



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: EAST SIDE COMMUNITY HIGH SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 01M450

PRINCIPAL: MARK FEDERMAN EMAIL: MARKF@ESCHS.ORG

SUPERINTENDENT:

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
MARK FEDERMAN	*Principal or Designee	
NATHALIE ELIVERT	*UFT Chapter Leader or Designee	
CAROLYN MARTINEZ	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
KETURAH HANCOCK	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
TOM MULLEN	Member/ Assistant Principal	
JODI CAPLAN	Member/ Parent Coordinator	
RACHEL HOOPER	Member/ Teacher	
DANIELLE SADAPHAL	Member/ Teacher	
COURTNEY KINDROFF	Member/ Teacher	
ADAM HOLUB	Member/ Teacher	
LEIGH KLONSKY	Member/ Teacher	

** 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

iZone: Increase achievement for IEP and other “struggling” students while challenging stronger students and increasing engagement for all students

- *IEP students will fall within 5 percentage points of total population of students on Red Flag and Orange Flag, 10% on General Standing*
- *We will ear 5 bonus “Closing the Achievement Gap” points on our school report card*
- *90% of students in each class will state that they feel challenged in our end of year teacher feedback surveys*

Comprehensive needs assessment

- For the last few years there has been a 10-20% achievement gap in academic standing and test scores between our Special Ed and General Ed students.
- Over 25% of our students have IEPs and another 10-15% come to us below grade level in different areas. Meanwhile, more an more students on grade level and higher are attending our school making the disparity in needs wider than ever before. This is making differentiation, flexible grouping, creative programming, extra support and what we are calling running an “iZone” classroom more important than ever
- We joined the iZone with exactly this work in mind

Instructional strategies/activities

- Each student is individually programmed based on her/his needs and interests.
- All students who need it receive individualized, mandated extra one on one or small-group instruction/support focused on competencies and skills.
- Every month in advisory and every 6-7weeks with advisor and parent, each individual student reviews her/his academic growth and progress toward individual goals.
- All classrooms and curriculum are designed to promote flexible grouping, differentiation and an element of choice.
- All teachers will be required to have at least one of their professional goals be in the area of flexible grouping, differentiation or individualized learning.

Strategies to increase parental involvement

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating students to meet the State’s student academic achievement standards through small classes (approximately 15-25 students) and extremely well trained teachers.
- Update Pupil Path regularly
 - *Homework and regular assignments: recorded within 7 days*
 - *Exhibitions and major assignments: that take longer to assess: recorded within 10-14 days. However, when a student has not handed in one of these assignments, a “45” should be recorded within 3-5 days to notify the student, family and advisor that it is still owed.*
- Provide parents regular access to all teachers, counselors and school leaders.

- Provide an email, school number and personal number for each staff member
- Notify parent when student is falling behind in work
- Receive a progress report or report card five times a year with an accompanied parent-teacher-student conference five times a year
- Provide the home or cell number of your child’s advisor, the parent coordinator, the appropriate grade supervisor, and the principal.
- Provide ongoing positive and constructive communication through phone calls, letters, and or/emails
- Provide each student and family with an advisor (who will have no more than 15 students total)

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 iZone Other

If other is selected describe here:

Service and program coordination

We will be using tax levy and Title I money to keep classes smaller; special education ICT teachers and service to help with differentiation and ratio; and the iZone grant and iZone technology.

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

- *Instructional Units, Expectations, Learning Activities, Strategies and Assessments will be aligned through the lens of the Common Core in English, History and Science Classes*
 - *All UbD Unit Plans will include a plan for aligned Common Core instruction, assignments and assessments*
 - *45% of middle school students will be reading (and writing) at or above grade level on State Tests*
 - *Our Median Adjusted Growth Percentile for in our peer group will be at least 70% in the MS ELA state test*
 - *Our Weighted Regents Pass Rate will be higher than our peer schools and all city school*
 - *We will have an 85% pass rate with over 65% at college ready threshold in the HS ELA Regents*

Comprehensive needs assessment

- Despite improvement and growth in the middle school ELA over the past couple of years, we still have way too many middle school students reading below grade level. Our students are avid fiction readers and writers, but our non-fiction reading and writing seems to be hurting us.
- Last year, our Weighted English Regents pass Rate was below our peer schools and the city average. Also, only 57% of our students reached the *college-ready threshold* for the exam

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: strategies/activities that encompass the needs of identified student subgroups
 - All teachers will participate in ongoing training in the Common Core State Standards focusing on the PARCC and city instructional shifts
 - *All English, history and science teachers on each grade level will meet bi-monthly for a minimum of two hours to plan curriculum and design and look at the results of aligned assessments. This work will be lead by me, the principal. All teachers involved will be directly accountable to me.* All English, history and science teachers will use a common CCSS non-fiction writing rubric.
 - All students will be explicitly trained in the CCSS, close reading of non-fiction and fiction and non-fiction writing aligned to the CCSS.
 - The time spent reading and writing non-fiction in our school day will be doubled

Strategies to increase parental involvement

- We will run a series of Parent Workshops on the Common Core State Standards which will
 1. Teach the CCSS standards and the instructional shifts to our families
 2. Share some of the probable change in upcoming state assessments and share our own assessments
 3. Provide families with strategies they can use to support their children in meeting the CCSS

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

- Tax Levy and Title I funds will be used to provide time and space for professional development and planning.

