



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: METROPOLITAN EXPEDITIONARY LEARNING SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 28Q167

CO-PRINCIPALS: DAMON McCORD & PATRICK FINLEY

EMAIL: METROPOLITANELS@GMAIL.COM

SUPERINTENDENT: BEVERLY Ffolkes-BRYANT

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
Damon McCord	*Co-Principal	
Patrick Finley	*Co Principal	
Matthew Satriano	*UFT Chapter Chairperson or Designee	
Kathryn Thome	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
Ann Kittredge	Member/ Parent	
Shoshanna Mallett	Member/ Parent	
Helayne Birnbaum	Member/ Parent	
Susan Izeman	Member/ Parent	
Anne Hartmayer	Member/ Parent	
Laura Sheckman	Member/ Teacher	
Claire Wolff	Member/ Teacher	
Ambar Hernandez	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

- **By June 2013, we will increase communication with parents by 50% over 2012 levels.**

Comprehensive needs assessment

- Our response rates on the learning environment survey dropped from 57% to 54% last year. This not reflective of how involved our parents are and we need to increase the amount of feedback data we receive from parents. Additionally, it was decided at last year's SLT that we needed to improve both the frequency and efficiency of communication between the school and families. In the 2011/2012 school year we were reaching about 43% of the families via email and want to increase that percentage by 35%.

Instructional strategies/activities

- ***Adoption of the Constant Contact system for compiling parent email addresses and communicating with parents***
We plan to purchase Constant Contact and institute a campaign to gather contact information from all of our families so that they may receive communications from the school via this method. The program will be used by administration, staff and teachers to better target information that can be distributed both school-wide and grade-specific.
- ***Publication of a monthly Co-Principals' Newsletter***
We plan to create and mail to parents a monthly newsletter to parents that highlights some of our accomplishments from the past month, has an upcoming events calendar, updates for families, and a message from the Parent Coordinator.
- ***Continue to gather useful data about parent involvement***
We plan to use a Constant Contact survey system to get feedback from our parents regarding participation in PTA meetings. We also plan to leverage constant contact to increase the percentage of families completing the learning environment survey in the spring.

Strategies to increase parental involvement

- See above – the goal is about parental involvement.

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

- The staff that will be used will be the Co-Directors, teachers, Parent Coordinator, and Community Associate (all funded through Tax Levy).
- The resources to be used are paper and our Phone Messenger system (funded through Tax Levy). Constant Contact will be paid for through the PTA.

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

By June 2013, our 9th grade students will have achieved an average daily attendance rate of greater than 92%.

Comprehensive needs assessment

- As our school continues to grow, this is our 1st year with a 9th grade. There is a tendency for attendance rates at the high school level to drop. From the very beginning we want to instill the value of the importance of maintaining high level of attendance to students and families to ensure the best possible learning opportunity.

Instructional strategies/activities

- **Accuracy of Student Contact Information**
Administrative staff, as well as the parent coordinator, will conduct outreach to families to ensure that the school has correct and accurate contact information for students and families. Recognizing that being able to contact parents of students with attendance issues is critical, we have implemented a system where we will have emergency contact cards for every student and will collect parent information at every event we host at the school. Additionally, we will compile and maintain an email database of parent email addresses, increasing the efficiency of communication regarding attendance.
- **Utilization of the CAASS system**
Our school will utilize the CAASS system, which will provide us with valuable attendance data regarding student entry times. This will provide the school with a much more accurate picture of a student's attendance patterns, allowing us to provide more focused interventions.
- **Outreach**
Phone calls will be made every day by school-based staff to the homes of students who were absent. This person-to-person contact will provide parents with information about their child's attendance and will provide feedback to the school regarding the reasons for a student's absence, as well as help to verify parent contact information.

Strategies to increase parental involvement

- Make in-person phone calls home to absent students' families daily.
- Make automated phone calls home to absent students' families daily
- Individual parent conferences for students with excessive absences

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

- The staff that will be used will be the Co-Directors, teachers, Parent Coordinator, School Aide, and Community Associate (all funded through Tax Levy).
- The resources to be used are paper and our Phone Messenger system (funded through Tax Levy).
- Resources to recognize students with perfect attendance

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

By June 2013, 10% of all 6-8th grade ELL, FELL, and Special Education (ICT, SC) students will demonstrate more than a year of progress as measured by NYS assessments in ELA and math.

