



Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: LEGACY SCHOOL FOR INTEGRATED STUDIES

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 02M429

PRINCIPAL: ARLEEN LIQUORI **EMAIL:** ALIQUOR@SCHOOLS.NYC.GOV

SUPERINTENDENT: **MARISOL BRADBURY**

06-10-2013

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
Arleen Liquori	*Principal or Designee	On file
Zacarias Rivera, Jr.	*UFT Chapter Leader or Designee	On file
	*PA/PTA President or Designated Co-President	
Cindy Santana	DC 37 Representative, if applicable	On file
Sandre Kirton Adrian Allicock	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	On file
	CBO Representative, if applicable	
Horace Kirton	Member/Parent	On file
Kay Jah	Member/Parent	On file
Debbe Cordts	Member/Teacher	On file
	Member/	
Lydia Adegbola	Member/CSA Representative	On file
	Member/	
	Member/	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
- **All students in the lowest third percentile in Cohort Q (2015) will earn 10 or more credits by August, 2013 in order to make them College and Career ready.**

Comprehensive needs assessment

- **Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.**
- The percentage of students in the lowest third percentile who earn 10 or more credits will increase from 26.3% to 36.3%.

Instructional strategies/activities

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

The following instructional strategies and activities will be used to achieve this goal:

- Establish a data system (Pupil Path) that tracks individual student attendance, grades and engagement indicators, such as behavioral anecdotes.
- Determine criteria for which student is considered off-track for graduation and establish a continuum of appropriate interventions.
- Offer immediate academic supports (tutoring/one-to-one mentoring) to students who are failing in the first, second and third marking period of senior year.
- Provide PM School in both the Fall and Spring terms to all students who failed any subjects in prior terms.
- Guidance staff will review transcripts with each student.
- Data for the cohort will be tracked at the conclusion of every marking period to ensure timely credit accumulation and passing of Regent/RCT examinations.
- ARIS will be utilized by teachers and administrators to drill down to the granular level of student performance for review by faculty, parents and students to establish goals and differentiate instruction.
- The Inquiry Teams will use all data to inform instructional and programming decisions and review program implementation for the target population.
- Periodic assessments will be reviewed to establish individual student profiles in ELA and Mathematics following each administration.
- Parent outreach to inform parents of student progress.

Specific strategies include the following:

Preventive Measures through Frequent and Transparent Use of Data:

Through the use of Datacation, we provide the entire school community with an on-track metric. The metric is based on New York State's graduation requirements (a combination of course credits and passing grades in a series of end-of-course state Regents exams) to map out the progress students need to make each year to graduate with a regular diploma in four years. In addition, the metric includes indicators of college readiness that go beyond the state's high school requirements. Using this metric, each student's status is described through the use of color-coded categories: on track to college readiness (blue); on track to graduation (green); almost on track to graduation (yellow); or off track to graduation (red). Datacation analyzes the data and provides administrators with a school-wide report on student performance based on the metric, which is then shared with the entire school community. It also creates snapshots that can show an individual student's progress toward graduation and college readiness, and encourages students to create a plan to get (or stay) on track. This strategy helps ensure that data use becomes an intrinsic component of the school's daily operations. The color-coded tools are easy to understand; as a result, we are using the information in a variety of ways. School leaders and staff are employing school-wide and individual student data to plan interventions and decide what professional development our teachers need. Student snapshots are shared with students and parents, making it easier to understand the complicated graduation requirements and the steps a student must take in order to get on track. Our new college-readiness metric, based on college entrance requirements, is helping students and families understand the difference between high school graduation and college readiness.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- **Pupil Data System**-this system provides parent access to student performance in the most granular of details. Parents can view attendance and lateness data by period, day, week and/or month. Parents can view formative performance data (homework, class work, in-class exams, and projects) as well as summative assessment data (transcripts, regent's performance). This information is viewable through multiple media devices including desktop computer, iPad or cellular phone.
- **School Messenger**- This computerized system is directly connected to our daily attendance monitoring system to alert parents of any absences. This system creates automated phone calls to make parents aware of all important dates and upcoming events occurring in the school.
- Hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year.
- Encouraging meaningful parent participation on School Leadership Teams; Parent Association and Title 1 Parent Committee
- Providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress.

Budget and resources alignment

- Indicate your school's Title I status: X 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.

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

If other is selected describe here:

Service and program coordination

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

College Summit's mission is to increase the college enrollment rates of youth from low-income communities. College Summit has identified four critical "mind shifts" that establish college-ready culture and set the stage to achieve significant increases in both high school graduation and college enrollment rates.