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

Increase achievement for our Black and Latino young men.

Academic Flag Status

Pct. of Students with 11 or more credits by End of Year 1

Pct. of Students with 22 or more credits by End of Year 2

Pct. of Students with 33 or more credits by End of Year 3

Pct. of Students with 44 or more credits by End of Year 4

Average Credits Accumulated by End of Year 1

Average Credits Accumulated by End of Year 2

Average Credits Accumulated by End of Year 3

Average Credits Accumulated by End of Year 4

Attendance

ELA and Math Scores

SAT Scores

We will also monitor closely the following data:

FAFSA Completion, students year 3 or higher

PSAT Participation, students year 3 or higher

SAT, 4-yr Cohort Participation Rate

SAT, 4-yr Cohort Average Score

ACT, 4-yr Cohort Participation Rate

ACT, 4-yr Cohort Average Score

AP, 4-yr Cohort Participation Rate

AP, 4-yr Cohort Pct Scoring 3+

Comprehensive needs assessment

- Last year our school closely examined the data of our Black and Latino young men as we applied for the Expanded Success Initiative. We found that Black and Latino young men are half as likely to be on Honors as other students, more likely to be in the bottom half of their class, twice as likely to be on Red Flag status, and not scoring as strong as they can/should on standardized tests.

Instructional strategies/activities

East Side is one of 50 schools who will be part of the Expanded Success Initiative for young men. We will be regularly disaggregating and examining data about our middle school black and Latino young men and implementing several programs to increase their achievement. These programs include:

- *Adjusting curriculum to be more “boy friendly”*
- *Looking closely at our Brotherhood-young men’s group*
- *Peer tutoring*

- *College mentoring program*
- *Family college trip*
- *SAT prep and test prep*
- *Leadership retreats*
- *Increased use of technology*
- *Additional studio classes including autoshop, cooking and skateboarding*

Strategies to increase parental involvement

- We will be sharing all ESI plans and data with families
- We will hold a special orientation for the parents of our 9th grade young men about the ESI program because they are our core cohort
- We will hold 2 young men family college trips

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.

 x Tax Levy x Title I _____ Title IIA _____ Title III _____ Grants ^{ESI} Grant _____ Other

If other is selected describe here:

\$100,000 for Expanded Success Initiative Grant

Service and program coordination

- We will use our \$100,000 ESI grant

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	<ul style="list-style-type: none"> • Wilson, Rewards & Read 180 classes for our most struggling readers. • Breakfast study skills groups for small groups of students focused on reading or writing strategies. • Reading Conferences with individual students. • After school support for struggling students. 	<ul style="list-style-type: none"> • Wilson, Rewards & Read 180 classes of 5-10 students. • Breakfast study skills groups are from 5-8 students. • Rading conferences take place in smaal group and one-to-one conferences in English classes by ELA teacher, special education teacher or literacy coach during independent reading & writing time. • Afterschool support to 4-15 students. 	<ul style="list-style-type: none"> • Willson, Rewards & Read 180 classes meet during the school day 4 or 5 days a week. • Breakfast study skills can be assigned 1-5 times per week for 40min. • After school support can be assigned 1-4 times per week for 60min.
Mathematics	<ul style="list-style-type: none"> • We have algebra enrichment classes for students struggling with Algebra. In these small groups, students are engaged in lessons that reinforce the instruction they 	<ul style="list-style-type: none"> • Algebra enrichment is provided in small group instruction. • Tutoring sessions provided one-to-one. • Targeted Push-In 	<ul style="list-style-type: none"> • The classes meet during the school day 4 or 5 days a week. • Tutoring takes place 4 or 5 days a week during the school day. • Targeted Push-In and Pull-

	<p>receive in their Algebra class and are pre-taught concepts.</p> <ul style="list-style-type: none"> • We have also implemented tutoring sessions for students struggling with Algebra 2. • We also have targeted push-in and pull-out math support for students with IEPs in every grade, 6-12. • Breakfast study groups focused on math skills. • After school support for struggling students. • Additionally, we have a Saturday Math Academy. Through this program, struggling students are given small-group, standards-based, instruction. 	<p>and Pull-Out sessions take place in small or one on one support as per the student's IEP.</p> <ul style="list-style-type: none"> • Breakfast study skills groups for small groups of students. • After school support is provided in small group instruction. • Saturday Math Academy is provided in small group instruction. 	<p>Out takes place 5 days a week throughout the school day.</p> <ul style="list-style-type: none"> • Breakfast study skills 1-5 times per week for 40min. • After school support 1-4 times per week for 60min. • Saturday Math Academy takes place during 2 months for 3 hour sessions each Saturday.
--	---	---	--

<p>Science</p>	<ul style="list-style-type: none"> • All students in 6-12th grade take extended and small size science classes—of. • All students in all grades are provided with after school science tutoring. Students who are not successful in science class are mandated to attend. • Students who are struggling or need extra help will also be assigned to breakfast study • All Science teachers place great emphasis on making the more difficult texts accessible to all students through the use of school-wide strategies and interventions. As a result, all teachers make very deliberate decisions around the texts that they are assigning and provide the appropriate support. • The science 6-12gr. vertical team will focus a lot of time on articulating curriculum, updating portfolio requirements and having students write in science as a way to deeper understand material. 	<ul style="list-style-type: none"> • 20 students per class • Small group instruction • sessions where they will get small group instruction 	<ul style="list-style-type: none"> • spending a minimum of 1extra hour each week with an average • a minimum of once a week for 60min. • 40 minutes 2 times a week.
<p>Social Studies</p>	<ul style="list-style-type: none"> • All students in 6-12th grade take extended and small size social studies classes—spending a minimum of 1 hour extra in social studies each week 	<ul style="list-style-type: none"> • an average of 20-25 students per class. • small group instruction • small group 	<ul style="list-style-type: none"> • 5 days a week • minimum of once a week for 60min. • for 40min. 1-4 times a week.