Comprehensive needs assessment

- Based on our results on the Progress Report from 2012 (2011-12 school year), we did not receive much credit in the “closing the achievement gap” section. We have a wide range of performance levels at our school, as indicated on NYS assessments in ELA and Math. Therefore, in order to close the achievement gap, we need to address the needs of students with more severe learning challenges, who tend to have lower performance levels than most of their peers.

Instructional strategies/activities

- **Professional Development**

Teachers will be given high quality, ongoing professional development in the areas of differentiation and integrated co-teaching by both our network and Expeditionary Learning. This work will be supported through school-based coaching and observations provided by the school leaders.

- **Tracking the Data**

Teachers will work with the Data Specialist to use a variety of data sources (Interim assessments, predictives, subject-specific baselines, work portfolios, NYS assessments, etc.) to gain a greater understanding of student needs. Teachers will also develop action plans for struggling students.

- **Monitoring and Intervention**

By closely monitoring student progress for ELL and Special Education students, teachers and administrators will be better able to design intervention strategies and programs to support student growth, such as before and after school programs, lunchtime tutoring, Ramp-Up, etc.

Strategies to increase parental involvement

- Parent coordinator makes regular outreach to parents of students identified as needing additional supports

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

- Substitutes for teachers absent at PD sessions funded through Tax Levy
- Teacher per-session funded through Tax Levy
- Supplies funded through Tax Levy
- Professional development funded through a mix of Tax Levy and Title I TA

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

By June 2013, our 9th grade students will have achieved a 75% pass rate on all of their June Regents exams.

Comprehensive needs assessment

- To ensure that we establish a strong foundation for our HS grades and to ensure we are keeping students on track for graduation

Instructional strategies/activities

- 9th grade Summer Bridge program (summer)
- 9th grade parent meeting about HS requirements (Fall)
- 9th grade crew workshops on transcripts (Fall)
- Teachers have planned curriculum to culminate in regents (using state standards)
- Administering mock regents in January

Strategies to increase parental involvement

- We will contact parents of all students who are at risk of failing regents
- Teachers have a Regents resource section on website or a resource sheet that is sent home with students alerting parents to ways they can support their students

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

- Grade team curriculum planning
- Mock Regents week (personnel, supplies)

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

By June 2013, we will have achieved a score of three or higher on each of the 33 “power practices” that are evaluated on the Implementation Review conducted by NYC Outward Bound Schools.

Comprehensive needs assessment

- Our entire school design is based upon the Outward Bound Design Principles and the Expeditionary Learning Core Practice Benchmarks. Every year, NYC Outward Bound Schools conducts an Implementation Review of our school that provides us with valuable feedback regarding the implementation of the EL model. There is a strong correlation between high IR scores and high Progress report and QR scores.

Instructional strategies/activities

• **Introduction to the Model**

Our new staff will be supported in their introduction to the model. This work began with providing staff the opportunity to attend a “Slice” or visit a school that currently employs the model. Staff then attended professional development over the summer that examined structures and opportunities for planning.

• **Creation of a Work Plan**

Throughout the year, all teaching staff will be accountable for the shared structures and practices created as common practices (which are in alignment with the model). This target will be embedded in our Work Plan. The Work Plan will be the plan to ensure that our staff is supported in their opportunities for development throughout the school year. We will revisit the goals of the work plan during the “Mid-Year Huddle”, a January check-in to see how we are progressing toward our goals in the work plan.

• **Common Practices**

As a staff, we will create a list of Common Practices in alignment with the EL structures. The informal observation tool will then be used to measure our progress. Staff will meet weekly with administration to examine progress towards meeting this target.

Strategies to increase parental involvement

- New student orientation
- Student Led Conferences
- We will host a curriculum night in October to familiarize parents with our curriculum
- Our Crew Advisors and teachers will be in frequent contact with parents around curricular issues and student performance
- Presentations of Learning

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

- Our Gates Foundation grant will allow for the teacher professional development opportunities. Additionally, it will partially fund our School Designer position.
- Substitutes for teachers absent at PD sessions funded through Tax Levy
- Teacher per-session funded through Tax Levy

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	ELA Ramp-up ELA test prep support Reading Support	Small group Small group Small group	After school After school After school
Mathematics	Math test prep support	Small group	After school
Science			
Social Studies			
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Back on Track	Small group	After school

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.