- Shift to counting college enrollment rates as a measure of high school success.
- College enrollment rates as a measure of high school success.
- Shift from thinking postsecondary guidance should be for some students to providing it to all students.
- Shift from a "guidance counselor only" model to a guidance counselor plus teacher-engaged effort.
- Shift from thinking of students as recipients of school culture to drivers of school culture.
- We incorporate College Summit's curriculum and tools into a postsecondary planning course, which is offered for credit during the existing school day to third and fourth year students. This ensures that we successfully integrate the College Summit standards-based, data-driven curriculum with other coursework and the school routine.
- The postsecondary planning course, based around the College Summit Navigator Curriculum, provides students with a safe and supportive space within the school day in which to explore, apply to, and prepare for a variety of postsecondary options. Through participation in the College Summit class, students will create a Senior Portfolio, which includes all of the planning milestones and products that juniors and seniors need in order to apply to and succeed in formal and informal postsecondary learning opportunities. As students create these products, they practice valuable transferrable skills which will help them persist and achieve in postsecondary life, including goal setting, action planning, research and reflection.

STRIVE FOR COLLEGE

- The Strive for College Program is a mentoring program connecting low-income high school students with undergraduate student mentors, who work with them one-on-one through the college application and financial aid processes over the course of one year.
- Students start Strive in the spring of their junior year, and stay with Strive through the Spring of their senior year.
- Strive aims to have students leave each session and the program excited and motivated about college and what lies ahead and to have that

motivation spread across schools and communities.

Funding

- Tax Levy, Title 1 School-wide Success Grant funds are used to reduce class size and provide academic support 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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
The percentage of IEP students in Cohort P (2014) earning 10 or more credits in order to make them college and career ready.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to state academic content and student achievement standards.
- The percentage of IEP students in Cohort P who earn 10 or more credits will increase from 25% in 2011-2012 to 37.5% in 2012-2013 by August, 2013.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities.
 - d) timeline for implementation.
- The Administration, faculty, guidance and attendance teams will use data to analyze student progress towards attaining this goal and collaborate with Special Needs students and their parents to insure students attend school daily and pass their required classes.
- The Data Manager will regularly update and maintain a school-wide Data Tool, which indicates academic and attendance information on each student.
- Based on the school's data information, courses will be created and structures in support of students achieving this goal:
 - Subject-specific tutoring and Credit-bearing PM School classes
- Common planning time will be implemented to share strategies aligned to the Common Core Learning Standards.
- Continue to adjust professional development plans to address identified teacher needs.
- Compile best practices observed in school. Schedule teacher intervisitations.
- Based on analysis of student work, identify aspects of teacher practices that could address student gaps in knowledge.
- Inquiry Team will focus on Students with Special Needs and will assist in on-going planning instruction to meet individual student needs.
- Referrals to social work services will be made as appropriate to support good attendance and academic achievement.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- **Pupil Data System**-this system provides parent access to student performance in the most granular of details. Parents can view attendance and lateness data by period, day, week and/or month. Parents can view formative performance data (homework, class work, in-class exams, and projects) as well as summative assessment data (transcripts, regent's performance). This information is viewable through multiple media devices including desktop computer, iPad or cellular phone.
- **School Messenger**- This computerized system is directly connected to our daily attendance monitoring system to alert parents of any absences. This system creates automated phone calls to make parents aware of all important dates and upcoming events occurring in the school.
- Hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year.
- Encouraging meaningful parent participation on School Leadership Teams; Parent Association and Title 1 Parent Committee
- Providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress.

Budget and resources alignment

- Indicate your school's Title I status: X 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.

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

If other is selected describe here:

Service and program coordination

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

College Summit has identified four critical "mind shifts" that establish college-ready culture and set the state to achieve significant increases in both high school graduation and college enrollment rates.

Shift to counting college enrollment rates as a measure of high school success.

Shift from thinking postsecondary guidance should be for some students to providing it to all students.

Shift from a "guidance counselor only" model to a guidance counselor plus teacher-engaged effort.

Shift from thinking of students as recipients of school culture to drivers of school culture.

We incorporate College Summit's curriculum and tools into a postsecondary planning course, which is offered for credit during the existing school day to third and fourth year students. This ensures that we successfully integrate the College Summit standards-based, data-driven curriculum with other coursework and the school routine.

The postsecondary planning course, based around the College Summit Navigator Curriculum, provides students with a safe and supportive space within the school day in which to explore, apply to, and prepare for a variety of postsecondary options. Through participation in the College Summit class, students will create a Senior Portfolio, which includes all of the planning milestones and products that juniors and seniors need in order to apply to and succeed in formal and informal postsecondary learning opportunities. As students create these products, they practice valuable transferrable skills which will help them persist and achieve in postsecondary life, including goal setting, action planning, research and reflection.