	<ul style="list-style-type: none"> • All students in all grades are provided with after school social studies tutoring. Students who are not successful in social studies are mandated to attend. • Students who are struggling or need extra help will also be assigned to breakfast study sessions All social studies teachers place great emphasis on making the more difficult texts accessible to all students through the use of school-wide strategies and interventions. As a result, all teachers make very deliberate decisions around the texts that they are assigning and provide the appropriate support. • The social studies curriculum across all grades emphasizes critical analysis of primary and secondary sources. All classes also place a heavy emphasis on analytical writing in an essay format, as well as debating and oral presentation skills. Performance based assessments, along with tests and exams are designed to emphasize these skills. • The social studies vertical team has focused a lot of time on articulating curriculum, and updating portfolio requirements. We 	instruction	
--	---	-------------	--

	<p>have developed a graduation portfolio requirement for students in grades 9-12 based on a “matrix” of social studies skill sets and content themes. The portfolio includes work across all four years that is representative of the following skill sets: argument and analysis (of historical topics and sources); making connections; presenting and analyzing distinct points of view; research paper; and oral communication. The portfolio must also include pieces that explore each of the following content themes: Social and Cultural Diffusion; Use and Abuse of Power; Government Systems; Revolution and Social Change; and Identity, Membership, and Human Rights. Students must demonstrate their understanding of the connections between the content of a given piece of work and the broader theme, both in writing and orally. To maintain a higher standard of rigor, only assignments having received a grade of 80 or higher may be included in the portfolio. Students present and orally defend their progress work toward meeting the portfolio requirements twice a year in</p>		
--	---	--	--

	<p>a “roundtable” format; these defenses are evaluated by other East Side teachers and educators from the community.</p> <ul style="list-style-type: none"> • Students receive extensive support in preparing and revising (if necessary) the assignments in the portfolio and their semi-annual portfolio defenses. If they do not receive a passing evaluation at a portfolio defense, they have the opportunity to present again or make up that portfolio requirement with a different assignment in a subsequent semester. 		
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p><u>PSYCHOLOGIST:</u> One full-time school Psychologist is on hand for at-risk counseling. She is available for parents and students who request at-risk counseling with the Psychologist, however usually those cases are referred to a guidance counselor, social worker, or outside agency.</p> <p>SOCIAL WORKER:</p> <ul style="list-style-type: none"> • Both guidance counselors and social workers see students for “at-risk” counseling. The counseling team has developed a counseling referral form, which can be filled out by advisors, administrators, or other staff members. Students are seen for at-risk counseling during the day for various periods of time, depending on the situation. • The service providers utilize 		

	<p>various treatment modalities, including play therapy, behavior modification, and psychodynamic therapy to help students negotiate conflicts & be successful in school. They assess crisis and conduct needs assessment for psychiatric intervention.</p> <ul style="list-style-type: none"> • Additionally, when students are seen for at-risk counseling, often times an outside referral is made on behalf of the student to agencies such as: Casaleap, Ed Alliance, Roberto Celemente & MGI, to provide more intensive on-going mental health care when needed. • Further, they assess and target problems and objectively define goals in addition, they conduct detailed observations and implement interventions to support students' learning & emotional needs. 		

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.

- All staff are hired by staff as well as school leaders through a rigorous process
- Every Friday we provide 2 hours of Professional Development
- All teachers attend regular outside professional development through various professional organizations
- Teachers have common planning time embedded into their schedule on a daily basis
- Teachers are encouraged to do inter-visitations in an effort to provide more PD and feedback for teachers
- We have a full time literacy coach and an A.P in charge of instruction who work with the principal and teacher leaders/mentors to provide regular feedback for teachers and help with planning

**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 Corrine Relloanselmi/ Marina	District 01	Borough Manhattan	School Number 450
School Name East Side Community High School			

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

Principal Mark Federman	Assistant Principal Carla C. Gonzalez / Tom Mullen
Coach Elisa Zonona	Coach Andrea Swenson
ESL Teacher Premwatie Ranjit	Guidance Counselor Michelle Kreevoy
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Jodi Caplan
Related Service Provider type here	Other type here
Network Leader Marina Caulfield	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	2	Number of certified bilingual teachers		Number of certified NLA/foreign language teachers	
Number of content area teachers with bilingual extensions	1	Number of special education teachers with bilingual extensions		Number of teachers of ELLs without ESL/bilingual certification	
Number of teachers who hold both a bilingual extension and ESL certification		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification			

D. School Demographics

Total number of students in school	612	Total Number of ELLs	30	ELLs as share of total student population (%)	4.90%
------------------------------------	------------	----------------------	-----------	---	--------------

Part II: ELL Identification Process

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

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

Paste response to squestions 1-6 here

The steps followed for the initial identification of possible ELL students at East Side Community H.S. is that the Assistant Principal, Carla C. Gonzalez, who is also the ESL Liaison, administers the Home Language Identification Survey (HLIS) upon new student arrival, where she explains the purpose for the survey and ensures that the survey is properly filled out. Both the parent or guardian is present during the administering of the HLIS which includes the informal oral interview. Translation services are also provided when needed by staff or community members or through the DOE translation phone services in order to ensure that all information is clearly communicated to the families.

