



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: BUSINESS, COMPUTER APPLICATIONS & ENTREPRENEURSHIP HIGH SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 29Q496

PRINCIPAL: LYNNE C. CALLENDER EMAIL: LCALLEN2@SCHOOLS.NYC.GOV

SUPERINTENDENT: **JUAN MENDEZ**

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Lynne C. Callender	*Principal or Designee	
Joel Vigne	*UFT Chapter Leader or Designee	
Suzette Lewis	*PA/PTA President or Designated Co-President	
Tarrick Johnson	DC 37 Representative, if applicable	
Rosemary Reyes Jovanne Campbell	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Carol Brown	Elected Parent	
Sharon Morris	Elected Parent	
Karlene Stephenson	Elected Parent	
Dawn Story Rodgers	Elected UFT	
Leroy Brown	Elected Parent	
Reine Nyirenda	Elected UFT	
Lenore Krieger	Elected UFT	

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

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

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

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

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to align the parent involvement activities that would support each goal and action plan.

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

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

- The school needs to “strengthen understanding of inquiry work to improve strategic analysis and changes in practice that improve student’s academic outcomes.” (Quality Review Statement 1.2 / 2011 – 2012 Quality Review Report - Page 5)

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

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

2.2 School leader’s vision

2.4 School leader’s use of resources

2.3 Systems and structures for school development

2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

- **By June 2013, 90% of teachers will actively engage in the school’s Professional Learning Community (PLC) and Professional Development activities designed to increase teacher effectiveness and to develop a shared pedagogical philosophy about how students develop and learn.**

Instructional strategies/activities

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

A. Strategies

- Teachers regularly participate in PLC and PD activities engaging in open collaboration and collective action in identifying students subgroup populations and designing Action Plans for intervention.
- Teachers utilize personal and network expertise to learn and develop their skills in the best practices in data analysis, unit planning and differentiated instructional strategies.
- Teachers work with students in the classroom and in smaller intervention groups in class and after school to deliver targeted support in content and skill development aligned to Common Core and NYSED Regents standards.
- NYCDOE approved Educational Consultants will work in classroom with teachers and students to model best practices and provide supplemental activities aligned to the Common Core.
- Frequent informal and formal observations.
- Group and Individual Meetings with teachers to discuss Scholarship data.

B. Key Personnel / Resources

- Building and School Administrators
- Network and Cluster Instructional Support Personnel
- NYC Leadership Academy and New Leaders, Inc. Coaches
- NYCDOE approved educational consultants vendors (Morningside Center for Social Responsibility, Urban Arts Partnership, Virtual Enterprise Program)
- Lead teachers

C. Evaluation and Evidence

- Ongoing use of Data-Driven Instruction protocols and collaborative structures for analyzing student achievement, student work and pedagogical practices
- The development of an Administrative and Lead Teacher facilitated PLC that asks and answers that continually addresses the following core questions:
 1. What do we want each student to learn (i.e., what Essential Questions and Enduring Understandings about the content will students consider and know?)
 2. How will we know when each student has learned it (i.e., what will we accept as evidence of student learning and achievement?)
 3. How will we respond when a student experiences difficulty in learning? (And, what will we do to ensure that we circumvent possible learning issues using the data we already have?)
- The determination and implementation of key instructional shifts to ensure all students meet the expectations of the Common Core
- Administrative and Teacher goals aligned to citywide expectations and school-wide goals with ongoing review and adjustment of these goals as indicated by student achievement data

D. Timeline for Implementation

- September 2012 – June 2013

Budget and resource alignment

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

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Most of the allocation is based on Tax-Levy, teacher salary allocation and takes place during the contracted school day.
- We will use Priority/Focus Non-Title 1 Funds for Educational Consultants for during, after school and Saturdays for Targeted Focus Groups (Saturday Regents Prep and Tutoring Program, , Promotion-in-Doubt, Seniors and College and Career Readiness activities. These monies will also fund teacher professional workshops and per session for teachers and guidance counselor. (see attached for Educational Consultant session schedule.)
- AIDP Grant monies will be used to fund a targeted Attendance Improvement / Dropout Prevention Program.