- **The ENACT Program** promotes social and emotional skills vital to success in and out of the classroom. The ENACT method transforms classrooms into a safe space for self-expression, enabling participants to improve their social skills, build their emotional vocabulary and enhance their academic success. Social and emotional concepts such as recognizing and managing emotions, demonstrating empathy, showing respect, taking responsibility, improving self-awareness, and making responsible decisions are focal points of this work. ENACT workshops are held five times weekly in English classes.
- Tax Levy, Title 1 School-wide Success Grant funds are used to reduce class size and provide academic support services.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
- **All teachers will improve teacher effectiveness as evidenced by a one rating increase along the Danielson Framework competencies of the identified areas of Designing Coherent Instruction (1E), Using Question and Discussion Techniques (3B) and Using Assessment in Instruction (3D).**

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
- The average scholarship pass rate was below 70% during the 2011-2012 academic school year.
- Rigorous demands of the City-wide Expectations to increase the implementation of Common-Core Aligned Units require a focus on improving teacher practice.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- Teachers will receive professional development to support the use of management strategies to help students become organized in time management and the completion of academic responsibilities.
- Teachers will receive targeted professional development connected to City-wide Instructional expectations.
- Teachers will receive professional development to support differentiated instruction to the content areas.
- Teachers will receive professional development to support the implementation of instructional strategies for building academic vocabulary and for filling gaps in knowledge and skills so that students have foundations for meeting grade level standards across the curriculum.
- Scholarship reports will be monitored at the conclusion of each marking period to identify students in need of academic intervention services.
- Common planning time will be implemented to share strategies aligned to the Common Core.
- In collaboration with the Transition Support Network, will conduct Professional Development for faculty to improve instruction and curriculum.
- Compile best practices observed in school, intervisitation, present at monthly Faculty meetings, share student work.
- Teacher goal setting meetings conducted around the Danielson Framework.
- Instructional Leads will attend meetings with Network and turnkey crucial information with Teaching staff.
- Teachers will receive frequent observations and feedback.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- **Pupil Data System**-this system provides parent access to student performance in the most granular of details. Parents can view attendance and lateness data by period, day, week and/or month. Parents can view formative performance data (homework, class work, in-class exams, and projects) as well as summative assessment data (transcripts, regent's performance). This information is viewable through multiple media devices including desktop computer, iPad or cellular phone.
- **School Messenger**- This computerized system is directly connected to our daily attendance monitoring system to alert parents of any absences. This system creates automated phone calls to make parents aware of all important dates and upcoming events occurring in the school.
- Hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year.
- Encouraging meaningful parent participation on School Leadership Teams; Parent Association and Title 1 parent Committee

- Providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress.
- Holding an Annual Title 1 Parent Conference.

Budget and resources alignment

- Indicate your school's Title I status: X 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.

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

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Tax Levy, Title 1 School-wide Program funds are used to support instructional and administrative staff programs that encourage teacher effectiveness and improvement. Professional Development opportunities will be made available to all teachers. Teachers can attend off-site workshops in their specific discipline.
- Title 1 Success Grant for Smaller-Class Size
- Title 1 School-Wide Program

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
- **All Social Studies teachers will engage their students in a task aligned to the Common Core State Standards**

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to state academic content and student achievement standards.
- The graduation rate is below the state and city standard for a secondary school for academic year 2011-2012.
- Teachers will work in teams and produce at least two performance tasks in each Social Studies course.
- Teachers will implement one performance task before the end of each semester.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- Teachers will work in teams and produce at least two performance tasks in each Social Studies course.
- Teachers will implement one performance task before the end of each semester.
- Teachers will present the tasks to discipline-related groups for discussion and evaluation.
- Teachers will share student work at the Faculty and Department Meetings continuing to improve students' performance.
- Teachers will use research-based rubric design in task and students work evaluation.
- Professional development on designing tasks aligned to Common Core Learning Standards.
- Using DOE activities in November and January, all teachers will participate in Common Core Learning Standards aligned unit of study.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- **Pupil Data System**-this system provides parent access to student performance in of details. Parents can view attendance and lateness data by period, day, week and/or month. Parents can view formative performance data (homework, class work, in-class exams, and projects) as well as summative assessment data (transcripts, regent's performance). This information is viewable through multiple media devices including desktop computer, iPad or cellular phone.
- **School Messenger**- This computerized system is directly connected to our daily attendance monitoring system to alert parents of any absences. This system creates automated phone calls to make parents aware of all important dates and upcoming events occurring in the school.
- Hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year.
- Encouraging meaningful parent participation on School Leadership Teams Parent Association and Title 1 Parent Committee
- Providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress.
- Holding an Annual Title 1 Parent Conference.