The LAB-R is next administered by the ESL teacher to new entrants who through the HLIS were identified as speaking a native language other than English. The LAB-R helps us determine the initial entitlement of ESL services. The LAB-R is administered within ten days of the student's enrollment. Within the first ten days of school or within the first ten days of enrollment in the NYC public school system, the Assistant Principal / ESL Liaison holds a meeting for parents whose children have scored below proficiency on the LAB-R. Parents are informed of the meeting through a letter sent home with the students (translated into their Native Language). Translators are designated on this day to translate for families in their native language. Families are shown a DVD provided by the DOE that informs parents of the various options available to them in NYC: Bilingual, Dual Language, ESL..

Students' literacy and overall academic levels are also assessed by the ESL and content area teachers. The steps used to annually evaluate ELLs using the NYSESLAT is providing them with the minutes required of ESL instruction depending on their overall NYSESLAT scores. Coaches, School Leaders, ESL teacher, and content area teachers, look over the individual scores in each sub area of the exam (Listening /Speaking, Reading, Writing) in order to plan for appropriate academic interventions that best meet the students' needs.

The parents are informed of our Freestanding English as a Second Language program and informed that there are no bilingual or dual language programs offered in all of District 1. They are however, informed of the different options available for their child and the ability to go elsewhere to seek these if they so choose.

The ESL Liaison, and ESL Teachers reviews the RLAT report on ATS before the school year begins. This report lists the students that are mandated for ESL services. The criteria used to place indentified ELL students in our ESL instructional program is based on the LAB-R , NYSESLAT and ESL / content area assessments. After assessing the childs' academic levels we create a schedule where the ESL teacher provides push-in & pull out instruction for 360 minutes per week for beginner and intermediate students. Advanced students receive 180 mintues per week.

Students identified as needing ESL services receive support through a predominantly push in model in their content areas, as well as pull out services by the ESL teacher. This is the program offered at ESCHS.

Parents have requested the English as a Second Language program, which is what we offer at ESCHS and what is offered in all of District 1.

Program models that are offered at our school are aligned with parent requests as they have requested ESL and this is what we offer.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	30	Newcomers (ELLs receiving service 0-3 years)	7	Special Education	11
SIFE	6	ELLs receiving service 4-6 years	8	Long-Term (completed 6 years)	15

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

ELLs by Subgroups		
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
TBE										0
Dual Language										0
ESL	7	1	1	8	4	2	15	1	8	30
Total	7	1	1	8	4	2	15	1	8	30

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
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
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: ____	Other: ____
Native American: ____	White (Non-Hispanic/Latino): ____

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							2	2	4		4	4	3	19
Chinese									1	2		2	2	7
Russian														0
Bengali									1		1			2
Urdu														0
Arabic											1			1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other								1						1
TOTAL	0	0	0	0	0	0	2	3	6	2	6	6	5	30

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?

Paste response to questions 1-7 here

1. East Side has a free standing self-contained ungraded, heterogeneous ESL program which offers all ELA and content area instruction in English through the use of specific instructional strategies. Students are programmed for two classes based on whether they are in middle school or high school, classes in which the ESL teacher delivers a curriculum meant to amplify vocabulary, develop language, reinforce, supplement and complement what they are learning in their ELA and content area classes. The ESL teacher also pushes into and co-teaches in an ELA & Social Studies class, as well as pulls out students as necessary to address the needs of those who require more assistance and are in need of differentiated instruction and modifications.

2. East Side implements its ESL program (Grades 6-12) in accordance with the CR Part 154. Students receive mandated instruction and are scheduled for ESL instruction based on their proficiency levels as determined by the NYSESLAT. Beginning and intermediate ELL students receive 360 minutes of ESL instruction per week. Advanced ELL students receive 180 minutes of ESL instruction per week and 180 minutes of ELA instruction per week as per Part 154 regulations. There are 2 state certified ESL teachers and 1 content teacher with a bilingual extension. Students in the ESL program are taught in English. However, support is provided in the students' native language by pairing students from the same language groups as much as possible. Furthermore, the ESL service provider is fluent in French and Spanish. In addition to the ESL program services that are mandated for students during the school day, Title III also provides English Language Learners with supplemental instruction in an after school program. The ESL teacher heads the program which services ELLs in grades 6-12.

3. The ESL provider collaborates with students' content area instructors in order to provide the necessary support required by individual students in given subject areas. Input from content area teachers allows for the ESL provider to tailor instruction based on student needs. Instruction is not only differentiated according to NYSESLAT scores but also by students' individual needs as measured by classroom assessments given by the ESL provider and content area classroom teachers on a regular basis. To enable students access to content area materials which is above their proficiency level, the ESL teacher co-plans with content teachers and modifies the texts the content area teacher will use in order to facilitate comprehension in the subject area. The ESL teacher also designs graphic organizers, provides students with glossaries, and uses visuals of concepts discussed in content areas to enhance meaning in the subject matter for students. Instruction is also delivered through scaffolding lessons comprised of cooperative learning strategies, think-pair share, questioning, making predictions and inferences, listening, read a-loud, brainstorming, and a variety of other strategies to make content area input comprehensible and to promote and develop language development simultaneously. A variety of instructional materials, based on student's proficiency is also used to support our students in the different content areas.

