingual teachers to ensure that students receive the best instruction possible.

6. In the event that the program model offered at our school does not align with parent requests, parents will be informed that they have the legal right to transfer their children to schools offering the programs of their choice (provided that there is available space at that school).

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>
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This school offers (check all that apply):

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

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	12	Newcomers (ELLs receiving service 0-3 years)	3	Special Education	4
SIFE	0	ELLs receiving service 4-6 years	2	Long-Term (completed 6 years)	5

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

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

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										0	0	0	0	0
Chinese										0	0	0	0	0
Russian										0	0	0	0	0
Bengali										0	0	0	0	0
Urdu										0	0	0	0	0
Arabic										0	0	0	0	0
Haitian										0	0	0	0	0
French										0	0	0	0	0
Korean										0	0	0	0	0
Punjabi										0	0	0	0	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	0	0	0	0
Albanian										0	0	0	0	0
Yiddish										0	0	0	0	0
Other										0	0	0	0	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										3	2	2	5	12
Chinese										0	0	1	0	1
Russian										0	0	0	0	0
Bengali										0	0	0	0	0
Urdu										0	0	0	0	0
Arabic										0	0	0	0	0
Haitian										0	0	0	0	0
French										0	0	0	0	0
Korean										0	0	0	0	0
Punjabi										0	0	0	0	0
Polish										0	0	0	0	0
Albanian										0	0	0	0	0
Other										0	0	0		0
TOTAL	0	3	2	3	5	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. The organizational models followed at Essex Street Academy are a combination of push-ins and pull-outs from both General and CTT classes. The classes are comprised of students of mixed proficiency levels. To ensure that the mandated number of instructional minutes is provided according to proficiency levels, the ESL teacher meets with the team to develop a schedule that accommodates the mandated minutes. Per CR Part 154, Beginning ESL students receive 540 minutes of ESL instruction per week; Intermediate students receive 360 minutes of ESL instruction per week; and Advanced students receive 180 minutes of ESL instruction per week.

2. In order to best serve our ESL students while maintaining appropriate relevancy to the content areas, the ESL teacher meets with the team and the department coordinators to develop a comprehensive curriculum which both addresses the content being covered in class as

A. Programming and Scheduling Information

well as adapts and modifies content when necessary. As Essex Street Academy provides a free- standing ESL program to its ESL population, the majority of instruction is delivered in English.

3. Essex Street Academy uses a hands-on workshop model in ELA that provides students with the opportunity to explore literacy in both reading and writing across content areas. Through the use of targeted mini- lessons and conferring, students are assisted in developing and enhancing their skills as readers and writers so that they may meet the Standards of becoming independent, self- directed learners. To ensure that ELL students receive the instruction they need to advance, students are given both formal and informal assessments to determine their strengths and needs. They also receive small- group targeted instruction to support their learning. In addition, ELL students use multi- media tools to enhance their understanding of vocabulary, reading and writing. Technology aids such as Smart Boards, Google Docs, word processors, Power Point presentations and videos contribute to building strong literacy skills.

4. The ELL Coordinator schedules the students to be tested by native language during the two week test administration period and ensures that the proper accommodations are in place. Our ESL curriculum is tailored towards individualized instruction, addressing student strengths and weaknesses in their native language as well as english. Additionally, students take part in formal monthly summative assessments ensuring the parallel of student performance with that of the stated grade level expectations.

5. Differentiated instruction is acknowledged amongst ELL subgroups. To ensure learner success, each student is assessed by the ELL Coordinator and team teachers, and his or her needs are identified. Teachers work in small groups with these students to provide the necessary instruction for meaningful, autonomous learning. Our staff is trained in using differentiation strategies and tools to support students at the various levels. We offer core and elective courses that challenge students to develop their own ideas. With an emphasis on project-based learning, students spend their four years developing a portfolio that best reflects their intellectual growth. Students learn the skill of making an argument supported by evidence by doing: designing and conducting experiments, developing a historical thesis, analyzing works of literature through a critical lens, developing mathematical solutions and proofs to problems encountered. We believe in developing students' ability to apply sophisticated skills to solve complex problems. Our students are active, not passive, and will graduate from our school confident in their ability to tackle any problem they encounter.