Budget and resources alignment

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

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

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

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Tax Levy, Title 1 School-wide Program funds are used to support instructional and administrative staff programs that encourage teacher effectiveness and improvement. Professional Development opportunities will be made available to all teachers. Teachers can attend off-site workshops in their specific discipline.
- Title 1 Success Grant for Smaller-class size
- Title 1 School-wide Program

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

Comprehensive needs assessment

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

Instructional strategies/activities

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

Strategies to increase parental involvement

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

Budget and resources alignment

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

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

If other is selected describe here:

Service and program coordination

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

ACADEMIC INTERVENTION SERVICES (AIS)

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

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	English teachers provide students with a structured time (2:18-2:56) to work on individual projects, homework or class assignments, project completion, as well as Regents Prep.	Small groups-7-8	Extended day-after school Monday through Thursday
Mathematics	Math teachers provide students with a structured time (2:18-2:56) to work on individual projects, homework or class assignments, project completion, as well as Regents Prep.	Small groups-7-8	Extended day-after school Monday through Thursday
Science	Science teachers provide students with a structured time (2:18-2:56) to work on individual projects, homework or class assignments, laboratory make-up, as well as Regents Prep.	Small groups-7-8	Extended day-after school Monday through Thursday
Social Studies	Social Studies teachers provide students with a structured time (2:18-2:56) to work on individual projects, homework or class assignments, project completion, as well as Regents Prep.	Small groups-7-8	Extended day-after school Monday through Thursday
At-risk services provided by the Guidance Counselor	Student Support Groups: Our guidance counselor facilitates small support group meetings for various at-risk behaviors. (Truancy, bereavement, social etiquette, peer mediation, conflict resolution).College Counseling and Transition Services.	Small group, one-to-one	During the school day

At-risk Services provided by the School Psychologist	An itinerant School Psychologist is present at Legacy 2 days per week to provide mandated counseling and evaluation services to students.	Small group, one-to-one	During the school day
At-risk Services provided by the Social Worker	An itinerant School Social Worker is present at Legacy 1 day per week to provide mandated counseling and evaluation services to students.	Small group, one-to-one	During the school day
At-risk Health-Related Services	General, health, psychological and social work services provided to at-risk students with parental consent.	As needed basis.	As needed basis.

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.

This is the first year of a three-year phase out for Legacy School for Integrated Studies and as such we are not recruiting new teachers at this time.

Teachers will be encouraged to participate in inquiry-decision making teams that will lead to the implementation of Core Curriculum Learning Standards and teach strategies that will increase student academic performance in all subject areas.

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

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

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

Part I: School ELL Profile

A. School Information

Cluster Leader/Network Leader Charles Amundsen/Jayne Godlews	District 2	Borough Manhattan	School Number 429
School Name Legacy School for Integrated Studies			

B. Language Allocation Policy Team Composition

Principal Joan Mosely	Assistant Principal Steven Aragona
Coach Lydia Adegbola	Coach type here
ESL Teacher Damaris Cortes/ESL	Guidance Counselor Laverne Joshua-Smith
Teacher/Subject Area Teresa Diaz/Spanish	Parent Jose Santiago
Teacher/Subject Area type here	Parent Coordinator type here
Related Service Provider Yolanda Texidor/Special Ed	Other type here
Network Leader Jayne Godlewski	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	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	300	Total Number of ELLs	25	ELLs as share of total student population (%)	8.33%
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Part II: ELL Identification Process

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

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

1. All first time registrants to the NYC school system are given the Home Language Identification Survey. The survey is included in our first day take home packet. The testing coordinator and ESL teacher (bilingual - English and Spanish), Damaris Cortes, assesses spoken English proficiency via interviews with students from out- of-state/country. All new students are administered the LAB-R in English and Spanish by the first week of admission into Legacy High School for Integrated Studies (LHIS). Results are reported and their individual program designed. If the student is identified as needing ESL and related services, it is programmed into their schedule. Our testing coordinator administers all testing such as LAB-R and NYSESLAT. Procedure for accommodating parents and students with native language support during intake process: ESL teacher meets with parents and translates during the intake process. LAB administered as per requirements of NYC DoE. RLEC report is used to determine which students are eligible to take the NYSESLAT in the spring. Should the parent request that their child be admitted to a bilingual program we will expedite that process and refer them to accordingly.

2. Parents are given a packet of information about our ESL services. In September, all parents of new and returning students are given information in their "Parent Orientation Manual". All parents are met with individually to discuss the school's programs as well as their student's individual support. We have one certified ESL teacher, Damaris Cortes, who speaks Spanish to support ESL instruction. LHIS does not have a bilingual or transitional program. Should a parent request an alternative language support program, we expedite that process and refer them accordingly.

3. Entitlement letters, parent surveys, and program selection forms are all mailed to the homes of ESL students and families. All forms and letters are collected by the Guidance Counselor. Guidance Counselors are responsible for all parent communication. Our ELLs (particularly new 9th graders) have separate parent meetings to complete and return all the required forms.

4. Parents and students identified as needing additional ESL services such as (extension of services) meet with the Principal and programmer of the school. The meeting discusses programs we offer as well as additional classes students will have. Our meetings include translators in Spanish to help parents and students understand our programs. The entitlement letters are distributed by mail. Upon their return, they are placed in the student's individual file in the offices of the Guidance Counselors

5. All parents request ESL services for students identified as needing language support. We have about 5 - 7 families every year who are identified as needing additional language services and for the past two years, our surveys show that parents request their students to be prepared to pass the English Regents with additional language support. Our school only offers one ESL program which is intermediate and above. Should parents request alternative ESL programs, they are referred to another school with the appropriate program.