A. Programming and Scheduling Information

- 4) The ESL teacher alongside a staff member that speaks and reads in the students' native language or DOE translator, administer a Native Language reading and writing exam. Such data is used to shape the instructional support required for the student.
5. a) SIFE students currently enrolled at East Side participate in our ESL program. They are provided with additional instructional support designed to meet their specific needs. We address our SIFE students' needs with a four pronged approach. While catering to their academic needs we also accommodate and provide for their affective and motivational needs, functional and survival needs and finally their personal needs.
- b) Newcomers at East Side are serviced based on their results on the LAB-R and if they've taken the NYSESLAT. They receive the mandated minutes as per CR Part 154. As much as possible, in order to facilitate their transition, they are provided with individual and small group instruction. Additional support is also provided for them by placing them in groups with students who share the same native language, as well as providing home language bilingual dictionaries. For these ELLs vocabulary development is key and will be taught explicitly and reinforced through word walls and vocabulary graphic organizers and a series of vocabulary building exercises. Grammar will also be taught in context.
- Teachers also rely on the zone of proximal development and newcomers are grouped alongside native English speakers, or higher proficiency ELLs, which not only promotes second language acquisition and the acquisition of BICS, but aids in students being able to perform the task at hand through cooperative learning, and thus the development of CALP. Through ZPD, learners are also able to acquire the behaviors associated with the next level.
- As they move forward and assimilate into the school culture they are expected to perform the same skills as native speaking peers, but will have modified and language appropriate texts suited to their proficiency levels. This directly aids in preparation for the ELA, as the student is learning and becoming proficient at skills tested despite the language barrier. Students receive supplemental instruction before and after school to prepare for the test. And finally ESL provider uses ELA tasks and skills to guide curriculum planning and classroom instruction.
- c) Our ESL program for this group of ELLs at East Side focuses on developing a curriculum in alignment with the New York State and New York City ESL and ELA standards. This curriculum is delivered through a wide range of ESL methodologies and focuses on academic rigor. Teachers at this stage use realia and continue to scaffold instruction. The focus is on developing students' CALP as well as their ability to perform rigorous tasks, which call for more detailed and abstract thinking.
- d) For our Long-Term ELLs, in addition to receiving the mandated ESL services, our focus is on designing literacy programs, which target the needs of these students. We provide a curriculum, which provides daily experience with authentic and real world texts to enhance fluency. We use graphic organizers to mirror the text, while teaching and practicing strategies good readers use and teaching writing skills. We make vocabulary a routine instruction. Our plan for Long-Term ELLs aims at providing and ameliorating their reading and writing skills which are usually found to be lacking and keeps them from testing out.
6. ELLs with special needs are provided the required services, however their IEPs are taken into consideration and instruction is differentiated to suit. The ESL provider works very closely with Special Ed. teachers in order to ensure all of the student's needs are being met. Together, they try to streamline all instructional efforts in order to achieve higher performance goals and acquisition of the language. We also supplement their learning through the use of websites such as Brain POP and Flocabulary, visuals, reciprocal teaching, peer tutoring, modeling, and sentence starters. We also use word sorts such as "Words Their Way", employ sophisticated synonyms and shades of meaning to expand their vocabulary and aid in language development while enabling them to learn content vocabulary.
- 7) Our students are evaluated on a case by case basis. We assess their strengths and weaknesses in each subject area. For students who are proficient or thriving in a particular subject area, they are mainstreamed with GenEd students, while still maintaining push-in support in the classroom. At our weekly "kidtalk" grade wide meetings, Friday P.D. and staff meetings, and finally, at our 5 times a year Data Days we observe the progress of each student and adjust their schedule and support services in order to allow for the student to be serviced in the most restrictive setting while still getting the instructional support needed for further growth.

Courses Taught in Languages Other than English 

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

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

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

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

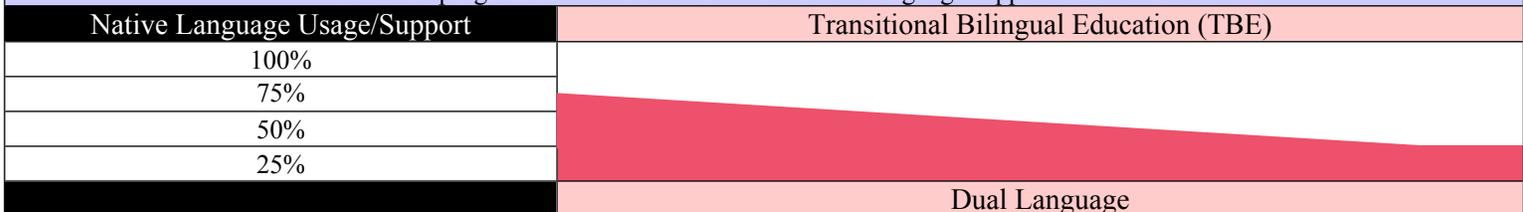
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Usage and Supports

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



100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

8. At East Side, we have a variety of targeted intervention programs for ELLs in the ELA content area. All instruction is provided in English while still maintaining support in native language skills. The ESL program supports the highly differentiated ELA program used by all students at East Side Community High School. The ELA program, which follows the Teachers' College model, focuses upon improving students' reading and writing skills. Students are taught at their skill level and supported to reach higher language acquisition levels by reading independent reading books at their true grade and fluency level. Through ELL technology stations audio books are also used to bridge the gap so that students can manage grade level books independently. Students are also aided to pick "the right book" for their proficiency level. Students who are at the beginner stage, who are reading below a P level, and need to focus on reading skills are instructed through the Wilson Reading Program. Direct instruction and guided reading models are used as part of our instruction practices. In order to address multiple components of literacy the Read 180 program has proved to be highly successful.