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

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

- The school needs to evaluate curriculum so that all students have challenging learning opportunities that promote college readiness.
(QR Statement 1.1 / 2011-2012 Quality Review Report - Page 4)

- The school needs to improve alignment of assessments to key standards so that critical academic trends are more apparent for creating targeted instruction that raises overall student academic performance
(QR Statement 2.2 / 2011 – 2012 Quality Review Report – Page 4)

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.
- | | |
|---|--|
| <u> </u> 3.2 Enacted curriculum | <u> X </u> 3.4 Teacher collaboration |
| <u> X </u> 3.3 Units and lesson plans | <u> X </u> 3.5 Use of data and action planning |

Annual Goal #2

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.
- By June 2013, teachers in each content area will incorporate a continuum of assessments as evidenced by student work products, including a Performance-Based Task designed aligned with the Common Core Learning Standards.**

Instructional strategies/activities

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

A. Strategies

- Administrators and Network Team members will provide ongoing professional development to teachers to develop conceptual understanding of the core tenets of the Understanding by Design (UbD) unit development process.
- Teachers will meet several times per week as a Professional Learning Community to collaboratively analyze student achievement data – using this data to determine the strengths and challenge areas of all students (including our lowest third) and to determine the instructional methods that will increase overall student achievement and engagement and the achievement and engagement in the schools lowest third and other subgroup populations.
- Teachers will use their regularly scheduled PLC time to work in department and/or inter-departmental groups to analyze current units of study and to use them as a

basis for the design of new units that are aligned to the Common Core and that include differentiated and scaffolded learning experiences planned to meet the needs of all students, particularly the schools lowest third.

- Teachers will collaboratively analyze and discuss student work produced as outcomes of these redesigned curricular units to determine and rectify gaps in student skills and understanding of content before the end-of-term Regents assessments.
- Teachers will collaboratively analyze Scholarship Data to determine students off track for promotion, graduation and/or credit accumulation. Using data school-wide and classroom level data, each teacher will create success plans for students in the school's lowest third and for students in the lowest third in each of their classes.

B. Key Personnel / Resources

- Building and School Administrators
- Network and Cluster Instructional Support Personnel
- NYCDOE approved vendors (i.e., Virtual Enterprise Program, Urban Arts Partnership, Morningside Center for Teaching Social Responsibility)

C. Evaluation and Evidence

- Two revised units of study in each content area that adhere to the Understanding by Design model of unit design and are aligned to the Common Core to meet NYCDOE citywide instructional expectations.
- Classroom artifacts and student work that exhibit planning and delivery of instruction designed to scaffold content knowledge and skill development for students in the lowest third.
- Student work in each unit that spans the range of the assessment continuum (informal checks for understanding through academic prompts and performance-based tasks).
- Revisions to lesson sequencing and revisions to unit sequencing as a result of the ongoing collaborative review of student achievement obtained at the end of each unit.

D. Timeline for Implementation

- September 2012 – May 2013

Budget and resource alignment

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

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

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

-PF Common Core Standards

- o 35 hourly sessions, 25 Teachers = PF, Non-Title 1 Allocation

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Activities will take place during regular, contracted instructional periods using VATEA Grants monies and Priority/Focus Non-Title 1 Funds.

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

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

- BCAE teachers need to hone belief systems to strengthen pedagogical moves so that all student have entry points for academic engagement that serve their particular learning needs

(QR Statement 1.2 / 2011 – 2012 Quality Review Report - Page 5)

- At **each** grade level, the Percent of Students in the School’s Lowest Third earning 10+ Credits is significantly less than 40%.

(2011-12 Progress Report – Page 2 – Student Progress Section)

Tenet #4 TEACHER PRACTICES AND DECISIONS

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

4.2 Instructional Practices and strategies

4.4 Classroom environment and culture

4.3 Comprehensive plans for teaching

4.5 Use of data, instructional practices and student learning

Annual Goal #3

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

- By June 2013, 94% of BCAE teachers will engage in the revision of core content curriculum using the Understanding by Design (UbD) unit development process to design two Common Core units in each subject area that include a continuum of assessments and learning experiences and that address the needs of all students including the school’s lowest third.

Instructional strategies/activities

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

A. Strategies

- Ongoing, collaborative analysis of student achievement data and teacher scholarship reports

- Use of online, internet based data collection and retrieval systems (e.g., ARIS and Datacaton)

- Ongoing cycles (of two to three weeks) of targeted, guided interventions for students in lowest third during the contractual, School-Based Option (SBO) extended day periods (37.5 minutes).