6. The LHIS ESL program is fully aligned with parent requests and expectations. All parent requests are expedited by the Guidance

Counselors and ESL teacher where students are placed according to the parent's choice.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	26	Newcomers (ELLs receiving service 0-3 years)	25	Special Education	13
SIFE	0	ELLs receiving service 4-6 years	1	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
Dual Language										0
ESL	25	0	13	1	0	0	0	0	0	26
Total	25	0	13	1	0	0	0	0	0	26

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

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										13	5	7	1	26
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	13	5	7	1	26								

Part IV: ELL Programming

A. Programming and Scheduling Information

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. Instruction is delivered in two ways: a push-in model as well as an additional period of English is programmed for most students. A period of ESL (during small group instruction) with the ESL teacher once a day and the ESL teacher pushes into the English classes. Each student is scheduled into an ESL class and has their ESL teacher push into English classes. English class in the 9th grade is split in half by ability and these classes reinforce expository writing and language acquisition skills. Students are homogeneously mixed in their ESL classes but heterogeneously mixed in English classes.

2. Explicit, direct ESL instruction is provided in 42 minute daily periods as follows: minimum of 210 minutes weekly (for advanced ESL students), for a minimum of 440 minutes weekly (for intermediate ESL students), for a minimum of 680 minutes (for Beginning ESL students).

3. All content area is delivered in English with native language support. Regents examinations are also administered in their choice of language. Students receive dictionaries in their native language. Instructional supports are focused on English reinforcement and enrichment. Content specific skills and understandings are given in English with instructions and additional support given in their native language.

4. ELLs are evaluated by our ESL teacher who functions as our testing coordinator. Additional evaluation support is provided by our bilingual guidance counselor.

5. SIFEs (Students with Interrupted Formal Education) receive Basic ESL instruction and are scheduled for the workshop model of instruction class, which assists them with decoding and encoding. In addition, the Fountas and Pinnell Assessment system is utilized to offer targeted reading materials at students' specific decile level. In addition, students can utilize the Plato programs to accumulate credits.

- ELLs in US schools with less than three years' proficiency levels were evaluated with the Pearson Predictive Periodic Assessment. The Rosetta Stone program is added to the instruction of Basic ESL students. This accelerates and adapts to individual students' language skills. Achieve 3000 program has been added to support ESL instruction for Intermediate ESL learners to build reading comprehension and thinking skills. It also builds vocabulary by differentiating based on how students answer the questions. The following licensed ESL Teacher, Ms. Cortes, takes part in the above-mentioned instructional programs every school day, from periods 1 through 9, between the hours of 8:00 a.m. and 2:50 p.m.
- ELLs receiving service 4 to 6 years are given additional support in the form of tutoring and credit bearing after school classes in ESL,

A. Programming and Scheduling Information

and Regents Preparation. Ms. Cortes offers basic and intermediate ESL tutoring on Mondays and Wednesdays from 3:00 - 4:00 p.m.; Ms. Cortes offers English Regents Preparation tutoring from 3:00 - 4:00 p.m. on Tuesdays and Thursdays, and ESL tutoring and Plato Credit Recuperation from 3:00 – 4:00 p.m. on Mondays and Wednesdays.

6. To accelerate English language development and ensure access to academic content areas for ELLS-SWDs, our team currently implements the following instructional strategies:

- Instruction is explicit and systematic
- Provide multiple opportunities for practice
- Maximizes student engagement
- Increase text time on text/Increase time on task
- Use wait time on a consistent basis
- Establish a set of routine of activities so that students can make sense of what is happening.
- Model skills and strategies during lessons
- Lesson objectives are clear
- Make relationships among concepts overt
- Emphasize distinctive features of new concepts
- Use of flexible grouping
- Provide immediate, corrective, explicit feedback
- Provide scaffolds in how to use strategies, skills and concepts
- Teachers adjust own use of language to make concepts comprehensible
- Students with IEP are examined by the ESL Teacher and Special Education Coordinator to ensure that the student receives the appropriate services.

7. Differentiated instructional methods include the use of small groups and cooperative learning (with occasional one-on-one instruction), both of which seem to enhance inclusion, peer acceptance, access to the general education curriculum, and improved student achievement based on classroom observation data. Additionally, teachers use guided reading and small-group instruction. They adapt instruction for ELL-SWD students. ELL-SWD students requiring accommodations (i.e. additional time for classroom tests/projects, etc) work directly with our bilingual IEP coordinator, Yolanda Texidor, who has a schedule which has been programmed to allow for flexibility to work with these students when needed.