We also use effective methods and instructional strategies that are based on scientifically-based research that targets all ELL subgroups:

- a. Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities are given to SIFE.
- b. The instructional day at ESA is longer than mandated. We offer tutoring and enrichment activities after school Monday, Tuesday, Thursday and Friday. We also run our own credit recovery summer program for our students, who new to the country, run by ESA staff.
- c. Students who are receiving 4-6 years of ELL service have small class sizes during the year, and even smaller class sizes during the summer, and the extended school day allows teachers to give students personalized attention and help students make the connection to school and learning that helps them to achieve success.
- d. Teachers design curriculum at ESA to prepare students who have completed 6 or more years of ELL service for success at the college level. Curriculum is designed backwards from state standards of expectations at the graduation level and is scaffolded to ensure that students are developing the proper content mastery, and skill development along the way.
- e. The ESL and Special needs teachers meet to plan lessons and identify specific strategies to be used to support the development of the skills needed for students with special needs.

6. The teacher serves as the student's academic counselor and is in contact with the family when the student seems to need additional support. The classroom activities rotate between listening, speaking, writing, and reading skill enhancement. The activities involve read aloud activities-group discussions and listening exercises. The students are grouped according to their shared academic classes for focused instruction in their content areas. Some of the resources that are used in the ESL program include but are not limited to The Teaching of Language Arts to Limited English Proficient/ELL:

- ESL Practice and Test Preparation-Barrett Kendall Publishing,
- A resource Guide for All Teachers
- Department of Education Performance Standards for English Language Arts, English as a Second Language, and Spanish Language Arts
- Various audio visual media compiled from the internet used with computer projections and portable lap tops

7. Every ESL student in the school has a teacher who meets with the students in small groups several times a week. The ESL classes support literacy for four 50-minute periods each week. The class is offered in addition to whole class settings. The students' NYSESLAT scores are assessed to build curriculum used in each class. Classes are conducted with group and individual activities.

Courses Taught in Languages Other than English 

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

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

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

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.

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

8. ELL Students in every subject are served in three ways:

1. Push in/pull out services provided by teachers as mandated by CR Part 154 and student performance.
2. Every student in the school has an advisor who meets with the students in small groups several times a week. The advisor serves as the student's academic counselor and is in contact with the family should the student seem to need additional support.
3. After school, small group tutoring, provided by teachers, for 150 minute sessions, 4 days a week. Students needing extra support will be mandated for tutoring by subject teachers, and/or advisors in consultation with students and families.

Our school provides opportunities for all ELL children to meet the State's proficient and advanced levels of student academic achievement. The individualized understanding of a student's academic abilities that are afforded by the small class sizes at ESA, and the project based approach described above in this section enable the staff at ESA to tailor instruction to meet the needs of the individual. Advisors help make individualized academic plans a reality for students in consultation with families, helping to establish priorities and steer students towards additional help where needed. In the first year students who reach proficiency on the NYSESLAT exam will only have one class of support to ensure they remain in good academic standards. In the second year of reaching proficiency they will be supported by a check in support class to revive work. Staff at ESA provide after school assistance in all core subjects four days a week for 150 minutes enabling students to get the individualized attention they need to do their best work.

9. In the first year students who reach proficiency on the NYSESLAT exam will only have one class of support to ensure they remain in good academic standards. In the second year of reaching proficiency they will be supported by a check in support class to revive work. Staff at ESA provide after school assistance in all core subjects four days a week for 150 minutes enabling students to get the individualized attention they need to do their best work.

10. We have opened, with the help of the Greenwich Village Youth Council and NYU, a community center in the school building on weekends. The community center offers ESL families centralized, and familiar access to a variety of social services. In addition to academic and social activities, the community center offers family counseling in Spanish and English at the school on an as-needed basis. Additionally, Educational software will be considered for the upcoming school year.

11. No programs will be discontinued.

12. ELL students are offered equal access to all school programs. They also receive ESL services from a licensed ESL teacher and are targeted for small group instruction that supports their learning.

13. Technology and multi-media is used in various modalities to enhance teaching. A school-wide online supportive website is used to help students understand and keep track of their assignments. An online language program, is used to build understanding of language. Schools assessments help ELL students understand their strengths and assist students in meeting challenges. Formal and informal assessments are used to identify ELL students' needs and in consultation with the ESL teacher, classroom teachers confer with ESL students about these needs to support growth. Academic intervention services, such as Wilson, Rewards and Just Words, are offered and students are programmed for small group instruction to support their learning.