In writing instruction we focus on ensuring that ELLs are learning how to write in order to effectively communicate. Students are instructed on how to generate language in order to express their ideas with assistance from the above stated programs alongside many QTEL strategies. A large focus is also placed on instructing students on how to acquire and enhance academic writing skills in our upcoming ELL Technology stations. We focus on the writing process and teaching students the various steps of prewriting, drafting, revising, proofreading and publishing. We model these skills for students so as to make these steps more approachable as well as accessible and to solidify the process within the students' minds. With our advanced students we focus on essay writing and interpreting quotes in preparation for the English Regents. We also work on purpose for which they are writing different genres, the content, the organization as well as targeting specific grammatical structures which are problematic and amplifying their vocabulary.

Additional support in other areas of instruction are offered in Math, Social Studies, and Science. A variety of texts are used to support the development of language: examples of high quality texts that will help to increase English language acquisition skills are as follows: Walker High (series) by Perfect Learning; Claudia Christina Cortez (series) from Stone Arch; Foundations for Algebra, Year One, Volume 1 by Kysh, Sallee, Hoey, Understanding Fractions, Decimals, and Percents (Connected Mathematics 2) by Lappan, Fey, Fitzgerald, Friel, Phillips; The Max Axiom (Science series); and the Graphic Citizen (series on U.S. government).

Students at ESCHS are part of a model that strives for inclusion. Teachers have been trained in Urban Schools Attuned methodology and approach. Teachers work to support students in identifying strengths and weaknesses; and to develop self-advocacy skills. The school has two full time certified ESL teachers who teach and support ELL skills and classes to identified students in different forms: One teacher is involved in the direct instruction. The other ESL teacher acts as a librarian and provides further consultation, books, and related materials to support core subject teachers of ELL students. This teacher also provides levels of direct instruction of certain students--based on the level of need and time. Our Literacy Coach works alongside teachers 6-12th grade on literacy instruction as well as acquiring materials and P.D. for all teachers of ELA who work with ELL students

9. For students who have reached proficiency on the NYSESLAT we will continue to assess their individual academic skills and needs. Push-in time will be scheduled once content area teachers assess and inform on the areas that students are in need of support and guidance. Students will continue to be mandated for the Breakfast Study Group and after school tutoring in which small groups of students are

provided with direct instruction on reading / comprehension, writing, and mathematics support. ESL teacher will do regular check-ins with students to ensure that they are able to cope in their classes and establish a plan to help them if need be. They will continue to receive testing accommodations for 2 years after having reached proficiency on the NYSESLAT.

10. For the upcoming school year we will include the "Achieve 3000" program to enhance our work with intermediate and advanced students as this program aides in independent work by the students. We are also in the process of evaluating a new reading program, "ESL ReadingSmart", which adheres to the new common core standards, and is a content-based reading program written in all levels of proficiencies so as to traget students' individual needs no matter their level. It is a stand alone program but will be used as a blended program where the ESL teacher will provide mini-lesson instruction on specific reading strategies and targeted skills and the students will then use the "ESL ReadingSmart" as a supplement. The teacher will then be able to look at individual student quiz, activities, and test results and tailor, re-teach and differentiate instruction based on student results. We are also considering adding on to our ESL team by highring a dually certified ESL/SpEd teacher as we are increasingly aware of needing to provide more support in order to meet our students' individual needs.

11. No programs will be discontinued this school year.

12. During the school day students are scheduled for a Studio class. The Studio class meets 4 - 5 times a week (depending on the grade). Studio classes include: graphic arts, visual arts, winds & brass or percussion classes, dance, skateboarding, foreign language, and chess. Students are also mandated to take Physical Education throughout the school year.

Through the Beacon /Unviersity Settlement after school program, all students are immersed in a variety of extracurricular activities (visual and graphic arts, music, dance, sports, tutoring, games, academic support, etc.) The majority of our ELL students take part in these activities as we've encouraged them to attend in order to practice their English conversation skills and to adapt even faster to the community.

13. The texts and technology programs stated above in questions number 8 &10, make up the majority of our instructional materials along with the use of Rosetta Stone in order to also immerse students in every day English terms and vocabulary. Our instructional materials change along with the needs of our students so we are in constant assessment of the students' needs as well as of our teaching tools and materials.

14. Native Language support is provided through direct instruction, Achieve 3000, Wilson Reading Program. It is also provided through the use of bilingual dictionnaires, native language dictionnaires, as well as the ESL teacher, paraprofessionals, and through pairing students who speak the same native language.

15. Required services, support, and resources do correspond to all ELLs regardless of age and grade. We look closely at each students' individual needs, levels and work produced. Through this we are able to determine which resources best match our students' levels. The ESL teacher modifies age and grade appopriate materials so that they are accessible to the student dispite their proficiency levels. Scaffolding is also provided as to enable the student to be able to access grade level materials. We work on grade level skills with modified texts, keeping in mind age-appriateness and interest at the same time. We do this while we still focus on English Regents prep for high school students and on 6-8gr State exam prep for middle school students.