Courses Taught in Languages Other than English ⓘ

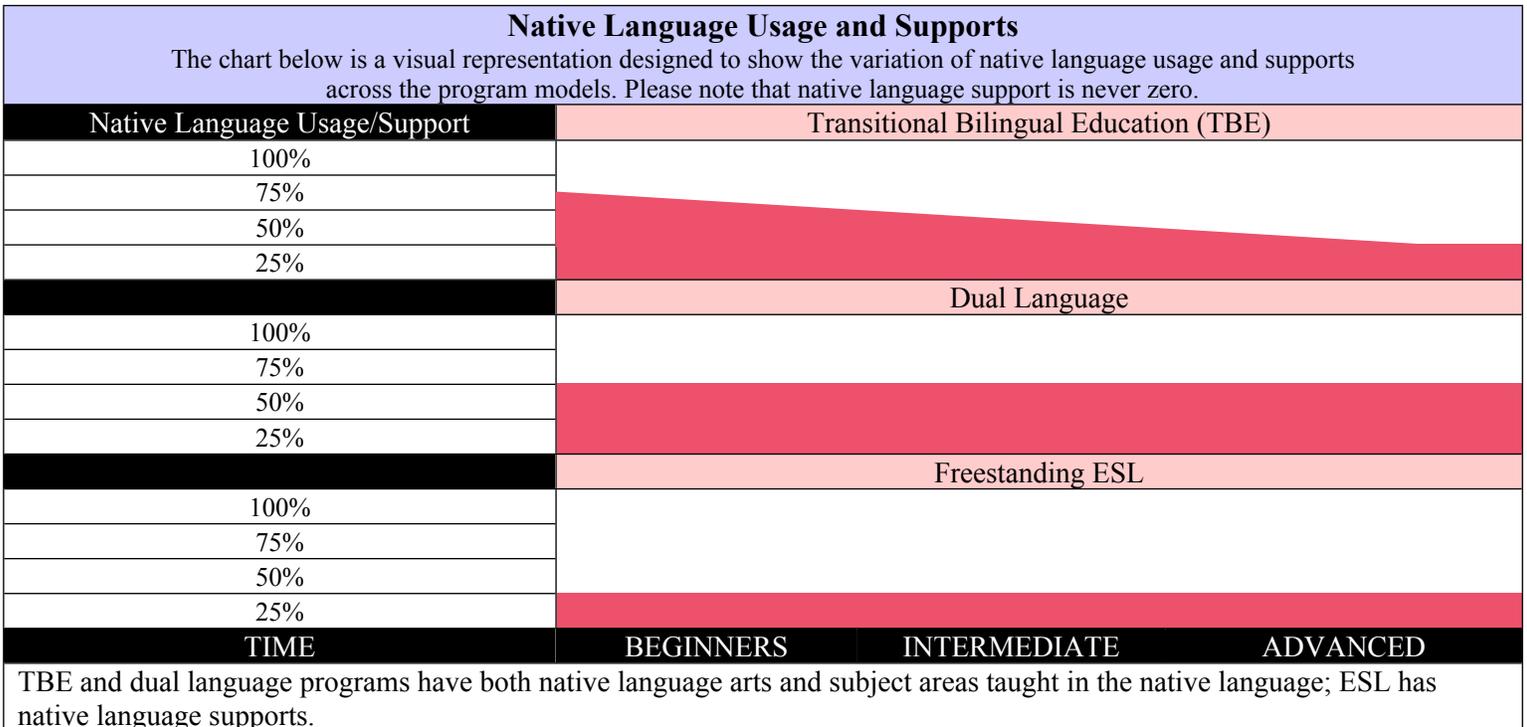
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

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

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

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

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



B. Programming and Scheduling Information--Continued

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

8. After school classes and tutoring in ESL, ELA, Math, Regents Preparation, Science and Social Studies are offered to support the transition of ELLs. Bilingual dictionaries and visuals are used in content area classes to support content comprehension and mastery. A native language arts class, taught in Spanish, helps build student literacy skills eventually leading to transfer of skills. Ms. Cortes offers basic and intermediate ESL tutoring on Mondays and Wednesdays from 3:00 - 4:00 p.m.; Ms. Cortes offers English Regents Preparation tutoring from 3:00 - 4:00 p.m. on Tuesdays and Thursdays, and ESL tutoring and Plato Credit Recuperation from 3:00 to 4:00 p.m. on Mondays and Wednesdays.

9. After school classes and tutoring in ESL, ELA, Math, Regents Prep, Science and Social Studies are offered to support the transition of ELLs. Moreover, former ELLs are permitted to have testing accommodations for up to two years after testing out on the NYSESLAT.

10. The Achieve 3000 reading program has been expanded. ESL and ELA teachers have been trained. The school has also introduced the Plato program. The Assistant Principal of Organization is working on proposals to receive grants to purchase additional resources for ELLs.

11. The school does not plan to discontinue any of the programs it currently offers ELLs.

12. ELLs participate in all extra-curricular activities and are members of all school clubs. All CBOs work with ELLs. Our Director of Student Life works on recruitment of all students through classroom visitations, after-school fairs, and sign-up sheets available in her office. ELLs participate in College Now, Honors and Advanced Placement English classes.