- Continuous monitoring of student progress by teachers, Administrators and Pupil-Personnel Staff

- Continue the process of sending monthly marking period reports to families

- One-to-one transcript review with students in the lowest third and other subgroup populations

- Establishment of a Pupil –Personnel Team focused on Attendance data and Student Achievement data in students with chronic absenteeism
- Participation in Campus-wide Attendance Improvement / Dropout Prevention (AIDP) program

B. Key Personnel / Resources

- BCAE Teachers and Staff
- Building and School Administrators
- Network and Cluster Instructional Support Personnel
- NYCDOE Vendor (Datacaton)

C. Evaluation and Evidence

- Student-Teacher Academic Conferences Logs
- Individual Academic Student Support Plans
- Student Success Plans (School-wide Targeted Students and Classroom Targeted Students)
- Revised unit plans and lesson plans noting differentiated strategies and multiple points of access for gaining content knowledge and demonstrating skills and learning.
- Scholarship Reports
- Increased Credit Accumulation
- Increased Attendance Rates

D. Timeline for Implementation

- September 2012 – June 2013

Budget and resource alignment

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

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

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

- PF Academic Intervention Services
 - o 10 hourly sessions, Guidance Counselors = PF, Non-Title 1 Allocation

- PF Expanded Learning Time
 - o **Academic Intervention Services - Saturday Regents Prep and Tutoring**
 - o **210 hourly sessions, 6 Teachers, 150 students = PF, Non-Title 1 Allocation**

Service and program coordination

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

- **Academic Intervention Services (AIS) activities will take place in the Fall and Spring semesters during the following time frames:**
 - o **Regular contracted instructional periods.**
 - o **After School (AIS) activities two days per week**
 - o **Saturday Regents Prep, Tutoring and College and Career Readiness programs six –eight week sessions , using Priority/Focus Non-Title 1 Funds and VTEA grant funding for teacher per session.**

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

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

- The Learning Environment Survey results for Safety and Respect are approximately half that of our Peer Schools and less than half that of City Schools overall.

(2011-12 Progress Report – Page 4 – School Environment / School Survey Results Section)

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

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

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

Annual Goal #4

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

- By June 2013, multiple, ongoing partnerships with Community-Based Organizations and NYCDOE approved vendors will be in place that develop teacher ability to positively address students’ social-emotional needs and assist students in developing the dispositions necessary for success in college and career as identified by the NYCDOE Office of Post-Secondary Readiness.

Instructional strategies/activities

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

A. Strategies

- Administrative and Guidance personnel participation in Post-Secondary Readiness Workshops (with turn-keyed strategies to staff and faculty)
- Participation in school-wide and Campus-sponsored Respect for All and Anti Defamation League (ADL) projects
- Support for student participation in community-service projects (NYCARES, Future Business Leaders of America, etc.)
- Support for Student Government participation in school, campus, borough and city events and projects
- Conflict Resolution and Mediation Projects (Morningside Center for Social Responsibility)
- Professional Development and Student Counseling in Substance Abuse Awareness and Prevention
- Afterschool Program for various subgroup populations (Project HYPE / Young Men’s Alliance)
- Participation in Attendance Improvement / Dropout Prevention (AIDP) Grant Project
- PLC reading and discussion activities that promote awareness of and solutions for engaging adolescents, specifically young men of color.

- Participation in Queensborough Community College Career Cluster Program, Borough of Manhattan Community College College Readiness
- Participation in Virtual Enterprise International Program

B. Key Personnel / Resources

- BCAE Teachers and Staff
- Building and School Administrators
- Network and Cluster Instructional Support Personnel

C. Evaluation and Evidence

- Increase in school-wide attendance rates
- Increase in credit accumulation (particularly among subgroup populations)
- Increase in student performance (particularly among subgroup populations)
- Increased student enrollment in college level courses (BMCC and QCC Career Clusters Program / BU500, BU906 and BU201)
- Ongoing student participation in afterschool programs
- Improvement in key areas of Learning Environment Survey

D. Timeline for Implementation

- September 2012 – June 2013

Budget and resource alignment

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

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

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _Title1 – STH_

- PF Academic Intervention Services – Saturday Regents Prep and Tutoring Program

- PF Positive Behavior Management Programs

- o OTPS (Enrichment)= 100 students, 10 teachers = PF, Non-Title 1 Allocation
 - College and Career Readiness Trips – New York Stock Exchange, Queensborough Community College, Borough of Manhattan Community College, Virtual Enterprise International Program, Museum of Moving Images, College Prep Day- Citifield
 - Positive Behavior Trips – Holocaust Museum, Museum of Tolerance
 - Positive Behavior Staff Workshops- Respect For All, Anti Defamation League, Deans, Career Cluster Program, Virtual Enterprise International Program, Manadated Child Abuse

- PF Academic Intervention Services

- o OTPS Professional Development (Expanding Communities, Morning Side Center, Urban Arts Partnership) = 36 sessions, 30 teachers, 200 students = PF, Non-Title 1 Allocation

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Afterschool and Saturday programs and trips funded with Title 1 –STH, VATEA, Priority/Focus Non-Title1 and Tax Levy monies