16. If students are accepted to the school by the end of June, students are invited to attend our Beacon Summer Intensive Enrichment program, where they take part in academic, social, and extra-curricular events. This allows students to be integrated into the school culture before the school year starts. Last year we also initiated an intensive summer program during which students were able to work on their reading and writing skills. The program was co-taught by the middle school ELA teacher as well as the ESL teacher. These activities not only allowed students to work on improving their skills over the summer, but to become familiar with the lens through which we teach at East Side, establishing a pattern which they would then be able to follow in the Fall. They were also able to work very closely with the ESL teacher and build a relationship, which is crucial since they would be working closely with the ESL teacher at the beginning of the school year.

17. Through the Rosetta Stone Program students are able to choose from over 25 foreign languages. We also offer Spanish as a High School elective course.



C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

1-3. The professional development plan for all ELL personnel at the school begins with an assessment of student data and their academic performance. Once we analyze each students' areas in need of improvement we zoom into their content area performance as well as their NYSELAT scores in order to create a plan of action. This plan of action is what guides our professional development for each semester.

Teachers are trained in the various programs for instructional support of ELLs. Training is and will continue to be provided in QTEL strategies, Wilson, Teachers College Readers & Writers Workshop, Read 180, and Multi-Sensory Reading Instruction to name a few.

Teachers are trained to explore strategies that will accelerate development and academic language in English and achievement in content areas. 7.5 hours of ELL training will take place for all teachers in order to increase the level and quality of differentiated instruction and further establish our mission as an inclusive school. The goal is to help support our ELL population through awareness and curriculum development. This will be in conjunction with our ongoing work and discussion around best practices through Urban Schools Attuned. This PD will provide support the Title III instructional program. Professional books made available for study groups include the following: Classroom Instruction that Works with English Language Learners by Jane D. Hill and Kathleen M. Flynn (ASCD); Meeting the Needs of Second Language Learners: An Educator's Guide by Judith Lessow-Hurley (ASCD). To improve knowledge and advocacy for ELL students, teacher study groups will be formed on site.

Since we are a 6-12th grade school the programs and interventions remain consistent throughout the ELL student's career at ESCHS, depending on the student's needs and level. The ESL teacher remains the same from 6-12th grade and is therefore aware of the needs of each student. Advisors from grade to grade communicate about the students academic and Social Emotional needs in order to ensure that there is consistency in the support provided to each student.

As part of our P.D. we analyze and break down the data of all of our students. A full 2 hours a week of P.D. is provided for staff. Literacy, student progress, passing rates, etc. are constantly discussed. Inevitably our ELL students are studied closely during these Data Days, kid-talk meetings, and 6-12th grade vertical subject area meetings; in order to create plans of action to better integrate and teach the skills necessary for success. The data gathered assists teachers in differentiating their instruction to better meet the needs of their ELL students and especially in informing the instruction of the ESL provider, who is to work closely with the core subject area teacher to set goals and continue to assess progress.

E. Parental Involvement

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

Paste response to questions 1-4 here

1. Parents are highly involved in meetings regarding their child's academic progress as well as in the presentations / celebrations of their work. However, we are aware of the larger need of parental involvement in the school community.

After the initial parent orientation workshop that takes place for newly enrolled ESL students, we hold 3 main Parents of ELLs workshops: "Understanding the NYS Math test and Supporting Your ELL Child at Home to Prepare for It"; "English Language Arts and Literacy and How to Support your ELL Child's Language Skills Development"; and " Summertime English Support for your ELL Child at Home -- How to Keep the Learning Going Over the Summer." The purpose of these meetings is to provide strategies on how to support their child's academic success. Parents have the opportunity to voice their concerns regarding their child's academic progress and language acquisition as well as learn how to better support their child.

Parents are invited to attend a variety of events:

* Fall and Spring Parent Social events -- to invite parents into the community with the goal of building a bond with the Advisors and School Leaders.

*Parent Expo -- variety of workshops offered to support and educate families

*Family Nights -- parents are invited to visit classrooms, meet with teachers, become informed on the curriculum (including state standards and assessments) and expectations for each class, parents have the opportunity to voice their needs and expectations, etc.

*Family Reading Conferences -- the Principal, Humanities / ELA teachers, and Literacy Coach meet with families to review the literacy program at the school, conference about their child's individual reading levels, goals, and plans of action to help the child improve in their literacy skills.

*Parent Book Clubs -- The Principal sponsors parent book clubs in an effort to further expand our "community of readers" as parents are the primary role models for their children.

2. ESCHS partners with the Beacon / University Settlement Program to provide workshops for parents. However, the majority of our workshops are created and led by our school staff and coaches as we are the most aware of our services, needs of our students and families.

3. We pay extremely close attention to the DOE's Learning Environment Survey as it clearly specifies what our students' parents / guardians agree that we should maintain and what changes / improvements we need to make in the school (academics, safety, leadership, social-emotional, etc.).

4. After analyzing closely the responses of families on the DOE survey we use their feedback in our decisions of what workshops and services we will provide our parents with for that particular school year.