13. Every ELA, ESL and Social Studies classroom is equipped with a classroom-leveled library. The school used a Resolution A Grant to purchase Smartboards for ELA teachers to help with visualization and reading, as well as laptops equipped with language acquisition and acceleration programs to be used in ESL classes. All classes are equipped with word-word glossaries and dictionaries.

14. Bilingual dictionaries, picture books, projectors and other visual aids are used. Native language Arts classes are offered to ELLs. ESL Teacher, Ms. Cortes, meets with students daily during her regularly scheduled teaching periods as well as during their lunch period and after-school to provide additional support in their classes and help with homework when necessary.

15. All ELLs are offered standard-based instruction according to their age and grade level. Regents skills classes for Regents exams required in the 9th, 10th and 11th grades are offered to the entire student body including ELLs. The college advisor schedules ELLs for PSAT and SAT tests, offers advice and assists them with the completion of college applications and applications for student aid and loans.

16. In June, an orientation is offered for incoming ELLs and their parents. The school hosts a FUN DAY for freshmen during which ELLs and their parents receive school information. The Principal addresses ELLs during an assembly in which required testing, graduation requirements, and ELLs' right to extended time during testing are emphasized.

17. ELLs participate in College Now, Honors and Advanced Placement English classes. There are no language extra-curricular activities.



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)?

LHIS does not have a dual language program.

D. Professional Development and Support for School Staff

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

1. Our Professional Development model is geared towards increasing literacy skills in all content areas. Apart from regular PD offerings by the CFN, our ESL teacher attends weekly team meetings, department meetings with English and Collaborative Work Groups to help increase skills and knowledge based in ESL instruction. The entire staff is also offered professional development through the assistance of ARIS Learns and other web-based resources.

2. Most entering 9th grade students who are identified ESL are given mentors (ESL or otherwise) to help transition them into high school. All students are also assigned a Graduation Coach to help with academic advisement for the year. Guidance Counselors also work closely with the ESL Teacher, subject-area teachers, and Special Education teacher to improve their abilities in offering appropriate transitional services.

3. Our ESL teacher is allowed to take additional professional development courses for free at CUNY BMCC. Classes in curriculum development, ESL instruction as well as Special Education theory are taken by our ESL and other teachers as part of our professional development strand. Records of training are maintained by both the staff members attending the professional development as well as through the principal's secretary.

E. Parental Involvement

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

1. We have an active Parents Association with a few ESL parents who attend LHis functions. All events and meetings have Spanish translators present.

2. We have partnerships with Teen Health Choice to help our students through teen issues and health education. Our parents and families are support by the ENACT counseling services if they are identified as a family in crisis. All services have Spanish language support.

3. We evaluate parent needs via the needs assessments data that all parents complete at the end of the school year. Our PA reviews and submits their findings to the school so that programs and other support can be added to the next school year. Translation services are provided at all parent meetings by our foreign language and ESL teachers. Should parents require additional languages other than Spanish, we reach out to the NYCDOE for translation services.

4. Most parent involvement activities are tied around students achievement and performances. All parents have voiced their want for more performances and presentations by their students after school. We have made great efforts through school wide activities such as LHis Honors Night, Back to School Night, Parent-Palooza and other ceremonies to have more parents involved in the school. Translation services are provided at all parent meetings by our foreign language and ESL teachers. Should parents require additional languages other than Spanish, we reach out to the NYCDOE for translation services.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										2	0	0	0	2
Intermediate(I)										4	2	4	2	12
Advanced (A)										6	1	4	0	11
Total	0	0	0	0	0	0	0	0	0	12	3	8	2	25

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										1	0	0	0
	I										0	0	0	0
	A										7	2	2	0
	P										6	3	4	1
READING/ WRITING	B										2	0	0	0
	I										4	3	2	1

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	A										6	1	4	0
	P										1	0	0	0

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	12	0	1	0
Integrated Algebra	6	0	7	0
Geometry	1	0	1	0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Algebra 2/Trigonometry	4	0	2	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	5	0	1	0
Living Environment	7	0	3	0
Physics	0	0	0	0
Global History and Geography	8	0	3	0
US History and Government	5	0	2	0
Foreign Language	4	0	4	0
Other	0	0	0	0
Other	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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.

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.