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

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

- There is no evidence that information about the academic progress of subgroups is shared with instructional staff, students and/or **family members**. (2011 NYCDOE Document Review Curriculum Audit – Page 9)

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Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

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

6.2 Welcoming environment

6.4 Partnerships and responsibility

6.3 Reciprocal communication

6.5. Use of data and families

Annual Goal #5

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

- **By June 2013, parents of students in various subgroup populations will participate in workshops designed to address topics of need (attendance, credit accumulation, graduation requirements, substance abuse, etc.)**

Strategies to increase parental involvement and engagement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages XX through XX in this SCEP.
- Describe the research-based strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

A. Strategies

- Evening and Saturday workshops for parents (Attendance, Financial Aid, Graduation Requirements, etc)
- Attendance outreach and home visits (AIDP)
- One-to-One Guidance Conferences with parents
- Parent Participation in Financial Literacy Project and Virtual Enterprise Trade Fair

B. Key Personnel / Resources

- BCAE Teachers and Staff
- Building and School Administrators
- School Aides
- Community Based Organizations
- Network Support Personnel

C. Evaluation and Evidence

- Improvement in parent participation in Learning Environment Survey responses
- Increase lunch form applications
- Increased in attendance at PTA and SLT meetings
- All teachers will use Datacation to communicate with parents and to post coursework and student progress

D. Timeline for Implementation

- September 2012 – June 2013
- From February 2013 – June 2013, all teachers will use Datacation to communicate with parents and to post coursework and student progress.

Budget and resource alignment

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

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

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

-PF Parent Engagement

- 210 hourly sessions, School Aides = PF, Non-Title 1 Allocation
- 10 hourly sessions, Special Education Teachers = PF, Non-Title 1 Allocation
- OTPS (Parental Involvement) = Workshops = PF Parent Engagement Non-Title 1 Allocation.

Service and program coordination

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

- Evening and Saturday workshops that focus on academic achievements, attendance, substance abuse prevention, violence prevention and college and career readiness programs will be funded using Priority/Focus Non-Title 1, VATEA, AIDP Grant, and Title 1 – STH monies. Purchases of workshop presentation materials and incentives.

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"> - SAT/ACT Prep - All 9th Graders receive double ELA classes that focus on literacy and writing skills. - Tutoring 	<ul style="list-style-type: none"> - Small Group Interventions - Tutoring - One-to-One Interventions - Classes are part of student program 	<ul style="list-style-type: none"> - During and after school day (M – W – Focus Groups/ Small Group Interventions) Tues & Fri after school program (Project HYPE)
Mathematics	<ul style="list-style-type: none"> - Four term Algebra 1 classes for all students - Tutoring / Project HYPE 	<ul style="list-style-type: none"> - Tutoring: Small Groups and One-to-One - Classes as part of student schedule 	<ul style="list-style-type: none"> -During the school day - After school: M – W Focus Groups - After school: Tues & Fri
Science	<ul style="list-style-type: none"> - Lab Make-up - Tutoring 	<ul style="list-style-type: none"> - Small Groups - One-to-One 	<ul style="list-style-type: none"> - After school Mon – Wed - After School Tues and Fri (Project HYPE)
Social Studies	<ul style="list-style-type: none"> - Project-Based Learning Activities with a focus on Conflict Resolution and Mediation (Morningside Center for Social Responsibility) 	<ul style="list-style-type: none"> - In class work with students and teachers in Science and Social Studies classrooms - Small group work with students 	<ul style="list-style-type: none"> - During school day (Tues) - Period 6 Lunch - After school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> - VeraMae (SAPIS) Services: Small groups and one-to-one counseling - Project Prize / QCC 21st Century Project - Urban Arts Partnership – - -- Media Literacy Program 	<ul style="list-style-type: none"> - Small group - Whole class 	<ul style="list-style-type: none"> - Period 6 Lunch - After school - Evening Programs and Saturdays - Wed: During the school day – in class, Periods 5, , 7 & 8 - Wed: Afterschool

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 teachers are Highly Qualified in their subject area. Activities that support the professional development of teachers include the following:

- Professional Development Workshops
- Period 6 PLC
- Network Instructional Support Services
- Mentoring for New Teachers (one teacher)
- Sponsorship in Virtual Enterprise International Programs

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

In developing the Parent Involvement Policy, 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 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 programs as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy, School-Parent Compact, AIDP Program and Focus Group Parents;
- engage parents in discussion and decisions regarding the required set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the 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) as well as Title I Parents, AIDP and Focus group parents. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Pupil Personnel Team to serve as a liaison between the school and families. The Pupil Personnel Team 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 team 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;
- 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 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:

- 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) AIDP, Focus Group Parents 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;

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- 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 and upcoming 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 funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy for Title 1, AIDP and Focus Group Parents;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind 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; AIDP and Focus Group Parents
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Joseph Zaza	District 29	Borough Queens	School Number 496
School Name Business, Computer Applications & Entrep			

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

Principal Lynne Callender	Assistant Principal Doreen Sherman
Coach	Coach
ESL Teacher Sara Lichter	Guidance Counselor Lenore Krieger
Teacher/Subject Area Jhasmina Heras/Spanish	Parent
Teacher/Subject Area Dawn Story/English	Parent Coordinator type here
Related Service Provider Joyce Weingarten	Other ESLCoordinator/Atina Modesto
Network Leader Joseph Zaza	Other Atina Modesto/AP Adm

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	323	Total Number of ELLs	33	ELLs as share of total student population (%)	10.22%
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Part II: ELL Identification Process

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

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

New entrants whose Home Language Survey indicates a language other than English to any one (1) response to questions #1-4 and to any two (2) responses to questions #5-8, are administered the English LAB-R before being programmed. The Guidance Counselor

admitting the student fills out the bottom of the second page of the Home language Survey and indicates whether the student is eligible for LAB-R testing based on the above criteria. The new entrant is programmed based on the LAB-R score and the informal oral interview. The informal oral interview with both the parent/guardian and student is administered by a native speaking staff. Prior to admission, the parent/guardian registering the youngster views the Orientation Video for Parents of Newly Enrolled English Language Learners in order to be able to make an informed decision as to whether the parent wants the youngster in a Transitional Bilingual, Dual Language or Free Standing ESL Program. The ESL Coordinator addresses concerns and provides explanation as to the content of the video. After viewing the video, the parent completes the Parent Survey and Program Selection Form indicating the

program preference. Parents have the option to opt-out of Transitional Bilingual Education, however, if the student does not meet the score established for his/her grade level on the LAB-R test, he/she is mandated to receive ESL instruction until he/she test out of the program. In the event that the parent chooses to have the child in a Bilingual program, the student is directed to the appropriate school. A copy of the Home Language Survey is given to the ESL Coordinator who administers the LAB-R. If the new entrant's home

language is Spanish and he/she does not meet proficiency level on the English LAB-R, the Spanish LAB is administered as evidence of

literacy in the native language. All eligible ELLs are LAB-R tested and programmed within ten days of being admitted in accordance

with the score obtained on the LAB-R. A copy of the Home Language Survey is given to the ESL Coordinator who administers the LAB-R. If the new entrant's home language is Spanish and he/she does not meet proficiency level on the English LAB-R, the Spanish

LAB is administered as evidence of literacy in the native language. All eligible ELLs are LAB-R tested and programmed within ten

days of being admitted. The new entrant is programmed based on the LAB-R score and the informal oral interview in English and the native language.

In August, our ELLs are programmed according to their most recent NYSESLAT score.

2. Prior to admission, the parent/guardian registering the youngster views the Orientation Video for Parents of Newly Enrolled English Language Learners in order to be able to make an informed decision as to whether the parent wants the youngster in a Transitional Bilingual, Dual Language or Free Standing ESL Program. The ESL Coordinator addresses concerns and provides explanation as to the content of the video. After viewing the video, the parent completes the Parent Survey and Program Selection Form indicating the program preference. Parents have the option to opt-out of Transitional Bilingual Education, however, if the student does not meet the score established for his/her grade level on the LAB-R test,

he/she is mandated to receive ESL instruction until he/she test out of the program. In the event that the parent chooses to have the child in a Bilingual program, the student is directed to the appropriate school.

3. In addition to the bi-yearly parent-teacher conferences and monthly PTA meetings, parents of newly enrolled LEP/ELLs are provided with an orientation session on the State Standards and graduation requirements. Parents view The Orientation Video for Parents of Newly Enrolled English Language Learners and, if not previously submitted, they are requested to complete the Parent Survey and Program Selection Form. Features of our Free- Standing ESL Program are discussed as well as eligibility and exiting regulations. French, Haitian-Creole and Spanish speaking teaching and paraprofessional staff are present to answer questions and concerns. Placement letters, Entitlement letters, Continued Entitlement letters and Non-Entitlement letters are mailed to the students address of record at the beginning of the school year or as soon as the student is LAB-R tested and the results are known. The letters provide parents with their student's current ESL proficiency placement level.