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							1		1					2
Intermediate(I)									2	1	2	1	2	8
Advanced (A)							1	3	3	1	4	5	3	20
Total	0	0	0	0	0	0	2	3	6	2	6	6	5	30

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

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

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			1						1
6			2						2
7			2		6				8
8			1		1				2
NYSAA Bilingual Spe Ed							1		1

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	1		1						2
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		10	
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

Paste response to questions 1-6 here

We use the LAB-R to inform us on students' early literacy skills as well as the Teachers College Reading & Writing leveling program. The data for this school year shows that most students are past early literacy skills as our school is a 6-12gr. school, most students have had at least 5 years of formal education in their native country / language.

2. The LAB-R and NYSESLAT have revealed to us this school year that our students are doing very well on the Listening / Speaking sections of these assessments. Out of 30 students that took the NYSESLAT in 2010 - 2011 only 2 scored Beginner in the Reading / Writing sections. More than half of our students scored Advanced on the NYSESLAT overall. We are confident that our individualized assessment and interventions will allow many of our students to attain proficiency in the coming year.

3. The patterns across the NYSESLAT modalities have focused our instructional decisions in terms of adding more intensive reading programs such as Read 180, Wilson, etc. We have also added into our daily schedule reading and writing skills classes and extra assistance before and after school.

4. a) Some of our ELL students are scoring below our non-ELL students when it comes to State Exams in ELA in the Middle School. We have analyzed their scores and have structured their reading and writing lessons and mathematic lessons to target their areas of need. The re-structuring has taken place in both content area classes and in the ESL class in order to focus on these needs.

b) As part of our P.D. we analyze and break down the data of all of our students. A full 2 hours a week of P.D. is provided for staff. Literacy, student progress, passing rates, etc. are constantly discussed. Inevitably our ELL students are studied closely during these Data Days, kid-talk meetings, and 6-12th grade vertical subject area meetings; in order to create plans of action to better integrate and teach the skills necessary for success. The data gathered assists teachers in differentiating their instruction to better meet the needs of their ELL students and especially in informing the instruction of the ESL provider, who is to work closely with the core subject area teacher to set goals and continue to assess progress.

c) From the periodic assessments we are learning that ESL instruction and ELL intervention varies from SpEd instruction. We are learning that we need to continue to invest more staff support, time, and funding into increasing our ESL instruction.

5. We do not have a Dual language program.

6. As stated above, we analyze our progress and areas in need of improvement when we assess our student data during our Data Days throughout the school year (5 or 6 P.D. sessions).

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 01M450 **School Name:** East Side Community H.S.

Cluster: 101 **Network:** CFN

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 look up the ATS report UPPG that specifies students' home language. Not only for our ESL students but also for students who may be fluent in English, but whose parents speak a language other than English.

- For incoming students we pay special attention to the Home Language survey to assure that staff is notified of parents' home language in order to ensure proper communication with families.
- At the end of the prior school year we ensure that students are scheduled to have an Advisor that speaks the parent's Native Language as much as possible in terms of staffing availability. This assures that all parents have a liaison that will communicate information to them on a regular basis. The parent is thus, also able to inquire about their child's education in depth. In cases where there is no Advisor on the particular grade that speaks the parents' Native Language, we provide the Advisor (and all staff members) with the DOE translation services. We also provide the staff with names and contact info. of other staff members who are fluent in languages other than English.
- Letters and calls (on the School Messenger) are sent home in English, Spanish, and Chinese. We are working on expanding communication in the 4 other languages as well.

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.

This 2011-2012 school year, according to the UPPG report on ATS we have: 76 students whose parent / guardian's main language is Spanish, 27 Chinese, 3 Polish, 2 Bengali, and 1 Japanese, 1 Urdu, and 1 Tibetan.

- The information is then submitted to the Advisor of each child. Before the school year began teachers had 3 days of P.D. where they were able to prepare their Advisory curriculum, systems, and procedures. Advisors are at that time provided with all pertinent information about their advisees, including home language and the translation and interpretations that each family requires. Throughout the year teachers meet weekly as a grade. Whenever a new student is enrolled, home language information is provided to the Advisor and teachers of that grade.

- As stated above teachers are provided with the DOE translation and interpretation services. We also give mini-tutorials to teachers of how they can also use resources such as Google Translation. Teachers are also provided with names and contact info for staff members who are fluent in languages other than English who can assist.
- During our Professional Development Data Days we look closely at data in terms of students' academic performance and how this correlates with parent involvement. We look closely at reasons for why certain parents are not as involved due to language barriers. We make plans each year to improve in such areas. We also consult in this area with the School Leadership Team and the Parents' Association where they provide us with ideas, plans of action and assistance.

Part B: Strategies and Activities

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

The written translation services will be provided in a timely fashion to all families. The School Leaders and Parent Coordinator look over the school calendar and ensure that notices are created and disseminated to the appropriate families / students.

We identify students whose parents are not fluent in English and provide such translations. One of the Assistant Principals and office staff school-aides translate all documents from English to Spanish. For parents whose language is not Spanish, we use the DOE written translation online services and the Google online translation services as well.

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

Oral interpretation services are provided in Spanish by school staff. For translations needed in languages other than Spanish we make use of the DOE's translation phone services.

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>.

As stated above, we will ensure timely translation by planning ahead and keeping a close eye on our school and DOE calendar to plan ahead in terms of notifications sent home.

Through proper identification of native language spoken at home for each student, we will ensure that all written information is sent in the native language. We will also provide oral translation services through school personnel and through phone translation services.