We spend a great deal of effort recruiting and training our teachers. We attend job fairs, host prospective candidates at school, maintain a website and Facebook page to give candidates more information, and rely on our network of contacts and current teachers to find Highly Qualified, excellent teachers. It has been particularly challenging to do this, however, with the combination of hiring restrictions and the late release of budgets. Once we hire teachers, they participate in a significant amount of professional development to support their growth as educators. We had 100% teacher retention last year and anticipate similar results this year.

**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 Alcoff	District 28	Borough Queens	School Number 167
School Name MELS			

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

Principal Damon McCord	Assistant Principal Patrick Finley
Coach	Coach
ESL Teacher Susan Shiney	Guidance Counselor
Teacher/Subject Area	Parent
Teacher/Subject Area	Parent Coordinator Jeanne Kwok
Related Service Provider	Other Jose Lopez
Network Leader Alcoff	Other

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers		Number of certified NLA/foreign language teachers	
Number of content area teachers with bilingual extensions		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	342	Total Number of ELLs	5	ELLs as share of total student population (%)	1.46%
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Part II: ELL Identification Process

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

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

Our school begins the year by ensuring that all students have been administered the Home Language Identification Survey which includes the oral interview. Our ESL teacher then administers the Home Language Survey, informally interviews, and gathers informal anecdotal evidence on students that have not been administered the Home Language Survey. Our ESL teacher then administers the LAB-R if necessary to those students. Our ESL teacher also begins to examine the data from the previous NYSESLAT to determine additional support for students. For all new students, our office team (including Mr. Lopez and Ms. Kwok) speaks with the parents upon entry into our school to provide our ESL teacher with any pertinent information. This is done within 10 days. Students who have been determined to need support are then scheduled for classes and receive their Entitlement Letter. This is done at the beginning of the year and our trilingual parent coordinator will work to ensure that parents understand their options for program offerings. Our ESL instruction is a push-in model of support for students. Our ESL teacher provides support in classes during the school day. For these students, they will be administered the NYSESLAT at the end of the year.

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 #

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	5	Newcomers (ELLs receiving service 0-3 years)		Special Education	3
SIFE		ELLs receiving service 4-6 years	1	Long-Term (completed 6 years)	4

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

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

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							2	1	2					5
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	2	1	2	0	0	0	0	5

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

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

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Our ESL instruction is delivered as Push-In to our students. Our student are scheduled in Official Classes and travel to their content area classes with their Official Class throughout the day. Students are grouped in grades (6th, 7th and 8th). We do not track by ability level. Our students are scheduled to ensure that they have the required minutes of support each week. Our ESL teacher's schedule is designed to support these learners. The model is in compliance with the required minutes for students as outlined below. Our administration meets weekly with the ESL instructor to ensure that all students are receiving their required support, including the minimal number of instructional minutes. All minutes are delivered by "pushing-in" to classes. Content at our school is only delivered in English, but teachers are receptive to students sharing in their native language. Teachers are also encouraged to purchase materials to support students

A. Programming and Scheduling Information

in their native language. Our curriculum is designed as a "hands-on" and "project based" approach to learning. Our school being in its second year is working to identify trends in data that we see with our individual students. We will use ARIS across all subjects to examine subgroups and to support differentiation across content areas. We will ensure that Intermediate Level students who have higher needs receive more support for instruction with our ESL teacher. Our plan for newcomers is to deliver assessments in their native language upon arrival to determine content knowledge in native language. Support would then be administered as appropriate. For some beginners, this might include "pull-out" support if students need additional support. The ESL teacher will administer weekly assessments to determine progress in each class. Decisions for instructional time would be based on student progress. For students who have been receiving service for 4 years or more, we will administer assessments to ensure that students are making progress and prepared for the NYSESLAT. For Long Term ELLs (and Former ELLs), these sub-groups would be monitored to ensure that students were still making progress. ELLs with special needs would have weekly support meetings between the Special Needs instructor and the ESL instructor to ensure that students are being served in every way possible.

By distributing materials in native language, having small advisories, and having a staff that speaks multiple languages, we will ensure that all students have access to all programs. This includes afterschool. Our school provides a library support group run by our ESL teacher specifically for ELLs to receive support on homework. Parents are notified at the beginning of the year of this opportunity. As stated in other areas, our ESL teacher has support in purchasing materials and technology in native language to supplement and complement instruction in all content areas. Our ESL instructor is trained in providing developmentally appropriate materials to students, dependent on age. Additionally, our ESL instructor will be a part of our summer bridge to work with all incoming ELLs before even entering our school.