4. The ESL Coordinator reviews the ATS RLAT report and programs eligible students into our free-standing ESL program according to the level of their most recent score. ESL Teacher's evaluation and parent interview are part of the programming process.
5. The parents have attended either the Parent Orientation Meeting or are provided with a one-on one orientation at the time of registration. All have filled out the Parent Survey and Program Selection Form have requested the enrollment of their student in the Free Standing ESL Program. Parent who are unable to attend the orientation meeting are mailed the Parent Survey and Program Selection Form and brochures explaining the Free-Standing, Transitional Bilingual and Dual language ESL Programs with the request that they return the form by a specific date to the ESL Coordinator indicating their choice of program.

6. The ESL Free Standing program in our building is aligned with the parents' request according to the selection on the Parent Survey and Program Selection Form. All the parents of our newly admitted students have returned the Parent Survey and Program Selection Form.

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 type="checkbox"/>	If yes, indicate language(s):

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	33	Newcomers (ELLs receiving service 0-3 years)	25
SIFE		ELLs receiving service 4-6 years	
		Special Education	8
		Long-Term (completed 6 years)	

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	33		8							33
Total	33	0	8	0	0	0	0	0	0	33

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

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
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 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										4	1			5
Chinese														0
Russian														0
Bengali														0
Urdu													1	1
Arabic														0
Haitian										5	4	2	3	14
French										3	4	1	1	9
Korean														0
Punjabi										2				2
Polish														0
Albanian														0
Other										2				2
TOTAL	0	16	9	3	5	33								

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?

We have a unique program whereby one free standing, self-contained ESL program serves all ELLs in the four Campus Magnet High Schools. The four Campus Magnet High Schools are Mathematics, Science Research and Technology High School (Q492), Law Government and Community Service High School (Q494), Business, Computer Applications and Entrepreneurship High School

A. Programming and Scheduling Information

(Q496), and Humanities and the Arts High School (Q498). ELL students from the four schools are ungraded and homogeneously programmed according to their proficiency level on the NYSESLAT and the LAB-R.

2. All students are provided with appropriate ESL classes based on scores attained on the Language Assessment Battery – Revised (LAB-R) and the York State English as a Second Language Achievement Test (NYSESLAT). Ours is a Freestanding ESL Program. Instruction is provided by a licensed ESL teacher. Our program fully addresses compliance with CR Part 154 for intensive English Language Instruction by providing our ESL student population with the required units of ESL instruction:
 - Three Beginner Level Classes: 3- 44 minute periods of ESL
 - Two Intermediate Level Classes: 2- 44 minute periods of ESL
 - One Advanced Level Class: 1- 44 minute period of ESL and 1- 44 minute period of ELA
3. The methodology used in all levels is primarily aligned with the Common Core Learning Standards mandated by the State. All classes are being served using the communicative approach allowing students to use the new structures freely and creatively while motivating open-ended activities in the four language skills: listening, speaking reading and writing.
4. At registration, students native speaking staff members interview the parent and student to determine fluency in the home language. Spanish language speakers are administered the Spanish language LAB to further determine students' level of literacy.
5. We serve SIFE students by implementing differentiated instruction. This will include: pairing with stronger academic students, pairing with cultural buddy and providing one-on-one instruction. Besides programming ELLs who have been in US schools less than three years (newcomers) into the recommended periods of ESL instruction, these students are encouraged to attend tutoring during their lunch period and before or after school hours where the results of Periodic Assessment data are analyzed. One to one tutoring is also available to all of our ELLs (newcomers and 4-6 years ELLS) where the student's proficiency level needs in reading and writing are individually addressed. Furthermore, emphasize is placed on academic language and students are allowed extended time on Regents Exams. With regards to long-term ELLs (in NYC school six years or more), the following program/services are available to ensure that our long term ELL population meets the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, Technical Subjects and Mathematics, and pass the Regents Examinations:
 - English teachers provide English Regents Prep and tutoring on Tuesday and Thursday during fifth period (11:15 -11:59)
 - APEX- Distant learning via technology
 - Study Island - 24 hour internet program that will assist students in all content subject areas , Regents and job readiness skills
 - Revolution K12 – 24 hour internet Math and ELA PrepAll of our ELLs are further supported with the following resources:
 - Bilingual glossaries and dictionaries
 - Beginner Level students are paired with a student translators
 - Increase Number of ELLs taking PSAT and SAT Exams
 - Continued implementation of the Continuum for Academic Rigor and Excellence Document
 - Extended time and separate location during the administration of Regents Exams
 - Translations of the content area Regents exams
6. All students, especially ELL-SWDs are provided opportunities to practice active participation in their learning. Through conversations and discussions in class with teachers and other students ELL-SWDs develop language skills as well as broaden their knowledge and understanding of subject matter. Students are encouraged to collaborate with peers and utilize cooperative learning strategies Teachers model how to pose questions and make comments in small discussion groups which ultimately organizes student directed discussions. Overall, teachers use a variety of strategies when teaching literacy to access their student's needs and determine how to proceed with instruction in the advancement of literacy.
7. When accessing the least restrictive environment ELL-SWDs have the same opportunities as the general education student. They are provided with leveled texts to better accommodate their reading and comprehension levels. They are heterogeneously grouped to afford greater opportunities in meeting their long and short term goals. Utilizing the Individualized Educational Plans teachers become familiar with students testing accommodations to better provide students with the ability to demonstrate mastery of skills and attainment of knowledge without being limited due to the effects of their disability.