14. As ESA provides a free- standing ESL program to its ESL population, the majority of instruction is delivered in English. Additionally, during the regular school day ESA offers Spanish and French language electives and after school we offer Italian courses that challenge students to develop their own ideas.

15. All required services support and resources correspond to ELLs' ages and grade levels.

16. Students entering the ELL program are given the Home Language Survey. This is followed by the LAB-R and the Spanish LAB-R (Hispanic students). Parent Orientation is offered to ELL students twice a year. The orientation is presented once in the fall and once in the spring. Parents are requested to fill out the Parent Survey and Selection Form. Parents are instructed about the different programs offered by the Department of Education including Transitional Bilingual Education and Dual Language, and given the opportunity to place their children in other environments if requested. Parents with students who have already been enrolled in ELL education complete a Continued Entitlement Form. Translation services are used from the DOE Translation and Interpretation Unit as needed. These services provide telephone translation or document translation. Our school is only able to offer ESL instruction but can make arrangements for students whose parents request a different instructional environment. Newly admitted students/parents are given the same materials if they enroll between orientation periods by our orientation staff.

17. During the regular school day ESA offers Spanish and French language electives and after school we offer Italian courses that challenge students to develop their own ideas. Our school has an emphasis on project-based learning, students spend their four years developing a portfolio that best reflects their intellectual growth.

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

Not Applicable

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.

Paste response to questions 1-3 here

1-3 . In addition to the professional development taking place at the department level, staff at ESA also participate in weekly school wide professional development meetings to discuss teaching strategies, curriculum design, and methods for effectively working with individual students, among other things. ESA also belongs to the locally based Consortium of Performance Based schools. Teachers from all of these schools meet monthly in departments to share work across the schools and reflect on best practices. ESA also belongs to the national Coalition of Essential Schools affording our teachers opportunities to share with educators from around the country who share a similar philosophy at national meetings. Our partnership with Facing History and Ourselves gives teachers additional professional development opportunities with teachers from other schools. Also, our partnership with NYU has enabled us to bring student teachers to our school on a regular basis, most of whom want to work here. We have worked with Teach for America to find qualified applicants when needed.

We have opened, with the help of the Greenwich Village Youth Council and NYU, a community center in the school building on weekends. The community center offers ESL families centralized, and familiar access to a variety of social services. In addition to academic and social activities, the community center offers family counseling in Spanish and English at the school on an as-needed basis.

At ESA, all students' projects are collected in individual student portfolios that are constantly reviewed and monitored by students' advisors. The data specialist also maintains a database on the progress of each student in the school in completion of their promotional and graduation requirements. Individual teachers track student progress and skills development through the use of rubrics. Therefore, ELL academic progress and English language development is constantly being monitored.

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?

Paste response to questions 1-4 here

1-4. The families of ELL students are invited to school activities by their children, or telephone translators, or written notification by translation. The families of the students are encouraged to join the PTA, School Leadership Team, or any school committees to bring their voice into the schools arena. Some of the ELL parents are attending the student performances but they have yet to be involved in any of the school committees. Native language resources are available in Spanish and we are currently updating our library to meet the needs of the other ELL students. Professional development includes the sharing of information about students among faculty and being aware of ELL classification of students. The staff wants everyone to be sure that teachers are using basic literacy skills in classrooms which ELL students attend to help promote their academic growth.

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

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)										0	0	0	0	0
Intermediate(I)										1	0	2	1	4
Advanced (A)										2	1	0	2	5
Total	0	0	0	0	0	0	0	0	0	3	1	2	3	9

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

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.

Paste response to questions 1-6 here

1-6. Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

The students' NYSESLAT scores are assessed to build curriculum used in each class. Classes are conducted with group and individual activities. The classroom activities rotate between listening, speaking, writing, and reading skill enhancement. The activities involve read aloud activities-group discussions and listening exercises. The students are grouped according to their shared academic classes for focused instruction in their content areas. Some of the resources that are used in the ESL program include but are not limited to The Teaching of Language Arts to Limited English Proficient/ELL:

- ESL Practice and Test Preparation-Barrett Kendall Publishing,
- A resource Guide for All Teachers
- Department of Education Performance Standards for English Language Arts, English as a Second Language, and Spanish Language Arts
- Various audio visual media compiled from the internet used with computer projections and portable lap tops
- Computer lab

All resource materials in content area are also used from the Resource Room library. Students in ESL are asked to share in their native language at times to help relate their prior knowledge to teaching in the classroom. This helps build a platform for learning through participation and a sense of involvement. Multicultural expression is promoted to enhance the students experience in language learning. Lessons in ESL include multicultural input to provide a sense of tolerance and acceptance to the many different cultures in New York City Schools and give the students a sense of belonging in the classroom.