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

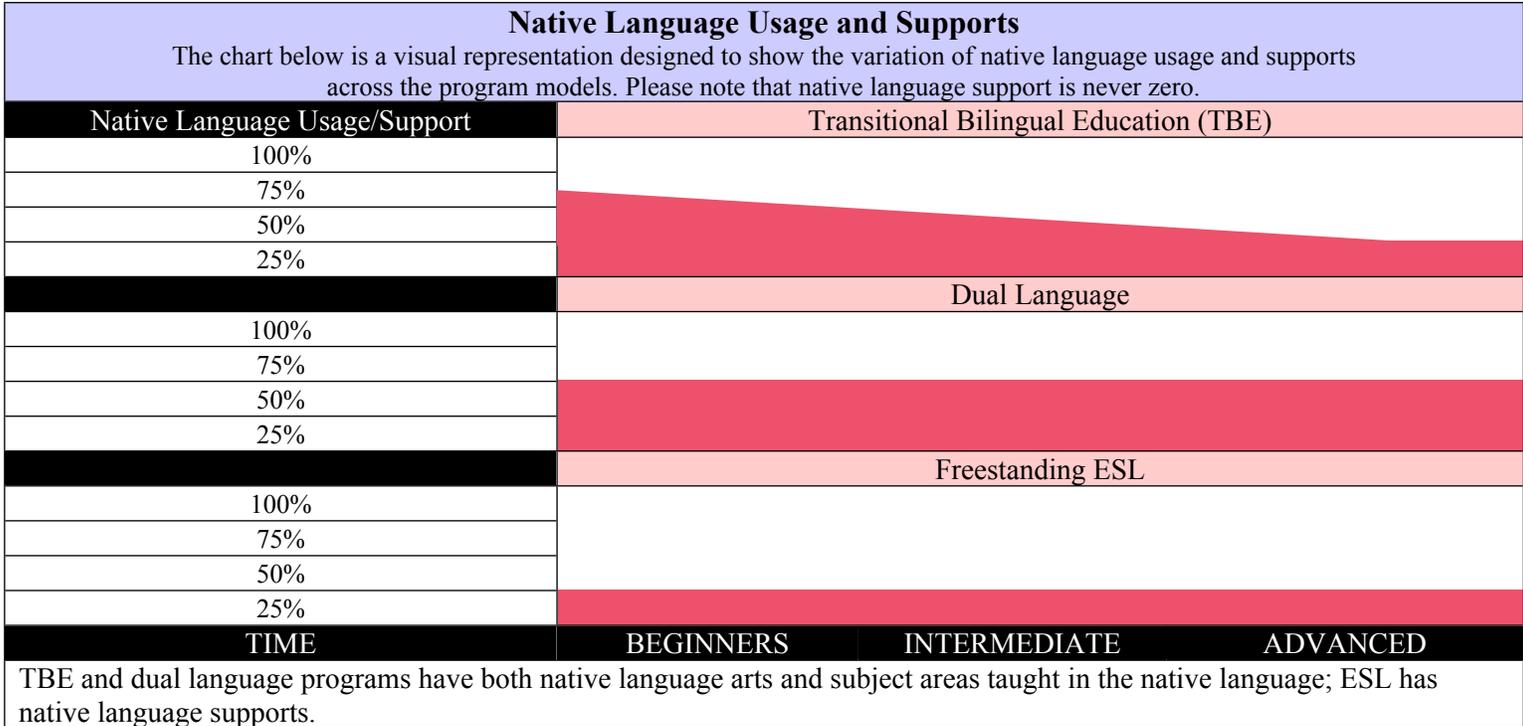
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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



B. Programming and Scheduling Information--Continued

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

At the beginning of the year, we shared out data to all teachers on Math and ELA scores. Teachers have the ability to examine the subgroup of this data for ELLs. Our ESL teacher has worked with the content area teachers to assess students' basic skills in English and Math. For students whose initial assessments and statewide tests indicated a need for intervention, we have set up a "before school" and "after school" program to support development in these skills. These interventions are offered in English. We also are monitoring our Former English Language Learners. All ELLs have access to these opportunities, while students who are not Proficient will be mandated for support.

As a new school, we are a technology rich school, but still await much equipment. Our ESL teacher has purchased specific materials and will continue to inform us of needs for materials.

Our ESL teacher is sensitive to the needs to support the literacy of our ELLs. When she is able, she will provide native language support. Teachers are encouraged to purchase materials that support native language support. When needed for texts in ELA, our ESL teacher will be able to secure materials in native languages. We have offered French, Spanish, and Sign Language to all students as an option since we have opened.