Courses Taught in Languages Other than English [i](#)

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	NA		
Social Studies:	NA		
Math:	NA		
Science:	NA		

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

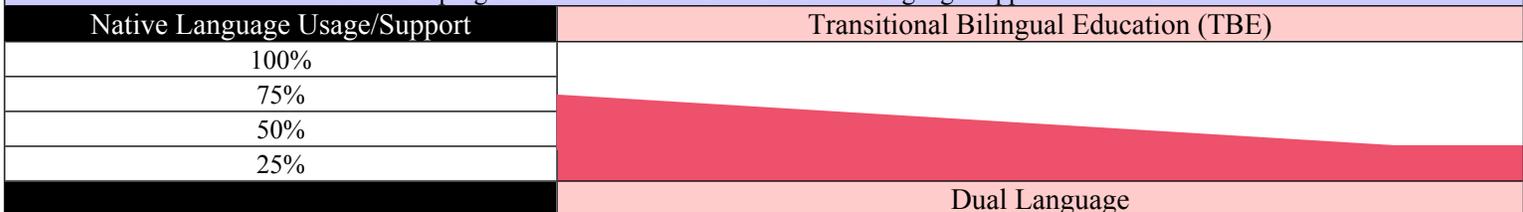
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

We offer the following targeted intervention programs for ELLs in ELA, math, and other content areas:

- English teachers provide English Regents Prep and tutoring on Monday, Tuesday and Wednesday during ninth period (2:23-3:01PM) and period 6 on Fridays 12:02- 12:46 PM
- APEX- blended learning via technology

9. We continue to support students reaching proficiency on the NYSESLAT through tutoring and Regents preparatory classes. Regents testing accommodations have been extended to former ELLs. Furthermore, ELLs who require more than four years to graduate are provided with extensive Academic Instructional Support: small group instruction and tutoring by content area teachers and independent study under content area teachers' supervision.
10. This year we are integrating Datacation's Pupil Path which allows students and parents to see up to the minute grades, attendance, and assignments. We also have the Rosetta Stone software available for use and one on one tutoring with St. John's University students both Monday - Friday from 2:20 - 4:15 PM
11. Achieve 3000, which targeted literacy throughout the curriculum) will be discontinued due to loss of CFN grant. Other programs that will not be available this year are PM School for Credit Recovery,, peer tutoring and homework help from 3:30-5:30 due to lack of funding and YAAOI (Youth Academic & Athletic Outreach, Inc.), an after school enrichment program, because they are no longer in the building.
12. All ELLs are encouraged to participate in all after school activities and events. Programs include Performing Arts Program in theater and dance, Instrumental and Vocal Music Program which includes a marching band and steel band, PSAL sport teams and cheer leading.
13. Instruction materials used to support ELLs include glossaries, native language dictionaries, computer lab, Smart Board.
14. Since we provide a free standing, self contained, ESL program, which focuses on intense development of academic language and on cognates to accelerate comprehension, we are unable to compare the English performance of our ELL population to performance in their native language. However, the native language support is used as a bridge to transferring receptive and expressive 2nd language acquisition. All students are provided with a home language bilingual glossary for support in the content area classes.
15. All required support services and resources are targeted for grades 9-12, thus they correspond to our ELLs age and grade level.
16. Prior to the beginning of the school year, incoming students and their parents are invited to attend the school's open house and orientation. They are given a tour of the building and an introduction to our specialized programs in Virtual Enterprise and Career and Technical Education (CTE) Entrepreneurship Program.
17. Spanish foreign language classes are offered as mandated for graduation and as electives for students that pursue an Advanced Regents Diploma.

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)?

NA

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.

Copy your school's professional development plan from the CEP.

2. Staff facilitates 9th period Study Groups Monday through Friday which assist ELLs in the transition from middle to high school.
3. All faculty members are New York state certified and as such have met the State 7.5 hour requirement (or 10 hour requirement for Special Education teachers) for the Jose P. training

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?