1. The school uses a number of assessment tools to assess the early literacy skills of ELLs, such as Fountas and Pinnell, ELL Periodic Assessments, and Regents assessments to gauge the needs and levels of language acquisition. This allows us to offer more small-group and differentiated learning activities.
2. The data patterns on the NYSESLAT and LAB-R reveal that most of our students in grades 9, 10, and 11 score on the Intermediate level, and with the exception of grade 10, most students steadily progress to the Advanced level as they reach grade 12. The number of students who score at the Beginner level steadily decrease as they progress through high school. Moreover, by grade 10 and 11, many of our students have progressed to the Intermediate level. The NYSESLAT Modality Analysis indicates that most of our students score at the Intermediate or Advanced Levels in listening and speaking across all grades, and score at the Intermediate level in Reading and Writing in grades 9, 10, and 11.
3. Patterns across the NYSESLAT modalities reveal that many of our students struggle with the reading and writing tasks on the exam, as evidenced by the fact that the majority of students scored at the Beginner or Intermediate levels on these modalities, while the majority of students scored at the Intermediate and Advanced levels on the listening and speaking sections of the test. As a result of this analysis, we are offering a variety of instructional supports to students: more emphasis on reading and responding to texts via the use of reading response and writing response journals; one-to-one targeted reading and writing conferences with teachers; the use of a daily oral language activity in all English and ESL classrooms to build grammar and usage skills; focusing on informational texts relevant to students' lives and interests; a daily silent, sustained independent reading activity (SSR) from independent reading materials; explicit instruction in the habits of proficient readers in regular classroom discourse such as finding the main idea, understanding how to use supporting details, finding textual evidence to support a claim, and understanding the use of rhetorical elements such as tone, purpose, audience, as well as recognizing how authors use literary elements to develop themes and motifs in works of literature. All of these activities, plus constant feedback, monitoring and revising of student work is yielding positive results as more and more students are progressing to the Advanced level by grade 12.
4.
 - a) ELLs, especially newcomers, generally perform better on tests taken in the native language than in English. However, SIFE students do no better on tests in native languages than on tests in English.
 - b) School leadership and teachers regularly meet during common planning time to analyze data and evaluate student results on different assessments, such as the ELL Periodic Assessments. Based on this analysis, they revise the curriculum maps to focus more on skills that need to be developed and to incorporate these skills in the daily instruction, as well as developing a plan to address these deficiencies through writing activities. After reteaching and reviewing areas of deficiency, students are again given an assessment and an item analysis is conducted by the ESL team to determine next steps.
 - c) The school is learning how to tackle the needs of our ELLs through periodic assessments as well as common instructional strategies across all disciplines that can be adapted by teachers of different subjects to improve student outcomes, such as building academic and domain specific vocabulary, annotating text, finding key details and paraphrasing and summarizing key concepts.
5. The school does not have a dual language program.
6. We evaluate the success of our programs for ELLs by constantly monitoring and revising, triangulating data from multiple sources to discover trends and patterns in student performance, and making necessary adjustments in curriculum, instruction, and programming to address student needs. We use a number of assessment tools to assess the early literacy skills of ELLs, such as Fountas and Pinnell, along with research-based ELL Periodic Assessments.

Part VI: LAP Assurances

School Name: <u>Legacy High School</u>		School DBN: <u>02m429</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Joan Mosely	Principal		11/28/11
Steven Aragona	Assistant Principal		11/28/11
n/a	Parent Coordinator		
Damaris Cortes	ESL Teacher		11/28/11
Jose Santiago	Parent		11/28/11
Teresa Diaz	Teacher/Subject Area		11/28/11
Yolanda Texidor	Teacher/Subject Area		11/28/11
Lydia Adegbola	Coach		11/28/11
	Coach		
Laverne Joshua-Smith	Guidance Counselor		11/28/11
Jayne Godlewski	Network Leader		11/28/11
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 02m429 **School Name:** The Legacy School for Integrated St

Cluster: 02 **Network:** 206

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.

We utilize Skedula data system to identify groups of students requiring written translation and oral interpretation. Twice per term we survey parents in their native language to determine the efficiency of translations. Two teachers at our school who are licensed teachers in Spanish translate any document which is sent out to the parents of students who don't speak or read English. Whenever there is a parent meeting, a teacher who is fluent in Spanish is present to translate. Any outreach made via telephone is done in Spanish to these parents. Any one on one meetings with parents who need translation services will be provided.

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.

At our school, we are able to provide parents and guardians who don't speak Spanish, in-house translation services of any important letter sent to the home and one-to-one translation services via telephone and in person when the parent or guardian meets with a counselor or teacher. The teachers are informed at the beginning of each school semester of the teachers and general staff members who are able to translate for them when placing a phone call or meeting with a parent or guardian.

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.

In-house staff and parent volunteers will be provided for any mailings, calls and conferences when the parents or guardians don't understand English.

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.

In-house staff and parent volunteers will provide translation services at meetings with parents who don't speak English and all of the written communications sent to parents in English will be translated into Spanish by two teachers who are licensed in Spanish.

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>.

Any official document which is on the DOE website in Spanish which a particular parent needs is provided. The Translation and Interpretation Unit will be contacted for translation services for languages where no in-house staff at our school is able to translate for a parent or guardian. If the translation Unit within the DOE cannot provide services, an outside translation office will be hired to translate documents into the language needed.