All students take part in Crew to build culture in entering our school. Our school works with small groups of students to ensure that the socio-emotional needs of students are met. Our staff speaks Bengali, Creole, Spanish, Bengali, and French.

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)?

N/A

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.

All staff participate in a variety of Professional Development. This work begins in the summer. During this time, all staff is supported in Crew (Advisory) instruction. This support includes helping our staff bridge the move of ELLs from elementary to middle school. Additionally, our staff works with Expeditionary Learning, a model which stressed literacy across the curriculum. Our staff will participate in more than 7.5 hours of training on differentiation to support ELLs. During this trainings, our ESL teacher works with teachers and creates subgroups. Teachers examine student data to determine growth and strategize for differentiating instruction. One of our school's goals is to support staff in their work to differentiate instruction for students. All staff have the option of both in-house and out-of-house training opportunities. Practices are shared during meetings and student work is examined.

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?

As a new school, we have yet to see the parent involvement of our ELLs. Our experienced, trilingual Parent Coordinator is well aware of the need to involve all parents. She actively reaches out to our entire population and keeps services in mind for parents. This work begins at our Open Houses where our Parent Coordinator offers tours in Spanish or Mandarin to interested families. Parents of ELLs attend our active PTA meetings and parent workshops (ie: Impact- grading system). We send notices in native language. Our Parent Coordinator works with the Distict to coordinate opportunities for parents. We meet with the Parent Coodinator weekly to discuss outreach and evaluate needs, and we specifically talk about the needs of parents of ELLs. We look forward to planning workshops to support parents and will critically examine our parent involvement at the end of the year. These workshop and activities are based on feedback and surveys of our parent needs.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

Number of ELLs Taking Test		Number of ELLs Passing Test	
English	Native Language	English	Native Language

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?

6. Describe how you evaluate the success of your programs for ELLs.

At our school, we use a variety of tools to assess literacy skills. These tools include DRA. As a school, we also use data from interim assessments to measure student progress. Data is gathered and disaggregated to examine progress and trends. This data informs our curricular decisions with regard to skills. We meet weekly in grade teams to discuss adaptations to curriculum with our students in mind. Our ESL teacher meets weekly with content area teachers. During these meetings, data patterns in Acuity and classroom assessments by ELLs are discussed. When grades lower, our ESL teacher incorporates content support into the after school support session. Patterns across the NYSESLAT affect grade team decisions (focus skill areas) across content. Being a school in our second year, there are not many results to examine yet. Last year, students made progress in the NYSESLAT, but a few students did not test "proficient" yet. State test results showed mixed results, but only because our ESL population was so small (only 5 students last year). Our grading system, IMPACT, readily provides information to parents and school staff to examine trends. School administration meets weekly with the ESL teacher to examine progress on ELL periodic assessments. We will examine Periodic Assessment data in grade teams and administer Native Language assessments as needed to determine content knowledge. School success will be based on student progress in class grades, Periodic Assessments, and the NYSESLAT.

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.

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)
Damon McCord	Principal		11/8/01
Patrick Finley	Assistant Principal		11/8/01

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jeanne Kwok	Parent Coordinator		11/8/01
Susan Shiney	ESL Teacher		11/8/01
	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
Jose Lopez	Other		11/8/01
	Other		1/1/01
	Other		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: **28q167** School Name: **Metropolitan Exped. Lrng. School**

Cluster: Network: **411**

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 begin by examining the home language survey results in ATS. We also ensure that we know the best way to support the families of students who are ELLs and FELLs. Additionally, our bilingual school aide and parent coordinator keep a data base of parent information and reach out to families as needed. They provide information by email as well as backpacking home information. They also support families in conferencing with teachers.

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.

The overwhelming majority of the translation and oral interpretation needs are for Spanish speaking families. Teachers and staff members were advised that translation and interpretation services were available at the school level for this, and to notify the administration if there were other translation and oral interpretation needs.

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.

All school-wide written communications are translated into Spanish. Parents know to notify the school if there are other written translation and interpretation needs. Our staff and parent volunteers provide the services to our families.

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.

Translation and interpretation services are available at the school level for Spanish and Cantonese speakers. For other languages, we will reach out to parent volunteers as the need arises (e.g. for a Bengali speaking family).

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>.

We will provide each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities. We will also post in a conspicuous location at or near the primary entrance to school a sign in each of the covered languages, or most prominent covered languages, indicating the availability of interpretation services.