2. Parents are encouraged to attend citywide forums that focus on the needs of immigrant students and their families. At Business, Computer Applications and Entrepreneurship High School, we partner with Wall Street in the Black, Queensboro Community College and the Cambria Heights Civic Association and United Black Men Of Queens.
3. We based our assessment of oral and written interpretation needs on the Home Language Aggregation Report (RHLA). This report shows that oral and written interpretation is needed in Spanish and Haitian Creole.
4. Provide translations to native speakers of Spanish and Haitian Creole at
 - Parent-Teacher Conferences
 - PTA Meetings
 - ESL Parent Orientation Meetings
 - Parent Forums

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										17				17
Intermediate(I)										2	2	2	4	10
Advanced (A)										2	3		1	6
Total	0	0	0	0	0	0	0	0	0	21	5	2	5	33

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	6		1	
Integrated Algebra	13		4	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science	5		0	
Living Environment	8		3	
Physics				
Global History and Geography	8		0	
US History and Government	12		0	
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.

Our school uses authentic assessment tools to assess early literacy skills through:

Portfolio Assessment

Writer's Workshop

2. The NYSESLAT data reveals that 63% of our ELLs are performing at the Advanced/Proficient Level on the Listening/speaking modality while 63% are performing at the Intermediate Level on the Reading and writing modality. The overall NYSESLAT and LAB-R proficiency results reveal that 66% of our ELLs are performing at the Intermediate Level.
3. The data guides student programming, lesson planning and development which targets the individual needs of each student based on the NYSESLAT data.
4. a. Most students achieve Annual Yearly Progress by moving up a level in ESL proficiency.
Few students take these exams in their native language, but some use them only for linguistic support.
- b. Content area teachers receive a memorandum identifying ELLs at the beginning of each semester. This enables mainstream teachers to recognize student's needs. They consult with an ESL specialist and avail themselves to translation services.
- c. The school has learned that planning effective English Language instruction for ELLs cannot be done in isolation. It is part of a comprehensive and challenging education program that takes into account the academic needs as indicated by the data. Native language is used as a bridge to the target language - it is regarded as essential to transition from one language to the other.
Students are permitted to complete assignments in their native language and take the Regents exam in their native language and to cooperatively support one another in collaborative tasks and projects.
5. N/A
6. As an indication of the success of our program, our data reveals that our ELLs graduate within the four year framework with a Regents Diploma.

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

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lynne Callender	Principal		1/1/01
Doreen Sherman	Assistant Principal		1/1/01
NA	Parent Coordinator		1/1/01
Sara Lichter	ESL Teacher		1/1/01
	Parent		1/1/01
Jhasmina Heras	Teacher/Subject Area		1/1/01
Dawn Story Rodgers	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Lenore Krieger	Guidance Counselor		1/1/01
Joe Zaza	Network Leader		1/1/01
Atina Modesto	Other <u>ESL Coordinator</u>		1/1/01
Joyce Weingarten	Other <u>Related Services</u>		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013

Requirement under Chancellor's Regulations – for all schools

DBN: **29Q496** School Name: **Business, Computer Appl & Entrepren**

Cluster: **2** Network: **201**

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.

Results of home language surveys were compiled as was feedback from the parent coordinator, teachers, supervisors, guidance staff and the Lab Besis Coordinator. The survey indicated translation needs in languages other than English, for parents of ELL students as well as parents of non ELL students whose language is other than English

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.

Formal and informal conversations with teachers, supervisors, students, guidance counselors and parents identified the needs for written translation and oral interpretation needs. These findings were shared department meetings.

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.

Translation services will be needed for the following documents into Spanish, Chinese and Korean done in-house:

- a. New Student Handbook-approximately 60 pages once a year
- b. College Handbook-same as above
- c. Guidance Newsletter-approx 6 pages monthly
- d. PTA Newsletter-4 times per year
- e. Miscellaneous documents including school papers and records for various countries

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.

Translators are needed to assist non-English speaking parents during Open School conferences to obtain information from teachers regarding their child's academic progress. Translators will help parents to understand the school's rules and regulations, academic standards and the types of assessments used for the evaluation of student work. Services are mostly done in-house with the backup of interpretation services available.

Translators are also needed for ELL Parent Orientation meetings:

- One session during the Fall term
- One session during the Spring term

Translators will assist parents of newly enrolled ELL's to understand the various program choices available to them as well as the academic standards students must achieve to meet diploma requirements.

Translators are needed in Spanish and Urdu during Open School conferences and ELL Parent Orientation meeting

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>.

Flyers are backpacked.

A multi-language phone master is employed repeatedly.

Conferences in native languages are held several times during the year.