We have composed a team of six members to execute our Language Allocation Policy (LAP) for September of 2012. The team members include Principal-Erin Carstensen, Assistant Principal Amy Basile, ELL Coordinator-Denise Petrillo, Classroom Teacher-John Shafer, Classroom Teacher-Nick Tapino, Classroom Teacher-Caitlin Thomas, and Social Worker Erika Ward. The four designated ESL teachers are Denise Petrillo, John Shafer, Caitlin Thomas and Monique Velazquez.

The Language Allocation Policy Team is optimistic about our mission of securing all requirements for our ELL students. We will continue to use collaboration within our ESL department to cultivate new learning strategies that are both appealing and engaging for our students. The team will meet once a month to plan meaningful professional development for the staff and to discuss student progress. ESL Teachers will be urged to attend regional workshops to advance their mastery of ESL skills and to review resources and materials from other locations and DOE approved vendors for use in our school. The ESL department will review and update their annual CEP entries to ensure

that the best possible ESL education will be offered to our ELL students.

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: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Erin Carstensen	Principal		1/18/13
Wallace Simpson	Assistant Principal		1/18/13
	Parent Coordinator		1/18/13
John Shafer (English)	ESL Teacher		1/18/13
	Parent		1/18/13
Anita Feingold-Shaw (English)	Teacher/Subject Area		1/18/13
Christopher Barley(Foreign La	Teacher/Subject Area		1/18/12
Denise Petrillo	Coach		1/18/13
Caitlin Thomas	Coach		1/18/13
	Guidance Counselor		1/18/13
Joseph Cassidy/Allison Sheehan	Network Leader		1/18/13
Erika Ward	Other		1/18/13
Nick Tapino(Foreign Language)	Other		1/18/13
Monique Velazquez(special ed.)	Other		1/18/13
	Other		1/18/13

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 02m294 **School Name:** Essex Street Academy

Cluster: 1 **Network:** 102

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.

Upon entering the NYCDOE, students are given the Home Language Survey. The Home Language Survey is an instrument that determines the student status as language minority, and home language translation needs. Records are maintained in ATS and are used to determine which parents are in need of translation services.

In addition to the introductory assessments, a parent orientation is offered to parents during the fall and the spring of each year. The orientation presents and opportunity for parents to fill out a Parent Survey and Selection Form and become acquainted with the variety of programs that are offered by the Department of Education, such as the Transitional Bilingual Education and Dual Language programs. The orientations also give the school the opportunity to identify parents that are in need of translation services, that may not have been identified by the Home Language Survey for one reason or another. If parents were not identified by the survey, or during the orientation, advisors are able to identify translation needs through frequent contact with the families of their advisees. Once translation services are identified as being needed they are shared with the administrative office who ensures that documents, and oral communications are shared with the family in the target language as needed.

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.

After students have successfully enrolled at Essex Street Academy, mono-lingual parents who are not fluent in English are directed to complete a Continued Entitlement Form which will furnish them with translation and interpretation services offered by the DOE Translation and Interpretation Unit. These services provide telephone translation and/or document translation, whenever the school is not able to provide them.

Such an itinerary of parental introduction is the standard procedure throughout the New York City Department of Education. At Essex Street

Academy, we have instituted such protocol for ELL students and have manifested a firm commitment towards maintaining communication with our diverse parent body.

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.

School staff provide translation of written documents in both Spanish and Chinese as needed. Parent volunteers have assisted in the translation into other languages as needed. Essential documents are translated at the time they are written, and are distributed either in the target language only, or in all translated options to ensure parents are receiving the needed communications.

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

Oral translation is provided by the school in both Spanish and Chinese. Parent volunteers have aided in translating other target languages as needed. Oral translation services are provided when the school needs to contact parents for any reason, and during regularly scheduled parent meetings with school staff.

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

Parents are notified of their rights to translation services in target languages as identified through the processes outlined in Part A, section 1, above, through a mailing in the beginning of the school year and through an initial orientation at the start of each semester. Posters in main administrative offices inform parents of their right to translation services, and indicate what steps need to be taken to gain access to those services should they desire them.